

**The Influence of Discipline and Achievement  
on the Work Commitment of Teachers of Ibtidaiyah  
Madrasah State 4 East Aceh**

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**Abstract**

The purpose of the study to describe three things, namely the partial influence of discipline on work commitments, the partial influence of achievement on work commitments, and the simultaneous influence of work commitments of teacher madrasah Ibtidaiyah Negeri 4 Aceh Timur. The research method used is quantitative survey. Collecting data using questionnaires. Data analysis is performed with regression test, t test, F test, and determination coefficient. The findings showed that there was a partial influence of disciplinary variables on work commitments of 0.319 (31%), there was a partial influence of achievement on work commitments of 0.594 (59%) and there is a simultaneous influence of discipline and achievement together on teacher work commitments of 0.940 (94%) only 6% were affected by other variables outside of this study.

*Keyword: Achievement, Job Commitment Discipline, Teacher*

**Abstrak**

Tujuan penelitian untuk mendeskripsikan tiga hal yakni pengaruh parsial disiplin terhadap komitmen kerja, pengaruh parsial prestasi terhadap komitmen kerja, dan pengaruh simultan komitmen kerja guru Madrasah Ibtidaiyah Negeri 4 Aceh Timur. Metode penelitian yang digunakan adalah kuantitatif survey. Pengumpulan data menggunakan kuesioner. Analisis data dilakukan dengan uji regresi, uji t, uji F, dan koefisien determinasi. Temuan penelitian menunjukkan terdapat pengaruh parsial dari variabel disiplin terhadap komitmen kerja sebesar 0,319 (31%), terdapat pengaruh parsial dari prestasi terhadap komitmen kerja sebesar 0,594 (59%) serta terdapat pengaruh simultan dari disiplin dan prestasi secara bersama-sama terhadap komitmen kerja guru sebesar 0,940 (94%) sementara hanya 6% dipengaruhi oleh variabel lain di luar penelitian ini.

*Kata Kunci: Disiplin, Guru, Komitmen Kerja, dan Prestasi*

## INTRODUCTION

In learning there are several aspects that determine the success of a lesson, including teachers and students. Teachers play an important role in the learning process in schools. Professional teachers must be able to inform the material effectively and efficiently so that students master certain competencies. In addition, teachers are required to be familiar with using various teaching strategies, this aims to stimulate enthusiasm and a more pleasant learning atmosphere for students. Thus, the teacher at least has the ability to master the curriculum, the substance of teaching materials, methods and evaluations, responsibility and discipline (Kunandar, 2017).

The discipline of a teacher brings consequences to the learning process in schools in order to educate students who are reliable and skilled. Teacher discipline in work can be applied at any time and become an example for students to obtain optimal learning achievement. Discipline is related to awareness, because this arises from a long and difficult process to do, however discipline can be grown and can be enforced by a rule.

One of the important points of the National Disciplinary Movement (GDN) is the steady application of discipline in everyday life. Discipline is influenced by internal and external factors. Internal factors are self-awareness and individual conscience, while external factors are environmental influences (Tu'u, 2014). Schools certainly have and set various rules, one of which is teacher work discipline and sanctions. So a disciplined teacher certainly has and is able to develop himself based on moral values.

Sinungan (2013) adds that discipline is an attitude of obedience (obedience) both individuals and groups to ethics, norms, rules, rules and regulations set by the government and applicable in society. Meanwhile, Sastrohadiwiryono (2015) argues that someone who has a disciplined attitude will show obedient, obedient, respecting, and appreciating the rules that apply whether written or not, and being able to implement them also does not avoid sanctions in the event of a violation. So it can be understood that discipline is obedient behavior to norms, laws or rules that have been set and controlling oneself to practice them.

Disciplines that can be shown include time discipline, for example not being late for school or being on time, discipline in work such as not being negligent and always complete to complete assignments. Then the accumulation

of discipline in work appears to be teacher performance which is then referred to as work performance.

Achievement can be interpreted as the performance displayed by someone in this case is the teacher. Work performance has a huge influence on the sustainability of an organization/institution. Work performance is based on knowledge, attitudes, skills, and motivation to produce something or performance. If the teacher has discipline and good performance, it will give birth to a quality work commitment, so that the teacher is able to compete to improve the quality of the school.

Work commitment is a person's conscious behavior in carrying out tasks responsibly to direct and guide students in learning. Kusmaryani (2018) says that if the teacher has a commitment to the school/institution, the teacher will show positive behavior related to identification and loyalty to the school/institution to achieve its goals.

The results of observations at MIN 4 Aceh Timur found that teachers were not maximal in terms of discipline and lacked achievement. For example, some teachers come to school not according to the specified schedule. The teaching and learning process (PBM) started at 07.30 WIB and some of the new teachers were present at that hour, not giving news if they were unable to attend, so there were classes that were abandoned because there was no substitute teacher. Because some teachers are only present during class hours. Even though the teacher's job is not just teaching, but there are other administrative tasks such as preparing lesson plans, making reports to the picket officers when they have finished teaching.

This finding in the field is also in line with what Fitriani (2014) stated, there are many problems related to violations of work discipline, both in terms of types of violations, perpetrators of violations, penalties.

So, to see how the work commitment of teachers at MIN 4 Aceh Timur, will be examined from the two things that have been described previously, namely from the discipline factor and work performance. Because of these two factors, this is a problem in the madrasa. Later the results of this study can be used for improvement and policy making by the head of the madrasa in an effort to increase teacher work commitment.

Competencies required in the teaching and learning process, mentoring, or relevant additional assignments. According to Mangkunegara (2006) there are

nine indicators of teacher work performance, namely (1) attendance; (2) attitude; (3) crafts; (4) initiative; (5) reliability; (6) consistency; (7) quantity of work; (8) quality of work; and (9) cooperation.

Meanwhile, the Directorate General, Higher, & National (2010) established a teacher competency assessment tool (APKG) consisting of (1) lesson plan (RPP); (2) learning procedures; and (3) interpersonal relationships. Thus, indicators of teacher performance assessment in the classroom include planning, implementation, and learning assessment programs. The planning stage is related to the teacher's skills in preparing learning programs and mastery of teaching materials. The implementation phase includes learning activities in the classroom which are marked by three activities, namely preliminary, core, and finally closing activities. In the implementation stage of learning, teachers are required to be skilled in managing the classroom, using media and learning resources, applying teaching methods that are attractive to students. While at the assessment stage, teachers are required to master various evaluation methods or approaches, develop evaluation tools, process and use evaluation results for remedial programs or learning improvements.

### **Teacher Work Commitment**

Commitment can be interpreted as a belief that binds conscience and moves a person's behavior in the direction he believes in (Tasmara, 2016). So that commitment is a conscious effort that gives birth to responsibility and loyalty to the institution/organization where he works. Sopiah (2018) describes that the attitude that reflects the likes or dislikes of an employee towards his organization is related to the commitment he has. So commitment is a behavioral dimension that can be used to assess the tendency of employees to stay in the organization/institution.

Greenberg (2011) suggests that, "commitment is the extent to which an individual identifies and is involved with his or her organization and/or is unwilling to leave it." to remain in the organization. In line with this definition, Colquitt, Lepine, & M.J., (2015) define "commitment is the desire on the part of an employee to remain a member of the organization". This definition shows that commitment is the desire of a person (member) to remain part of the organization. This desire means that there is a willingness from someone to do anything for the organization.

Based on these four definitions, it can be understood that commitment is a desire, awareness, agreement in oneself to be serious as a form of attachment to oneself in the organization and maintain membership in the organization. So later the relationship orientation results in someone willing to give something of their own accord, and something that is given illustrates their support for the achievement of organizational goals.

So, as a teacher, you should be dedicated to the field of education. In a smaller scope, the dedication of a teacher is to the school where he works. So, if it is related to the conclusions from the several definitions above, teacher commitment is an attachment to the duties and obligations of both the profession and the school where he teaches. This means that a teacher who is committed to the school organization will always seriously carry out his roles and responsibilities as a form of attachment and support for achieving organizational goals (Dariyo, 2013).

Sardiman (2015) divides three forms of teacher work commitment, namely (1) affective commitment; (2) continuance commitment; and (3) normative commitment. Affective commitment only occurs when there is an emotional aspect that arises from the teacher to be part of the school. Meanwhile, continuance commitment only appears if the teacher remains in a school organization because of the necessities of life (salary) and other benefits, or because he cannot find another job. While normative commitment, the teacher remains a member of the school because of the awareness that commitment to the school is something that should be done.

Sopiah (2018) also describes three forms of teacher work commitment in learning, namely (1) continuance commitment, which is related to dedication to running the school; (2) cohesion commitment (integrated commitment) is a commitment that is formed due to social relations between school members; (3) control commitment, namely commitment to school norms. Sopiah also emphasized that the commitment attached to the teacher is an affective professional commitment. Aspects of professional commitment a these are (1) belief in and acknowledgment of the organization's standards and objectives; (2) willingness to achieve organizational goals; and (3) willingness to maintain organizational membership. So, a teacher who has a strong commitment is a teacher who feels responsible, has a dependence on his profession, and has a strong belief in carrying out his profession. To have a high commitment, it takes

a continuous process and experience in the organization/school where he works. Starting from personal needs, then moving into shared needs and growing feelings of belonging to the school (Sardiman, 2015).

Wursanto (2015) ensures that, teachers who are committed, automatically have loyalty to colleagues and organizations, are also willing to sacrifice for the school for the sake of the school's progress, pride if the school gets a good label from the community, and maintain the good name of the school. Winardi (2014) details three factors that influence teacher work commitment, namely (1) personal (personal) such as age, gender, education, work experience, and personality; (2) occupations such as positions, challenges, job difficulties, organizational conflicts, and so on; (3) the characteristics of the structure include the size of the school, form of organization, teacher union, and organizational control.

## **RESEARCH METHODS**

The research was carried out at Madrasah Ibtidaiyah Negeri 4 East Aceh Gampong Lhok Dalam Peureulak District. This study uses a survey research method with a quantitative approach (Sudijono, 2015). The population in this study were all 43 teachers of MIN 4 Aceh Timur, 8 male teachers and 35 female teachers. Sampling was done by total sampling technique (Arikunto, 2011). The measurement of variables in this study refers to the indicators developed by Singarimbun, Masri and Efandi (2010). Collecting data using a closed questionnaire with a Likert scale (1-5). Data analysis followed the stages of data quality testing, basic assumption testing, classical assumption testing, and hypothesis testing which included partial tests, simultaneous tests, and regression tests with the help of SPSS 23.0 (Siliyanto, 2015; Priyastama, 2017; Kasmadi and Sunariah, 2014; Gujarati, 2011; Hadi, 2014; Misbahuddin and Hasan, 2013).

## **RESEARCH FINDINGS AND DISCUSSION**

### **Data Quality Test: *Discipline Variable (X1)***

The results of the validity test with the product moment test were obtained from 25 question items, 19 items were declared valid and 6 items were declared invalid because the rcount value was less than the rtable value of 0.304, so the five items had to be corrected or discarded. While the reliability test of the

questionnaire obtained Cronbach's value = 0.953, it means that the items are declared very reliable.

**Data Quality Test: Work Performance Variable (X2)**

The results of the X2 variable validity test were obtained from 25 question items, 15 items were declared valid and 10 items were invalid. Because the rcount value is less than the rtable value of 0.304. Reliability test with Cronbach = 0.849 means that the item is declared very reliable.

**Data Quality Test: Work Commitment Variable (Y)**

The results of the X2 variable validity test were obtained from 25 question items, 18 items were declared valid and 7 items were invalid. Because the rcount value is less than the rtable value of 0.304. reliability test obtained Cronbach value = 0.845 meaning that the item is declared very reliable.

**Basic Assumption Test**

The results of the normality test can be seen in the table below:

Table 1. Normality Test

		Unstandardized Residual
N		43
Normal Parameters <sup>a,b</sup>	Mean	.000000
	Std. Deviation	2.29884395
Most Extreme Differences	Absolute	.126
	Positive	.126
	Negative	-.109
Test Statistic		.126
Asymp. Sig. (2-tailed)		.082 <sup>c</sup>

The results of the output test in the table above obtained a significance value of 0.082 > 0.05, then the assumption with all normality variables is met. Next is the homogeneity test, obtained:

Table 2. Homogeneity Test

Levene Statistic	df1	df2	Sig.
.041	1	41	.841

Value of Sig. = 0.841 > 0.05 Then the assumption of variance from the population tested through the discipline variable and teacher work performance based on the teacher's work commitment variable has the same variance or homogeneous distribution.

### Classical Assumption Test

Multicollinearity testing uses the VIF value, if the VIF value 10 then the regression model does not occur multicollinearity.

Table 3. Multicollinearity Test

Independent Variable	VIF	Description
Teacher Work Discipline (X1)	2.758	Non-collinearity
Teacher Work Achievement (X2)	2.758	Non-collinearity

Based on the results of the multicollinearity test in the table above, it can be concluded that each independent variable has a VIF value 10 (not more than or equal to 10), namely the VIF value = 2.758 10. So it can be seen that the regression model used is multicollinearity free.

### Hypothesis Test

#### Multiple Regression Test

Multiple linear regression testing aims to measure the influence of teacher work discipline (X1) and teacher work performance (X2) on teacher work commitment (Y). Obtained:

Table 4. Hypothesis Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	10.318	2.908		3.549	.001
1 X1	.319	.035	.571	9.084	.000
X2	.594	.083	.452	7.192	.000

The equation values used are those in column B (coefficients). The standard multiple linear regression equation is that the following results can be obtained:

$$Y = o + 1X1 + 2X2 + \dots + kXk+$$

$$Y = 10.318 + 0.319X1 + 0.594X2 + 0.05$$

Based on the results of multiple linear regression analysis, the results showed that the discipline variable (X1) and work performance (X2) had a linear effect on teacher work commitment (Y).

The constant of 10.318 means that if the teacher's work discipline variable (X1) and teacher's work performance (X2) is worth 0, then the teacher's work



commitment spirit (Y) will be influenced by other variables. The work commitment of this teacher is mathematically the effect is measured numerically by 10,318.

The variable regression coefficient by the teacher's work discipline indicator (X1) is 0.319. This means that it will affect the work commitment of teachers (Y). Assuming the teacher's work performance variable (X2) the value is fixed. Then the teacher's work commitment will change or will increase with a numerical number of 0.319. In addition, if the value of sig < 0.05 then there is a significant effect of the X1 variable on the Y variable, it can be seen that the sig value obtained is 0.000 < 0.05 then there is a significant influence between the teacher's work discipline variable (X1) on the teacher's work commitment variable (Y). In terms of elasticity, it can be interpreted that an increase in the level of teacher work discipline will be followed by an increase in teacher work commitment by 31%.

The variable regression coefficient by the teacher's work performance indicator (X2) is 0.594. This means that it will affect the work commitment of teachers (Y). Assuming the teacher's work discipline variable (X1) the value is fixed. Then the teacher's work commitment will change or will increase with a numeric number of 0.594. In addition, if the value of sig < 0.05 then there is a significant effect of variable X2 on variable Y. It can be seen that the value of sig. which is obtained is 0.000 < 0.05 then there is a significant effect between the teacher's work performance variable (X2) on the teacher's work commitment variable (Y). In terms of elasticity, it can be interpreted that the increase in the level of teacher work performance will be followed by an increase in teacher work commitment by 59%.

### ***Partial Test***

The results of the partial test carried out by the t test, can be presented in the following table:

Table 5. Partial Test

Variabel	B (Coefficient)	Beta	T <sub>Calculate</sub>	t <sub>table</sub>	Sig.	Alpha	Disc.
X <sub>1</sub>	0,319	0,571	9,084	2,020	0,000	0,05	accepted
X <sub>2</sub>	0,594	0,452	7,192	2,020	0,000	0,05	accepted

The t-test of the teacher's work discipline indicator (X1) obtained tcount > ttable (9.084 > 2.020) or the value of Sig. 0.000 < 0.05, then partially the indicator of teacher work discipline (X1) has a significant effect on teacher work commitment

(Y) Madrasah Ibtidaiyah Negeri 4 East Aceh. Based on the description and output of the t test above, it can be concluded that H1 is acceptable, meaning that the teacher's work discipline variable (X1) affects the work commitment of teachers (Y) at Madrasah Ibtidaiyah Negeri 4 East Aceh.

The t-test of the teacher's work performance indicators (X2) obtained a tcount of 7.192 with a t-significance of 0.05. Because tcount > ttable (7,192 > 2,020) or the significance of t is less than 0.05 (0.000 < 0.05), partially the teacher work performance indicator (X2) has a significant effect on teacher work commitment (Y) Madrasah Ibtidaiyah Negeri 4 Aceh Timur. Based on the description and output of the t-test above, it can be concluded that H2 is acceptable, meaning that the teacher's work performance variable (X2) affects the work commitment of teachers (Y) at Madrasah Ibtidaiyah Negeri 4 East Aceh.

**Simultaneous Test**

The test is carried out using the F test as follows:

Table 6. Simultaneous Test

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2545.67	2	1272.83	328.90	.000 <sup>b</sup>
1 Residual	154.79	40	3.87		
Total	2700.46	42			

Based on the results of the output table above shows that the results of the significance of 0.000 < 0.05. So, Fcount > Ftable (328,909 > 3,226). So from the above analysis it can be concluded that together the independent variables of teacher work discipline (X1) and teacher work performance (X2) have a significant effect on the variable of teacher work commitment (Y) Madrasah Ibtidaiyah Negeri 4 East Aceh. So it can be concluded that H3 is accepted, meaning that the variables of teacher work discipline (X1) and teacher work performance (X2) jointly affect the work commitment of teachers (Y) at Madrasah Ibtidaiyah Negeri 4 East Aceh.

**Determination Test**

Determination testing is done by looking at the adj value. Rsquare.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.971 <sup>a</sup>	.943	.940	1.967

The results of the regression calculations in the table above can be seen that the coefficient of determination (adjusted R square) obtained is 0.940. This means that 94% of teacher work commitments (Y) Madrasah Ibtidaiyah Negeri 4 Aceh Timur are influenced by the variables of teacher work discipline (X1) and teacher work performance (X2), while the remaining 6% is teacher work commitment (Y) Madrasah Ibtidaiyah Negeri 4 East Aceh is influenced by other variables not examined in this study.

## **DISCUSSION**

### **The Effect of Discipline on Work Commitment**

The findings of the first study revealed that there was an influence of discipline on teacher work commitment with a positive regression direction. This means that discipline is one of the factors that can affect the work commitment of teachers. The contribution of the X1 variable (discipline) to work commitment is 31%, the remaining 69% is influenced by other variables not observed in this study.

Factors that cause the low level of discipline for teachers at MIN 4 Aceh Timur, among others, are personal factors, such as being late for school, not being on time, and lack of firmness in sanctions. The same thing was explained by Sinaga (2020) in his research which revealed that the factors causing the weak discipline of employees at the DR College Foundation. Wahidin Sudirohusodo Medan caused by (1) unclear job desk; (2) wages/remuneration for services are not timely; (3) unfair leadership; (4) favoritism in giving punishment to employees.

Liana & Irawati (2014) also emphasized that work discipline has a significant effect on work commitment. The results of this study are also reinforced by the results of Sari's research (2018) which reveals that teacher performance is strongly influenced by achievement motivation, job satisfaction, and principal managerial. In line with Oupen & Yudana (2020) which describes that transformational leadership, organizational culture, work discipline, and work motivation have a significant effect on employee organizational commitment.

So it can be understood that, if you want high discipline from the teacher, you must minimize some of the factors mentioned above.

### **The Influence of Work Performance on Teacher's Work Commitment**

The second finding in this study reveals that there is an effect of work performance on teacher work commitment. The influence given is positive. The contribution of work performance to work commitment is 59%, the remaining 41% is influenced by other factors not observed in this study.

Job performance is a set of behaviors that are relevant to organizational goals. Work performance can also be influenced by internal and external factors. This is in line with what is explained by Nordin & Hassan (2019) that work performance is a manifestation of a person's behavior or attitude related to his field of work and habits of action to achieve organizational goals. Furthermore, he also revealed the factors that affect work performance into two parts, namely (1) background including gender, age, and place of work; and (2) organizational commitment which includes supervisory factors, co-workers, salary/wages/rewards, and interests.

### **The Influence of Discipline and Work Performance on Teacher Work Commitment**

The result of the coefficient of determination test (adjusted R square) was obtained at 0.940. This means that 94% of the work commitment of teachers at MIN 4 Aceh Timur is influenced by the variables of teacher work discipline (X1) and teacher work performance (X2), while the remaining 6% is influenced by other variables not examined in this study.

It can be understood that work discipline and teacher work performance have an influence on teacher work commitment, especially commitment to teaching. This is due to the role of the teacher in disciplining himself to attend the madrasa and the teacher's efforts to achieve well in order to foster a better work commitment in the madrasa. Teachers who are not disciplined in working (teaching) will affect their work commitment, as well as if the teacher is not able to perform well in the madrasa, it will also affect their commitment to acting and acting and in the end the teacher is not loyal to the madrasa where he teaches. .

### **CONCLUSIONS**

The conclusions that can be drawn from the results of research that have been carried out are: 1) There is a significant influence between teacher work discipline (X1) on teacher work commitment (Y) Madrasah Ibtidaiyah Negeri 4

Aceh Timur; 2) There is a significant influence between teacher work performance (X2) on teacher work commitment (Y) Madrasah Ibtidaiyah Negeri 4 East Aceh; 3) There is a significant influence between teacher work discipline (X1) and teacher work performance (X2) together on teacher work commitment (Y) Madrasah Ibtidaiyah Negeri 4 East Aceh.

The results of this study are recommended as consideration for the East Aceh District Education Office in terms of increasing teacher work commitment by considering the discipline and work performance of teachers so far.

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