

Analysis of the Influence of Organizational Commitment on Work Discipline of Public High School Teachers

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Abstract

Commitment is a crucial quality that educators need to possess in their work environment. Organizational commitment is one of the factors that can impact the quality of work, particularly when it comes to determining the discipline of teachers' work. Therefore, in order to maintain the excellence of schools in the eyes of the community, this must be implemented correctly by teachers with support from the schools. Surveys and documentation studies were used as data gathering methods. Forty instructors received questionnaires with a linkert scale consisting of five possible answers. With the use of SPSS, the data were processed and examined using correlation analysis, coefficient of determination, and basic linear regression analysis. The statistical testing of correlation analysis tests produced a r count of 0.6. Test indicates that organizational commitment has an impact on teachers' work discipline. Moreover, organizational commitment is impacted by the coefficient of determination calculation to the tune of 40%, other factors not included in this study account for 60% of the total. Therefore, teachers' organizational commitment is sufficient to have a maximum impact on their work discipline in carrying out their duties and obligations.

Keywords: Organizational Commitment, Work Discipline, Teacher

Abstrak

Komitmen adalah kualitas penting yang perlu dimiliki oleh para pendidik di lingkungan kerja mereka. Komitmen organisasi merupakan salah satu faktor yang dapat mempengaruhi kualitas kerja, terutama dalam hal menentukan kedisiplinan kerja guru. Oleh karena itu, untuk mempertahankan keunggulan sekolah di mata masyarakat, hal ini harus dilaksanakan dengan baik oleh para guru dengan dukungan dari pihak sekolah. Survei dan studi dokumentasi digunakan sebagai metode pengumpulan data. Empat puluh instruktur menerima kuesioner dengan skala linkert yang terdiri dari lima pilihan jawaban. Dengan menggunakan SPSS, data diolah dan diperiksa dengan menggunakan analisis korelasi, koefisien determinasi, dan analisis regresi linier sederhana. Pengujian statistik uji analisis korelasi menghasilkan r hitung sebesar 0.6. Pengujian menunjukkan bahwa komitmen organisasi memiliki dampak terhadap disiplin kerja guru. Selain itu, komitmen organisasi memiliki pengaruh yang ditunjukkan dengan perhitungan koefisien determinasi sebesar 40%, sedangkan faktor lain yang tidak termasuk dalam penelitian ini menyumbang 60%. Oleh karena itu, komitmen organisasi guru cukup memberikan dampak yang maksimal terhadap disiplin kerja guru dalam melaksanakan tugas dan kewajibannya.

Kata Kunci: Komitmen Organisasi, Disiplin Kerja, Guru

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INTRODUCTION

When it comes to work, discipline refers to an individual's awareness of and willingness to follow social norms and organizational rules. In the case of teachers, discipline at work refers to their willingness to follow rules and regulations that are relevant to their profession, the community, and the state (Rachmad et al., 2023). Workplace discipline among teachers is directly tied to following the law as it is. A teacher who has a disciplined attitude may find it easier to operate in compliance with

relevant policies and guidelines (Ramli et al., 2023). Teachers can also serve as role models for their kids by modeling positive attitudes (Mundzir et al., 2023). Workplace discipline is also a management strategy intended to raise members' knowledge of and desire to abide by rules established by the firm or organization as well as voluntary social standards (Ariano et al., 2019). When it comes to the discipline of teachers at work, it is the management's actions that promote teachers' knowledge of and desire to follow the laws established by the state and the school (Supinganto et al., 2021).

For an educator, maintaining work discipline is crucial since without it, instruction and learning would not be of high caliber (Ernawati et al., 2022). Optimizing human resources—especially teachers—is a major factor in raising educational standards. In the realm of education, the success of an organization is largely dependent on its teachers (Susanna et al., 2019). Teachers must adhere to applicable regulations with loyalty and obedience and be cognizant of their obligations in order to maintain order and facilitate the smooth execution of tasks towards accomplishing school goals. The need of discipline is still frequently overlooked, given the frequency with which the society disobeys established and accepted norms (Risnawati & Nuraeni, 2019). When it comes to upholding discipline, it is considered positive if staff members or other organization members typically abide by the rules; it is considered negative if they break the rules or don't follow them. It can be seen in things like the rules that are in place in an organization, which all members are expected to follow (Sadikin et al., 2023) In order for discipline to be considered good and for the organization to maintain a positive reputation as a result of the discipline's creation—or, conversely, to be violated—each member must be aware of the need to comply (Sumitra et al., 2018).

One aspect of teaching performance is the discipline of the classroom. Enhancing the effectiveness of educators is contingent upon both internal and external variables (Nuraeni, 2015). External variables are those that have to do with situations outside of the teacher's control, while internal factors are those that are tied to the teacher's personal circumstances (Rony et al., 2019). The issue of teacher discipline in performing their responsibilities is one that cannot be handled in the best way (Lubis, 2019). This is a typical and seemingly little issue, but if ignored, it may have negative effects on both the individual and the company they work for (Lubis et al., 2020). The majority of schools with this issue are situated in isolated or rural settings (Aryanto et al., 2020). Even when teachers who lack discipline explain numerous excuses, frequent tardiness, absenteeism, and poor performance on other assignments are factors that are frequently observed in schools (Qurtubi, 2018). These circumstances show that instructors are not yet competent, professional, possess an autonomous personality, have a high attitude and evaluation of their responsibilities, and are accountable (Qurtubi, 2022). This demonstrates the school organization's inability to oversee effective work unit administration (Supardi et al., 2023).

Maintaining and fostering proper conduct at work requires employees or members of the company to be disciplined in the development of certain personality traits. Only when strong work discipline is achieved can an organization become effective (Kamaruddin et al., 2023). Without work

discipline, it will be extremely difficult to realize the efficacy and efficiency of work, making it impossible to reach the highest organizational goals. This is particularly true in the field of human resources, namely education, where instructors are involved (Junaidi et al., 2023). According to the Indonesian teacher code of ethics, which was established by the Decree of Congress of the Indonesian Teachers Association, teachers who are devoted and loyal attempt to mentor and develop their students so that they will grow up to be productive members of their community, country, and religion (Aulia et al., 2021). Teachers need to be well-disciplined employees (Aulia, 2020). The accomplishment of organizational goals will be accelerated by strong staff discipline, whereas weaker discipline will act as a roadblock and cause the goals to be achieved more slowly (Sarumaha, 2016). Organizational commitment can have an impact on work discipline (Sarumaha et al., 2023).

High job involvement entails supporting a person's specific job, high organizational commitment entails supporting the organization that recruited the person, and organizational commitment is the state in which an employee supports a specific organization and its goals and desires to maintain membership in the organization (Sarumaha et al., 2018). Instructors carry out policies with specific aims and have a strong dedication to the school where they work since they are professionals in school organizations who work closely with other instructors (Haniko et al., 2023). Workers that exhibit a high level of organizational commitment will give their all freely to advance the organization, striving to uphold the organization's ideals and accomplish its objectives. Employees with a high level of devotion will also actively take part in and contribute to the advancement of the company. Workers in the company will exhibit a high level of self-dedication, responsibility, and a willingness to provide the company everything they have (Wibowo, 2017). If employees have poor commitment, they won't offer the firm their best effort and will be more likely to depart. This can cause problems for any organization. Employees who don't care about the organization can also incite disagreement and create a difficult environment (Yuwono, 2023).

METHOD

This study used an associative research design and quantitative methodology. Due to the lack of participants, 100 teachers from one public school in Indonesia became the sample and respondents for this study. Data was provided through WhatsApp or other online chatting applications, and collected through a Google Form questionnaire. Before being used in this study, the questionnaire underwent validity and reliability testing to achieve a Cronbach's Alpha value of more than 0.7. A Likert scale with a range of one to five was used in this study. The SPSS program was then used to analyze the data using multiple linear regression techniques. After that, the data was displayed using descriptive analysis.

RESULT AND DISCUSSION

An impact of organizational commitment on teacher work discipline is evident from the

findings of the classical assumption test completed. In addition, the facilities offered to instructors during teaching and learning activities at school are strong. This is evident in cases where the school has quite good teachers, with an average of bachelor and even many master ratings. Each instructor has a cozy workstation and chair in their tidy classroom; the only area where they are restricted is the internet area, which is occasionally unavailable.

Teachers exhibit strong levels of loyalty; they are passionate about what they do, helpful to their peers, courteous, and willing to challenge authority when necessary. When it comes to work discipline, teachers have used face or fingerprint scans to prevent data manipulation in the event of an absence. This lowers the possibility of fraud by teachers or other parties not affiliated with the school, especially when it comes to attendance and working hours. Creating lesson plans for each teacher is a good idea, and supervisors should supervise their staff members on a regular basis to ensure that assessments are monitored effectively and that challenges faced by educators may be used to improve future practices.

In this school, the teachers' own accountability is regarded as good, as shown by the previously listed absence data results, which almost all follow the current school policies. Additionally, the teachers have prepared the teaching system and guidelines well, creating lesson plans, utilizing unique teaching techniques that each teacher possesses, and effectively using the internet to gain additional knowledge. Furthermore, the current curriculum aligns with expectations and the school's vision, which aims to establish the school as a hub for environmental awareness and national character development. Therefore, the teacher in this instance serves as an example for other instructors. If the teacher is deeply committed to the school or organization that is being run, they will be able to inspire other teachers, especially those who are teaching themselves.

The work discipline of teachers was underestimated because many were not aware of it; however, the study's findings indicate that the school's teachers have high standards for discipline, that attendance and return are safe, that the rules already in place are included in the national standards, that work enthusiasm is high, and that leaders supervise teachers. These factors account for the attainment of work discipline among teachers in schools when there is a high level of organizational commitment. They therefore have a very close friendship. The findings of a simple linear regression test analysis, which indicate a positive link between variables X (organizational commitment) and Y (teacher work discipline), are consistent with this, with a significance value of 0.000 less than 0.05 ($0.00 < 0.05$). The findings also demonstrate that the organizational commitment variable's (62%) tendency falls into the moderate range. And on variable Y (Teacher Work Discipline) the trend level is (72%). Variable Y is therefore likewise in the moderate range.

Researchers used a correlation test to determine whether organizational commitment (X) and teacher work discipline (Y) are influenced by one other. The study's test findings showed that r count (0.6) was greater than r table. It follows that organizational commitment (X) influences teacher work discipline (Y), and the correlation interpretation falls into the very strong group. Additionally, the

association between organizational commitment characteristics and teacher work discipline is valued at 40%, or 0.4, in the coefficient of determination. While additional factors not covered in this study have an impact on the remaining 60%. Thus, Organizational Commitment with Teacher Work Discipline has a high category in this study. It may be inferred that there is a 40% correlation between organizational commitment and teacher work discipline.

This is related to the explanation given in the book by Lincoln and Bashaw, which proposes that there are three signs of organizational commitment: willingness on the part of the employees, loyalty on their part, and pride in the company. This implies that achieving strong work discipline outcomes will be impossible and impossible if organizational commitment—which is comprised of employees' willingness, loyalty, and sense of pride in the company—is not balanced with it. In order to optimize their job discipline, instructors need guidelines or references to reinforce their dedication to the school. The study's findings, which show a 40% correlation between the organizational commitment variable and teacher work discipline, support this.

CONCLUSION

The study's findings support the notion that organizational commitment has a beneficial impact on teachers' work discipline. The correlation test findings between variables X and Y, which showed a value of r count (0.6) is greater than r table, provide evidence for this. As a result, the correlation coefficient interpretation falls into the extremely strong group. Regression test results can be accepted or rejected based on the significance threshold being less than the alpha value, which is $0.000 < 0.05$. According to the coefficient of determination, organizational commitment influences teacher work discipline by 40%, with other factors not included in this study influencing the remaining 60%. Thus, it can be inferred from the research that organizational commitment has a significant impact on the outcomes of teacher work discipline, wherein instructors are required to appropriately modify and apply established norms. In order to sustain strong organizational commitment, teachers must also exhibit workplace loyalty, which includes loving what they do, showing support for colleagues, acting professionally, speaking up when something goes against the rules, and operating with integrity—which goes beyond simple honesty and decency in the workplace. Employees that work for a business with a strong integrity culture take commitment seriously, take initiative when they don't understand their tasks, and ultimately accept accountability for the outcomes they produce. In light of this, when considering the impact of organizational commitment on teacher work discipline, it will be less than ideal and challenging to attain good work discipline results if they are not balanced with strong organizational commitment, which is comprised of the willingness, loyalty, and pride of employees in the organization.

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