

The Effect Of Work Discipline, Job Satisfaction And Work Motivation Towards Teacher Organizational Commitment In Smp Negeri Of Medan Kota District

Rahmi Fentina Sari¹⁾, Tiur Asi Siburian²⁾, Yasaratodo Wau³⁾

¹⁾ Post-graduate student of State University of Medan ^{2,3)} State University of Medan

Abstract : This study aims to explain and reveal; (1) effect of work discipline towards job satisfaction; (2) effect of work discipline towards work motivation; (3) effect of work discipline towards organizational commitment; (4) effect of job satisfaction towards organizational commitment; and (5) effect of work motivation towards teacher organizational commitment in SMP Negeri of Medan Kota district. This research applied survey method in order to exploratory. There are around 164 people as respondents which is taken by proportional random sampling as 274 from the population member. Further, the instrument of this study is questionnaire. The data is processed and analyzed by using path analysis which is the previous research done by data normality test through liliefrs, test linearity and regression significance with analysis of variant in the level significance α as 0,05. The result of the study shown that work discipline could effect direct and indirectly on organizational commitment, on the other side, job satisfaction and work motivation just contributed to give direct effect towards teacher organizational commitment. Further the change of organizational commitment contribute directly that is found by work discipline, job satisfaction and work motivation around 12,40%, 15,10%, and 25,70%. The findings shown that there is hard effort on teacher organizational commitment in order to increase work discipline, work motivation and job satisfaction through some methods for instance training, workshop, discuss between school management and include the teacher.

Key Words: Organizational Commitment, Work Discipline, Job Satisfaction, Work Motivation.

I. Introduction

Nowadays, the development of education field has a necessary role in the process of creating human resources, and one of policy should be fulfilled by the government in Indonesia is increase of education quality. Teacher is one of component in process of teaching and learning who play necessary role in creating new human resources filled of potential specifically in education field [1]. Qualified teacher can influence students ability in studying, that it will make the education more increase.

There are numerous effort should be fulfilled in order to increase and create a qualified teacher in Indonesia. The program of educated certification through some activity like Education and Training Teacher Profession (PLPG) include giving amount of funding, upgrading, training, colloquium, and advance education through program of scholar education for teacher who has a position (PSKGJ) even through undergraduate program to another university as the effort that had been done and being processed in order to fulfill a qualified teacher as a professional educator. Nevertheless those effort does not give much more contributions to make it come true.

There are numerous factors in increasing a successful teacher in implementing their task for instance, the factor inside and outside of the teacher itself. One of inside factor that still keep in their heart is the commitment from the teacher. In order to perform and teaching, teacher should grow and convinced about the commitment in theirselves to run their task and has much more responsibility to keep fix and effort the quality of education then the end bear the next generation who has ability and ready to competitive in national even in international grade.

Organizational commitment is defined as the desire on the part of an employee to remain a member of the organization."[2] It means that organizational commitment could be interpreted as the eagerness of an employee to be part of organization. The commitment in organization is one conditions in which an employee chose one organization and all of the goals inside, and intended to keep and maintain the member include the organization itself [3].

Organizational commitment as the manner is: (1) strong eagerness to maintain as the member of organization; (2) desire to have hard effort as the eagerness of the organization itself; and (3) an certain conviction and receiving value and goal organizational. Based on the Luthans's opinion it can be regarded that the teacher who has a commitment can be known as (1) there is areliance towards that organization; (2) the teacher has hard eagerness in order to achieve organization's goals; and (3) there is a strong reliance in the teacher itself in order to receive all of the goals and value of organization's school [4].

Negative effect could be appeared if the teacher does not have any commitment in theirself, such as: (1) teacher does not concern on their work; (2) teacher does not serve very well; (3) low of their responsibility; (4) less of teacher discipline. On the other side, a positive effect for the a commitment teacher are: (1) work seriously; (2) having responsibility to their job; (3) keeping maintain their good name; and (5) discipline in obeying the school rules [4].

In increasing employee commitment organization, the company should give more attention in discipline the employee not only in the case of their attendace, enforcement of regulation and improvement work standard, so it will achieve higher standard employee itself [5]. Discipline shows one condition or attitude grew on one employee towards the rule or determinatioation in one company. So that when the rule and determination had been set before and break as they like, so automatically all of the employed has bad work discipline.

Organization commitment is influenced by job satisfaction [6]. Job satisfaction refers to the positive feeling about someone job which is found from the characteristics result evaluation. Besides, job satisfaction, work motivation can influence one organization commitment. Motivation means a concept that is used to describe an encourage that is appear in one's self in order to move and lead their attitude [7].

As the matter of fact, it is not as the expectations. Based on the previous study, the researcher did an observation started on January 2017 in Junior High School in Kota Medan district found that the teacher is low in their organization commitment, and it is found by revealing some problems such as; the teacher is not really serious in doing their job, some teacher does not have any loyalty to their school organization, then some teachers felt not really proud of their job as a teacher, then there is some teacher who not really serious in teaching and regard their manner in front of the student such as smoke in the class room, come late in joining in the class and go home before the time.

In order to settle this problem, organization commitment has a great role in developing quality of education specially in Junior High School in Medan Kota district in order to create a process of building quality human resources.

II. Methods

This study had been conducted for 3 months in Junior High School Medan Kota district. This research was applied quantitative method by using path analysis. Further the technique of data analysis was used technique of statistic inferential. The population for this research was all of the teachers in Junior High School in Medan Kota district consists of 274 teachers and for the sample was taken around 164 teachers determined based on the Nomogram Harry King.

Data of the study was collected by using questionnaire that had been developed as the likeret scale. Further, those data were processed and analyzed in manual and by using computer program like SPSS version 23.

III. The Result Of The Study

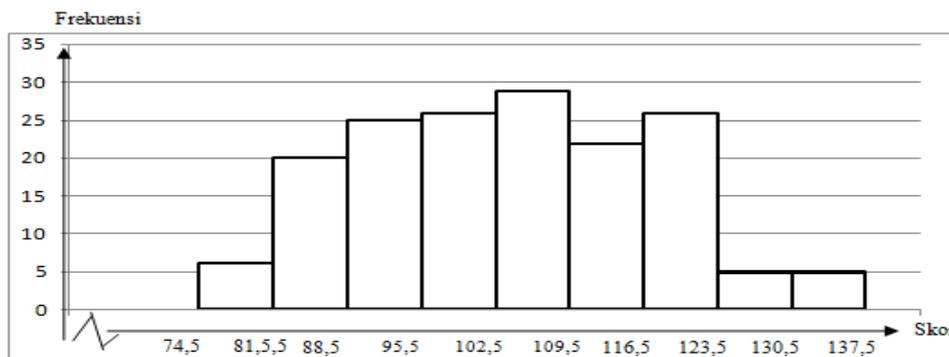
The data result of study can be showed in the Table 1 as follows,

Table 1. Summary of Data Result of Study

Statistics Value	Work Discipline	Job Satisfaction	Work Motivation	Organizational Commitment
N	164	164	164	164
Mean	103.98	102.87	109.27	115.90
Median	104	99,60	104,23	124,69
Mode	106,48	91,76	109,37	134,86
Std. Deviation	13.46	15.68	19.03	20.74
Range	59	67	72	86
Minimum	76	66	65	60
Maximum	135	133	137	146

Based on the table above, it can be interpreted that total score, highest score, lowest score, average, range, standard deviation, mode, and median from each variable they are Work Discipline (X_1), Job Satisfaction (X_2), Work Motivation (X_3), dan Organizational Commitment (X_4).

The data of table above was analyzed by using data description from each variable. Variation and tendency of variable data Work Discipline showed that the average could achive around 103,98, and the standart deviation is 13,46, median 104 dan mode 106,48. Tendency of variable data can be interpreted from the table below



Picture 1. Histogram Work Discipline (X_1)

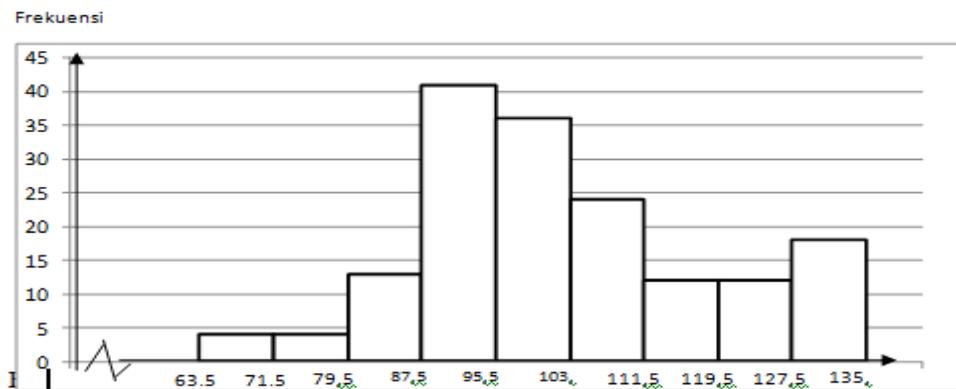
The diagram above revealed that the variable concentration data of Work Discipline (X_1) showed the mean, median and mode nearly same, so it can be concluded that the variable of Work Discipline (X_1) tend to the right. The tendency of variable data of Work Discipline (X_1) can be found in the table below:

Table 2. Variable Tendency Rates of Work Discipline (X₁)

Class	Class Interval	Observation Frequency	Relative Frequency	Category
1	≤ 56	0	0.00%	Low
2	56 until 75	0	0.00%	Less
3	75 untul 94	40	24.39%	Enough
4	≥ 94	124	75.61%	High
Total		164	100%	

Based on the table above, in can be revealed that variable data of Work Discipline (X₁) classified as the High Category around 75.61 %, Enough Category is around 24.39 %, on the other side Less Category is around 0%, then the last Low Category is 0%. Therefore, it can be concluded that the Work Discipline in this research tended to High Category.

On the other side, the variable of job satisfaction is achieved with the lowest score around 66 and the highest is 133. Then the average is around 102.87, standard deviation is 15.68, median 99.60, and mode 91.76 . The tendency of this variable can be shown in the picture 2 below, The tendency of this variable can be found in the Picture 2.



Picture 2. Histogram of Job Satisfaction (X₂)

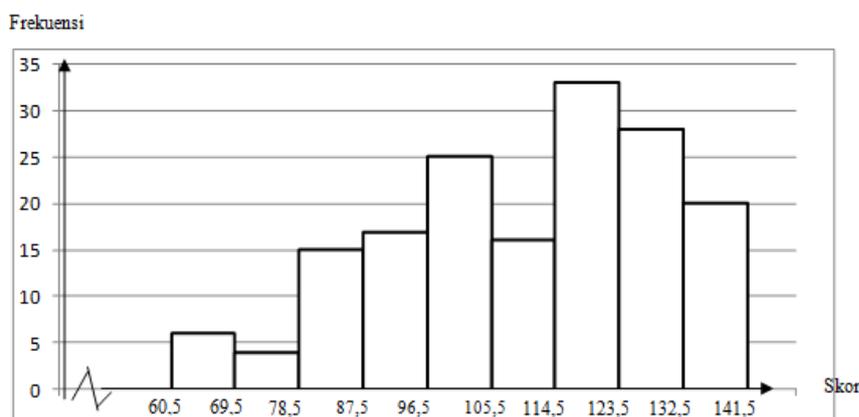
The Histogram above showed that the variable centralization of job satisfaction in which mean, median, and mode relatively same so it can be concluded that the variable centralization of job satisfaction tended to the right. The tendency of the variable in Job Satisfaction (X₂) can be found in the Table 3 below:

Table 3. Variable Tendency Rates of Job Satisfaction (X₂)

Class	Class Interval	Observation Frequency	Relative Frequency	Category
1	≤ 58	0	0.00%	Low
2	58 till 78	7	4.27%	Less
3	78 till 97	57	34.76%	Enough
4	≥ 99	100	60.98%	High
Total		164	100%	

Based on the Table 3 above, it can be seen that the variable of Job Satisfaction (X_2) assumed as the High Category 60.98 %, Enough Category is 34.76%, Less Category 4.27% and Low Category is 0%. So it can be concluded that Job Satisfaction in this study tended to the High Category

In the variable of work motivation, it can be achieved as the lowest score is 65 and the highest score is 147. The average is 109.27, standard deviation 19.03, median 104.23 and mode 109.27. The tendency of the tendency of this variable can be drawn on the Picture 3 below



Picture 3. Histogram Work Motivation (X_3)

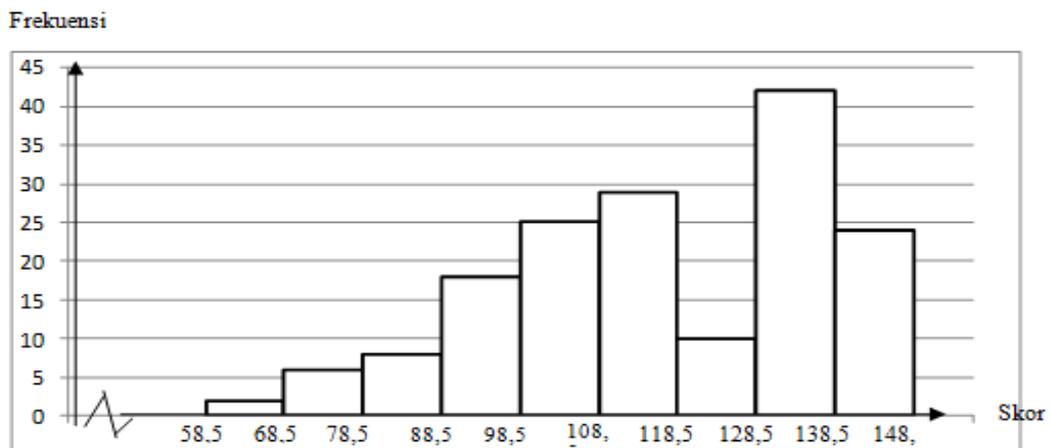
The Histogram above is revealed that the centralization variable of Work Motivation shown score of mean, median, and mode relatively same, so it can be concluded that the centralization of Work Motivation tended to the right. The tendency of variable data In Work Motivation (X_3) can be shown in the table 4 below:

Table 4. Rate of Variable Tendency in Work Motivation (X_3)

Class	Class Interval	Observation Frequency	Relative Frequency	Category
1	≤ 58	0	0.00%	Low
2	58 until 78	10	6.10%	Less
3	78 until 97	32	19.51%	Enough
4	≥ 97	122	74.39%	High
Total		164	100%	

Based on the Table 4 above, it can be interpreted that variable data of Work Motivation (X_3) classified as the high category around 74.39 %, enough category is 19.1 %, less category is 6.10%, and low category 0%. Therefore in this study Work Motivation can be classified as the High Category.

On the other side, variable of teacher organizational commitment found that the lowest score is 60 and the highest score is 146. The average is 115.90, the standad deviation is 20.74, median 124.69 and mode 134.86. The tendency of this variable can be seen as the Picture 4 below



Picture 4. Histogram of Organizational Commitment (X_4)

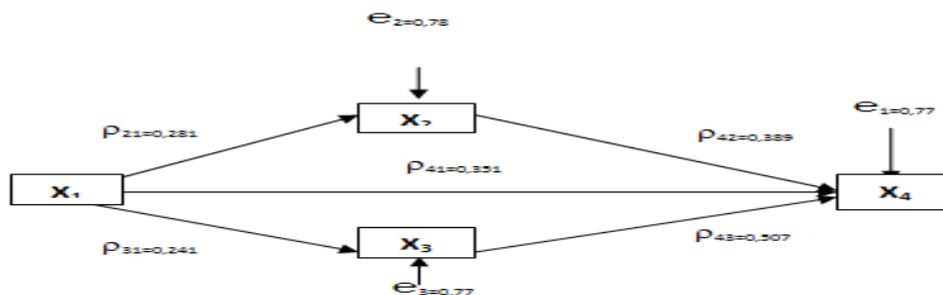
Based on the dataa Histogram on the Picture 4 above, it is revealed that the centralization data of Organizational Commitment shown the score of mean, median, dan mode relatively same, so it can be concluded that the centralization of organizational commitment tended to the right side. Further, the tendency of data variable in teacher Organizational Commitment (X_4) can be seen on the Table 5 below:

Table 5. The Rate of Variable Tendency in Teacher Organizational Commitment (X_4)

Class	Class Interval	Observation Frequency	Relative Frequency	Category
1	≤ 56	0	0.00%	Low
2	56 until 75	8	4.88%	Less
3	75 until 94	24	14.63%	Enough
4	≥ 94	132	80.49%	High
Total		164	100%	

Based on the Table 5 above, it shown that the variable of organizational commitment (X_4) can be classified as high category around 80.49 %, enough category is 14.63 %, less category is 4.88%, and low category 0%. Therefore it can be concluded that Organizational Commitment tended to the high category.

Based on the Kausal Model that had been built as the theory, it had been drawn a line variable research and result of study which is found in the Picture 5 below:



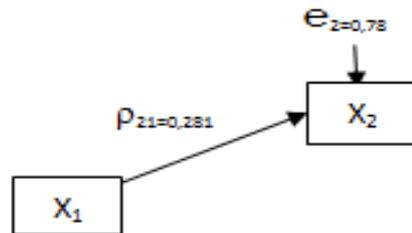
Picture 5. Diagram of Research Variable Path

Note :

X_1	= Work Discipline	ρ_{21}	= Effect X_1 to X_2
X_2	= Job Satisfaction	ρ_{31}	= Effect X_1 to X_3
X_3	= Work Motivation	ρ_{41}	= Effect X_1 to X_4
X_4	=Teacher Organizational Commitment	ρ_{42}	= Effect X_2 to X_4
e_1, e_2, e_3	= Residual Variable	ρ_{43}	= Effect X_3 to X_4

The Result of Testing Structure Sub 1

(a) The effect of Work Discipline (X_1) towards Job Satisfaction (X_2) as found in the picture 6 below;

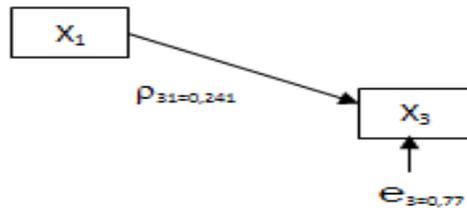


Picture 6.Sub Structure 1

Based on the Picture 6 Sub Structure 1 above, it is achieved that path coefficient between X_1 with X_2 that is $\rho_{21}=0.281$ with the value $t_{\text{calculate}} = 3.809 > t_{\text{table}} = 1.645$, so it can be concluded that the Work Discipline (X_1) influence directly towards Job Satisfaction (X_2).

The Result of Testing Structure Sub 2

(b) The effect of Work Discipline (X_1) towards Work Motivation (X_3) that is found below in the picture 7 as follow:

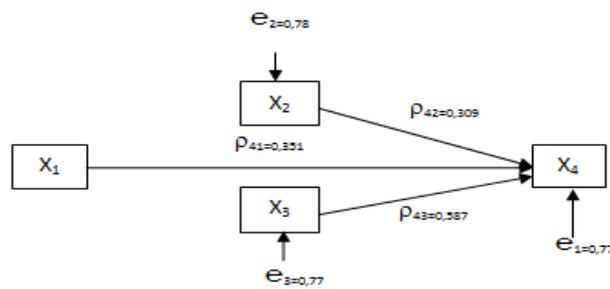


Picture 7. Sub Structure 2

Based on the result of the Picture 7 above, the Sub Structure 2 achieve path coefficient between X_1 with X_3 they are $\rho_{31}=0.241$ with the value $t_{\text{calculate}} = 3.155 > t_{\text{table}} = 1.645$, then it can be revealed that the Work discipline (X_1) effect directly towards Work Motivation (X_3).

The Result of Testing Structure Sub 3

(c) The effect of Work Discipline (X_1), Job Satisfaction (X_2) dan Work Motivation (X_3) towards Organizational Commitment (X_4) as found in the Picture 8 below:



Picture 8.Sub Structure 3

Based on the data on the picture 8 above sub structure 3 is achieve path coefficient between X₁ with X₄ that is ρ₄₁ =0.351 with the value $t_{\text{calculate}} = 4.779 > t_{\text{table}} = 1.645$, so it can be concluded that Work Discipline (X₁) effect directly towards Organizational Commitment (X₄).

Based on the result of the study as the Picture 8 Sub Struktur 3 is revealed the coefficient path between X₂ with X₄ that is ρ₄₂ =0.389 with the value $t_{\text{calculate}} = 5.372 > t_{\text{table}} = 1.645$, so it can be concluded the Job Satisfaction (X₂) effect directly towards Organizational Commitment (X₄).

Based on the Picture 8 Sub Structure 3 above is revealed that the path coefficient between X₃ with X₄ that is ρ₄₃ =0.507 with value $t_{\text{calculate}} = 7.481 > t_{\text{table}} = 1.645$, so it means that Work Motivation (X₃) influence directly towards Organizational Commitment (X₄).

IV. Discussion

The Effect of Work Discipline towards Job Satisfaction

Teacher work discipline is a teacher’s attitude and manner in doing their task very well since there is a rule that tied them even not. Job satisfaction means level of someone’s exited feeling which is achieved from a reward or one’s job.

This study is supported by previous research from Tumilaar (2015) entitled “*The Effect of discipline, Work’s motivation and Organization Commitment To Work’s Satisfaction*”. Her findings shown that discipline has positive effect and significant towards job satisfaction, on the other side work motivation has positive effect and signifikan towards job satisfaction and the last organizational commitment has positive effect towards job satisfaction. The number of Adjusted R Square is 0.598 meaning that the variable of Discipline, Work Satisfaction, and Organizational Commitment, contribute around 59.80% in influencing Job Satisfaction.

The Effect of Work Discipline Towards Work Motivation

Every teacher have to has high work discipline in order to create work motivation in themselves, so every ambition could be achieved easily. In any case, a teacher has a high work discipline will get high work motivation in doing their task as a teacher. Based on the descriptive above, it can be stated that whether work discipline can be applied in the school very well, so the teacher will have higher motivation and get more some encourage in teaching and their responsibility as teacher. Therefore, it can be guessed that there is positive effect can influence directly towards work motivation.

The Effect Of Work Discipline Towards Organizational Commitment

In doing their task, a teacher should has a great work discipline. It assumes that in the process of teaching, a teacher should has some rules that must be followed and obeyed. A serious teacher and his sincere intention in doing his task for achieved his goals, it is as one of evidence that the teacher has enough commitment towards his job. Since a teacher’s commitment is his image toward the attitude, teacher’s manner to the operational school in order to achieve the goal, include vision and mission had been set before.

Teacher's organizational commitment will emerge automatically with his work discipline. Basically, if the work discipline has been set before, so the teacher will show much more commitment towards its school by showing his regard and obeying every single rule include the goals achievement had been agreed. Finally, there is direct effect towards work discipline to teacher's organizational commitment.

The Effect of Job Satisfaction Towards Organizational Commitment

Job satisfaction means as a level of one's exited feeling emerged by a reward or job. On the other side, teacher organizational commitment is the shape of attitude, teacher's manner takes side towards the school operational in order to achieve the goals, vision and mission that had been set before.

Based on the descriptive above, it can be revealed that good job satisfaction will develop teacher organizational commitment in school's institution. The more develop teacher job satisfaction automatically he will get more awareness in his organizational commitment. Therefore, there is an effect of job satisfaction towards teacher organizational commitment. Finally, it can be assumed that there is a direct effect towards teacher organizational commitment.

The Effect of Work Motivation towards Organizational Commitment

Job motivation refers to the teacher's encourage and desire to work seriously and sincerely in order to achieve one goal. Meanwhile, teacher organizational commitment shaped by his attitude, manner takes side to school's operational in order to attain aims, vision and mission has been set before.

Based on the description above, it can be assumed that teacher's work motivation can change their attitude not only for their manner but also their attitude in doing their task. It means that the higher teacher's work motivation so he is going to get higher teacher's commitment itself. Therefore, it is revealed that there is a direct positive effect his work motivation towards teacher organizational commitment.

V. Conclusions

Based on the result of the study and analysis had been done, so it can gain some conclusion as follows:

1. There is a significant direct effect between Work Discipline towards Job Satisfaction. It can be seen from the value $\rho_{21} = 0.281$ with the rate $t_{\text{calculate}} = 3.809 > t_{\text{table}} = 1.645$. therefore, the research hypothesis that had been approved that show there is an effect of Work Discipline towards teacher Job Satisfaction in State of Junior High School in Medan Kota district which is can be accepted and tested the truth. The amount of direct effect of the variable's Work Discipline towards teacher Job Satisfaction is 8.20%.
2. There is a significant of direct effect between Work Discipline towards Work Motivation. It can be showed from the value of $\rho_{31} = 0.241$ with the value of $t_{\text{calculate}} = 3.155 > t_{\text{table}} = 1.645$. therefore, research hypothesis that has been submitted that there is a effect of Work Discipline towards Work Motivation' teacher in State of Junior High School in Medan Kota district can be accepted and tested the truth. Amount of direct effect from variable of Work Discipline towards Work Motivation is 5.80%.
3. There is a significant direct effect between Work Discipline towards Organizational Commitment. It can be revealed form the value of $\rho_{41} = 0.351$ with the value of $t_{\text{calculate}} = 4.779 > t_{\text{table}} = 1.645$. therefore, a research hypothesis that had been submitted that there is an effect of Work Discipline towards teacher Organizational Commitment in State of Junior High School Medan Kota district that had been accepted and tested the truth. The amount of direct effect from the variable of Work Discipline towards Organizational Commitment is 12.40%.
4. There is a significant direct effect between Job Satisfaction towards Organizational Commitment it can be revealed that the value of $\rho_{42} = 0.389$ with the value of $t_{\text{calculate}} = 5.372 > t_{\text{table}} = 1.645$.

Therefore, a research hypothesis that had been submitted shown that there is an effect of Job Satisfaction towards teacher Organizational Commitment in State of Junior High School in Medan Kota district accepted and tested the truth. The amount of direct effect from variable of Job Satisfaction towards teacher Organizational Commitment is 15.10%.

5. There is a significant of direct effect between Work Motivation towards Organizational Commitment. It can be shown from the value of $\rho_{43} = 0.507$ with the value of $t_{\text{calculate}} = 7.481 > t_{\text{table}} = 1.645$. therefore research hypothesis that had been submitted that there is an effect of Wrk Motivation towards teacher Organizational Commitment in State of Junior High School Medan Kota district that had been accepted and tested the truth. The amount of direct variable of Work Motivation towards teacher Organizational Commitment 25.70%.

VI. Suggestions

In line with the conclusion that had been explained before, so there are some suggestions in order to develop teacher organizational committed as follows:

1. Medan Education Office should:
 - a. Regularly held one event to develop teacher's ability.
 - b. Giving a reward for every teacher who gets some achievements because of his work as a motivation for himself or even another's.
2. A head master should :
 - a. Create a value of obedience, submissive, tranquility, orderliness and discipline among every teacher, head master and staff in order to create value of sense of belonging to the school and create a security in doing the task and encourage teacher's spirit in teaching.
 - b. Ask the teacher to participate in giving the solution for every obstacles might be faced.
3. The teacher should :
 - a. Build a team work, an open communication, and a harmonious relationship among teacher so when one's teacher face a problem, others might share the solution and suggestion. Finally, it should be think positive for every critique and suggestions given by head master and even another teacher..
 - b. Teacher should develop and increase their knowledge and comprehension towards work motivation that is basically means an internal situation from one's teacher as the courage to gain a successful in working.
4. For another researcher, it is needed further and deeper analysis completed by another variable but still contribute to the effect towards teacher organizational commitment, since there is a limitations in analyzing the research and the previous result that is not maximal.

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