



---

## **The Influence of Competence and Work Discipline on Teacher Performance with Commitment as a Mediating Variable During the Pandemic**

Devi Artha Bonita<sup>a\*</sup>, Armanu<sup>b</sup>, Desi Tri Kurniawati<sup>c</sup>

<sup>a</sup>*Master Program in Management Faculty of Economy and Business Universitas Brawijaya, Indonesia*

<sup>b,c</sup>*Faculty of Economy and Business, University of Brawijaya, Malang, Indonesia*

<sup>a</sup>*Email: deviartha11@gmail.com*, <sup>b</sup>*Email: armanu@ub.ac.id*, <sup>c</sup>*Email: desirayhan@ub.ac.id*.

### **Abstract**

This study aimed to analyze the effect of competence, work discipline on teacher performance by mediating commitment at Vocational High School in Turen Malang. This research is a quantitative research with the method of collecting data using a questionnaire. The population in this study amounted to 132 teachers from Widya Dharma Vocational School and Turen Vocational School in Turen Malang. The sampling method uses non-probability sampling, is saturated samples. From the 114 questionnaires collected, the data obtained were then analyzed using SEM (Structural Equation Modeling) PLS. The results of the study indicate that the competence and commitment has a positive and significant influence on teacher performance. While work discipline has a positive effect, but not significantly on teacher performance. In addition, the results of this study also show that the commitment variable as a mediating variable has a positive and significant influence on the competence and work discipline variables on teacher performance. The implications of the research results are expected to be input for Vocational High School in Turen Malang in an effort to optimize potential.

**Keywords:** Competence; Work Discipline; Commitment; Teacher Performance.

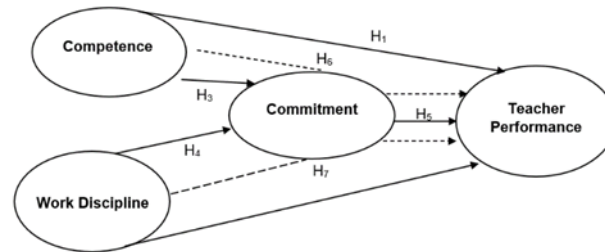
---

\* Corresponding author.

## **1. Introduction**

Teachers are one of the main keys in the education system, especially schools. All other components, such as curriculum, infrastructure, and others will be meaningless if the essence of learning between the interaction of teachers and students go well. Teachers have a very important role in transforming educational inputs. According to Permendikbud Number 45 of 2019, "teachers are people who have the main task of educating, teaching, guiding, directing, training and assessing, as well as evaluating students and determining the quality of graduates from students" [1]. The quality of teachers is closely related to the quality of education [2]. The low quality of teachers is caused by differences in the quality of performance, competence, and abilities possessed by teachers, so that they can have an influence on teacher performance in improving the quality of education and especially the quality of learning [3]. The quality of teachers is one of the main factors that must be considered in ensuring a quality and competitive education system. One of the indicators used is academic qualifications. Minister of National Education Regulation No. 16 of 2007 concerning Standards of Academic Qualification and Teacher Competence Teachers is a minimum of Associate-4 year Degree (D4) or Bachelor Degree (S1) [4]. Teachers who have these qualifications are classified as qualified teachers. In 2020, the percentage of qualified teachers to teach occurs at the Vocational High School level is 90.00 percent. In addition to teacher qualifications, the government is also seeking equal distribution of educational facilities and infrastructure, which can be seen from the student-teacher ratio indicator. This ratio reflects the average number of students under the responsibility of a teacher. At the Vocational High School level, ideally one teacher is responsible for 15 students. Besides that, it also supported by competence and experience of teachers. Teacher competence is regulated in Law Number 14 of 2005 Article 8 that teachers are required to have competence and are measured through the Teacher Competency Test (UKG) conducted by the Ministry of Education and Culture [5]. The implementation of the UKG is carried out as a material for consideration in carrying out the guidance and development of teacher competencies. Furthermore, the discipline of teachers accordance Government Regulation Number 53 of 2010 concerning Civil Servant Discipline which requires civil servants to come to work and obey the provisions of working hours. The regulation states that every worker is obliged to come, carry out their duties, and go home in accordance with the provisions of the working hours that have been determined [6]. This attitude is through Teachers who are disciplined in teaching, the learning process will be carried out effectively, so that educational goals can be achieved optimally. Good competence and work discipline will support the teacher performance. Teacher performance is related to the teacher's ability to carry out learning tasks and shows the actions displayed by the teacher during learning activities, the teacher is responsible for the guidance provided so as to improve student learning achievement [3]. Teacher performance can be a reflection of educational productivity, which is closely related to student output produced in accordance with applicable standards [7]. Performance of teachers of Vocational High School in Turen Malang has decreased during the implementation of online learning (PJJ). Online class accordance with Circular Letter No. 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Corona Virus Disease (Covid-19) issued by the Ministry of Education and Culture of the Republic of Indonesia [8]. Online class was implemented after Indonesia confirmed a case of Corona Virus Disease (Covid-19) in March 2020. The decline in teacher performance in the online learning system at Vocational High School in Turen Malang. Concept of Baron and Kenny (1986) states that organizational commitment can be a mediating

between competence and teacher performance [9]. Commitment to the organization put forward by Mayer & Allen states that a worker who has a high commitment to the organization where he works will have an impact on the achievement of the organization towards organizational goals [10]. The commitment variable will be added as a mediating variable that bridges the relationship between competence and work discipline on teacher performance. The conceptual framework of this research is illustrated in Figure 1 as follows:



**Figure 1:** Research Concept Framework.

Source: Researcher, 2021.

## 2. Literature Review

### 2.1 Competence

In Law Number 14 of 2005 concerning Teachers and Lecturers, it is stated that competence is a set of knowledge and behavior that must be possessed by a teacher or lecturer, live and be controlled when carrying out or carrying out his duties and profession [5]. The competencies that must be possessed by a teacher are to demonstrate quality in delivering material in class [9]. Teacher competence is also related to professionalism and knowledge of their duties as a teacher [2]. Meanwhile, teacher competence is the ability to carry out teaching and educating tasks through education and training that has been obtained [11]. The competence is measured using four indicators referring to research conducted by Siri and his colleagues (2020), including: Pedagogic Competence, Social Competence, Personal Competence, Professional Competence [9].

### 2.2 Work Discipline

Work discipline is a person's awareness and willingness to obey all applicable regulations [12]. Discipline comes from the Latin "disciplina" which means politeness and personality training or character development [13]. Discipline is obedience and accuracy in a rule that is carried out consciously without coercion [14]. According to Mardianti and his colleagues (2020) states that discipline is a person's loyalty to the rules, norms, instructions to be applied to individuals and groups [15]. Discipline can be a benchmark for citizens to behave at school as long as they carry out their duties and responsibilities [16]. In addition, discipline aims to achieve school goals and improve teacher performance in carrying out all activities in the school environment (Lie and his colleagues 2019).

Work Discipline has five indicators referring to research conducted by Rivai & Sagala (2014), including: Attendance, Adherence to Work Regulations, Adherence to Work Standards, High Level of Vigilance, and Work Ethically [17].

### ***2.3 Commitment***

Commitment to the organization put forward by Mayer & Allen states that a worker who has a high commitment to the organization where he works will have an impact on the achievement of the organization towards organizational goals [10]. According to Usman revealed that commitment is a loyal attitude of a worker to always protect, obey the applicable rules with full devotion [9]. A teacher's commitment can be assessed from his daily behavior in carrying out his duties and obligations as a teacher [18]. According to Ahmad & Rajak stated that the commitment of teachers in schools is an inner strength that appears in the heart and is the strength of a teacher to carry out his responsibilities related to the development of science and technology [18]. According to Allen and his colleagues (1995) formulated that there are three indicators of commitment to the organization, namely: Affective Commitment, Continuance Commitment, and Normative Commitment [10].

### ***2.4 Teacher Performance***

Performance in the field of education refers to the performance of teachers/lecturers who have a role in producing quality students [10]. Teacher performance which includes learning planning activities, implementation of learning, interpersonal relationships, evaluation of learning outcomes, remedial, and enrichment, of course, is an absolute requirement to produce quality learning [19]. Meanwhile, according to Supardi, that teacher performance is the ability of teacher to carry out learning tasks and show the actions displayed by the teacher during learning activities, the teacher must also be responsible for the guidance provided so as to improve student learning achievement [3]. Teacher performance has three indicators referring to the Regulation of the Minister of National Education Number 27 of 2008, namely Planning of Learning Activity Programs, Implementation of Learning Activities, Learning Evaluation/Assessment [20].

### ***2.5 The Effect of Competence on Teacher Performance***

Competence is closely related to the performance of a worker [2]. The higher a person's competence will impact on increase the performance [20]. Competence can also be used as a benchmark in achieving organizational goals as reflected in performance [3]. Teacher competence related to the ability to carry out teaching and educating tasks through education and training obtained will support performance in work [9]. Based on previous empirical studies, it can be hypothesized as follows:

H1: Competence has a positive and significant effect on performance.

### ***2.6 The Effect of Work Discipline on Teacher Performance***

Work discipline is a reflection of the magnitude of a person's responsibility in carrying out his duties according to his profession so that teacher performance can be described [19]. Work discipline is the most important

operational function in human resource management, because the better a person's work discipline, the better his performance [13]. Work discipline has a positive and significant effect on teacher performance [17]. Based on previous research studies, the following hypotheses were obtained:

H2: Work Discipline has a positive and significant effect on Performance

### ***2.7 The Effect of Competence on Commitment***

Competence is directly related to one's organizational commitment [21]. The higher the competence possessed by a person, the higher commitment to the organization [22]. Teacher competence has a significant positive effect on teacher commitment [23]. Based on previous research studies, the following hypotheses were obtained:

H3: Competence has a positive and significant effect on commitment.

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

Work discipline is an indispensable element in school management and ensures teacher work commitment [24]. The higher work discipline will have an impact on increase commitment to the organization [25]. Work discipline has a significant positive effect on teacher commitment [26]. Based on previous research studies, the following hypotheses were obtained:

H4: Work Discipline has a positive and significant effect on Commitment.

### ***2.9 The Effect of Commitment on Teacher Performance***

Commitment has a direct effect on a person's work result better [22]. The higher commitment to the organization will impact on the higher performance [18]. Teacher commitment has a significant positive effect on teacher performance [22]. Based on previous research studies, the following hypotheses were obtained:

H5: Commitment has a positive and significant effect on performance.

### ***2.10 The Role of Commitment in Mediating The Effect of Competence on Teacher Performance***

The concept of Baron and Kenny (1986) states that organizational commitment can act as a mediator of competence and performance [23]. Research states that teacher commitment plays a role in mediating competence and work discipline on teacher performance [10]. Based on several previous studies, it can be hypothesized that:

H6: Commitment mediates the effect of Competence on Performance.

### ***2.11 The Role of Commitment in Mediating The Effect of Work Discipline on Teacher Performance***

Commitment to the organization is associated with a sense of trust and willingness of employees to accept the

goals of the organization and will not leave it [9]. The research of Bagis and his colleagues (2020), organizational commitment can mediate work discipline on employee performance [27]. Based on several previous studies, it can be hypothesized that:

H7: Commitment mediates the effect of Work Discipline on Performance.

### **3. Materials and Method**

This research was conducted in an effort to test, explain, and prove the theory in a knowledge. Based on the objectives to be achieved, this research can be categorized as explanatory research with a quantitative approach, so that it can provide an explanation of the causal relationship between existing variables through hypothesis testing. The quantitative approach aims to describe or present in the form of numbers or in the form of numbers as a measuring tool. Quantitative research using valid, reliable instruments and appropriate statistical analysis will produce research results that do not deviate from the actual situation. The purpose of this study is to explain and analyze the effect of competence and work discipline on teacher performance directly or indirectly through the mediation of commitment at Vocational High School in Turen Malang, Indonesia. The population in this study amounted to 132 people who came from teachers at Widya Dharma Vocational School and Turen Vocational School in Turen, Malang, Indonesia. The sampling technique used in this study was saturated sampling. The reason for using saturated sampling was because the research population was small, consisting of 84 teachers from Turen Vocational School and 48 teachers from Widya Dharma Vocational School.

### **4. Results**

#### ***4.1 Demographic Characteristics of Respondents***

Key demographic questions in the survey included gender, age, education, working period, and residence. Based on the survey result, 47% of respondents are males, and 53% are females. Most teachers are in the productive age with range of 20 to 30 years (51%). From education level, a bachelor degree is on top with 95%. The most years of service are 2 – 5 years with 50%, and the most respondents has resided in the district of Malang (86%).

#### ***4.2 Inferential Statistical Analysis***

The data processing technique used SEM method based on Partial Least Square (PLS). The software used is SMARTPLS version 3.0. In the PLS method there are two stages, the first stage is the evaluation of the outer model to measure each question item on the variable. The second stage is the evaluation of the inner model to find out the results of the hypothesis testing used. The path coefficient is used to see the direct effect between variables. Furthermore, the Indirect Effect Test was conducted to see the value of the indirect effect between variables.

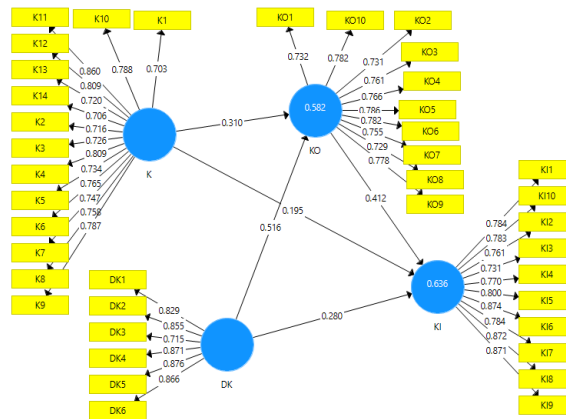
#### **• Outer Model**

To measure the validity and reliability of the model, the Outer Model is used which consists of convergent validity,

discriminant validity, composite validity, and cronbach alpha.

**Convergent Validity**

Based on the Convergent Validity calculation presented in Figure 2, it is known that all variables in the study have an outer loading value > 0.7 and t count > 1.96, so the indicator variables in this study can be said to have met the requirements of convergent validity or been valid.



**Figure 2:** Structural Model (Outer Model).

**Discriminant Validity**

The results of the discriminant validity test are obtained as follows.

**Table 1:** Discriminant Validity Test.

	<b>AVE</b>	<b>X<sub>1</sub></b>	<b>X<sub>2</sub></b>	<b>Y</b>	<b>Z</b>
<b>X<sub>1</sub></b>	0.578	<b>0.837</b>			
<b>X<sub>2</sub></b>	0.701	0.686	<b>0.76</b>		
<b>Y</b>	0.578	0.714	0.661	<b>0.804</b>	
<b>Z</b>	0.647	0.729	0.664	0.745	<b>0.76</b>

Based on the Fornell-Larcker Criterion calculation, it was found that the correlation value between variables is still below the square root value of the AVE, thus all indicators in each variable in this study have met discriminant validity.

**Composite Reliability dan Cronbach Alpha**

The following are the results of the composite reliability and Cronbach alpha measurements:

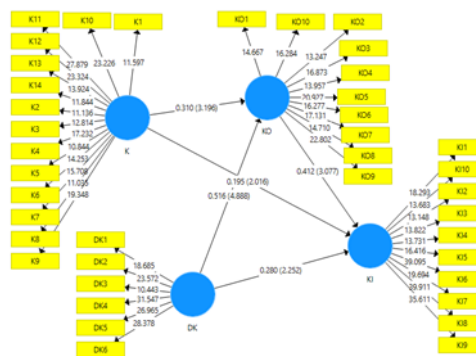
**Table 2:** Value of Composite Reliability and Cronbach Alpha.

Variable	Cronbach's Alpha	Composite Reliability
Competence (X <sub>1</sub> )	0.914	0.933
Work Discipline (X <sub>2</sub> )	0.944	0.95
Commitment (Z)	0.939	0.948
Teacher Performance (Y)	0.919	0.932

Based on Table 2. it can be seen that the composite reliability and Cronbach alpha values for all variables have values > 0.7; it can be concluded that all variables have met the reliability requirements.

• **Inner Model**

Several approaches were taken to evaluate the structural model (inner model), including the determination coefficient (R-Square or R<sup>2</sup>), Predictive Relevance (Q-Square or Q<sup>2</sup>), and Goodness of Fit (GoF). The following is an image of the structural model (inner model) in this study.



**Figure 3:** Structural Model (Inner Model).

**Evaluation of Structural Models through R-Square (R<sup>2</sup>)**

Following are the results of the evaluation of the structural model through the R-Square (R<sup>2</sup>).

**Table 3:** Value of R-Square.

Variable	R Square
Commitment (Z)	0.582
Teacher Performance (Y)	0.636

The R-Square value shows that the variable of Commitment can be explained by the competence and work discipline of 58.2 percent, the remaining 41.8% is a contribution from other variables that are not part of the research model. Then for 63.6 percent of Teacher Performance (Y) variables can be affected by Competence, Work Discipline, and Commitment variables. The remaining 36,4 percent is affected by other variables outside the study.



**Evaluation of Structural Models through Q-Square Predictive Relevance (Q2)**

The results of the calculation show that the Q2 value is 0.8478, which means that the diversity of the research data that can be explained by the structural model is 84.78%. Variations in endogenous variables (teacher performance) can be predicted variations in exogenous variables (competence, work discipline, commitment), while the remaining 15.22% is explained by other factors outside the model. Based on these results, the structural model in this study can be said to have good goodness of fit.

**Evaluation of Structural Models through Goodness of Fit (GoF)**

GoF calculation can be seen in Table 4 below.

**Table 4:** The Goodness of Fit Model.

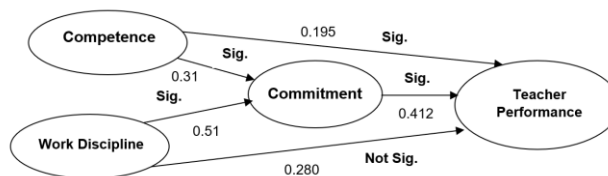
Variable	AVE	R Square
Competence (X <sub>1</sub> )	0.578	-
Work Discipline (X <sub>2</sub> )	0.701	-
Commitment (Z)	0.578	0.636
Teacher Performance (Y)	0.647	0.582
<b>Mean</b>	<b>0.626</b>	<b>0.609</b>

Based on the results of the AVE calculation, it shows that the model form is good and can be used in making predictions.

• **Hypothesis Testing Results**

The results of the hypothesis test are shown in Figure 4 as the following:

**Figure 4:** Overall Path Analysis Model.



**5. Discussion**

**5.1 The Influence of Competence on Teeacher Performance**

The results of the study indicate that competence has a positive and significant influence on teacher performance, so it can be concluded that competence, especially at Vocational School in Turen Malang. The result states that competence has an influence on good or bad teacher performance. Therefore, the higher

competence can support improving the performance of teachers of Vocational School in Turen Malang.

### ***5.2 The Influence of Work Discipline on Teacher Performance***

The results of the analysis show that Work Discipline has a positive effect, but does not have a significant effect on teacher performance in terms of planning, implementation, and evaluation/assessment of learning. Work Discipline by teachers at Vocational School in Turen Malang is shown by the teacher's obedience to the applicable regulations at school, but it does not have an impact on teacher performance. This shows that the more work discipline increases, the teacher's performance also increases, although the increase is not significant.

### ***5.3 The Influence of Competence on Commitment***

The results of the study indicate that competence has a positive significant influence on commitment, so it can be concluded that competence, especially at Vocational School in Turen Malang included terms of pedagogic, social, personal, and professional competencies has an influence or not on teacher commitment. Therefore, the better the competencies possessed can support the increase in teacher commitment both in terms of affective, sustainability, and normative commitment.

### ***5.4 The Influence of Work Discipline on Commitment***

The results of the study indicate that work discipline has a positive and significant influence on commitment so that it can be concluded that competencies especially at Vocational School in Turen (include pedagogic, social, personal, and professional) have an influence on the good or bad teacher commitment. That is, the better the work discipline owned by the teacher can support the increase in teacher commitment.

### ***5.5 The Influence of Commitment on Teacher Performance***

The results of the study indicate that commitment has a positive significant impact on teacher performance in terms of planning, implementation, and evaluation/assessment of learning. The commitment of teachers at Vocational School in Turen Malang is shown by a sense of belonging to the organization/school, loyalty, and dedication within the organization/school which can have an impact on teacher performance. This is influenced by the guarantee of a long-term career at Vocational School in Turen Malang. It can be concluded that the higher the commitment of a person (teacher), will have an impact on the higher performance of teachers in an organization/school.

### ***5.6 The Role of Commitment in Mediating The Effect of Competence on Teacher Performance***

The results showed that commitment was able to mediate the influence of competence on teacher performance. Organizational commitment is able to become a partial mediating variable due to a significant influence on teacher performance directly. This shows that the commitment both affectively, normatively, and sustainably provides support for competence to improve teacher performance. Likewise, the competence of teachers at Vocational School in Turen Malang has a significant and positive effect on commitment and can improve

teacher performance.

### ***5.7 The Role of Commitment in Mediating The Effect of Work Discipline on Teacher Performance***

The results showed that commitment was able to mediate the effect of work discipline on teacher performance. The mediating role of commitment is a partial mediation variable because commitment already has a significant and positive influence on teacher performance. The Commitment variable is a supporter of competence in influencing teacher performance at Vocational School in Turen Malang. Commitment elements are normative, affective, and sustainable in strengthening a sense of belonging and loyalty in influencing teacher performance. Planning, implementation, and evaluation will improve along with increasing strong commitment and competence.

## **6. Conclusions**

Competence is able to improve the performance of teachers at Vocational School in Turen Malang. Teacher competence is formed from pedagogical, social, personal, and professional competencies. Soft skills are very useful for teachers in improving competence, which can be formed from education taken such as undergraduate. Personal competence is dominant in the assessment so that it is expected to produce quality, competence, character, and noble graduates in accordance with the vision of Vocational School in Turen Malang.

Work discipline can improve the performance of teachers in Vocational School in Turen Malang, but it does not have a significant effect. Work discipline is measured based on the level of attendance, compliance with work regulations, adherence to work standards, high levels of vigilance, and ethical work. The highest value is in working ethically. Work discipline is supported by productive age and distance between residence and school. Increasing work discipline in teachers can improve performance, although not significantly.

Competence is able to increase commitment to teachers of Vocational School in Turen Malang. Competence in understanding, clarity of purpose by all teachers can result in loyalty and emotional attraction to the school. That way, the commitment to teachers increases with the support of good competence improvements in teachers.

Work discipline can increase the commitment of teachers of Vocational School in Turen Malang. In improving work discipline, binding regulations are made to be able to support increasing teacher commitment to the school where they work.

Commitment can improve the performance of teachers of Vocational School in Turen Malang. The teacher's commitment regarding the guarantee of a long-term career is shown by the teacher's tenure at the school where he works. The clearer the guarantee of developing and having a career in the long term, the higher the teacher's performance at Vocational School in Turen Malang.

Commitment acts as partial mediation, strong competence will form a better commitment, high commitment can encourage the achievement of better teacher performance. Teachers who have a high commitment in improving the planning, implementation and evaluation of higher learning have a contribution to improve teacher

performance at Vocational School in Turen Malang.

Commitment acts as a partial mediation (partial mediation), the existence of a strong work discipline can form a strong commitment as well. High commitment can support the achievement of teacher performance for the better. Teachers who have a high commitment can improve the planning, implementation and evaluation of learning as a contribution to improving teacher performance in schools.

## **Reference**

- [1] Peraturan Kementerian Pendidikan dan Kebudayaan (Permendikbud). Nomor 45 Tahun 2019. Tentang Organisasi dan Tata Kerja Kementerian Pendidikan dan Kebudayaan.
- [2] Haryono, S., Amrullah, N. I. H., & Surah, S. (2020). The Effect of Principal Leadership and Teacher Competence on Teacher Performance: The Role of Work Motivation. *International Journal of Business Marketing and Management (IJBMM) in Management*, 5(4), 2456–4559.
- [3] Kartini, D., Kristiawan, M., & Fitria, H. (2020). The Influence of Principal's Leadership, Academic Supervision, and Professional Competence toward Teachers' Performance. *International Journal of Progressive Sciences and Technologies (IJPSAT) ISSN: 2509-0119.*, 20 No. 1 A(April), 156–164.
- [4] Peraturan Kementerian Pendidikan dan Kebudayaan (Permendikbud). Nomor Tahun 2007. Tentang Standar Kualifikasi Akademik dan Kompetensi Guru.
- [5] Undang-Undang Republik Indonesia. Nomor 14 Tahun 2005. Tentang Guru dan Dosen.
- [6] Peraturan Pemerintah. Nomor 53 Tahun 2010. Tentang Disiplin Pegawai Negeri Sipil.
- [7] Dong, Y., Xu, C., Chai, C. S., & Zhai, X. (2020). Exploring the Structural Relationship Among Teachers' Technostress, Technological Pedagogical Content Knowledge (TPACK), Computer Self-efficacy and School Support. *Asia-Pacific Education Researcher*, 29(2), 147–157.  
<https://doi.org/10.1007/s40299-019-00461-5>.
- [8] Surat Edaran. Nomor 4 Tahun 2020. Tentang Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran Corona Virus Disease (Covid-19).
- [9] Siri, A., Supartha, I. W. G., Sukaatmadja, I. P. G., & Rahyuda, A. G. (2020). Does teacher competence and commitment improve teacher's professionalism. *Cogent Business and Management*, 7(1), 1-13.  
<https://doi.org/10.1080/23311975.2020.1781993>.
- [10] Yunaningsih, A., Septiawan, F. E., Listiani, T., & Alamsyah, D. P. (2020). The Lecturer's Performance : Mediation of Commitment. *International Journal of Scientific & Technology Research*, 9(6), 146–152.

- [11] Joo, Y. J., Lim, K. Y., & Kim, N. H. (2016). The effects of secondary teachers' technostress on the intention to use technology in South Korea. *Computers and Education*, 95, 114–122. <https://doi.org/10.1016/j.compedu.2015.12.004>.
- [12] Kasaif, H. (2021). The Effect Of Incentives , Work Environment And Work Discipline On Teacher Performance Through Religiosity As Intervening Variables In SMA Bahrul Maghfiroh Malang. *JOSAR*, p-ISSN: 2502-8251, e-ISSN: 2503-1155, 6(1), 95–107.
- [13] Andriyati, L., Ahmad, M., & Rochanah. (2020). The Influence of Group Cohesivity and Working Discipline on the Performance teacher of Private Senior High School in East Jakarta. *International Journal of Education, Information Technology and Others (IJEIT)*, 3(1), 118–124. <https://doi.org/10.5281/zenodo.3750998>.
- [14] Fauzi, A., & Herminingsih, A. (2021). The Effect of Work Discipline, Motivation, and Compensation on Teacher Performance SMK Yuppentek 1 Tangerang. *International Journal of Management Science*, 2(4), 517–536. <https://doi.org/10.31933/dijms.v2i4.781>.
- [15] Mardianti, Suriansyah, A., & Suhaimi. (2020). The Effect of Organizational Climate, Work Discipline and Job Satisfaction Towards Teacher Performance at State Senior High School. *Journal of K6 Education and Management*, 3(1), 17–25. <https://doi.org/10.11594/jk6em.03.01.03>.
- [16] Kasaif, H. (2021). The Effect Of Incentives , Work Environment And Work Discipline On Teacher Performance Through Religiosity As Intervening Variables In SMA Bahrul Maghfiroh Malang. *JOSAR*, p-ISSN: 2502-8251, e-ISSN: 2503-1155, 6(1), 95–107.
- [17] Ibrahim, I., Fitria, H., & Puspita, Y. (2020). The Effect of Work Discipline and Teacher's Motivation on Teacher's Performance. *Journal of Social Work and Science Education*, 1(2), 140–145. <https://doi.org/10.52690/jswse.v1i2.41>.
- [18] Madjid. (2016). Pengembangan Kinerja Guru Melalui : Kompetensi, Komitmen dan Motivasi kerja. Retrieved from [www.samudrabiru.co.id](http://www.samudrabiru.co.id).
- [19] Li, L., & Wang, X. (2020). Technostress inhibitors and creators and their impacts on university teachers' work performance in higher education. *Cognition, Technology and Work*, (0123456789). <https://doi.org/10.1007/s10111-020-00625-0>.
- [20] Murkatik, K., Harapan, E., & Wardiah, D. (2020). The Influence of Training Education and Teacher Competence on VHS Teacher ' s Performance. *Journal of Social Work and Science Education*, 1(1), 58–69.
- [21] Prihantoro, R., C., Ikhwantu, F., & Dudung, A. (2019). The Effect of Teacher Competency and Teaching Commitment to Student Learning Results Machining Engineering Skills Program. *KnE*

Social Sciences, 3(12), 645. <https://doi.org/10.18502/kss.v3i12.4136>.

- [22] Rasyidi, Hana, S. W. L., & Wulandari, D. (2019). Analysis Of Competency And Organizational Commitment To The Performance Of Lecturers Through Work Loyalty As An Intervening Variable at Abdurachman Saleh Situbondo University, *International Journal of Research Science & Management*, 6(12), 77–80. <https://doi.org/10.5281/zenodo.3595025>.
- [23] Rachmawati, Y., & Suyatno. (2021). The Effect of Principals' Competencies on Teachers' Job Satisfaction and Work Commitment. *Participatory Educational Research*, *International Journal of Research Science & Management*, 8(1), 362–378.
- [24] Asoro, A. J. (2021). Staffing, Supervision and School Discipline as Determinants of Teachers' Job Commitment in Public Secondary Schools of Delta State. *Journal of Education, Society and Behavioural Science*, 34(2), 59–66. <https://doi.org/10.9734/jesbs/2021/v34i230305>.
- [25] Hartati, S. L., Irwandy, & Simaremare, A. (2020). The Influence of Situational Leadership, Work Discipline, and Achievement Motivation on Teachers' Affective Commitment in Junior High Schools. *Advance in Social Science Education and Humanities Research*, 488, 46–49. <https://doi.org/10.2991/assehr.k.201124.011>.
- [26] Nurzanna, & Purba, S. (2019). Relationship Between Work Discipline, Teamwork, And Altruistic With Teacher's Affective Commitment State Vocational Schools In Padangsidempuan City. *AIP Conference Proceedings*. <https://doi.org/10.1063/1.5139877>.
- [27] Bagis, F., Darmawan, A., & Hidayah, A. (2020). The Effect of Leadership, Work Discipline on Employee Performance Through Organizational Commitment As Mediation Variables. *International Journal of Economic, Business and Accounting Research (IJEBAR)*, 4(3), 330-338.