



# Leadership, Work Motivation, and Commitment's Impact on Work Discipline among Temanggung Regency's Public Junior High School Educators

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### Abstract

The goal of this research is to examine how teacher commitment mediates the relationship between leadership, job motivation, and professional discipline in the classroom. The success of a leader can be gauged by how well they carry out their many duties, such as making plans, enforcing those plans, and overseeing their employees. A teacher's effectiveness is influenced by their leadership, their work drive, and their dedication to their profession. This study employed a quantitative approach to research. To conduct this research, 92 educators from Temanggung district's public junior high schools participated. The data was collected using a cluster proportional sampling method. Before being employed in the study, the questionnaire underwent rigorous validity and reliability testing. Path analysis and the Sobel test were utilized to examine potential mediating variables in the data analysis for hypothesis testing. Leadership, workplace motivation, and teacher dedication were proven to have an impact on classroom performance. Leadership and employee motivation were mediated by teachers' dedication to their profession. The result is that instructor dedication to discipline can dampen the impact of the independent variables on the dependent variable.

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## INTRODUCTION

Public Proclamation (PP) No. 94 of 2021 addresses disciplinary actions for government employees. In order to keep the peace and carry out their responsibilities without incident, teachers in the PNS are required to follow the rules governing Civil Servant Discipline. There are a variety of disciplinary measures that can be taken against government employees who have been found to have violated the requirements and prohibitions outlined in the Government Regulation on Civil Servant Discipline. According to Singodimejo in Dewi and Harjono (2019: 95), the following factors determine the severity of employee discipline are the effectiveness of enforcing discipline may be influenced by the magnitude of compensation. If workers believe they will receive compensation that is in line with the effort they have put in, they will be more likely to follow the rules set forth by the agency. If workers are paid fairly, they are more likely to focus on their jobs without getting frustrated. However, if workers believe their pay is inadequate, they may start to question their employment. Whether or not the organization has exceptional leadership. When it comes to enforcing self-discipline and keeping employees in check when it comes to speech, actions, and attitudes that could undermine the set disciplinary norms, the leadership's example is always being watched. Whether or not there are clear-cut rules that can be followed. If the agency doesn't have a set of written rules that everyone follows, there won't be any room for discipline growth. Discipline cannot be maintained if rules are based on shifting verbal directives that are subject to interpretation. The leadership must have the guts to take action against a disobedient worker proportional to the severity of his transgressions. When disciplinary measures are taken against offenders in accordance with existing consequences, all workers will feel safe and pledge not to repeat the behavior. The level of oversight from superiors, if any employees need to be supervised and guided in all agency endeavors to ensure they are doing their jobs correctly and in accordance with agency policy.

Workers who are subjected to this level of oversight are more likely to adopt a disciplined approach to their work. Whether or not employees are cared for Employees are people, and people have unique personalities. High pay and interesting job are fantastic, but it's also important for an employee to feel valued by their superiors. They are eager to hear about their problems and concerns in order to help. A principal's function in a school is crucial because he or she is responsible for processing and guiding teachers to enhance their teaching performance (Renata et al., 2018; Andriani et al., 2018; Salwa et al., 2019; Murtiningsih et al., 2019). Because of this, every principal needs to develop his or her unique strategy for communicating with faculty members, and this strategy affects the school's overall performance. In addition, it serves as an instructional model for both instructors and students (Djamarah, 2011). According to studies (Herawati et al., 2019) Effective leadership is the single most important factor in determining how well a school's teachers perform. Teachers' effectiveness might also be influenced by their level of dedication. One interpretation is that when leadership, teacher motivation, and dedication are all high, student achievement rises as a natural byproduct.

Harwiki (2013) indicating that servant leadership has an impact on motivation, corporate culture, and employee performance, but no impact on organizational citizenship behavior. Increases in servant leadership improve motivation, company culture, and employee performance but have no effect on corporate citizenship behavior. Employee performance and organizational citizenship behavior (OCB) are influenced by several factors, including motivation (higher motivation leads to better OCB and performance), organizational culture (stronger cultures lead to better OCB and performance), and OCB itself (better OCB leads to better performance).

McCarter et al., (2022) in a study Employee productivity at Texas hotels was found to be positively and significantly influenced by work discipline and leadership style characteristics. Concurrently, leadership style variables have a detrimental and considerable

impact on staff performance in the Texas hotel industry. Furthermore, leadership style factors have a negative and considerable impact on staff performance in the Texas hotel industry. The findings and conclusions of this study have important implications for future research in this area and for the hotel, which should evaluate the level of employee discipline at least once a month and also take into account other factors that may affect employees' performance, such as the number and quality of workers present and, for the better, the policies in place for them to make quick and logical decisions. Leaders need to learn more about their employees' motivations and personalities in order to motivate and inspire them to do their best work. If a leader is able to apply the right leadership style and manage employees properly and correctly, employee performance will increase, which in turn will increase the company's bottom line.

A teacher's desire to be professional in carrying out their tasks as education in an endeavor to educate the nation's life is inextricably linked to their intrinsic motivation. As the vision and goal are put into action, the unique perspectives and habits of each member of the company or institution prove to be an insurmountable barrier to success. Since the principal carries out his responsibilities and steers the school's long-term viability, intrinsic motivation is crucial for this position (Uno, 2011).

According to Sutrisno (2019: 109), inspiration is one of the variables that can influence dedication. According to Hasibuan in Sutrisno (2018: 110), motivation is what makes employees care about their jobs and desire to help the firm succeed. Teachers who aren't inspired to do their task will do a poor job, lack enthusiasm, and fall short of expectations. Some teachers enter the profession not out of a sense of moral obligation but because they have few other options for supporting themselves and their families. This can have a significant impact on their level of organizational commitment; similarly, teachers who teach out of a lack of moral conviction may shirk their responsibilities in the classroom.

A favorable but negligible influence of motivation on work discipline was found in Rizal

& Radiman (2019), discipline in the workplace is greatly improved by having a supervisor overseeing the team. Discipline at work is negatively impacted by leadership, but only somewhat. Employee work discipline is significantly improved when motivation, supervision, and leadership are all present and working together. Hasanah (2018) found that fingerprint attendance did not influence workers' dedication to their jobs, while work motivation and leadership did. In addition, the findings of this research should lead to more disciplined workers.

An organization needs everyone to be committed to it, because that shows they care about the group and want to work for it. Sidik Purwoko (2018) argues that students' dedication to their education greatly benefits their academic performance. As a result, a teacher's level of dedication affects student achievement. Teacher discipline in the performance of their tasks has not been adequately implemented, as evidenced by observations made at the research object. Even if only a handful of educators show up late to class, it will have a significant impact on instruction and cause disruption. Lacking in both work dedication and discipline. Evidently, many educators are still tardy to work, leaving students without instruction time. Therefore, it is necessary to apply a high level of dedication in order to boost school productivity, which will ultimately lead to better educational outcomes. Discipline in the classroom is a key indicator of a school's ability to provide its students with high-quality learning opportunities. Influence, inspiration, and dedication at work must be willing to work toward greater self-discipline in the classroom..

Some teachers were reluctant to actively participate in school activities on the grounds that it was not part of their duties or because the principal had appointed certain people, according to the results of a preliminary study (Amin et al., 2018) conducted at SMP Batik Surakarta, indicating that commitment was still low. This exemplifies and demonstrates that teachers have not demonstrated devotion to carrying out their obligations as a teacher, who has a duty that not all professionals have. There has been a recent dip

in dedication. The vast majority of educators treat their jobs as drudgery, lack excitement for their work, and view teaching less as a calling and more as a means to an end (a paycheck or compensation).

In general, there are still a lot of issues with regards to teacher competence. Educators that are at the top of their game will use effective strategies to guide their students to success. In addition, many instructors are not up to par since they are not intrinsically motivated to be educators. This contributes to the instructor's declining effectiveness in the classroom. I. Introduction (Dimiyati, 2012).

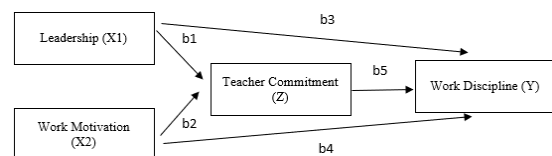
According to the aforementioned theory, educators should exhibit high levels of work discipline, motivation, and commitment. However, a gap phenomenon emerges in the form of teachers who exhibit discipline that is below average or has not yet reached optimal. This is evidenced by the fact that some public junior high school teachers in Temanggung Regency lack discipline in the classroom, do not properly prepare teaching materials when creating learning tools, and continue to rely on the work of others rather than developing their own creative approaches. For example, preliminary research conducted by the researchers with one of the junior high school supervisors in Temanggung Regency found that some teachers are very difficult to work with when it comes to creating their own learning tools. When middle school administrators compile information on educational resources, they often find that many teachers have simply copied materials that have already been created.

Discipline in the classroom plays a significant role in developing kids' personalities. This research suggests that better leadership from principals and increased teacher motivation through commitment mediation are the keys to restoring order in the workplace. There is a research gap between (Rizal & Radiman, 2019) and (Kurnia & Nugroho, 2019), who claim that leadership has a favorable and significant effect on work discipline, respectively, lending credence to the findings of the current study.

## METHOD

In order to better understand the relationship between leadership, work motivation, and commitment, and the work discipline of public junior high school teachers in Temanggung Regency, a descriptive quantitative research approach was adopted for this study. The author employs descriptive analysis techniques in his studies, focusing on issues through the lens of current data collected from a population. Descriptive research aims to utilize quantitative approaches to determine the influence between the variables researched in order to test hypotheses or answer questions about the current state of the issue under study. The researcher chose this research design in order to gain a holistic understanding of leadership, work motivation, commitment, and work discipline in the teaching staff at Temanggung Regency State Junior High School, as well as an examination of the direct and indirect effects of these factors on the dependent variable, work discipline.

Based on the description above, the design in this study as a whole can be described as follows:



**Figure 1.** Research Design

All of the teachers in Temanggung Regency's public junior high schools were included in this analysis. A sampling method is just a sample method. Because the equality of population members as a sample is a guide, the sampling method employs probability sampling, which gives each member of the population an equal chance of being selected as a sample member. In this method, proportional random sampling plays a role. Proportional random sampling because samples are selected at random from the entire population without respect to social or economic status. Lottery or picking a consecutive number are two methods of achieving random sampling. The Slovin formula is used to

determine the required number of samples when the population size is already known. The Slovin formula requires a minimum sample size of 91.65, which when rounded up to the next whole number yields a total of 92 possible responders.

**RESULTS AND DISCUSSIONS**

A total of 1,097 teachers from public junior high schools in Temanggung Regency participated as respondents in this survey. The sample size of 92 people was determined using the Slovin formula. Then, we used the proportion to calculate the total number of samples from each of the 42 public junior high schools in Temanggung Regency.

**Table 1.** Determination Coefficient Model 1

Model	R	R Square	Adjusted Square	R
1	.701 <sup>a</sup>	.492	.481	

The modified R<sup>2</sup> value from this study is 0.481. This suggests that leadership and work motivation account for 48.1% of teachers' dedication, while other factors account for 51.9%. This suggests that there are additional factors besides leadership and work motivation that influence teacher commitment.

**Table 2.** Regression Results Equation 1

Variable	T Value	sig
Leadership	3.765	0.000
Work Motivation	4.651	0.000

**Leadership's Impact on Teachers' Dedication in the Classroom**

When only the leadership variable is included, the partial correlation coefficient is 0.352, the t value is 3.765, and the significance level is 0.000. Leadership has a substantial effect on teacher commitment, as indicated by the t value of 3.765, which is larger than the t table (1.96) and a significance value smaller than 0.05, which is 0.000. Leadership has a beneficial effect on teacher dedication, as evidenced by the positive slope of the regression coefficient. This

suggests that principals who inspire their staff to work hard will reap the benefits in the classroom.

**The Effect of Work Motivation on Teacher Commitment**

The partial test of variables related to work motivation yields a t-value of 4.641, a significance level of 0.000, and a regression coefficient of 0.434. The effect size of the work incentive variable on teachers' dedication is large (0.000) because the t value of 4.651 is larger than the t table (1.96) and the significance value is smaller than 0.05 (0.000).

**Table 2.** Determination Coefficient Equation 2

Model	R	R Square	Adjusted Square	R
1	.717	.514	.497	

The modified R<sup>2</sup> value from this study is 0.497. This suggests that leadership, work incentive, and teacher dedication account for 49.7% of the variance in work discipline, while other variables account for the remaining 50.3%. This demonstrates that leadership, intrinsic drive in the workplace, and instructor dedication are not the only factors influencing workplace discipline.

**Table 3.** Regression Results Equation 1

Variable	T Value	sig
Leadership	3.115	0.002
Work Motivation	2.557	0.012
Teacher commitment	2.519	0.014

**Influence of Leadership on Work Discipline**

The partial correlation coefficient for the leadership variable is 0.308, the t value is 3.115, and the significance level is 0.002. Leadership has a substantial effect on workplace discipline, as indicated by a t-value of 3.115 that is larger than the t table's (1.96) value and a significance value of 0.002 that is smaller than 0.05.

**The Effect of Work Motivation on Work Discipline**

The regression coefficient for the factors related to work motivation is 0.262, the t value is 2.557, and the significance level is 0.012. Work motivation significantly affects work discipline, as indicated by a t-value of 2.557, which is larger than the t table's (1.96) t-value, and a significance level of 0.012, which is smaller than 0.05.

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

The partial correlation between teacher dedication and student achievement is 0.263 (regression coefficient), 2.519 (t value), and 0.014 (significance level). Teachers' dedication does seem to have an effect on students' willingness to follow rules, since the estimated t value of 2.519 is larger than the t table's (1.96), while the significance value is smaller than 0.05 (0.014).

### **Leadership's Impact on Teachers' Dedication to Their Work**

Teachers' dedication to their work at Temanggung Regency's public junior high schools can be improved through strong leadership. Similarly, the more capable the leadership of Temanggung Regency's public junior high school principals, the more dedicated their teachers will be to their students' education. Communication, inspiration, leadership, competence, and authority are all essential components of effective leadership. Teachers who are invested in their students can shape their personalities just as much as teaching them responsibility. Character development and the realization of the school's vision and mission are tasks that will fall on the shoulders of trained educators. Teachers' service to students and their adaptability to the needs of the school demonstrate their high level of dedication. Principals can implement strategies like rewards and penalties, habituation, and work programs to increase teachers' dedication to their classroom duties.

### **The Impact of Work Motivation on Teacher Commitment**

Teachers' dedication to their students at Temanggung Regency's public junior high schools can be improved through fostering a positive work environment, and this effect is proportional to teachers' levels of work motivation. This demonstrates that a teacher's dedication to his or her profession can influence his or her actions in the classroom, with students, colleagues, and administrators, as well as their output in areas such as academic study, publication, and service. These actions are indicators of academic achievement. Teachers' dedication to their jobs is directly tied to their level of motivation in the classroom, and in turn, this affects their level of dedication to their employers.

### **Results of Leadership's Impact on Work Discipline**

If the Head of State Junior High School in Temanggung Regency does a good job of leading his or her staff, the professionalism and dedication of the State Junior High School teachers in Temanggung Regency will improve as a result. This demonstrates that there is a significant effect on teachers' observance of discipline when the principal implements monitoring. The monitoring is intended to give benefits whether or whether the teacher's work schedule follows the rules and regulations. School principals will be able to use the results of the monitoring system as a springboard for additional management aimed at reducing instances of teacher indiscipline. When competing with other schools throughout the world to meet national education goals, a culture of discipline becomes all the more important. Each school needs members with high discipline, which is one of the fundamental aspects in attaining national education goals, to increase the quality of education in the face of this competition.

### **The Results of How Work Motivation Affects Work Discipline**

Work discipline in public junior high schools in Temanggung Regency can be improved by increasing teachers' levels of work motivation; this means that as teachers' levels of work motivation rise, so too will their levels of

work discipline. This demonstrates that a principal's role includes that of a motivator. This means that principals have a responsibility to inspire their staff in order to help them reach their full potential. When the leader inspires trust, loyalty, and strong motivation in the followers, they have successfully become good leaders. Principals need to be able to inspire their staff by doing things like establishing a positive work atmosphere and rewarding them for their efforts. Teachers who are extremely motivated will always provide their absolute best effort, show tremendous seriousness, enthusiasm, and extreme discipline in the classroom.

### **he Effect of Teacher Dedication on Work Discipline**

Work discipline among public junior high school teachers in Temanggung Regency can be enhanced through teachers' dedication to their profession; consequently, the more dedicated public junior high school teachers there are, the more disciplined their students will be in the classroom. This demonstrates how instructors' roles as trained education professionals might affect students' learning outcomes. Efforts to improve teacher discipline by increasing their work commitment should be taken into account. If teachers are more dedicated to their jobs, they will work harder to become better at what they do, which in turn should lead to better student outcomes. When a teacher feels pressured to join or join an organization, they may develop a sense of commitment to the organization that makes them want to stay there. Greater benefits to the organization will result from teachers' emotional involvement, including lower teacher turnover, higher productivity, and stricter workplace discipline.

### **CONCLUSION**

Those with an interest in bolstering the professionalism of teachers in junior high schools might take this study's findings into account. Principals should lead effectively in accordance with their responsibilities and responsibilities to their students. Principals can be recruited through open selection and supported with leadership

training. Principals who are able to recognize and celebrate their teachers' accomplishments, as well as those who can inspire their colleagues to work together and communicate effectively, tend to have staff members who are more invested in their work. Principals should engage with teachers to establish attainable goals, prioritize the safety and well-being of their staff, facilitate an enjoyable working environment, and inspire creativity in the classroom. Principals can help improve teachers' work discipline by, among other things, communicating their rules and regulations, encouraging teachers to share their ideas and opinions through extracurricular activities, and using a combination of positive reinforcement and appropriate disciplinary measures.

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