

The Effect of Self-Efficacy and Work Commitment of Teachers at School

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Abstract—This research aims to identify the impact of self efficacy and work commitment towards teachers work discipline among public school teachers in Kerajaan District, Pakpak Bharat. This research uses quantitative research with descriptive approach, which is used to verify the hypothesis. The population of this research is 64 junior high school teachers distributed in 6 schools, while the sample chosen is 55 teachers by using Slovin on margin of error 5% or 0.05. The technique of data collection is done by using questionnaire. The research findings demonstrated that there is relationship between self efficacy and teacher work discipline, with $0.068 = 6.3\%$, while work commitment has positive effect towards teachers' work discipline with $0.223 = 24.1\%$. Work commitment and self efficacy have weak effect towards work discipline by using double regression with correlation between X1 and Y = 0.155. The effect of self efficacy and work commitment towards teachers' work discipline is 16.5%, The implications of the research are: 1) Self efficacy can be improved by giving motivation and reward to the teacher, and 2) Work commitment can be improved by enhancing a good communication and team work among the teachers.

Keywords—work discipline; self-efficacy; work commitment

I. INTRODUCTION

The quality of teachers affects student success in learning, which leads to an increase in the quality of education. One indicator of the quality of teachers is having character and high moral [1]. Teacher character is one of the competencies required of teachers. In accordance with Acts No. 14 Year 2005 Article 10 paragraph 1, it states that teachers should have four competencies, namely pedagogical competence, personal competence, social competence and professional competence. It means teachers are not only responsible for teaching, but also responsible to be an educator, mentor, and coach [2].

Discipline problems are very important and fundamental to be developed in every educational institution. Therefore, it is not only beneficial to the school but also for educators in particular (as direct educational practitioners) and academic staff (as a direct educational sponsors). With the work discipline of teachers, the school / madrasah and the provision of education can be implemented in an orderly way [3]. Thus, the impact is: learning can be implemented in a punctual time so that the curriculum target can be achieved. Moreover, the impact of educational institution member is the emergence of

learner achievement that can be realized in an optimal and qualified way [4].

The level of discipline teachers in Indonesia is still facing problems. One is the issue of teacher attendance at school. The presence of teachers is a common problem that often occur in developing countries [5]. The results showed that Indonesia was ranked third out of six developing countries in the category of teacher absenteeism.

TABLE I. TEACHER ABSENTEE RATE

No.	Country	Teacher absenteeism (%)
1	Uganda	27
2	India	25
3	Indonesia	19
4	Bangladesh	16
5	Ecuador	14
6	Peru	11
	Average	19

Based on the research results ACDP 2014, the level of teacher absenteeism in schools nationwide is 9.7%. In other words, one out of ten teachers in Indonesia are not present in the school when they are scheduled to teach. Teacher absenteeism in Sumatra was 8.4%, the highest position compared to other major islands in Indonesia. The classroom teacher absenteeism rate at national level was 13.5%, and teachers in Sumatra are the most frequent teacher absent in the classroom with a percentage of 17.4%, much higher than 13.1% Java (ACDP, 2014). This fact suggests that there are many teachers who have not been disciplined in school attendance and attendance in the classroom [3].

This problem of Low teacher discipline is also received attention from foreign countries. It is stated that the quality of teachers is still relatively low, which can be seen from: a teacher who does not want to develop the ability, not based on the teaching program, and do not master the methods of learning that fosters student interest (quoted from nasional.tempo.co, accessed on February 11, 2019).

Based on the results of early research in SMP District of the Royal District. Pakpak Bharat data showed that work discipline teachers remains low, it can be seen from the various indicators below [5]:

TABLE II. WORK DISCIPLINE INDICATORS

No.	Work Discipline Indicators	Expected results	Results found
1	Teacher Attendance	100%	65.62%
2	On time	100%	54.68%
3	Concern for The task	100%	46.87%
4	Work Productivity	100%	43.75%
5	Spirit atWork	100%	51.56%
6	Responsible	100%	31.25%

II. LITERATURE REVIEW

A. Work Discipline

Work discipline is a tool used by managers to communicate with employees so that they are willing to change behavior and to increase awareness also a person's willingness to comply with all laws and social norms prevailing in a company [6]. Discipline is a direction to train and form someone to do things better. Discipline shows a state or reverence that is on the employee to the organization's statutes and regulations. In line with this, the work discipline is essentially a way to raise awareness for its workers to perform tasks that have been given. Increasing labor discipline any employee it will affect the activities of the institution itself [7].

A good form of discipline is reflected in the atmosphere:

- The high sense of caring employees to the achievement of organizational goals
- The high spirit and morale and initiative of employees to do the job
- The big sense of responsibility of the employee to carry out the task as well as possible
- The development of a sense of belonging and a sense of solidarity among employees
- Increased efficiency and productivity of employees.

Basically, there are a lot of indicators that affect the level of discipline employees of an organization of which is: (1) the purpose and capabilities, (2) exemplary leadership, (3) the remuneration (salary and welfare), (4) equity, (5) the supervision of the inherent (waskat), (6) under penalty, (7) firmness, (8) the relationship of humanity [2].

B. Self-Efficacy

Self efficacy is one aspect of the most influential self-knowledge in everyday human life. This is due to the self efficacy of each individual which can influence in determining the measures to be taken to achieve a goal. Self-efficacy is the belief that one can master the situation and get positive results. Self efficacy has a major effect on behavior [8]. Self efficacy is mentioned as the basis for human motivation and personal achievement humans. People are more likely to be satisfied with their work when they feel competent to complete the task given job or achieve its objectives [9].

Teacher self-efficacy is defined as the confidence of teachers will be its ability to manage the actions required to achieve specific teaching assignments in a particular context [10]. Teachers who have high self-efficacy choose to perform tasks that are more challenging [11].

C. Work Commitment

Commitment is ability and willingness to align personal behavior with needs, priorities, and organizational goals. This includes the ways to develop goal or fulfill organizational need which prioritize organizational mission than personal interest [12]. Work commitment is a condition of an employee who sided with certain organizations, as well as the goals and desires to retain membership in the organization [13]. It is revealed that the work commitment is the identification and engagement of a person who is relatively strong against the organization [14].

Work commitment of teachers to school organization is a continuous process and is an individual experience when joining a school organization. Organizational commitment develops gradually in the individual teachers themselves. Starting from the personal needs of the organization then moved into the common needs and ownership of the teachers of the school organization. ownership of the teacher can be seen in the following points: 1) The loyalty of teachers to other teachers. 2) There is loyalty to the school teachers. 3) Willingness to sacrifice outright from teachers both morally and materially for the betterment of the school. 4) There is a sense of pride from the teachers when the school got good name of the community [4].

Four factors that affect the work commitment of teachers on school organization, namely: (1) Personal factors such as age, gender, level of education, work experience, personality, etc., (2) Characteristics of the work, for example the scope of the office, challenges at work, organizational conflict, the level of difficulty in the work, and others, (3) structural characteristics, such as large / small school organization, forms of organization such as centralization or decentralization, the presence of the teachers union and the level of control by the organization of the school against teachers [15].

Based on the results of preliminary observations in school teachers Public Junior High School, Kerajaan District, Pakpak Bharat it was found that there are many teachers who do not follow the rules for work at the school. Researchers found that 10% of teachers were late arriving at school. As many as 20% of teachers arrived at school as the first lesson starts. Most of the teachers do not follow the rules applied in almost all junior high schools Public in Kerajaan District, Pakpak Bharat that teachers must arrive 10 minutes before the bell rang. Besides the problem of teachers lateness, work discipline problems of teacher are shown from the fact that 40% of teachers who did not complete the teaching preparation in the given time, even the preparation they have is only a copycat from the teacher's colleague. Many teachers haven't optimized the learning hours and carry out an assessment as planned. Some teachers have not done the appropriate remedial actions and enrichment according to the guidelines. In addition, many teachers get into the classroom not accordance with the given time, especially when entering a lesson after the break many teachers are still in the teacher's office until 5 minutes after the bell rang. Some teachers are also not wearing proper teacher uniform [6].

Based on the above description describes that the discipline of school teachers Public Junior High School, Kerajaan District, Pakpak Bharat need attention in order to achieve the

goals of education, as expected. The election of SMP as a place to study, because the junior high school is the starting point of the process of educating students who need work discipline teachers. For this reason, research is needed to learn about the work discipline of teachers and the factors that The Effect of Self Efficacy and Work Commitment on Teachers' Work Discipline in Public Junior High School, Kerajaan District, Pakpak Bharat [13].

III. METHOD

This study uses a quantitative design approach using descriptive research to explain the characteristics of each of the variables studied. This method is used to examine the population and certain samples and using data gathered by the research instrument that aims to test the hypothesis that has been set [8].

The population for this study are all school teachers Public Junior High School, Kerajaan District, Pakpak Bharat 64 teachers. The sample in this study was 55 teachers using the formula Slovin with level of significance (margin of error) is set at 5% or 0.05 [11].

The research instrument is by using a questionnaire. The data collection technique used was the questionnaire distributed to teachers throughout the Public Junior High School, Kerajaan District, Pakpak Bharat, with this method of data collected on respondents' answers on the list of questions (questionnaire). The questionnaire was prepared using a Likert scale with each question are given alternative answers to as many as five choices of the answer options: 1 to disagree, 2 for less agree, 3 for quite agree, 4 to disagree and 5 for strongly agree [12].

In this study, there are three exogenous variables, namely X1, X2, X3 and X4 is an endogenous variable. Furthermore, to test the questionnaire used to test the reliability and validity of the test before the questionnaire research is done.

IV. RESULTS AND DISCUSSION

The results of this study hypothesis 1 is a positive influence self efficacy against work discipline school teachers Public Junior High School, Kerajaan District, Pakpak Bharat. The regression analysis between self-efficacy (X1) with work discipline teachers (Y) shows the correlation coefficient r count of 0, 620 means that there is a weak correlation between self-efficacy (X1) with work discipline teacher of 0, 251. While Sig. (Italied) unidirectional relationship between the variables X1 to Y = 0,001 show significant relationship because the value 0.002 <0.005. Meanwhile, to determine how much influence the variables X1 to Y values obtained R2 is 0.068 = 6.3%, meaning that the effect of variable values X1 to Y is at 6,

The results of this study to the second hypothesis is there is influence between work commitment towards work discipline Public Junior High School, Kerajaan District, Pakpak Bharat. The results of the regression analysis between work commitment (X2) with teachers work discipline (Y) shows the value of the coefficient of correlations between variables work commitment towards work discipline is strong enough teachers indicated by the count r value of 0.319, while Sig. (1-talied) unidirectional relationship between the variables X2 to Y =

0.002 showed a significant relationship because the value 0.002 <0.005.

As for knowing the influence of X2 on Y obtained the R2 value is 0.223 = 24.1%, which means that the value of variable X2 effect on Y is equal to 24.1% and the amount of other variables outside of work commitments affecting the work discipline Public Junior High School, Kerajaan District, Pakpak Bharat is 82.9% [16].

Based on the results of primary data processing of 55 respondents (teachers Junior High School in the District Pakpak Bharat kingdom) that the self-efficacy of teachers is very good at 61.6%, while the indicator variable work commitment the most powerful teacher is the motivation and the weakest is age. This condition suggests that school leadership in improving work motivation of teachers to influence the work discipline in carrying out duties and responsibilities. Teachers need facilitation to improve cooperation among co-workers, and teachers who have much ambition to pursue higher incentives, higher salaries of school, this is evidenced by indicators work. Motivation is the award given to the school, the intimacy between school community, comfortable conditions, conducive, healthy and fun. Indicators of work discipline variables most powerful teachers are indicators of compliance rules and weakest indicator is the awareness duty [12].

Based on the third hypothesis testing, that is the effect of self efficacy and work commitment collectively together to teachers' work discipline through multiple regression shows that the self- efficacy (X1) and a work commitment (X2) have a weak correlation to the discipline teacher work (Y) which is indicated by X1 correlations value to Y of [13].

0.155. The influence of self-efficacy and commitment to work together towards the work discipline of teachers was 16.5%. The results also showed the indirect effect of self efficacy against teacher work discipline through work commitments indicated by the beta value of 0.109 or 10.9%. While the indirect effect of job commitment towards work discipline through self-efficacy of teachers indicated with a beta value of 0,260 or 26%.

V. CONCLUSIONS

In the first hypothesis is a positive influence self efficacy against work discipline of junior high school teacher Public Junior High School, Kerajaan District, Pakpak Bharat of 0.068 = 6.3%, with Sig. (1talied) unidirectional relationship between the variables X1 to Y = 0,001 menunjukkan significant relationship because the value 0.002 <0.005.

The second hypothesis is there is influence between work commitment towards work discipline Junior High School teacher in the District of Bharat Pakpak Kerajaan District amounted to 0.223 = 24.1% by Sig. (1-talied) unidirectional relationship between the variables X2 to Y = 0.002 showed a significant relationship because the value 0.002 <0.005.

The third hypothesis is the influence of self- efficacy and commitment to work collectively together to discipline teachers' work through multiple regression shows that the self-

efficacy (X1) and a work commitment (X2) have a weak correlation to the discipline teacher work (Y) which is indicated by the value correlations X1 to Y of 0.155. The influence of self-efficacy and commitment to work together towards the work discipline of teachers was 16.5%.

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