

# The Effect of Work Motivation and Organizational Commitment on Teacher's Work Ethics

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**Abstract**—The purpose of this study was to determine (1) the direct effect of work motivation on organizational commitment, (2) the direct effect of work motivation on the work ethic of the teacher, (3) the direct effect of organizational commitment on the teacher's work ethic. This type of research is descriptive and explanatory research with a quantitative approach. The population of the study were all public elementary school teachers in Wampu District of 277 teachers, and samples used 162 teachers by using the Krejcie Table. The research instrument used to collect data using a questionnaire which first tested on 30 teachers outside the sample to determine the validity and reliability of the instrument. Test requirements analysis performed tests of normality, linearity, and regression significance. The research hypothesis test is done with path analysis. The results of the study found: (1) work motivation has positive direct effect on organizational commitment (2) work motivation has positive direct effect on the teacher's work ethic (3) organizational commitment has positive direct effect on the teacher's work ethic. The higher effect to organizational commitment was work motivation and the work ethic. To optimize the teacher's work ethic needs to increase work motivation and teacher's organizational commitment.

**Keywords**—*work motivation; organizational commitment; work ethics*

## I. INTRODUCTION

Teachers as educators is the figure most sociable and interact with students compared with other school personnel. Teachers in charge of planning and implement the learning process, assess learning outcomes, conduct guidance and training, research and assessment, and open communication with the public. Teachers can also be categorized as a science and scholars. The position of teacher has been considered to meet the criteria of the profession, because teaching must involve intellectual potential. Teaching is called the mother of all professions [1]. The teacher as a profession, holistically is at the highest level in the national education system. The assignments of teachers are very much related to the official and the profession at school. As teach and guide the students, providing an assessment of learning outcomes learners, prepare the necessary learning administration, and other activities related with learning. Teachers are the most influential component to the creation process and the quality of educational outcomes. Factors affecting the professional competence of teachers from within teacher's self is the work

ethic. Work ethics as work attitudes or traits into the workings of a person or a group of the nation. The work ethics is manifested by the simple living and hard work. The work ethic is often much echoed by the leader to his men to be in performing their duties must have a work ethic [2,3].

## II. THEORETICAL STUDY

School and also increasing the quality of education in schools. This work ethic can be interpreted as an attitude and view towards work, work habits, characteristics and properties of the workings of a person, a group of people or a nation, because the work ethic is the value system of values. With a work ethic high is the character and habits with regard to the work that emanated from the fundamental attitude toward human life [4]. Work ethic teachers can be displayed through the following: (a) Always be prepared learning materials; (b) Always on time; (c) Working with rational targets; (d) Charge hour work effectively; (e) The responsibility for the program; (f) Creative and innovative; (g) No easy to despair; (h) Consistent and consequent; (i) Glad to read and learn; (j) Glad to write [5]. Based on the statement above, the definition of work ethic in this study is the attitude that indicated a person who is the totality of personality itself in express, perceive, believe, and gives meaning to something, which encourage him to act and work optimally with indicators of work ethic include: Always prepare learning materials, always on time, working with the target rational, filling hours of work effectively, responsibility for the program, creative and innovative, not easily discouraged, consistently and consequently, glad to read and learn, and glad to write.

### A. Work Motivation

Teachers who have the motivation to work will carry out their duties because of the encouragement from the heart to continue to give the best. Motivation as a process which explains the intensity, direction, and strength of an individual to achieve his goal [6]. The theory of motivation to understand that leadership is able identify what motivates employees to work, working with the behavioral relationships motivation and why high-performing employees [7]. As we known, there is a theory hierarchy of needs from Abraham Maslow. These needs can be defined as follows: (a) Physiological, namely the level of the most basic needs, (b) Safety and security, namely the level of second needs. It is means to be free from threats,

defined as the safe of the event or the environment which threatens, (c) The third of namely level is a sense of belonging, social, and love (d) Esteem is namely the fourth level of needs. (e) Self-actualization is the last level of needs. Some individuals have a strong drive to succeed, then they are struggling to earn achievements by doing something better or more efficient than the previous one. Motivation to work in this research is how does a teacher foster the spirit of self-motivation to change the whole the attitude toward the better, then is able to affect the teacher in doing something valuable and meaningful. Motivation is a teacher work a powerful boost of self-teacher to act optimally in doing a job characterized by: a high spirit in work, happy to jobs, high personal responsibility, participate in achieving the objectives, and work hard toward organizational objectives.

**B. Organizational Commitment**

Organizational commitment can also illustrate the power of involvement in the organization. Organizational commitment is the relative strength of an individual's identification with and involvement in a particular organization [8]. Organizational commitment is a form of attachment to someone in the organization indicated by the reception on the values of the organization and encouragement to make efforts to meet organizational goals, defined by the indicators are realized in works well, a sense of responsibility, loyal to his work, a sense of pride to work and work hard. It is clear that someone who has a high commitment will show our best effort in working for the vision and mission accomplished. Without a commitment given tasks him difficult to be implemented properly. A commitment to the task can be raises motivation for someone to do something with sincerity. So that someone who already has a commitment to be happier and still have the intention to still participate in the organization or do not have the intention to leave. There are three factors that influence commitment: (1) a strong belief and accept the goals and values of the organization (2) a willingness to make efforts for the benefit of the organization (3) the existence of a strong desire to maintain membership in the organization [9]. Organizational commitment in this research is how a teacher is responsible for the organization and work hard accordance with the wishes organization in order to achieve organizational goals effectively and efficient. Organizational commitment can be displayed responsible for the work in achieving educational goals, indicators: fidelity to the teaching profession, faithful in the organization, responsible for the work, provide the best service, and proud of the teaching profession.

**III. RESEARCH METHODS**

This type of research by using survey methods, which include research category explanatory. This study population throughout elementary school teachers in Wampu district obtain by 277 teachers from 31 elementary school. A sample of 162 teachers, determined based on Table Kreijcie with error level of 5%. Testing the hypothesis with path analysis.

**IV. RESULTS AND DISCUSSION**

**A. Research Result**

Description of the data to be presented in this section include variable data Work Motivation ( $X_1$ ), Organizational Commitment ( $X_2$ ), and the Work Ethic ( $X_3$ ). Description of data each study variable presented in summary in Table 1 below:

TABLE I. DESCRIPTIVE STATISTICS VARIABLE SUMMARY ANALYSIS RESEARCH

	$X_1$	$X_2$	$X_3$
N	162	162	162
Mean	123.75	123.14	126.33
Median	123.50	123.00	126.00
Mode	120 <sup>a</sup>	120	126
Std. Deviation	6.619	5.417	5.024
Variance	43.818	29.348	25.242
Range	42	33	28
Minimum	104	109	112
Maximum	146	142	140
Sum	20047	19948	20466

Multiple modes exist. The smallest value is shown.

Before testing the hypothesis, Normality test conducted by using Kolmogorov-Simirnov Test an all of variable data Work Motivation, Organizational Commitment, and the Work Ethic do not deviate from the distribution normal, meaning the normality assumption has been fulfilled. The results of the calculation of the linearity test of the correlation between pairs of exogenous variables with endogenous variables indicate that the three pairs of study variables have linear correlation.

Results of statistical computing correlation coefficients and path coefficient test are summarized in table 2 below:

TABLE II. SUMMARY CALCULATION RESULTS CORRELATION COEFFICIENT, COEFFICIENT LINE AND SIGNIFICANCE

Hypothesis Number	Correlation coefficient	Coefficient Lane	$t_{arithmetic}$	significance	Explanation
1	$r_{12} = 0,513$	$\rho_{21} = 0,513$	7,559	0,000	Means Lane
2	$r_{13} = 0,464$	$\rho_{31} = 0,250$	3,337	0,001	Means Lane
3	$r_{23} = 0,547$	$\rho_{32} = 0,419$	5,603	0,000	Means Lane

According to the table above can be found all coefficient  $t_{arithmetic}$  greater than the value  $t_{table(0,05)} = 1,966$  or significance value  $< 0,05$  so that  $H_0$  refused, and  $H_1$  be accepted. With thus we can have concluded that (1) Work Motivation direct effect positive on Commitment organization, (2) Work Motivation positive direct effect on Work Ethics, (3) Organizational Commitment positive direct effect on Teacher Work Ethic. In the following tables summarize the results demonstrated a direct effect between Work Motivation ( $X_1$ ) and Organizational Commitment ( $X_2$ ) on the Work Ethic ( $X_3$ ).

TABLE III. SUMMARY OF DIRECT AND INDIRECT EFFECTS OF WORK MOTIVATION ( $X_1$ ) AND ORGANIZATIONAL COMMITMENT ( $X_2$ ) ON THE WORK ETHIC ( $X_3$ )

Variables	Direct Impact		Indirect Effect Into $X_3$ Via :	
	$X_3$	$X_2$	$X_1$	$X_2$
$X_1$	0,0625	0,2632	0,054	0,054
$X_2$	0,1755	-	-	-
Effect of Total on $X_3 = 0,0625+0,054+0,1756+0,054 = 0.346$				

Based on the results of the calculations in Table 3 shows the existence of a direct effect to Work Motivation ( $X_1$ ) on Organizational Commitment ( $X_2$ ) at 0.2632, there is the direct effect to work motivation ( $X_1$ ) on Work Ethic ( $X_3$ ) at 0.0625, there is the direct effect to Organizational Commitment ( $X_2$ ) on Work Ethic ( $X_3$ ) at 0.1755. The indirect effect  $X_1$  on  $X_3$  through  $X_2$  amounted to 0.054. The indirect effect of  $X_2$  on  $X_3$  through  $X_1$  amounted to 0.054. Thus, the total direct effect and indirect effect variable Work Motivation and Organizational Commitment on Work Ethics of 0.346, or variation determined by the work ethic Work Motivation and Organizational Commitment of 34.6%, while the remaining 65.4% is determined by other variables.

Based on the prices of the correlation coefficient and the path coefficient diagram (*Path Diagram*) which is fixed models or theoretical model which describes the causality of the correlation among the variables that determine the Elementary School Teacher’s Work Ethic in Wampu District as shown in figure 1.

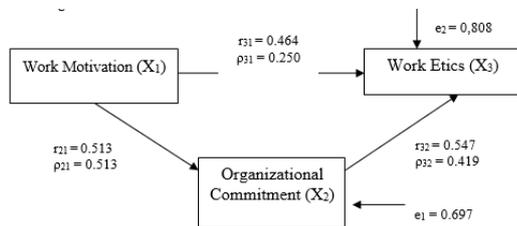


Fig. 1. Line empirical research variables.

**B. Discussion**

Based on the description of the data and hypothesis testing, it was found that work motivation positive direct effect on Organizational Commitment, and the greatest effect is 0,2632, or Variation Work Motivation Organizational Commitment determined at 26.32%. These findings that work motivation can increase organizational commitment. There is the effect of Work Motivation on Work Ethic with huge influence 0.0625, or Variation Work Ethic and Work Motivation is determined by coefficient of 6.25% [10]. Determination for so it can be concluded that motivation significantly influence the ethics of the Employee PT. Sinar Logam Terang Jaya. The findings show Organizational Commitment positive direct effect on Work Ethics, and great influence is 0.1755, or Variation Work Ethics determined by the Organizational Commitment of 17.55% [11]. Finding this study supports the theory and research which concluded there are significant influence of organizational commitment to employee work ethic, with correlation coefficients of 0.262 with a coefficient of

determination of 6.86% [12]. Based on research findings above were found a fixed model or models theoretical describe the relationship causalistic variables between Work Motivation and Commitment Organizations that determine teachers' work ethic.

**V. CONCLUSION AND SUGGESTION**

Based on the research finding, there is a positive direct effect Work Motivation and Organizational Commitment to Elementary Teacher’s Work Ethics in Wampu District. In other words, the higher work motivation, it is better for Organizational Commitment and the higher Elementary Teacher’s Work Ethics in Wampu District.

Referring to the conclusion above, some suggestion was stated to improve work ethics, a teacher should motivate himself by growing awareness and enthusiasm in working hard so that it raises a commitment to work hard in carrying out the vision and mission of the organization and provide the best service for all things.

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