

The Effect of Motivation and Work Discipline on Teacher Achievement

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Abstract

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This research was conducted to find out things that affect Teacher Achievement at the Muhammadiyah Driyorejo Gresik Charity. The study aims to analyze whether Motivation has a direct effect on Teacher Achievement, Work Discipline has a direct effect on Teacher Achievement, Motivation has a direct effect on Organizational Commitment, Work Discipline has a direct effect on Organizational Commitment, Motivation has an indirect effect on Teacher Achievement with Organizational Commitment as a mediating variable, and Work Discipline has an indirect effect on Teacher Achievement with Organizational Commitment as a mediating variable. The research method used in this research is quantitative. The population in this study were all teachers at the Muhammadiyah Driyorejo Gresik Charity, with saturated sampling totaling 110 respondents. Data analysis using Smart-PLS. The results showed that Motivation has a positive and significant influence on Teacher Achievement. Discipline has a positive and significant influence on Teacher Achievement. Motivation has a positive and significant influence on Organizational Commitment. Discipline has a positive and significant influence on Organizational Commitment. Organizational Commitment has a positive and significant influence on Teacher Achievement. Motivation has a positive and significant influence on Teacher Achievement through Organizational Commitment. Based on the value of H1 of 2.838, greater than H6 of 2.040, this indicates a partial mediation effect. Discipline has a positive and significant influence on Teacher Performance through Organizational Commitment. Based on the value of H2 of 2,250, smaller than H7 of 2,504, this indicates a partial mediating effect.

Keywords: *Motivation Discipline, Organizational Commitment, Teacher, Achievement*

INTRODUCTION

In the era of globalization, the world has experienced significant transformations in various aspects, including economics, culture, technology, and education. This globalization process has changed the way individuals and organizations interact, communicate, and work. Educators or teachers are an important component in the organizational unity of educational institutions. The same is true for the condition of employees in an organization who act as planners, implementers, and at the same time active players in realizing an organizational goal. Teachers in this case are supporters of achieving the goals of educational institutions who have thoughts, feelings, and desires that can influence their attitudes towards the work that is delegated or assigned (Adityas,

2023). In the dynamics of education, teacher achievement, both from educators and students, is greatly influenced by the level of motivation and discipline. These two factors play an important role in creating a productive and harmonious work environment. Motivation drives individuals to work with enthusiasm, while work discipline forms regular and consistent work habits. This is the basis for determining the achievements of teachers and employees (Fitriani et al., 2021).

Human resources are individuals who provide energy, consideration, gifts, innovation and effort to the organization. Every organization seeks to obtain representatives who have been associated with organizational training that provides the achievement of the focus set by the organization (Hasibuan, 2020). Human Resource Management (HRM) in education is the key to creating an effective and quality education system. By managing these aspects strategically, educational institutions can produce competent teaching staff. In human resource management, the relationship between motivation and discipline is an important issue that affects teacher performance.

As an effort to build work discipline of employees/teachers at the Amal Usaha Muhammadiyah Branch of Driyorejo Gresik, several agendas are carried out, including: (1) Class supervision is carried out by the principal periodically every three months. The principal will then convey things that need to be fixed and improved to the teacher in carrying out the learning process as part of the follow-up to the results of the supervision. (2) Coordination meetings between schools with teachers and employees are routinely held once a week on Fridays. Discussions in this routine meeting include evaluation of teacher activities for a week, activity plans for the following week, and also other things that occur in the learning process. The time span for coordination meetings is usually 1-2 hours after students go home; (3) Morning briefings are carried out routinely every day before teachers carry out their respective duties. This is usually done to provide reinforcement or morning motivation before starting activities with a maximum duration of 10 minutes; (4) Discussion and evaluation of work at the end of the semester. This program is carried out and submitted individually to educators by the principal to convey performance evaluation assessments. The school provides regulations for teachers and employees to follow in their work. The phenomenon that occurs at the Driyorejo Branch of the Muhammadiyah Business Association is that there are still employees who underestimate the implementation of the activities carried out. Some employees still have habits where absence from routine school activities is considered commonplace as long as they are not tied to the activity. This can form a pattern of behavior where work discipline is considered unimportant. In addition, the lack of control or a consistent monitoring system for attendance at routine activities makes some people feel free to be absent without consequences. If this continues to be done, the sense

of responsibility of teachers and employees and their teaching achievements will decrease. School meetings are often used to discuss teaching strategies, division of tasks, curriculum, or solving problems faced in the learning process. Teachers who are disciplined in attending meetings obtain the necessary information directly, so that they can more easily follow directions or changes that occur at school. This improves the teacher's ability to plan and manage classes, which has a direct impact on teacher achievement. Teachers' work discipline in attending meetings is closely related to teacher achievement, because meetings are the main means for coordination, evaluation, and collaboration in schools (Holan & Connie, 2021). Teachers who are disciplined in attending meetings are more involved in decision-making, receive timely information, and get useful feedback, which can improve the quality of teaching. Conversely, absence from meetings can lead to a lack of clear information and direction, which negatively impacts teacher performance. Teachers who are disciplined in attending meetings tend to have a higher commitment to their work. This opinion is in accordance with the results of Adityas's (2023) study which explains that work discipline has a significant effect on teacher performance. Another study by Holan & Connie (2021) which states that work discipline has a significant effect on teacher performance. Meanwhile, research by Rahmani et al., (2021) explains that work discipline does not affect teacher performance.

From this study there are a number of innovations through the mediation of organizational commitment which are expected to help improve teacher achievement. Based on the data presentation and the existence of several gaps in previous studies, the researcher is interested in conducting a more in-depth study on "The Influence of Motivation and Work Discipline on Teacher Work Performance Through Organizational Commitment at the Muhammadiyah Business Association, Driyorejo Gresik Branch".

METHODS

This study is about the influence of Motivation (X1), Work Discipline (X2), on Teacher Achievement (Y) through Organizational Commitment (Z) as a mediating variable in the Muhammadiyah Business Charity, Driyoreja Gresik Branch. In this study, the method that will be used is a quantitative approach. The quantitative approach is understood as research with a positivistic basis that is used to examine a particular population or sample. Data analysis in quantitative is statistical in nature with the aim of describing and testing predetermined hypotheses (Sugiyono, 2022: 15).

RESULTS AND DISCUSSION

Motivation (X1) on Teacher Achievement (Y)

The influence of Motivation on Teacher Achievement obtained the Original sample result of 0.234 with a positive value because it is above zero below one, the T-statistic value is more than Ttable ($t_{stat} > 1.982$) which is 2.838 and the P-Values value is 0.005 less than 0.05 so that it is stated that Motivation has a positive and significant influence on Teacher Achievement, meaning that the better the Motivation will have a significant effect on the better Teacher Achievement. These results indicate that the hypothesis is accepted. Based on the Results of the Respondents of the Motivation Variable (X1) above, the total mean result was 4.16 with the criteria of agreeing while the mean for each indicator is divided into the lowest average of 3.98 with the criteria of agreeing that Teachers are comfortable when building strong bonds with coworkers. While the highest average is 4.30 with the criteria of Strongly Agreeing that Teachers want to have control over decisions taken at work.

Work Discipline (X2) on Teacher Achievement (Y)

The influence of Work Discipline on Teacher Achievement obtained the original sample result of 0.302 with a positive value because it is above zero below one, the T-statistic value is more than Ttable ($t_{stat} > 1.982$) which is 2.250 and P-values of 0.024 are less than 0.05 so that it is stated that Work Discipline has a positive and significant influence on Teacher Achievement, meaning that the better the Work Discipline, the more significant the influence on the better Teacher Achievement. These results indicate that the hypothesis is accepted.

Motivation (X1) on Organizational Commitment (Z)

The influence of Motivation on Organizational Commitment obtained an Original sample value of 0.423 which is positive because it is above zero and below one, the T-statistic value is more than Ttable ($t_{stat} > 1.982$) which is 4.281 and P-values of 0.000 are less than 0.05 so that it is stated that Motivation has a positive and significant influence on Organizational Commitment, meaning that the better the Motivation will have a significant effect on the better Organizational Commitment. These results indicate that the hypothesis is accepted. Based on the Results of the Respondents of the Motivation Variable (X1) above, the total mean result was 4.16 with the criteria of agreeing while the mean for each indicator is divided into the lowest average of 3.98 with the criteria of agreeing that Teachers are comfortable when building strong bonds with coworkers. While the highest average is 4.30 with the criteria of Strongly Agreeing that Teachers want to have control over decisions taken in the workplace.

Organizational Commitment (Z) on Teacher Achievement (Y)

The influence of Organizational Commitment on Teacher Achievement obtained the results of the Original sample 0.412 with a positive value because the value is above zero and below one, the T-statistic value is more than Ttable ($t_{stat} > 1.982$) which is 3.172 and the P-Values value of

0.002 is less than 0.05. So it is stated that Organizational Commitment has a significant influence on Teacher Achievement, meaning that the better the Organizational Commitment will have a significant effect on the better Teacher Achievement. These results indicate that the hypothesis is accepted. Based on the Results of Respondents of organizational commitment (Z) above, the total mean result was 4.13 with the criteria agree while for the mean of each indicator it is divided into the lowest average of 3.76 with the criteria agree that Teachers are actively involved in organizational activities. While the highest average is 4.35 with the criteria strongly agree that Teachers are able to adjust to organizational goals.

Motivation (X1) on Teacher Achievement (Y) Through Organizational Commitment Mediation (Z)

The Influence of Motivation on Teacher Achievement through Organizational Commitment obtained the Original sample result of 0.155 which is positive because the value is above zero and below one, the T statistic value is more than Ttable ($t_{start} > 1.982$) which is 2.040 and the P-value of 0.041 is less than 0.05, then there is a significant influence. So it is stated that Motivation has a significant influence on Teacher Achievement through Organizational Commitment. These results indicate that the hypothesis is accepted. Based on the results of the H1 value of the direct influence of motivation on Teacher Achievement, the T-statistic value of 2.838 was obtained, if compared to the results of the H6 value of the influence through organizational commitment mediation (Z) the T-statistic value of 2.040 was obtained which means it is smaller, then this indicates the existence of a partial mediation effect, where the direct influence of motivation on Teacher Achievement is stronger than the indirect influence through organizational commitment

Work Discipline (X2) on Teacher Achievement (Y) as a Mediator of Organizational Commitment (Z)

The Effect of Work Discipline on Teacher Achievement through Organizational Commitment obtained the Original sample result of 0.174 which is positive because the value is above zero and below one, the T-statistic value is more than Ttable ($t_{start} > 1.982$) which is 2.504 and the P-value of 0.012 is less than 0.05, so there is a significant influence. So it is stated that Work Discipline has an influence on Teacher Achievement through Organizational Commitment. These results indicate that the hypothesis is accepted. Based on the results of the H2 value of the direct influence of work discipline on Teacher Achievement, the T-statistic value of 2.250 was obtained, when compared to the results of the H7 value of the influence through mediation organizational commitment (Z) obtained a T-statistic value of 2.504 which means it is greater, this indicates the existence of a partial mediation effect.

CONCLUSION

Based on the results of the data analysis that have been described in the previous chapters, the following conclusions can be drawn:

1. Motivation has a positive and significant influence on Teacher Achievement.
2. Work Discipline has a positive and significant influence on Teacher Achievement.
3. Motivation has a positive and significant influence on Organizational Commitment.
4. Work Discipline has a positive and significant influence on Organizational Commitment.
5. Organizational Commitment has a positive and significant influence on Teacher Achievement.
6. Motivation has a positive and significant influence on Teacher Achievement through Organizational Commitment. Based on the H1 value of 2.838, it is greater than H6 of 2.040, this indicates a partial mediation effect.
7. Work Discipline has a positive and significant influence on Teacher Achievement through Organizational Commitment. Based on the H2 value of 2.250, it is smaller than H7 of 2.504, this indicates a partial mediation effect.

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