

The Role of Organizational Commitment in Mediating the Influence of Work Discipline on Teacher Performance at SMK Negeri 2 Bener Meriah

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Abstrak-This study explores the role of organizational commitment in mediating the impact of work discipline on teacher performance at SMK Negeri 2 Bener Meriah. Recognizing that optimal teacher performance is crucial for educational success, the research assesses how work discipline affects performance, with organizational commitment as a potential mediator. Employing a quantitative approach, data were collected from 63 teachers through structured questionnaires. The analysis, conducted using Partial Least Squares (PLS), revealed significant relationships: work discipline positively influences both organizational commitment and teacher performance, while organizational commitment also contributes positively to teacher performance. Furthermore, organizational commitment serves as a significant mediator, enhancing the relationship between work discipline and teacher performance. The findings emphasize the importance of fostering a strong organizational commitment to improve teacher performance through enhanced work discipline. Recommendations for school management include creating a supportive work environment and recognizing teacher contributions to further strengthen organizational commitment. This study provides valuable insights for educational administrators aiming to enhance teacher effectiveness and overall school performance.

Keywords-*Organizational Commitment; Work Discipline; Teacher Performance; Mediation; Education Quality*

I. INTRODUCTION

Teachers are the spearhead in the success of education in schools. Optimal teacher performance has a great influence on the quality of the teaching and learning process and the achievement of educational goals. According to Sutrisno (2020), teacher performance is the teacher's ability to plan, implement, and evaluate learning in accordance with the set standards. Therefore, the factors that affect teacher performance need to be analyzed and improved on an ongoing basis.

One of the important factors that affect teacher performance is work discipline. Work discipline reflects the teacher's level of compliance with regulations, discipline, and

daily work responsibilities. Mangkunegara (2020) explained that work discipline is a person's awareness and willingness to obey all applicable regulations and social norms in the workplace. Research by Putra and Dewi (2021) found that work discipline has a significant influence on teacher performance in vocational high schools in Yogyakarta.

However, the influence of work discipline on teacher performance does not only take place directly, but can also be strengthened by organizational commitment. Organizational commitment is an employee's attitude of loyalty and attachment to the organization they work for (Robbins & Judge, 2022). Teachers who have a high organizational commitment will be more serious in carrying out their duties, obeying the rules, and showing loyalty to the school.

The results of Nasution and Siregar (2022) research show that organizational commitment plays a role in mediating the influence of work discipline on employee performance in the education sector in North Sumatra. Similar findings were also obtained by Ramadhani (2021) who found that teachers with a high level of work discipline but without a strong organizational commitment, tend to be unable to provide optimal performance on a sustainable basis.

SMK Negeri 2 Bener Meriah as one of the public vocational schools in Bener Meriah Regency has challenges in maintaining teacher work discipline and building a strong organizational commitment. Although discipline and discipline supervision policies have been implemented, variations in teacher performance are still visible. This shows the need to examine more deeply how the role of organizational commitment can strengthen the relationship between work discipline and teacher performance.

Based on this description, the researcher is interested in conducting a research entitled "The Role of Organizational Commitment in Mediating the Influence of Work Discipline on Teacher Performance at SMK Negeri 2 Bener Meriah." The results of this research are expected to be input for school principals and policy makers to formulate strategies to improve work discipline and organizational commitment to support optimal teacher performance.



II. LITERATURE REVIEW

A. Theoretical Framework

1) Teacher Performance

a) Definition of Teacher Performance

Sutrisno (2020) stated that teacher performance is the level of success of teachers in achieving learning goals, carrying out administrative tasks, and fostering social relationships in the school environment.

Teacher performance is a tangible ability shown in carrying out all their responsibilities, including learning, guidance, and social roles (Sutrisno, 2020).

2) Teacher Performance Indicators

Sutrisno (2020) explained that teacher performance indicators according to Sutrisno can be grouped into the following aspects:

- a) Working Quantity
Describes the amount of work completed in a given time.
- b) Quality of Work
Refers to the quality of the work results and conformity with the specified standards.
- c) Punctuality
Assess how quickly the work is completed according to the predetermined schedule.
- d) Kehadiran (Attendance)
Frequency of attendance and discipline in carrying out duties. Attendance discipline is a reflection of responsibility and commitment to work.
- e) Cooperation Ability
Ability to work closely with peers, principals, and other related parties.

B. Organizational Commitment

1) Definition of Organizational Commitment

Wijayanti & Suharnomo (2021) organizational commitment is a psychological condition that describes the relationship between employees and the organization, which has an impact on the decision to stay in the organization and make their best contribution.

2) Organizational Commitment Indicators

Wijayanti & Suharnomo (2021) Frequently used organizational commitment indicators include:

- a) Affective Commitment
An employee's emotional attachment to the organization, where the employee feels part of the organization and has a desire to stay in it.
- b) Ongoing Commitment
Employees' consideration of the costs or losses that may arise if they leave the organization, which makes them choose to stay.
- c) Normative Commitment
A sense of moral obligation for employees to stay in the organization because they feel that it is the right thing to do.

C. Work Discipline

1) Definition of Work Discipline

Nugraha & Sari (2020) work discipline is a person's behavior that is in accordance with existing work rules and procedures, or discipline is an attitude that shows compliance with the rules that apply in the work environment.

2) Indicators of Work Discipline

Nugraha and Sari (2020), who identified several indicators of work discipline:

- a) Presence
Measure how often employees are present on time according to a predetermined work schedule.
- b) Regulatory compliance
Assess the extent to which employees comply with company rules and policies.
- c) Responsibilities in carrying out duties
Assess the seriousness and commitment of employees in completing the tasks given.
- d) Initiative and work ethic
Assess employee proactivity in work and maintain ethics and norms that apply in the work environment.

D. Conceptual Framework

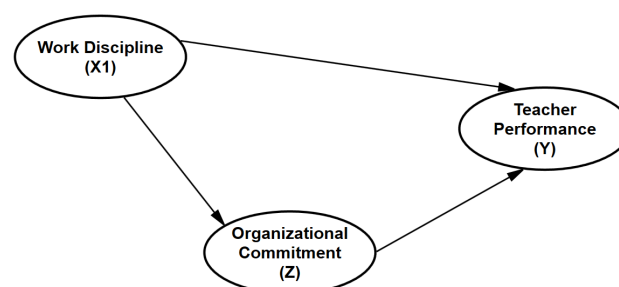


Fig. 1. Conceptual Framework

E. Research Hypothesis

- H1: Work discipline has a positive and significant effect on teacher performance at SMK Negeri 2 Bener Meriah.
- H2: Work discipline has a positive and significant effect on organizational commitment at SMK Negeri 2 Bener Meriah.
- H3: Organizational commitment has a positive and significant effect on teacher performance at SMK Negeri 2 Bener Meriah.
- H4: H7: Work discipline has a positive and significant effect on teacher performance through organizational commitment at SMK Negeri 2 Bener Meriah.

III. RESEARCH METHODS

A. Types of Research

The type of research that the researcher uses is quantitative research. This type of quantitative research is carried out to make a study that aims to adjust a research and to analyze the analysis of leadership style and work discipline on teacher performance through organizational commitment at SMK Negeri 2 Bener Meriah.

B. Research Location and Research Time

The location of the research was conducted at SMK Negeri 2 Bener Meriah, which is located in West Lampahan,

Timang Gajah District, Bener Meriah Regency, Aceh. The research was carried out for 3 months, from May to July 2025.

C. Population and Sample

According to Sugiyono (2022), population is a generalized area consisting of: objects or subjects that have certain qualities and characteristics that are determined by researchers to be studied and then drawn conclusions. In this study, the population is 63 people, consisting of 52 ASN teachers and 11 PPPK teachers. The sample used in this study is a saturated sample because all populations are used as samples because the number is relatively small and it is possible to study it as a whole.

D. Data Collection Techniques

Data collection by distributing questionnaires to respondents using a likert scale with primary data sources.

IV. RESULTS AND DISCUSSION

A. Outer Model Review

Outer Model analysis using the PLS Algorithm, yielding:

B. Validity Test

TABLE I. VALUE OF OUTER LOADINGS

	Organizational Commitment	Teacher Performance	Work Discipline
X1.1			0,949
X1.2			0,918
X1.3			0,940
X1.4			0,877
Y.1		0,941	
Y.2		0,884	
Y.3		0,930	
Y.4		0,936	
Y.5		0,919	
Z.1	0,934		
Z.2	0,930		
Z.3	0,912		

Source: PLS Smart Output, 2025

Based on the values in Table 1 above, showing the results of the outer model test through the loading factor / outer loadings value, all indicators in each variable have a loading value ≥ 0.70 . This shows that each indicator is able to represent a measured construct validly and robustly. Therefore, it can be concluded that all items in the questionnaire have met the criteria of convergent validity and can be used in subsequent analysis. For more details on the above value, you can also see the following figure.

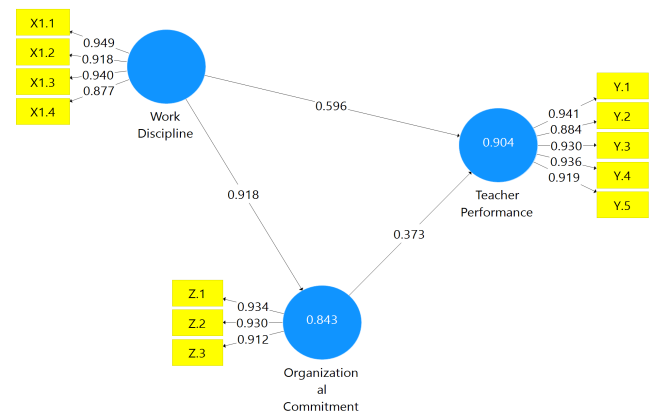


Fig. 2. Outer Loadings

C. Reliability Test

TABLE II. UJI CONSTRUCT RELIABILITY AND VALIDITY

	Cronbach's Alpha	rho_A	Composite Reliability
Organizational Commitment	0,916	0,916	0,947
Teacher Performance	0,956	0,957	0,966
Work Discipline	0,940	0,943	0,957

Source: PLS Smart Output, 2025

From Table 2 above, the reliability test results show that Cronbach's Alpha and Composite Reliability values on all constructs have values above 0.70. This shows that all indicators have high internal consistency and are reliable in measuring their respective constructs. Thus, the research instrument is declared reliable and feasible for use in structural model testing.

D. Coefficient of Determination (R^2)

In assessing a model with PLS it starts by looking at the R-square for each dependent latent variable. The table below is the result of Rsquare estimation using SmartPLS.

TABLE III. R SQUARE RESULTS

	R Square	R Square Adjusted
Organizational Commitment	0,843	0,842
Teacher Performance	0,904	0,902

Source: Smart PLS, 2025

In table 3, there is an R-square value in both dependent variables for the organizational commitment variable, there is an R-square value of 0.843, meaning that the influence of work discipline is 0.843 or 84.3%, the rest is in other variables outside the model. The R square value of teacher performance is 0.904, meaning that the influence of work discipline and organizational commitment is 0.904 or 90.4%, the rest is on other variables outside the model.

E. Structural Model Testing (Inner Model)

1) Hypothesis Testing

a) Direct Influence Between Variables

The direct influence between variables can be seen in the value of path coefficients. The results of the data processing

show the value of direct influence can be seen in the following table.

TABLE IV. PATH COEFFICIENTS (DIRECT INFLUENCE)

Fig. 3.	Fig. 4. Original Sample	Fig. 5. T Statistics	Fig. 6. Values	Fig. 7. Conclusion
Fig. 8. Work Discipline -> Teacher Performance	Fig. 9. 0,596	Fig. 10. 7,715	Fig. 11. ,000	Fig. 12. Accepted
Fig. 13. Work Discipline -> Organizational Commitment	Fig. 14. 0,918	Fig. 15. 29,232	Fig. 16. ,000	Fig. 17. Accepted
Fig. 18. Organizational Commitment -> Teacher Performance	Fig. 19. 0,373	Fig. 20. 4,571	Fig. 21. ,000	Fig. 22. Accepted

Source: PLS Smart Output, 2025

In the results of Table 4, there is a direct influence value which will be explained as follows:

- Work discipline has a positive and significant effect on teacher performance with a t-statistical value of 7.715 above 1.96 and a significance of 0.000 below 0.05, meaning that work discipline has a positive and significant effect on teacher performance because the significance value is below 0.05. The results of this study are in accordance with research conducted by Sitopu et al (2021) which stated that work discipline has a positive and significant effect on teacher performance.
- Work discipline has a positive and significant effect on organizational commitment with a t-statistical value of 29.232 above 1.96 and a significance of 0.000 below 0.05, meaning that work discipline has a positive and significant effect on organizational commitment because the significance value is below 0.05. The results of this study are also in accordance with research conducted by Winarsih & Fariz (2021) which states that work discipline has a positive and significant effect on organizational commitment.
- Organizational commitment has a positive and significant effect on teacher performance with a t-statistical value of 4.571 above 1.96 and a significance of 0.000 below 0.05, meaning that organizational commitment has a positive and significant effect on teacher performance because the significance value is below 0.05. Istanti' s research (2020) also states that organizational commitment has a positive and significant effect on the performance of teachers at MTS Negeri 4 Surabaya.

F. Indirect Influence Between Variables

The indirect influence between variables can be seen in the value of *specific indirect effects*. The results of data processing show the value of indirect influence can be seen in Table 5 below.

TABLE V. SPECIFIC INDIRECT EFFECTS

	Original Sample	T Statistics	P Values	Conclusion
Work Discipline -> Organizational Commitment -> Teacher Performance	0,343	4,483	0,000	Accepted

Source: Smart PLS, 2025

In table 5, there is an indirect influence between variables which will be explained as follows:

Work discipline has a positive and significant effect on teacher performance through organizational commitment with a t-statistical value of 4.483 and a significance value of 0.000, meaning that organizational commitment plays a role as an intervening variable between work discipline and teacher performance. Ingsih et al (2021) also stated in their research that work discipline has a positive and significant effect on teacher performance through organizational commitment.

V. CONCLUSION

- Work discipline has a positive and significant effect on teacher performance at SMK Negeri 2 Bener Meriah.
- Work discipline has a positive and significant effect on organizational commitment at SMK Negeri 2 Bener Meriah.
- Organizational commitment has a positive and significant effect on teacher performance at SMK Negeri 2 Bener Meriah.
- Work discipline has a positive and significant effect on teacher performance through organizational commitment at SMK Negeri 2 Bener Meriah.

VI. SUGGESTION

- The teacher's performance with the lowest statement "I convey the subject matter clearly and easily understood by students". The suggestion is that teachers should continue to develop a variety of learning methods and interactive teaching media so that the material is more interesting and easy to understand by students with various learning styles.
- The organization's commitment with the lowest statement is "I feel obliged to continue serving this school". What can be suggested is that schools can continue to maintain a conducive work climate and give appreciation for the loyalty of teachers so that the spirit of service is maintained.
- Work discipline with its lowest statement "I often take the initiative to help school activities outside of the main assignments". Suggestions that can be made by schools are that schools should give appreciation and support to proactive teachers so that the spirit of initiative is maintained and can be an example for other teachers.

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