

## **The Effect of Principal Managerial Skills, Work Commitment, and Motivation on Teacher Work Discipline in Balangan Regency**



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**ABSTRACT:** Managerial Skills, Work Commitment, and Motivation have direct and indirect effects on teacher discipline, according to this study. This study employs a quantitative methodology. The study included 144 teachers from seven Madrasahs, for a total sample size of 105 persons, as determined by the Slovin formula. Proportional random sampling is used for sampling. The Madrasah Principal Managerial Skills (40 items), work commitment (35 items), motivation (45 items), and work discipline instruments were used to collect data (40 items). The validity and reliability of the instrument were assessed, and the Pearson product moment correlation was used to examine the data. By first verifying normality, linearity, homogeneity, and multicollinearity, the data collected was analyzed to find the direct and indirect correlation among variables. The findings revealed that principal managerial skills, work commitment, and motivation had direct and indirect effects on teacher discipline.

**KEYWORDS-** Managerial Skills, Work Commitment, Motivation, Teacher Discipline

### **I. INTRODUCTION**

Teachers has as an essential role in determining an organization's performance in the field of education. Teachers who are full of loyalty and compliance to applicable regulations, as well as conscious of their responsibilities to carry out school goals, are essential to maintain order and the seamless implementation of tasks in accomplishing school goals. As a member of the school organization, the teacher must be disciplined in its implementation. Rachman (2016) states that discipline is a method of teaching and educating people about the rules so that they would follow them and the organization will run smoothly. Discipline is also a way of interacting with teachers to encourage them to perform what their superiors recommend and in accordance with established educational organization laws. The concept of discipline frequently leads to rules, standards, or behavioral limits, and individuals are expected to behave in accordance with these norms if discipline is instilled. According to Rivai (2015:64), teacher work discipline is effected by a variety of internal and external factors. Employees' behavior, attitude, or personality, as well as their work spirit, which includes drive and devotion, are all represented in loyalty. In the meantime, external elements such as the principal's leadership, such as the principal's example and managerial skills, are important.

Leaders' managerial abilities have an impact on their subordinates' conduct, such as work discipline. Managerial skills are a response to a leader's attitude, which describes a leader's managerial abilities to his subordinates. Principals/madrasahs' managerial abilities are critical to the development of school excellence. This is because a principal with managerial skills will be able to effectively and professionally run the school. A principal with managerial abilities would know how to run a school in a systematic manner, ensuring that all school plans and policies are implemented successfully. According to Katz in Danim (2014), managerial skills consist of three types of skills, namely: (1) technical skills, namely the human ability to use procedures, techniques, and knowledge of specific fields; these skills include skills and expertise that must be possessed by employees. principal consisting of methods, processes, and school management techniques (2) Human skills, namely the skills to work together with others, understand, motivate, as individuals or groups; effectively and efficiently with school members, both individually and in groups (3) Conceptual skills, namely the ability to coordinate and integrate all organizational interests and activities, These skills include the ability to see schools and all educational programs as a whole.

The next factor that effects discipline is motivation. Steers & Porter in Miftahun & Sugiyanto (2010) state that work motivation is an effort that can lead to a behavior, direct behavior, and maintain or maintain behavior that is in accordance with the work environment in the organization. Work motivation is a basic human need and as an incentive that is expected to fulfill the desired basic needs, so that if the need exists, it will result in the success of a skill. Employees who have high work motivation

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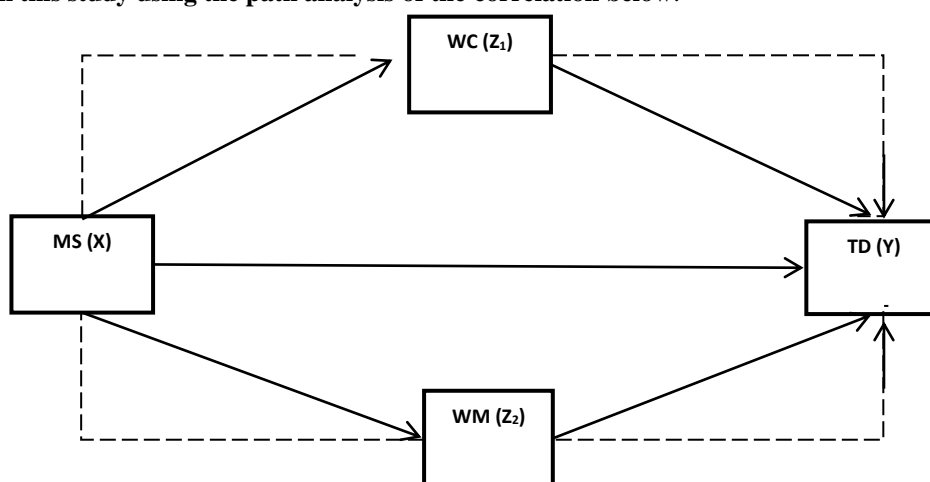
will try to get their work done as well as possible. According to Hasibuan (2019), motivational goals include stability and reduce absenteeism and increase the sense of responsibility of employees towards their duties.

In addition to the motivational factor in influencing teacher discipline, another internal factor that also has an effect on work discipline is the teacher's work commitment. An organization can develop rapidly because of the high work commitment of employees to the organization. Organizational commitment is the degree to which an employee identifies with the organization and its goals and wishes to maintain membership in the organization (Handoko, 2018). Furthermore, Robbins, Stephen & Judge, Timothy, Stephen P. & Judge (2015) revealed that organizational commitment can be used to predict work behavior, such as productivity, absenteeism and turnover. Teachers who have a good commitment to the school and their students can carry out their duties well through high discipline both in the learning process and obedience to organizational regulations so that the school's vision and mission can be implemented. In carrying out their learning skills, a *madrasah* or school has a lot to do with implementing the skills program, there needs to be good discipline and commitment between madrasa teachers and superiors, co-workers and parents, as well as strong motivation from teachers and employees in madrasas so that program implementation is in accordance with with what was planned. Human resources with high commitment and satisfaction at work, it is hoped that work discipline will be better.

### II. METHOD

This study aims to describe the direct and indirect effects among variables. Principal managerial skills on work discipline, principal managerial skills on work commitment, principal managerial skills on work motivation, direct effect of work commitment on work discipline, and work motivation on work discipline, principal managerial skills on work discipline through work commitment, and principal managerial skills on work discipline through work motivation. The population of this research was the MIN (Madrasah Tsanawiyah Negeri) or elementary school teachers in Balangan Regency as many as 144 people with a sample of 105 people. The sampling technique used a proportional random sampling. The number of samples was determined based on the Slovin formula. The data were collected through a questionnaire using a Likert scale: strongly disagree, disagree, neutral, agree, and strongly agree. The instrument was tested for validity and reliability by using product moment correlation. The responses were then analyzed through path analysis. The rejection and acceptance of the hypothesis were based on a significance level of 0.05, the media used to calculate the analysis was with the help of the SPSS 22 application. The Madrasah Principal Managerial Skills Questionnaire (Conceptual Skills, Human Relations Skills, Technical Skills) with 40 items, a work commitment questionnaire (Affective commitment, Continuing commitment, Normative commitment) with 35 items, a work motivation questionnaire (Motivation Factors, Hygiene Factors) with 45 items, and a work discipline questionnaire (Discipline of Rule) with 45 items were used in this study. The purpose of this study is to examine the impact of the madrasa principal's managerial skills, job commitment, and work motivation on work discipline using a descriptive quantitative technique. The effect of the principal managerial skills variable (X), job commitment variable (Z1), work motivation variable (Z2), and work discipline variable (Z3) on the principal managerial skills variable (X) (Y) by first performing the normality, linearity, and homogeneity tests on the data, then the direct and indirect effects can be determined.

**Analysis of the data in this study using the path analysis of the correlation below.**



**Figure 1. Model of effect correlation among Research Variables**

Information:

MS : Managerial skills

WC : Work Commitment

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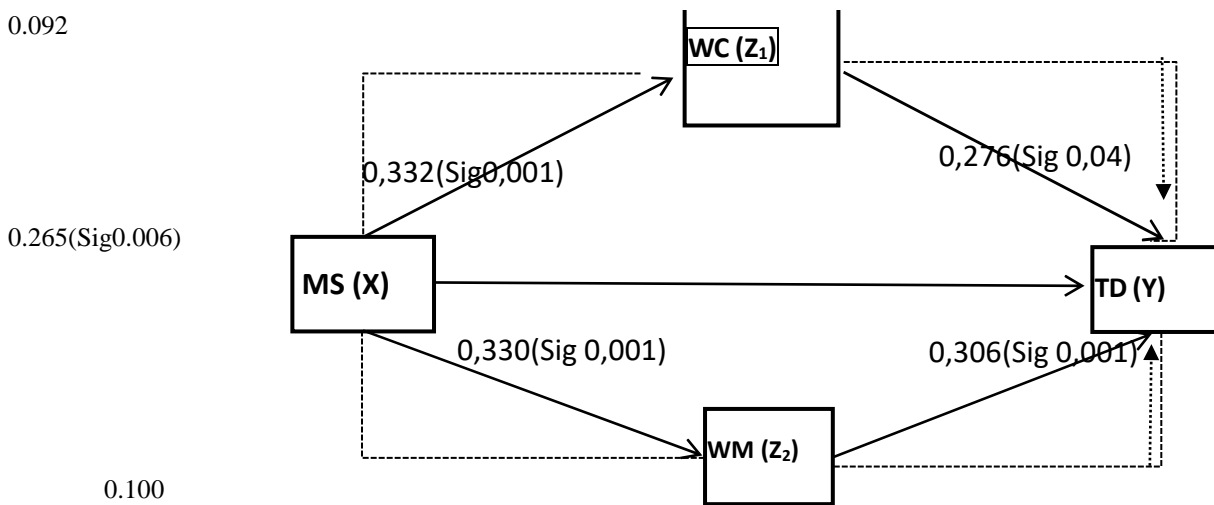
- WM : Work Motivation
- TD : Teacher Discipline
- \_\_\_\_\_ : Direct effect
- : Indirect Effect

## III. FINDINGS AND DISCUSSION

The results of path analysis in this study show that the model produces two substructural equations as follows:

**Table 1. Summary of path analysis results**

Structural 1				
Work Commitment, Motivation to Work Discipline				
Variable	Path Coefficient	T	P	R2 -
Work commitment	0.276	2,917	0.004	0.076
Motivation	0.306	3,262	0.001	0.094
Structural 2				
Managerial Skills on Work Commitment, Motivation and Work Discipline				
Variable	Path Coefficient	T	P	R2 -
Work Discipline	0.265	2,794	0.006	0.070
Work Commitment	0.332	3,569	0.001	0.110
Motivation	0.330	3.542	0.001	0.109



**Figure 2. Results of the analysis of the correlation between variables.**

Information :

- MS : Managerial skills
- WC : Work Commitment
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- \_\_\_\_\_ : Direct effect
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Based on Table 1 and Figure 2, the acceptance and rejection of this research hypothesis can be presented in Tables 2 and 3.

**Table 2 . Summary of Hypothesis Testing Decisions H<sub>1</sub> H<sub>2</sub> H<sub>3</sub> H<sub>4</sub> H<sub>5</sub>**

Hypothesis	P	Decision
H <sub>1</sub> There is a direct effect of Managerial Skills on Work Discipline	0.006	Accepted
H <sub>2</sub> There is a direct effect of managerial skills on work commitment	0.001	Accepted
H <sub>3</sub> There is a direct effect of Managerial Skills on Motivation	0.001	Accepted
H <sub>4</sub> There is a direct effect of work commitment on Work Discipline	0.004	Accepted
H <sub>5</sub> There is a direct effect of work motivation on Work Discipline	0.001	Accepted

**Table 3 . Summary of H<sub>6</sub> and Hypothesis Testing Decisions H<sub>7</sub>**

Hypothesis	Direct	Indirect	Decision
	H <sub>6</sub> There is an indirect effect of Managerial Skills through work commitment on work discipline	0.748	
H <sub>7</sub> There are Managerial Skills indirectly through work motivation on Work Discipline	0.221	0.100	Accepted

### A. Principal Managerial Skills on Work Discipline

The results of this study indicate that there is a direct effect of principal managerial skills on work discipline. This can be seen from the path coefficient value of 0.265 with a significance value of 0.006. These results can be interpreted that there is a direct effect between the Principal's Managerial Skills on the Work Discipline of MIN Teachers in Balangan Regency. This indicates that in order to improve teacher work discipline, it can be done by improving the quality of Principal Managerial Skills.

In Principal Managerial Skills, there are three kinds of skill areas, namely: (1) technical skills, namely the human ability to use procedures, techniques, and knowledge of specific fields; (2) Human skills, namely the skills to work together with others, understand, motivate, as individuals or groups (3) Conceptual skills, namely the ability to coordinate and integrate all organizational interests and activities. where all of them can have a major effect on changes in attitudes and behavior of teachers, employees and their presence is needed to coordinate all organizational group activities and direct teachers and employees in carrying out their activities. A leader who applies Managerial Skills The principal expects great motivation in his subordinates, continuous commitment and strong discipline. For this reason, the Managerial Skills of the Head of Madrasah must be able to provide enthusiasm and understanding of the right situation in generating enthusiasm and encouragement for teachers. With human relations skills, the madrasa principal is able to raise the discipline of teachers, employees and their subordinates

The results of this study strengthen the theory of Robert Katz in Danim (2015 ) which states that managerial skills have three important skill areas, namely technical skills, human skills, and conceptual skills. The results of this study are in line with Werang (2018) who found that there is a direct correlation between Principal Managerial Skills and teacher work discipline. Similar research was conducted by Mursalin & Nani Hariyani, nd that there is a positive effect on the managerial ability of the principal and organizational climate on teacher work discipline. The results of research by (Edi et al., 2019) which prove that in addition to leadership having a direct effect on work discipline, the good managerial ability of principals in directing, guiding teachers and building direct communication also improves the work discipline of teachers. Hasibuan (2019) states that "The principal's managerial skills affect the level of teacher discipline, meaning that if the principal's managerial skills are obtained from work, the teacher's discipline is good. On the other hand, if the principal's managerial skills are not achieved from his work, the teacher's discipline is low.

### B. Madrasah principal managerial skills on work commitment

Madrasah principals who have good managerial skills will make teachers have a better commitment to their work and loyalty to the school as an organization at work. The form of teacher affective commitment can be seen from loyalty such as feeling responsible for maintaining the good name of the madrasa where he works, feeling happy to be able to spend his career only at school now, always boasting the name of the school to others outside the school environment, doing things that involve improving the quality of school achievement. and no desire to change schools. The results of this study indicate that there is a direct effect on the managerial skills of the madrasa principal on teacher work commitment. This is in accordance with the path coefficient value of 0.332, with a significance of 0.001. These results can be interpreted that there is a direct effect between the managerial skills of the madrasah principal on the work commitment of MIN teachers in Balangan Regency.

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Newstrom in Koesmono (2015) said that commitment can be identified from a person's attitude of loyalty to the place he works and sincerity to responsibility at work. In addition, organizational commitment affects whether teachers will remain as members of the organization or leave the organization to look for other jobs. The expulsion of a teacher from a school organization can be done voluntarily or forcibly expelled by the organization. A teacher who has a strong organizational commitment will survive to remain a member of the organization. Surana (2010) research study results showed that there was a positive effect from the managerial role of the leader. That is, the better the managerial role, the higher the teacher's commitment.

### **C. The direct effect of managerial skills on teacher motivation**

The results of the analysis of this study indicate that there is a direct effect of the Managerial Skills of the madrasah principal on teacher motivation. This is in accordance with the path coefficient value of 0.330, with a significance of 0.001. These results can be interpreted that there is a direct effect between the Managerial Skills of the madrasah principal on the motivation of MIN teachers in Balangan Regency.

Research that is in line with the effect of managerial skills on motivation is Susilowati (2014), the test results show the effect of leadership on employee motivation can be proven by the path coefficient value which is significant in a positive direction. Miyono & Tauhid (2019) in their research stated that the principal's managerial skills and work motivation had a positive and significant effect. Karweti (2010) mentions that the principal's managerial ability and work motivation have a positive and significant effect on the performance of SLB teachers in Subang Regency.

### **D. The direct effect of work commitment on work discipline**

The results of the analysis of this study are that there is a direct effect of work commitment on teacher work discipline, as evidenced by the path coefficient value of 0.276, with a significance of 0.004. Based on this, it is concluded that there is a direct effect between Work Commitment and Work Discipline for MIN Teachers in Balangan Regency.

Teacher discipline can be seen from teachers who are committed to trying to improve their discipline in carrying out each task and work. Work discipline is the willingness and ability of teachers in the organization to comply with and obey the rules and norms that apply around them. So, someone who is not disciplined at work can be interpreted the opposite, namely not willing to obey the rules and norms in the organization. The highest sanction for disciplinary action is dismissal. A person who is highly committed will actually try to avoid all forms of disciplinary sanctions by obeying the rules and norms that apply in the organization.

This research strengthens previous research such as Mawaddatullin, nd showing the direct effect of teacher work commitment to work discipline. The same thing by Purwoko (2018) In his research stated that there was a positive and significant effect between teacher commitment to teacher work discipline. Sukmawijaya (2014) states that there is a Partial Effect of Affective, Sustainable, Normative Organizational Commitment on Work Discipline.

### **E. Direct effect work motivation on the Discipline of Teacher's Work**

The result of this research is that there is a direct effect of work motivation on teacher discipline, as evidenced by the path coefficient value of 0.306, with a significance of 0.001. With this value, it can be concluded that there is a direct effect between work motivation and work discipline for MIN teachers in Balangan Regency.

The results of this study indicate that motivation is the driving force for implementing discipline in order to get good results. If the teacher has high work motivation, it can be ascertained that the teacher has high discipline as well.

The results of this study are supported by the opinion of Hasibuan (2013: 194) which states that good discipline reflects a person's sense of responsibility for the tasks assigned to him. According to Sinungan (2014:145), a person's level of discipline can be seen from the indicators: absenteeism, attitudes and behavior, and responsibility.

Chamundeswari (2013) and Aryono (2019) which stated that there was a positive and significant effect between work motivation on teacher discipline. (Qamaruddin et al., 2021) the results of his research state that motivation has a positive and significant effect on employee discipline at the Tourism Office and Diana Manpower in Palopo City (Dunie, 2017). The results of his research show that motivation has a strong effect on employee work discipline in the Charitas Belitang Oku Timur Hospital environment which is more increasing.

### **F. Indirect effect of managerial skills on work discipline through work commitment**

The results of this study indicate that there is an indirect effect of managerial skills on teacher discipline through work commitment, as evidenced by the product of the path coefficient of the direct effect of the variable X on Z1 (P3) with the path coefficient of the direct effect of the variable Z1 on Y (P5), namely :  $0.332 \times 0.276 = 0.092$ . This means that there is an indirect effect between the managerial skills variable (X) on work discipline (Y) through work commitment (Z1) of 0.092..

This strengthens Agustina's research (2019) which states that there is an indirect correlation between the role of the principal and teacher discipline through the work commitment of State Elementary School teachers in Kandungan District of 0.895.

The same thing is also in research study of Purwoko (2018). The results of the study show that the principal's leadership, teacher commitment, teacher work discipline and school culture simultaneously have a significant effect on teacher performance



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in Sleman Regency Vocational Schools. This is evidenced by the significance value of 0.000 which means less than 0.05 (0.000 <0.05).

The results of the questionnaire research show that teachers with strong commitments such as having awareness and a sense of responsibility for their duties, having loyalty to the organization and student achievement and having a sense of reciprocity to the organization, then the spirit of working well will be stronger so as to create high employee discipline which ultimately provide good work discipline in accordance with the goals in the organization. According to Hasibuan (2019) good discipline reflects a person's sense of responsibility for the tasks assigned to him. This encourages work enthusiasm, enthusiasm for work, and the realization of school organizational goals.

### **G. Indirect effect of principal managerial skills towards work discipline through motivation**

The results of this study indicate that there is an indirect effect on the principal managerial skills on work discipline through teacher motivation, as evidenced by the value of 0.101.

Wahyu (2019) in his research proves from the results of the analysis that the Managerial Skills of the principal with the Work Discipline of the teacher through work motivation. This is evidenced by the path coefficient value of 0.288. Isnan Arief Aryono (2017), the results of his research state that the managerial skill variable can be through an intervening variable, namely work motivation in influencing employee discipline. Also, it is in line with the results of research by Mawaddatullin, nd stating that the managerial competence of principals, teacher work motivation has a significant effect on teacher discipline.

## **CONCLUSION**

The managerial skills of the madrasah principal have a directly significant effect on the work discipline of the MIN teachers in Balangan Regency by 0.265. The managerial skills of the madrasah principal have a significant effect on the work commitment of the MIN teachers in Balangan Regency, which is 0.332. The managerial skills of the madrasah principal have a significant effect on the work motivation of MIN teachers in Balangan Regency, which is 0.330. Commitment has a significant effect on the work discipline of MIN teachers in Balangan Regency, which is 0.276. Work motivation has a significant effect on the work discipline of MIN teachers in Balangan Regency, which is 0.306. The madrasah principal's managerial skills indirectly have a significant effect on discipline work through the work commitment of MIN teachers in Balangan Regency, which is 0.092. The managerial skills of the madrasah principal indirectly have a significant effect on work discipline teachers through the work motivation of MIN teachers in Balangan Regency, which is 0.101.

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