

## **Contribution of Commitment to Duties and Provision of Rewards to the Work Discipline of Teachers of State Junior High Schools in East Binjai District**

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### **ABSTRACT**

This study aims to reveal: 1) The contribution of commitment to the work discipline of State Junior High School teachers in East Binjai District, 2) The contribution of giving rewards to the work discipline of Public Junior High School teachers in East Binjai District, and 3) The contribution of work commitment and mutual reward on the discipline of state junior high school teachers in East Binjai District. This study uses simple and multiple regression statistical analysis techniques with a sample of 42 teachers. Data collection techniques were obtained through a questionnaire. The findings of this study reveal that there is a significant and meaningful contribution between commitment to assignments and teacher work discipline. This means that the higher and positive the commitment to the task, the higher and positive the work discipline of SMP Negeri teachers in East Binjai District by providing an effective contribution of 14.3%. This means that the variation that occurs in the commitment variable to the task of 14.3% can be predicted in improving teacher work discipline; there is a significant and meaningful contribution to the provision of rewards to the work discipline of teachers. This means that the higher and more positive the reward, the higher and positive the work discipline of SMP Negeri teachers in East Binjai District by providing an effective contribution of 14.2%. This means that the variation that occurs in the variable reward of 14.2% can be predicted in improving teacher work discipline; and there is a significant and meaningful contribution to the commitment to the task and the joint provision of rewards to the teacher's work discipline. This means that the higher and positive the commitment to the task and the provision of rewards together, the higher and positive the work discipline of SMP Negeri teachers in East Binjai District by providing an effective contribution of 14.7%. This means that the variation that occurs in the variable of commitment to the task and the provision of rewards together of 14.7% can be predicted in improving teacher work discipline.

**Keywords:** . Commitment, Reward, Work Discipline

## INTRODUCTION

Education has a very important position in improving the quality of life and dignity of the nation and state, as a human being who has faith and devotion to God Almighty and has a noble character. As stated in Law Number 20 of 2003 concerning the National Education System, it is stated that "National development in the field of education is an effort to educate the nation's life and improve the quality of Indonesian people in realizing a developed, just and prosperous society and allowing citizens to develop themselves, both with regard to physical and spiritual aspects based on Pancasila and the 1945 Constitution. It is said that the school is of high quality if every component in the school is able to create and innovate. The form of creation and motivation is realized by reflecting good behavior, professionalism and obeying procedures in all fields of work and organization (Zaini & Syafaruddin, 2020).

In line with that, in Law Number 2 of 1989, it is explained that one of the efforts to realize the purpose of national education is to organize formal education in stages ranging from primary, secondary, to tertiary education. One of the most important and decisive levels is secondary education, which in this case is junior high school (SMP). Junior high school is one of the units of the national education system that has a goal, Improving students' basic competencies in the academic field, in accordance with the demands of the curriculum, Developing the intellectual, moral, and spiritual potential of students, Fostering the social and national potential of students, Preparing students steadily to be able to continue to the next level of education.

During junior high school (SMP) students ranged in age from 12-15 years. It is at this time that a person is said to be entering adolescence. Adolescence is a period in human life whose age limits and role are often not very clear. This adolescence is often regarded as a transitional period, where the moments when the child no longer wants to be treated as a child, but judging from his physical growth he cannot yet be said to be an adult. According to Anna Freud (in Joseph. S, 2004: 55) adolescence is also known as the period of storms and stress where there is emotional upheaval accompanied by rapid physical growth and varied psychic growth. At this time adolescents are easily affected by the environment and as a result there will appear disappointments and sufferings, increased conflicts and conflicts, dreams and delusions, courtship and romance, alienation from adult life and cultural norms (Gunarsa, 1986: 66).

The process of achieving educational goals is influenced by many factors, one of the most important of which is the teacher. The teacher is a very important component of education and determines the success of education in realizing its goals. The teacher as an individual who carries out the noble task of being an educator must be able to carry out his duties well. A work that is carried is a job that is not only one or two days completed but has a very long time, the length of which requires him to always be routine in his presence and perfect in his completion. It will not be possible to get it if a teacher only makes his job a side that can be ignored at will.

The teacher's task is so complex that it makes it a separate problem in addition to the period of time that must be passed to complete the task. From attendance at school, fulfillment of learning administration, school administration and so on including tasks given by the school outside of its teaching hours. This makes teachers have to be self-aware

of great responsibility. All of this would be difficult to do if he did not have a high spirit of discipline (Achsinn, 1990:44).

Based on the author's observations and the results of the author's interviews with several teachers, information was obtained that the level of work discipline of junior high school teachers in East Binjai District was still low. This can be seen from the large number of teachers who are not responsible for their duties. Some teachers are still complaining about the lack of smooth rewards from the principal, there are still some teachers who often arrive late, and there are some teachers who often miss assignments. So it shows that the discipline of junior high school teachers in East Binjai District is still low.

In terms of behavior, work discipline depends on many factors, both individual factors, internal conditions of the organization, and environmental factors. Individual factors can come from *personality*, motive, attitude, expectations, habits and so on. Internal factors of the organization can be working conditions and environment, leadership, communication, reward system, sanctions and so on. Environmental factors can be in the form of social, cultural and family environments. Hasibuan (2005:194) explains that work discipline is a person's awareness and willingness to obey company regulations and applicable social norms. The same thing was also expressed by Gouzali (2006: 111), that work discipline is interpreted as the attitude and behavior of an employee which is manifested in the form of an employee's willingness with full awareness, and sincerity or without coercion to comply with and implement all regulations and company policies in carrying out duties and responsibilities as an effort to make the maximum contribution in achieving company goals. In PP No. 53 of 2010 concerning civil servant discipline, it is stated that civil servant discipline is the ability of civil servants to comply with obligations and avoid prohibitions specified in laws and regulations and/or official regulations that if not obeyed or violated are sentenced to discipline.

Teachers are a very influential component of education in improving the quality of education. Without teachers, curriculum components, learning resources, facilities and infrastructure, and a learning climate become something that is meaningless for the lives of students. In order to carry out their main duties and functions properly, teachers are required to have high work discipline, because work discipline is one of the main capitals that is very decisive in achieving the goals of an institution / organization. In accordance with what was revealed by Sucipto (2002) that the work discipline of personnel determines the future of the organization and the achievement of the targets expected by the organization as well as the case with teachers.

In order to realize educational goals, teachers are expected to be able to create a directed and orderly learning atmosphere, so that children can learn well in accordance with what is cool. Therefore, the implementation of learning activities must be based on certain rules that will regulate and direct these learning activities. These rules are not only for students but also apply to teachers and others. This is intended to create good discipline in the teaching and learning process in the classroom. Sardiman (2000:12) states that students and teachers must be aware of the importance of discipline in learning activities. If discipline already exists, good cooperation and interaction will be created between teachers and students in the classroom. So that this will cause the teaching and learning process to be carried out properly, orderly, and as expected.

The learning process is impossible to achieve maximum targets without good discipline. So, discipline is one of the important elements in the continuity of learning activities in the classroom. Discipline should be instilled in each student, as well as in the teacher. The existence of discipline will provide benefits to students. The existence of good discipline will allow a student to learn with good habits, positive and beneficial for himself and his environment. A good teacher will not be able to enforce discipline to his students, if he is not disciplined. That is, in order for the teacher to instill awareness and values of the importance of discipline to students, the teacher must first get used to obeying and obeying the applicable provisions and regulations. So that he can be an example for his students and others (Imron, 1995:33). Therefore, a good teacher is a teacher who is able to set good examples to students.

Regarding work discipline, Martoyo (2007: 165) mentioned that the factors that affect employee work discipline include motivation, education and training, leadership, welfare and discipline enforcement. Pratiwiningsi (2006: 2) based on the results of his research states that the factors of salary, leadership, motivation, and communication affect the work discipline of employees. In line with this, Susilo (2007: 165) states that to maintain and realize good discipline, there are many influential factors including motivation, education and training, leadership and enforcement of discipline, and compensation. Meanwhile, Erawati in Bangsawan (2007:19) added that organizational culture, leadership, and compensation also affect employee work discipline. The opinion of the experts above at least gives a limit that there are actually many factors that are considered to affect work discipline, including factors of commitment to duty and compensation.

The discipline of the teacher is closely related to his obedience in carrying out tasks. A teacher can be said to have discipline, if he has an awareness of working hours and has a commitment to the implementation of his duties. A good teacher usually enters class on time, ends class hours according to the appointed time, and many other activities or behaviors that will show the discipline of a teacher. In other words, a disciplined teacher, however, has an awareness of working hours and a commitment to his duties (Arikunto, 1993:77). Sudjana (2004) also stated that commitment is the main capital for a teacher in terms of carrying out good work. Commitment with consideration of this factor is the main driver for every teacher to be more active, creative, innovative, and participatory in carrying out their professional duties in accordance with applicable regulations as educational professionals. It can be explained that with the teacher's deep commitment, of course, the teacher will be willing to complete his task as well as possible, so that behavior will be realized to do a good job as well, which is manifest in the form of work discipline.

The results of research that are relevant to this include research conducted by Verawati (2015), Irnawati (2015), Septian (2014), Septiani, Sunuharyo and Prasetya (2016), Hasan (2007) and Bakhtiar (2007) which concluded that commitment to duty is significantly related to work discipline.

In addition to the factor of commitment to the task, another factor that is considered to contribute to the teacher's work discipline is the reward (compensation). Rewards are very important for a teacher. Rewards are a measure of the value of a teacher's work. Therefore, the reward must be received according to what the teacher has done. If,

something he has to accept is not in accordance with him, then this will affect his discipline at work. According to Samsudin in Sadili (2006: 187), the success of school achievement is determined by various factors, including compensation. The attention of the organization or school to the rational and fair arrangement of compensation is indispensable. If teachers view inadequate compensation for work performance, their motivation and job satisfaction are likely to decrease. Fathoni (2006:127) also states that the factors affecting teacher labor discipline are 1) the objectives and abilities of personnel; 2) exemplary leadership; 3) compensation; 4) justice; 5) supervision; 6) punitive sanctions; 7) assertiveness; and 8) humanitarian relations.

In line with the above view, Setiawan's research (2017) shows that there is an influence on the provision of rewards that are in accordance with the portion of the teacher's work is able to optimize their discipline at work. A teacher who is not satisfied at work, usually he displays behaviors that often contradict the existing provisions. A teacher who is not satisfied with the provision of rewards, allegedly often affects his discipline in work. Dailay and Kariono (2015:76) concluded that the provision of rewards had a significant effect on the work discipline of employees at the Environment Agency Office in South Labuhanbatu Regency with an effect of 79.5%.

The description above explains various factors that are considered to affect teacher work discipline, both based on theoretical descriptions and empirical facts, in order to develop theories and overcome teacher work discipline problems, it is necessary to conduct research on the contribution of commitment to tasks and the provision of rewards in State Junior High Schools in East Binjai District.

## **METHOD**

The research that will be carried out uses a quantitative approach. As explained by Azwar (2010: 5) research using a Quantitative Approach, which is an approach that emphasizes analysis on numerical data (numbers) processed by statistical methods. The research method that the author will use for this study is the Correlational Quantitative research method.

According to Azwar (2010: 8-9) correlational research aims to investigate the extent to which variations in a variable relate to variations on one or more other variables, based on the correlation coefficient. From this research, we can obtain information about the level of relationship that occurs, not about the presence or absence of the effect of one variable on another variable.

Choleralational quantitative research is research intended to determine whether there is a relationship between two or several variables (Arikunto.S., 2005: 247).

Data analysis in this study used statistics as a tool to analyze simple and multiple regressions. To be able to use simple regression analysis or multiple regression, there are requirements that must be met. According to Sudjana (1982), these requirements include:

- a. Normality test to find out if the data comes from a normally distributed population. This test was performed using the Lilliefors Test. Normal conditions are met if  $L_{is\ 0} < L_{of\ the\ table}$ . In this study, a significance level of 5% was established. Whether or not the data is normal is determined by consulting the price of  $L_0$  obtained with  $L_{table}$  with a significance level of 5%.

- b. Homogeneity test to determine the similarity of variants between population groups so that the data obtained from the sample is believed to be a unit. To determine the homogeneity of variance used the Bartlett Test. The data for each research variable is said to be homogeneous if  $\chi^2$  counts  $< \chi^2_{\text{tables}}$  at a significant level of 5% and degrees of freedom minus 1.
- c. Test the linearity and significance of regression to find out whether each data forms a linear line. Therefore there are three regression equations that need to be tested for linearity and their validity respectively the variables Y over  $X_1$ , Y over  $X_2$  and Y over  $X_1$  together with  $X_2$ .

## RESULTS AND DISCUSSION

### Contribution of Commitment to the task towards teacher work discipline

From the calculation of product moment correlation, a correlation between  $X_1$  and Y = 0.379 is obtained; while  $r_{\text{table}}$  with N = 42 and a significance level of 5% of 0.304 with the amount of the coefficient of determination = 0.143. Thus the price of  $r_{X_1Y} > r_{\text{table}}$  (0.379 > 0.304) with the conclusion that commitment to the task relates to the teacher's labor discipline. To see whether the relationship between Commitment to the task ( $X_1$ ) and teacher work discipline (Y) is predictive or not, a simple regression analysis was carried out. From the calculation results obtained the regression equation Commitment to the task ( $X_1$ ) with the teacher's work discipline (Y) obtained the regression line equation  $\hat{Y} = 43.729 + 0.449 X_1$ .

Further analysis of the formation of this regression equation can be seen based on the analysis of the statistical test t which is at the same time to prove whether the coefficient of the regression line equation contained in the variable Commitment to the task ( $X_1$ ) can be accepted as a predictive tool to identify the symptoms that occur, such as the symptoms of the relationship and the Contribution of the variable Commitment to the task ( $X_1$ ) to Labor discipline (Y). Based on the results of the tests carried out obtained  $t_{\text{count}} = 2.586$ . The table t price for N = 42 at a significance level of 5% is 1.68. Since  $t_{\text{count}} > t_{\text{table}}$  (2.586 > 1.68), it indicates that the directional equation of the regression line can be used as a predictive tool to determine the relationship or contribution between commitment to the task ( $X_1$ ) and teacher work discipline (Y).

Based on the above analysis, it can be concluded that commitment to the task ( $X_1$ ) contributes to the teacher's work discipline (Y). Thus the first hypothesis that states Commitment to the task of contributing to the teacher's work discipline has been empirically tested and acceptable in the level of 95% confidence. The amount of contribution was 14.3%.

### Contribution of Rewarding to Teacher Labor Discipline

From the calculation of the product moment correlation, a correlation between  $X_1$  and  $Y = 0.377$ ; while  $r_{table}$  with  $N = 42$  and a significance level of 5% of 0.304 with the amount of determination coefficient = 0.139. Thus the price of  $r_{X_1Y} > r_{table}$  ( $0.377 > 0.304$ ) with the conclusion that commitment to the task relates to the teacher's labor discipline. To see whether the relationship between Rewarding ( $X_2$ ) and teacher work discipline ( $Y$ ) is predictive or not, a simple regression analysis was carried out. From the calculation results obtained the regression equation Rewarding ( $X_1$ ) with the teacher's work discipline ( $Y$ ) obtained the regression line equation  $\hat{Y} = 34.741 + 0.519 X_2$ .

Further analysis of the formation of this regression equation can be seen based on the analysis of statistical test  $t$  which is at the same time to prove whether the coefficient of the regression line equation contained in the rewarding variable ( $X_1$ ) can be accepted as a predictive tool to identify symptoms that occur, such as relationship symptoms and the Contribution of the Rewarding variable ( $X_2$ ) to Labor discipline ( $Y$ ). Based on the results of the tests carried out obtained  $t_{count} = 2.552$ . The table  $t$  price for  $N = 42$  at a significance level of 5% is 1.68. Since  $t_{count} > t_{table}$  ( $2.552 > 1.68$ ), it indicates that the directional equation of the regression line can be used as a predictive tool to find out the relationship or contribution between Rewarding ( $X_2$ ) and Teacher work discipline ( $Y$ ).

Based on the above analysis, it can be concluded that the provision of rewards ( $X_2$ ) contributes to the teacher's work discipline ( $Y$ ). Thus the second hypothesis that states Rewarding contributes to teacher labor discipline has been empirically tested and acceptable in a 95% degree of trust. The amount of contribution was 14.2%.

### **Contribution of Commitment to the task and Joint Rewarding of The Teacher's Work Discipline**

From the calculation of the double correlation between the variables  $X_1$  and  $X_2$  with  $Y$  obtained the correlation coefficient  $R_{Y(1.2)} = 0.383$ ; while the table  $r$  with  $N = 42$  and the significance level of 5% is 0.304. Thus the price of  $R_{calculates} > r_{table}$  ( $0.383 > 0.3094$ ). Furthermore, a correlation accuracy test was carried out using the  $F$ -test. At the price of  $R_{calculate} = 0.554$  obtained  $F_{count} = 3.355$ . The price of  $F_{of\ the\ table}$  for  $N = 42$  at a significance level of 5% is 3.23. Since  $F_{calculates} > F_{table}$  ( $3.355 > 3.23$ ) it can be said that the proposed research hypothesis that there is a positive and meaningful relationship and contribution between commitment to the task and the joint rewarding of the teacher's work discipline can be accepted and tested for correctness with the regression equation model formed  $\hat{Y} = 38.585 + 0.224 X_1 + 0.251 X_2$  is significant at a confidence level of 95%.

Based on the above analysis, it can be concluded that commitment to the task ( $X_1$ ) and Rewarding ( $X_2$ ) jointly contribute to the teacher's work discipline ( $Y$ ). Thus the third hypothesis that states Commitment to the task and Rewarding jointly

contributes to the teacher's work discipline has been empirically tested and acceptable within the level of 95% confidence. The amount of contribution was 14.7%.

### **Discussion of Research Results**

Based on previous tests showed the model of regression line equation  $\hat{Y} = 43.729 + 0.449 X_1$  thus the first hypothesis that states Commitment to the task contributes to the teacher's work discipline has been empirically tested and acceptable in the level of 95% confidence where the amount of contribution is 14.3%. These findings at least further reinforce that teachers who have a high commitment to high duty are believed to contribute to their discipline at work.

As is known, that the teacher is an important and decisive factor in the success of education in achieving its goals. Teachers are an important component that is directly related to the progress of the school. The failure of the teacher in carrying out his functions, will affect the process of achieving the goals that have been set. As a civil servant, the teacher must have a strong commitment to his duties. With this commitment to this task, teachers will have a high concern, sense of responsibility and discipline in carrying out their duties. Learning to make and fulfill promises (commitments) to oneself is a faster way of developing skills for teachers. Breaking one's own promises to oneself no one knows and there is no sanction from the other party, precisely it is necessary to learn to conquer oneself. The effective development of abilities is through the making of commitments, therefore to cultivate a good personality is to learn to make promises and keep them. By making a promise to oneself to do something and keeping it as something that is upheld in his life, it means that he has ensured a responsible person. Thus true success will be obtained by the presence of a strong potential to fulfill promises and commitments, self-esteem and personal integrity. In achieving work effectiveness as a true success, it is only possible to achieve if we are able and empowered to maintain a commitment to the task and view it as an attitude of maintaining self-esteem.

Sahertian (1994:45) asserts that commitment to duty is a tendency in a person to feel actively involved with a sense of responsibility. An active role with a sense of responsibility possessed by a teacher, will encourage him to jump directly into an activity, must be able to make decisions for himself and to be implemented preferably. Since commitment to duty is a decision or agreement of a person with himself to do or not to do, stop or continue an activity, the personnel who have had one of several alternatives that are considered good, do not hesitate in taking a stand.

A person's concern for a task and the public or organizational interest, not only because of personal interests, will contribute to commitment. Sahertian (1994:46) further says that commitment to duty is broader than caring, because in the sense of commitment to duty it is covered by the meaning of effort and encouragement

and considerable time. In this regard, commitment to duty is not just involvement, but shows a person's willingness to be actively involved in an activity with high responsibility. However, it can be understood that participation and care are also indicators of commitment. Imron stated that commitment to duty is one of the desired qualities of an employee. Because people who have a commitment will be willing to remain in the organization and willing to work for the achievement of organizational goals. (Imron, 1995:19).

A similar opinion was also expressed by Nawawi et al (2006: 37) that an effective organization will only exist if the organization cannot be effective without the support of individuals who have high loyalty, have a commitment to do tasks, are willing to stay in the ups and downs and believe in how valuable an organization is. Everyone naturally has a commitment. The problem is that everyone's commitment will never be the same. There are people whose commitment to the task is low and there are also people whose level of commitment is high. It is determined by the level of development and the naturally different processes of psychiatry. Israel (1990:32) mentions that the commitment to a person's task can increase or decrease to his task greatly influenced by attitudes.

Glasser in Hoy and Miskel (1988:32) further also says that people who have a high commitment to duty usually show their loyalty and professional ability. High loyalty to their superiors or institutions is usually by showing 1) obedience, 2) respect, 3) loyalty, and 4) high self-discipline. Goleman (1998:193) states that the characteristics of a person who has a commitment are 1) have the initiative to overcome problems that arise, either directly towards himself or his group, 2) emotionally nuanced, that is, to make individual goals and organizational goals into one and the same or feel a strong attachment, 3) be willing to make the necessary sacrifices, for example to be a "patriot", 4) have an unselfish strategic vision, 5) work earnestly even without direct remuneration, 6) feel as an owner or view yourself as an owner so that each task is completed as quickly and best as possible, 7) have a clear mission formulation for the picture of the stages to be achieved, and 8) have self-awareness with a clear feeling that work is not a burden.

Summing up the commitment to the task is inseparable from responsibility. A committed person, means to do, to perform duties, to do earnestly, and to be full of responsibility. Commitment to the task indicates a person's willingness to be actively involved in a task with full responsibility. Therefore, the teacher who has a commitment to his duties will show his responsibilities and in turn will contribute to his labor discipline. The empirical facts that support these findings are at least relevant to the research conducted by Verawati (2015), Irnawati (2015), Septian (2014), Septiani, Sunuharyo and Prasetya (2016), Hasan (2007) and Bakhtiar (2007) which concluded that commitment to duty is significantly related to work discipline.

From the calculation results obtained the regression equation of Rewarding ( $X_1$ ) with teacher work discipline ( $Y$ ) obtained the regression line equation  $\hat{Y} = 34.741 + 0.519 X_2$  thus the second hypothesis that states Rewarding contributes to teacher work discipline has been empirically tested and acceptable in the level of trust 95% and the amount of contribution is 14.2 %. These findings at least reinforce that rewarding is very important for a teacher. Rewards are a measure of the value of a teacher's work. Therefore, the reward must be received according to what the teacher has done. If, something he has to accept is not in accordance with himself, then this will affect his discipline in work and reinforce opinions . Fathoni (2006:127) also states that the factors affecting teacher labor discipline are 1) the objectives and abilities of personnel; 2) exemplary leadership; 3) compensation; 4) justice; 5) supervision; 6) punitive sanctions; 7) assertiveness; and 8) humanitarian relations.

Furthermore, according to Samsudin in Sadili (2006: 187), explaining that the success of school achievement is determined by various factors, including compensation. The attention of the organization or school to the rational and fair arrangement of compensation is indispensable. If teachers view inadequate compensation for work performance, their motivation and job satisfaction are likely to decrease. The basic goal of the entire incentive program is to encourage worker productivity in achieving competitive advantage. Wiraputra (1992:67) also said that to change and improve work performance, a form of reward should be provided, because giving valuable rewards for the fulfillment of life's needs will be able to stimulate them to work harder. Among the rewards are such as salary increases, increased responsibilities, praise, awarding positions, moving to better jobs, and assigning special tasks.

The provision of incentives is also tied to time, as stated by Nawawi (1993:34), that the sooner the incentives are paid to employees, the greater the motivation towards the work given. The value of the incentive given will be reduced if the award is delayed for too long a period of time. Saydam (1996:68) says that the incentives given to his employees are based on the work achievements they show. Providing adequate incentives will reduce the negative attitudes of employees. This is because the person concerned does not have to think about other incentives by looking for them in addition to the current basic work. Furthermore, Sunyoto (1994: 65) distinguishes incentives, namely direct, namely in the form of wisdom in giving gifts such as money, goods or services while indirect incentives are incentives that can be enjoyed after a while, can also be given in the form of money, goods and services. With regard to one's view of the meaning, meaning and value of incentives, Winardi (1990:78) states that not everyone can or is able to regard money as an incentive. In this case, there are four kinds of responses to different incentives, namely: 1) strong control of the environment and expectations of high rewards, 2) strong control over the environment and low expectations, 3) lack of control over the

environment and expectations of low rewards, and 4) lack of control over the environment and expectations of high rewards. Meanwhile, Gellerman (1984:127) states that individuals in viewing money are different because money has a unique power as a driver based on facts and strengths and is not only limited to market value or market value and can almost symbolize any value that can motivate a person and can express achievements, prestige, and forces that will ultimately lead to one's job satisfaction.

According to Hasibuan (2003: 137) the purpose of providing incentives or compensation is also intended for: 1) Cooperation ties; with the provision of compensation, a formal cooperation bond is established between the employer and the employee, where the employee must perform the duties properly, while the employer / employer is obliged to pay the compensation in accordance with the agreed agreement; 2) Job satisfaction, with recompense, the employee will be able to meet his physical, status, social, and egoistic needs, so that he obtains job satisfaction from his position; 3) Procurement is effective, if the compensation program is established large enough, then the procurement of *qualified* employees for the company will be easier; 4) Motivation, If the remuneration provided is large enough, the manager will easily motivate his subordinates; 5) Employee stability, with a compensation program on the principle of fair and decent and external competitive consistency, then employee stability is more guaranteed because turnover is relatively small, 6) Discipline, with the provision of considerable remuneration, then employee discipline; 7) The better. They will realize and obey the applicable regulations; 8) The influence of trade unions, with a good compensation program, the influence of trade unions can be avoided and the employee will concentrate on his work; and 9) Government influence, If the compensation program is in accordance with applicable labor laws (such as the minimum wage limit), then government interference can be avoided.

Siagian (1983) also states that an effective reward system is absolutely implemented in an organization. An effective reward system allows for fairness in its delivery. In implementing the effective reward system, things must be done, such as (a) job analysis, meaning that it is necessary to compile job descriptions, job descriptions and job standards contained in an organization, (b) job assessments are associated with internal justice, meaning that in conducting job assessments, it is necessary to compile a sequence of job rankings, determination of values for each job, arrangement of comparisons with other jobs in the organization and provision of point on every job.

In line with the findings of this study, setiawan's research results (2017) also prove that the influence of providing rewards in accordance with the portion of the teacher's work is able to optimize their discipline at work. A teacher who is not satisfied at work, usually he displays behaviors that often contradict the existing provisions. A teacher who is not satisfied with the provision of rewards, allegedly

often affects his discipline in work. Dailay and Kariono (2015:76) concluded that the provision of rewards had a significant effect on the work discipline of employees at the Environment Agency Office in South Labuhanbatu Regency with an effect of 79.5%.

From the calculation of the double correlation between the variables  $X_1$  and  $X_2$  with  $Y$  obtained the correlation coefficient  $R_{y(1.2)} = 0.383$ ; while the table  $r$  with  $N = 42$  and the significance level of 5% is 0.304. Thus the price of  $R_{\text{calculates}} > r_{\text{table}}$  ( $0.383 > 0.3094$ ). Furthermore, a correlation accuracy test was carried out using the F-test. At the price of  $R_{\text{calculate}} = 0.554$  obtained  $F_{\text{count}} = 3.355$ . The price of  $F_{\text{of the table}}$  for  $N = 42$  at a significance level of 5% is 3.23. Since  $F_{\text{calculates}} > F_{\text{table}}$  ( $3.355 > 3.23$ ) it can be said that the third research hypothesis proposed is that there is a positive and meaningful relationship and contribution between commitment to the task and the joint rewarding of the teacher's work discipline can be accepted and tested for correctness with the regression equation model which formed  $\hat{Y} = 38.585 + 0.224 X_1 + 0.251 X_2$  is significant at a confidence level of 95% where the magnitude of the contribution is 14.7 %.

As explained by Prijodarminto (1992) who stated that there are three factors that affect teacher work discipline, namely (1) mental *attitude* (*mental attitude*) which is the teacher's mental attitude which includes obedience and discipline as an exercise, control of thoughts and disposition, which he usually manifests in the form of commitment to the task (2) a good understanding of the system of rules of behavior, norms, criteria and standards, and (3) behavior that shows passion, earnestness, and a strong drive at work.

Although empirically, the testing of the first, second, and third hypotheses showed that all hypotheses proposed in this study were accepted, but this contribution was relatively low, only around 14.7%. This is proven, one of them, from the level of understanding of respondents who are in the medium category based on the trend test of the rewarding variable when compared to the variable commitment to tasks that are classified as high categories. This results in the fact that the rewards received by teachers are still seen as needing to be improved for the future in state junior high schools in East Binjai District tend to be, be it the provision of gifts that are material or non-material tends to be inadequate.

Siagian (1983:253) explains that in order to achieve goals, an organization must implement a certain reward system in which the interests of the organization and individuals must be taken into account and considered. The interests of the individual, for example, must receive attention in the sense that the rewards he receives for the services rendered by the organization must be able to guarantee his dignity and dignity as an honorable person. That is, rewards should allow an individual to maintain a reasonable and decent standard of living.

The data from this analysis supports the observations that the author made earlier that the author had explained on the background of the problem, which

stated that the work discipline of state junior high school teachers in East Binjai District tends to be low. This is evidenced by the fact that there are still many teachers who are not responsible for their duties. This phenomena was recognized by some of the teachers the author met. But what makes them less disciplined towards their work is the inadequacy of the rewards they receive for the work they do.

The interest of the organization is that individuals must be able to guarantee the continuity of the organization's activities through the deployment of knowledge, abilities, skills, time, and time on the achievement of organizational goals. In other words, the interests of organizations and individuals are absolute conditions that must be considered in the process of Rewarding. This finding seems to confirm that although it is proven that Commitment to duty and Rewarding does contribute to work discipline, but on the other hand Commitment to duty and Rewarding must be further improved. Siagian (1983) states that an effective reward system is absolutely implemented in an office or organization. An effective reward system allows for fairness in its Provision. In implementing the effective reward system, things must be done, such as (a) job analysis, meaning that it is necessary to compile job descriptions, job descriptions and job standards contained in an organization, (b) job assessments are associated with internal justice, meaning that in conducting job assessments, it is necessary to compile a sequence of job rankings, determination of values for each job, arrangement of comparisons with other jobs in the organization and Provision of points on each job. With the increase in factors directly related to teacher work discipline, it is hoped that the work discipline of state junior high school teachers in East Binjai District will be even better for the future. The results of the research by (Zaini, 2020) show that there is a contribution of reward and punishment to work productivity created by teachers in MTs N Medan City. If the better the rewards and punishments that are stimulated on the teachers, the better the results of the work obtained.

## **CONCLUSION**

Based on the results of the research that has been described in Chapter IV, it can be concluded:

1. There is a significant and meaningful contribution between the commitment to the task to the teacher's work discipline. This means that the higher and more positive the commitment to the task, the higher and more positive the work discipline of state junior high school teachers in East Binjai District by making an effective contribution of 14.3%. This means that the variation that occurs in the variable commitment to the task of 14.3% can be predicted in improving teacher work discipline.

2. There is a significant and meaningful contribution to the discipline of teachers. This means that the higher and more positive the provision of rewards, the higher and more positive the work discipline of state junior high school teachers in East Binjai District by making an effective contribution of 14.2%. This means that the variation that occurs in the variable of rewarding of 14.3% can be predicted in improving teacher work discipline.
3. There is a significant and meaningful contribution to the task and the joint rewarding of the teacher's work discipline. This means that the higher and positive the commitment to the task and the provision of rewards together, the higher and more positive the work discipline of state junior high school teachers in East Binjai District by making an effective contribution of 14.7%. This means that the variations that occur in the variables of commitment to tasks and rewards together of 14.7% can be predicted in improving teacher work discipline.

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