
The Influence of Teacher Discipline and Competence on Teacher Performance Through Organisational Commitment in Public High School 1 Manyar Gresik

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Abstract

This Study Aims to Analyse the Effect of the Influence of Discipline and Teacher Competency On Teacher Performance Through Organisational Commitment in Sma Negeri 1 Manyar Gresik. By Using Descriptive Quantitative Methods and The Selected Respondents, Namely Teachers of Sma Negeri 1 Manyar Using Saturated Samples. The Results of This Study Indicate That Discipline Can Have a Direct Effect On Teacher Performance Even Without Going Through Organisational Commitment at Sma Negeri 1 Manyar Gresik. Teacher Competence Can Directly Affect Teacher Performance Even Without Going Through Organisational Commitment at Sma Negeri 1 Manyar Gresik.

Keywords: Teacher Discipline, Competence, Teacher Performance, Through Organisational Commitment.

1. Introduction

1.1 Introduce the Problem

The educational process is an effort to instil and pass on cultural values to develop human potential, as well as the process of producing new cultural values as a result of the interaction of potential with the context of life. Education is the process of developing the human person in all its aspects (Tafsir, 1992: 26). In Law No. 20/2003 on the National Education System, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, noble character and skills needed by themselves, society, nation and state. (Sisdiknas 2003: 2).

In Indonesia, education receives tremendous appreciation from the State, this is evidenced in the preamble of the 1945 Constitution paragraph IV which states that "Then than that to form a government of the Indonesian state that protects the entire Indonesian nation and the entire Indonesian blood spill and to advance the general welfare, educate the nation's life, and

participate in implementing world order based on independence, eternal peace and social justice, then compile the independence of the Indonesian nationality in a Constitution of the Indonesian state, which is formed in an arrangement of the Republic of Indonesia which is sovereign people based on: The Almighty God, a just and civilised humanity, the unity of Indonesia, and a democracy led by wisdom in deliberation/representation, and by realising a social justice for all Indonesian people." (Contents of the Preamble of the 1945 Indonesian Constitution).

Education can be achieved, it should be managed professionally with good management and by personnel who have competence and discipline so as to spur high work motivation. In research (Mustamim, 2020) states that human resource management or personnel management is the process of planning, organising, directing and controlling the procurement of labour, development, compensation, integration, maintenance, and termination of employment with human resources to achieve individual, organisational, and community goals.

Teachers are one of the Human Resources (HR) in school education institutions. Based on the Teacher and Lecturer Law number 14 of 2005, teachers are professional educators with the main task of transforming, developing and disseminating science, technology and art through education. As professionals, teachers are required to have good competence because one of the factors that support the creation of quality graduates comes from the teachers who teach.

Competence is a behavioural characteristic that describes the motives, traits, self-concept, values, knowledge or expertise that a person brings to their work environment (Kuruba & Kuruba, 2019). The Minister of National Education Regulation No. 16/2007 on Academic Qualification Standards and Teacher Competencies states that there are four competencies that teachers must have, namely pedagogic competence, personality competence, social competence, and professional competence (Zen & Farla, 2015).

Teachers are professionals where they are required to make every effort to carry out their profession as well as possible. As a professional, the teacher's duties as an educator, teacher and trainer should have an impact on their students. In this case, teachers should be able to continue to improve their performance which is an asset for the success of education. In research (Harefa, 2020) it is stated that professional teachers are teachers who prioritise the quality and quality of their services and products. Teacher services must meet the standardised needs of society, nation, and users and maximise the ability of students based on their potential and skills; Teachers are not only teachers of material that fills students' cognitive, but also as educators who are able to guide and develop students according to their respective talents.

Harefa, (2019) said that performance is a manifestation and success of a teacher's work in achieving educational goals. The results of the educational goals achieved are not only limited to the size of the number of graduates (quantity), but also the quality of the graduates. A teacher's performance is said to be good if the teacher is able to master and develop subject matter, be creative in the delivery of learning, be able to show a high commitment to teaching duties, be disciplined in work, collaborate with all school residents, and have a personality that is a role model for students (Dewi, 2015).

Teacher performance is real behaviour as a work achievement displayed by a teaching staff to carry out the education process in schools or educational institutions. The success of the teacher's

performance in his job is because he has the ability and skills for it, and the interactive relationship of various aspects of work. such as tools, methods or ways of working, relationships with co-workers, and others. In research (Tamzil Yusuf, 2020) it is explained that to improve teacher performance, work discipline needs to be improved through each teacher in carrying out their duties. The quality of a teacher and measuring the performance of a teacher we can see the teacher's competence and work discipline of a teacher, so that we can see the extent of the influence of teacher competence and work discipline of a teacher on teacher performance in the school where he works.

Rahmatullah, (2016) found that teacher teaching ability has a strong relationship with teacher performance and student learning outcomes at school. Teaching ability is very important. Because the better the teacher's teaching ability, the higher the achievement will be. Without a teacher's teaching ability, the higher the achievement will be. Without good teaching skills, it is difficult for education to achieve maximum results. In this case, the ability in question is the competence possessed by the teacher. Sulfemi, (2016) that Competence is one of the most important qualifications for teachers, so he will not be competent in doing his job when the results are not optimal.

As for the world of education, teacher discipline is also needed, without discipline a teacher will not be able to work according to what is expected. In general, a teacher can achieve expectations at work if there is good self-discipline. Good discipline reflects a person's sense of responsibility for the tasks assigned to him. So it can be said that the implementation of teacher discipline will certainly be a driving factor in improving performance (Karim, 2019).

Anggun Retha Armani, (2017) that work discipline is one of the internal factors that need to be considered in an effort to improve teacher performance. Discipline is closely related to complying with applicable regulations. Teachers must have a disciplined attitude in their work to comply with all regulations at school and of course the rules at school are made for the implementation of optimal education.

SMA Negeri 1 Manyar is one of the public high schools in Gresik. Located on Jl. Kayu Raya Pongangan Indah, it is in the middle of the city with the surrounding community being residential. Like other public schools, SMAN Negeri 1 Manyar annually receives 12 study groups with approximately 400 students. SMA Negeri 1 Manyar was initially established in 1986 until now has had many developments in terms of vision and mission. The vision of SMA Negeri 1 Manyar is to become a school with achievements, competitiveness, literacy culture and environmental awareness. Supported by various extracurricular activities, SMA Negeri 1 Manyar students are able to win several competitions at the Regency, Provincial or National levels.

Based on the explanation above and the existence of several gaps in previous studies, the authors feel the need to conduct a more in-depth study of how discipline and teacher competence affect teacher performance at SMA Negeri 1 Manyar. So from the background description above, the author plans to conduct research with the title "The Effect of Teacher Discipline and Competence on Teacher Performance Through Organisational Commitment at SMA Negeri 1 Manyar Gresik".

2. Method

Research on the Effect of Teacher Discipline and Competence on Teacher Performance through Organisational Commitment at SMA Negeri 1 Manyar uses a quantitative approach. D. Sugiyono, (2015) defines quantitative methods as research data in the form of numbers and conducts data analysis using statistical procedures, while the purpose of this research is causality research which has the aim of examining the relationship between the variables to be studied, as conveyed (Sihombing, 2017) explains that causality research is a form of analysis of research variables (data) to determine the degree or strength of the relationship between the variables to be studied, the shape or direction of the relationship between the variables studied, and the magnitude of the influence of one variable on another. In this study, the relationship between variables is causal.

2.1 Identify Subsections

Primary data in this study includes data from distributing questionnaires to respondents, where the respondents in question are teachers at SMA Negeri 1 Manyar.

2.2 Participant (Subject) Characteristics

Appropriate identification of research participants is critical to the science and practice of psychology, particularly for generalizing the findings, making comparisons across replications, and using the evidence in research syntheses and secondary data analyses. If humans participated in the study, report the eligibility and exclusion criteria, including any restrictions based on demographic characteristics.

2.3 Sampling Procedures

Population is the entire research subject. Population is a generalisation area consisting of objects/subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions (P. Sugiyono, 2015).

The population of this study were 75 teachers (Source: TU data SMA Negeri 1 Manyar). While the sample is part of the number and characteristics of the population. If taken all then it is called a saturated sample.

Descriptive analysis is a statistical analysis used to analyse data by describing or describing the data that has been collected (P. D. Sugiyono, 2015). Descriptive analysis in this study explains various data characteristics, such as mean, standard deviation, variance, minimum value, and maximum value for each variable.

The questionnaire is a data collection technique that is done by giving a set of questions or written questions to respondents to answer. The questionnaire used in this study is a closed questionnaire, which is a questionnaire that has been provided with alternative answers by the researcher so that the respondent only needs to choose one of the alternative answers from each question that is available. This questionnaire will be distributed to teachers at SMA Negeri 1 Manyar.

Data analysis is to decompose the whole into smaller components to determine the dominant component, compare one component with another, and compare one or several components with

the whole. Data analysis techniques are used to answer problem formulations or test hypotheses that have been formulated. Data management in this study will use SmartPLS 3 software, which is a method used to close the weaknesses contained in the regression method.

Experts in Structural Equation Modelling (SEM) research methods can be through the Partial Least Square (PLS) approach. Partial Least Square is a powerful analytical method in which this method is not based on many assumptions.

The (Partial Least Square) PLS approach is distribution free (does not assume certain data, can be nominal, categorical, ordinal, interval and ratio). (Partial Least Square) PLS uses a bootstrapping or random doubling method where the normality assumption will not be a problem for (Partial Least Square) PLS. In addition, (Partial Least Square) PLS does not require a minimum number of samples to be used in research, research that has a small sample can still use (Partial Least Square) PLS.

3. Results

In hypothesis testing, it can be observed based on the t-statistic value and the probability value for hypothesis testing, namely through the use of statistical values so that for alpha 5% the T-statistic value used is 1.96. What makes the criteria for acceptance/rejection of the hypothesis is that Ha is accepted and H0 is rejected when the T-statistic > 1.96. In order to reject/accept the hypothesis using probability so that Ha is accepted when the p value < 0.05. The table below is the results of hypothesis testing obtained in the following study using the inner model.

Tabel 4.16 *T-Statistic dan P-Value*

<i>Indicator</i>	<i>Original Sample</i>	<i>T Statistics</i>	<i>P Values</i>
Discipline -> Organizational Commitment	0.529	3.567	0.000
Discipline -> Teacher Performance	0.291	2.288	0.023
Organizational Commitment -> Teacher Performance	0.389	2.645	0.008
Teacher Competence -> Organizational Commitment	0.404	2.788	0.006
Teacher Competence -> Teacher Performance	0.311	2.553	0.011

Source: SmartPLS Report Data Processing Results

Based on the data presentation in the figure above, it shows that of the 5 hypotheses of the hypotheses proposed in this study, all can be accepted, because the P-Values < 0.05. The following are details of the influence between variables:

H1: Discipline (X1) on Teacher Performance (Y)

The hypothesis of the influence between Discipline (X1) on Teacher Performance (Y). The result Original sample 0.291 is positive because it is above zero below one, the t statistic value is more

than the t table ($t \text{ statistic} > 1.960$) which is 2.288 and the P-Values value is 0.023 less than 0.05 so it is stated that Discipline (X1) has a significant effect on Teacher Performance (Y), meaning that the better Discipline (X1) will have a significant effect on the better Teacher Performance (Y). These results indicate that the hypothesis is accepted.

H2: Teacher Competence (X2) on Teacher Performance (Y)

The hypothesis of the influence between Teacher Competence (X2) on Teacher Performance (Y) results in an original sample value of 0.311 positive value above zero below one, t Statistic 2.553 these results show the t statistic value is more than the t table ($t \text{ statistic} > 1.960$) and P-values of 0.011 value less than 0.05 so that it is stated that Teacher Competence (X2) has a significant effect on Teacher performance (Y), meaning that the better Teacher Competence (X2) will have a significant effect on the better Teacher Performance (Y). These results indicate that the hypothesis is accepted.

H3: Discipline (X1) on Organisational Commitment (Z)

The hypothesis of the influence between Discipline (X1) on Organisational Commitment (Z) obtained the Original Sample value of 0.529 is positive because it is above zero below one, the t statistic value of 3.567 is more than the t table ($t \text{ statistic} > 1.960$) and P-values of 0.000 less than 0.05 so that it is stated that Discipline (X1) has a significant influence on Organisational Commitment (Z), meaning that the better Discipline (X1) will have a significant effect on the better Organisational Commitment (Z). These results indicate that the hypothesis is accepted.

H4: Teacher Competence (X2) on Organisational Commitment (Z)

The hypothesis of the influence between Teacher Competence (X2) on Organisational Commitment (Z) obtained an original sample value of 0.404 is positive because the value is above zero below one, t Statistic 2.788. These results show that the t statistic value is more than the t table ($t \text{ statistic} > 1.960$) and P-Values of 0.006 value less than 0.05 so that it is stated that Teacher Competence (X2) has a significant effect on Organisational Commitment (Z), meaning that the better Teacher Competence (X2) will have a significant effect on the better Organisational Commitment (Z). These results indicate that the hypothesis is accepted.

H5: Organisational Commitment (Z) to Teacher Performance (Y)

The hypothesis of the influence between Organisational Commitment (Z) on Teacher Performance (Y) obtained the original sample result of 0.389 is positive because the value is above zero below one, t Statistic 2.645. These results show the value of t statistic is more than t table ($t \text{ statistic} > 1.960$) and P-Values of 0.008 less than 0.05, so it is stated that Organisational Commitment (Z) has a significant influence on Teacher Performance (Y), meaning that the better the Organisational Commitment (Z) will have a significant effect on the better Teacher Performance (Y). These results indicate that the hypothesis is accepted.

Testing the hypothesis of indirect effects using the bootstrapping resampling technique method. An alternative approach to testing the significance of mediation (Bollen & Stine, 1990). Before seeing the mediating effect on the mediator variable, it must first be seen whether there is a significance of influence on the endogenous variable. If the effect of the mediator variable is

carried out after bootstrapping to first see the significance of the effect. If there is no significance of influence, then no further test of the mediation effect is carried out.

Exogenous variables on endogenous variables directly is significant, but the effect becomes insignificant when involving mediating variables. Partial mediation occurs if the effect of exogenous variables on endogenous variables both directly and indirectly is significant. However, the regression coefficient of exogenous influence on endogenous decreases, when the mediating variable is included.

The following are the results of data processing for indirect effect hypothesis testing:

Tabel 4.17 *T-Statistic dan P-Value*

<i>Indicator</i>	<i>Original Sample</i>	<i>T Statistics</i>	<i>P Values</i>
Discipline -> Organizational Commitment -> Teacher Performance	0.206	2.236	0.026
TeacherCompetence -> Organizational Commitment -> Teacher Performance	0.157	1.657	0.098

Source: SmartPLS Report Data Processing Results

Based on the calculation of specific indirect effects, it is known that:

1. The total effect of Discipline (X1) on Teacher Performance (Y) through Organisational Commitment (Z) obtained a T-statistic of 2.236 and P-values of 0.026. The P-values are less than 0.05 and the t statistic value is more than the t table (t statistic > 1.960), so there is a significant influence. So it is stated that Discipline (X1) has a significant influence on Teacher Performance (Y) through Organisational Commitment (Z).
2. The total effect of Teacher Competence (X2) on Teacher Performance (Y) through Organisational Commitment (Z) obtained a T statistic of 1.657 and P-values of 0.098. The P-values are more than 0.05 and the t statistic value is less than the t table (t statistic < 1.960), so there is no significant effect. So it is stated that Teacher Competence (X2) has an insignificant influence on Teacher Performance (Y) through Organisational Commitment (Z).

4. Discussion

1. Discipline (X1) on Teacher Performance (Y)

Hypothesis of the influence between Discipline (X1) on Teacher Performance (Y). The result Original sample 0.291 is positive because it is above zero below one, the t statistic value is more than the t table (t statistic > 1.960) which is 2.285 and the P-Values value is 0.023 less than 0.05 so it is stated that Discipline (X1) has a significant effect on Teacher Performance (Y), meaning that the better Discipline (X1) will have a significant effect on the better Teacher Performance (Y). These results indicate that the hypothesis is accepted.

The discipline of teachers at SMA Negeri 1 Manyar is appropriate for their performance, so consistency is needed to maintain their discipline. Judging from their obedience to time, teachers

at SMA Negeri 1 Manyar complete their tasks on time. Seen from obeying the rules of the institution, teachers at SMAN 1 Manyar also carry out picket lines. In addition, judging from obeying the rules of behaviour, teachers at SMAN 1 Manyar can also respect the opinions of different colleagues. To improve the existing discipline, there is a need for increased supervision and strict sanctions if teachers commit violations. For example, if teachers arrive late, they can be given a reduction in their SKP score. Another thing that can be applied is the application of sanctions against teachers who do not come to teach without permission by giving a warning letter to the teacher concerned. With this increase in discipline, it is hoped that teacher performance will also improve.

The results of this study are also supported by Utari & Rasto, (2019) in their research stating that work discipline has a positive and significant effect on teacher performance. Therefore, teacher performance can be improved through increased work discipline. It also agrees with research (Farhan et al., 2019) which states that discipline has a positive and significant effect on teacher performance, by increasing work discipline it will improve employee performance.

2. Teacher Competence (X2) on Teacher Performance (Y)

The hypothesis of the influence between Teacher Competence (X2) on Teacher Performance (Y) results in an original sample value of 0.311, a positive value above zero below one, t Statistic 2.557 these results show the t statistic value is more than the t table (t statistic > 1.960) and P-values of 0.011 values less than 0.05 so that it is stated that Teacher Competence (X2) has a significant effect on Teacher performance (Y), meaning that the better Teacher Competence (X2) will have a significant effect on the better Teacher Performance (Y). These results indicate that the hypothesis is accepted.

The competence of teachers at SMAN 1 Manyar has been good seen from the mastering of personal ability, field of study and ability in the field of learning. Teachers at SMAN 1 Manyar always evaluate the learning process. The existing teacher competence is maintained consistency such as the education taken is equivalent to strata 1 and teacher training organised by internal institutions. In order to improve teacher performance, the competence of teachers at SMA Negeri 1 Manyar needs to be added in the form of educational equivalence from Bachelor of Education to Masters with consideration of the teacher's performance which is considered good and the length of service. With the increase in educational background, it is expected that their ability to learn will also increase. In addition, teachers at SMAN 1 Manyar also need to be more maximal in utilising the internet in developing learning materials. Teachers who are competent will also directly affect their performance at school. Teacher competence can directly improve teacher performance.

This research also agrees with (Rohman, 2020) in processing and analysing the data his research shows that pedagogic competence, personality competence, social competence, and professional competence both partially and simultaneously have a significant effect on teacher performance.

3. Discipline (X1) on Organisational Commitment (Z)

The hypothesis of the influence between Discipline (X1) on Organisational Commitment (Z) obtained the Original Sample value of 0.529 is positive because it is above zero below one, the t statistic value of 3.461 is more than the t table (t statistic > 1.960) and P-values of 0.001 less than 0.05 so that it is stated that Discipline (X1) has a significant influence on Organisational Commitment (Z), meaning that the better Discipline (X1) will have a significant effect on the better Organisational Commitment (Z). These results show that the hypothesis is accepted.

Organisational Commitment at SMAN 1 Manyar towards discipline has been implemented well, this is shown by the provision of salaries in accordance with the salary slip that has been determined. The provision of appropriate and appropriate salaries is able to encourage the discipline of teachers because they already feel treated fairly and in getting their rights. However, to further improve discipline, it is necessary to have regulations that have been implemented but have not been written into written regulations from the institution, for example the rules for teaching and learning hours in class. This is so that teachers at SMA Negeri 1 Manyar are fully aware of their responsibilities as teachers. Where teachers are not only present at school, but also need discipline in the teaching and learning process in class. The better the discipline of teachers at SMA Negeri 1 Manyar is carried out, the organizational commitment of an institution can be said to be running well too.

The results of this study are supported by (Manurung & Riani, 2017) in their research showing that work discipline has a positive and significant effect on organisational commitment. The same thing was also found in research (Shafira Hasan & Suhermin, 2020) resulting from a t test which showed that the work discipline variable had a significant effect on organisational commitment.

4. Teacher Competence (X2) on Organisational Commitment (Z)

The hypothesis of the effect between Teacher Competence (X2) on Organisational Commitment (Z) obtained an original sample value of 0.404 is positive because the value is above zero below one, t Statistic 2.701. These results show the value of t statistic is more than t table (t Statistic > 1.960) and P-Values of 0.007 value less than 0.05 so that it is stated that Teacher Competence (X2) has a significant influence on Organisational Commitment (Z), meaning that the better Teacher Competence (X2) will have a significant effect on the better Organisational Commitment (Z). These results show that the hypothesis is accepted.

Teachers' competence at SMAN 1 Manyar is good as seen from the provision of internal training facilities from the institution so far and needs to be improved with training from outside agencies. In addition, it is necessary to increase support from the organisation by providing motivation and ease of application for teachers who do not yet have teaching certificates. The organisational commitment provided by this institution is expected to help improve the competence of existing teachers.

The results of this study are supported by research (Jan & Hasan, 2020) also states, employee competence has a positive and significant effect on organisational commitment. So it can be concluded that to strengthen and increase organisational commitment, an increase in the intensity

of the application of employee competence must be made. Likewise, according to research conducted by (Mardianta, 2019) the results of his research found that the higher the teacher's organisational commitment, the higher the teacher's competence.

5. Organisational Commitment (Z) on Teacher Performance (Y)

The hypothesis of the influence between Organisational Commitment (Z) on Teacher Performance (Y) obtained the original sample result of 0.389 is positive because the value is above zero below one, t Statistic 2.615. These results show the value of t statistic is more than t table (t statistic > 1.960) and P-Values of 0.009 less than 0.05, so it is stated that Organisational Commitment (Z) has a significant influence on Teacher Performance (Y), meaning that the better the Organisational Commitment (Z) will have a significant effect on the better Teacher Performance (Y). These results show that the hypothesis is accepted.

The organisational commitment that has been given at SMA Negeri 1 Manyar is quite good, namely the rules of the institution that have been written and implemented need to be consistent, the support that has been given by organisational commitment to improve teacher performance such as increasing competence in the form of training that has been given a limited number of teachers, so in improving performance it is necessary to increase the number of teachers included in the training.

The results of this study are supported by research (Zein & Hadijah, 2018) which empirically confirms the positive impact of organisational commitment and work motivation on teacher performance which in turn will have a positive impact on school quality. However, it is different from research conducted by (Rizaldi Putra, Nyoto, Suyono, 2019) which states that organisational commitment has no effect on job satisfaction and teacher performance.

6. Discipline (X1) on Teacher Performance (Y) Through Mediation Organisational Commitment (Z)

The hypothesis for testing the effect of the discipline variable (X1) on Teacher Performance (Y) through Organisational Commitment (Z) obtained an original sample result of 0.206 T statistic of 2.122 and P-values of 0.034. The P-values are less than 0.05 and the t statistic value is more than the t table (t statistic > 1.960), so there is a significant effect. So it is stated that Discipline (X1) has a significant influence on Teacher Performance (Y) through Organisational Commitment (Z).

When compared to the original sample value between H1 and H6, namely discipline to teacher performance is 0.291 greater than discipline to teacher performance through organisational commitment is 1.206, then this shows that discipline will have a good direct effect on teacher performance even without going through organisational commitment.

Teacher discipline that has been implemented at SMAN 1 Manyar is already obedient to time, obedient to the rules of the institution, obedient to the rules of behaviour and obedient to other regulations. In addition, the institution has behaved fairly in providing services during the teaching and learning process. To improve performance through organisational commitment, it is necessary to have regulations that have been implemented but not yet written into written regulations from the institution. Another thing that can be done is to give strict sanctions in the

form of a decrease in SKP scores if teachers are less disciplined at work. Through organisational commitment, discipline will improve their performance. In addition to sanctions, the institution also provides rewards for teachers who are always consistent in improving work discipline. Rewards can be in the form of money/gifts as an appreciation of their performance.

The results of this study are supported by research (Erawati & Wahyono, 2019) which shows that there is a positive and significant influence between work discipline, work motivation, and self efficacy on organisational commitment. But this is different from research conducted by (Yudistiro, 2015) where the results of his research show that organisational commitment does not moderate the effect of discipline on teacher performance.

7. Teacher Competence (X2) to Teacher Performance (Y) through Mediation Organisational Commitment (Z)

The total effect of Teacher Competence (X2) on Teacher Performance (Y) through Organisational Commitment (Z) obtained the original sample result of 0.157 with a T statistic of 1.794 and P-values of 0.073. The P-values are more than 0.05 and the t statistic value is less than the t table ($t_{start} < 1.960$), so there is no significant effect. So it is stated that Teacher Competence (X2) has an insignificant influence on Teacher Performance (Y) through Organisational Commitment (Z).

These results show that the hypothesis is rejected Teacher competence on teacher performance is worth 0.311 greater than teacher competence on teacher performance mediated by organisational commitment which is worth 0.157, then it shows that teacher competence can affect teacher performance directly even without having to go through mediation of organisational commitment.

Teacher competence at SMAN 1 Manyar is good as seen from the mastering of personal abilities, subject areas and abilities in the field of learning, besides that the education taken is also equivalent to strata 1 and the existence of teacher training organised by internal institutions. To further improve teacher performance, there is a need for consistency and realisation of the rules and the provision of resource development of existing teacher competencies. In addition, there needs to be a further understanding by teachers of the professional code of ethics that teachers should be more professional in teaching. In this case, teachers at SMAN 1 Manyar can be trained on IT/internet as a support in the teaching and learning process in class. So that teachers can also carry out their responsibilities properly. For this reason, the institution can provide rewards to outstanding teachers so that their performance will increase even more.

The results of this study are different from those conducted by (Sari et al., 2020) in their research resulting in the organisational commitment variable fully mediating the relationship between competence and teacher performance. Wahyuni, (2022) also stated that organisational commitment mediates the effect of competence on employee performance.

Conclusion

Based on the results of the analysis described above, the following conclusions can be drawn:

1. Discipline has a direct effect on Teacher Performance at SMA Negeri 1 Manyar Gresik.
2. Teacher competence has a direct effect on teacher performance at SMA Negeri 1 Manyar Gresik.
3. Discipline has a direct effect on Organisational Commitment at SMA Negeri 1 Manyar Gresik.
4. Teacher competence has a direct effect on Organisational Commitment at SMA Negeri 1 Manyar Gresik.
5. Organisational Commitment has a direct effect on Teacher Performance at SMA Negeri 1 Manyar Gresik.
6. Discipline can directly affect Teacher Performance even without going through Organisational Commitment at SMA Negeri 1 Manyar Gresik.
7. Teacher competence can have a direct effect on Teacher Performance even without going through Organisational Commitment at SMA Negeri 1 Manyar Gresik.

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