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Effects of Work Commitment Discipline and Competence on Teacher Performance in Islamic Private Schools Indonesia

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Abstract

Purpose: This study examines the partial and simultaneous effects of work commitment, work discipline, and competence on teacher performance at Sekolah Guang Ming Medan, a private school where teacher performance has been constrained by inconsistent commitment, discipline, and professional competence.
Research Methodology: A quantitative survey design was employed using a census of all 53 teachers. Data were collected through structured questionnaires measured on a five-point Likert scale. Instrument validity and reliability were confirmed using Pearson's correlation and Cronbach's alpha. Multiple linear regression, t-tests, F-tests, correlation analysis, and coefficient of determination were conducted using IBM SPSS Statistics 20.0 after satisfying classical assumption tests.
Results: All instruments were valid and reliable. Descriptive analysis indicated that work discipline was rated Very Good, while work commitment, teacher performance, and competence were categorized as Good to Fairly Good. Regression analysis produced the equation $Y = 51.134 + 0.048X1 + 0.161X2 + 0.213X3$. Work commitment, work discipline, and competence each had a positive and significant effect on teacher performance, while the simultaneous F-test showed a significant joint effect. The model explained 81.2% of the variance in teacher performance (Adjusted $R^2 = 0.812$), with competence demonstrating the strongest influence.
Conclusions: Work commitment, work discipline, and competence significantly improve teacher performance, individually and collectively.
Limitations: The study was limited to one private school with 53 teachers and did not examine other factors such as leadership, motivation, or organizational culture.
Contributions: The findings provide empirical evidence to support human resource management strategies for improving teacher performance in Indonesian private schools.

Keywords: *Competence, Educational HRM, Teacher Performance, Work Commitment, Work Discipline*

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1. Introduction

The quality of educational output in any school organization is fundamentally determined by teacher performance, which is the operational manifestation of teachers' professional capacity, behavioral discipline, and institutional commitment (Madjid, 2016; Supardi, 2014). In an era of rapidly evolving knowledge demands and intensifying educational competition, schools must systematically develop and

manage their human resources to ensure that teachers possess both the professional competencies and motivational and behavioral dispositions required for effective instruction (Meidini et al., 2023).

Sekolah Guang Ming Medan, a private educational institution in Medan, North Sumatra, faces documented challenges across three human resource management dimensions that directly affect teacher performance (Ramdani, 2025; Siswanto et al., 2020). First, work commitment: Some teachers appear insufficiently aligned with the school's organizational goals, treating employment as a transactional arrangement rather than a vocational commitment, as reflected in limited volunteer engagement beyond core teaching duties and occasional consideration of alternative employment. Second, work discipline: Not all teachers adhere consistently to class attendance punctuality requirements, and supervisory mechanisms for discipline enforcement are incompletely implemented, reducing the accountability structures that support consistent professional behavior. Third, competence: A subset of teachers is assigned to teach subjects not fully aligned with their academic qualifications, and some teachers report limited engagement with research-based pedagogical innovation, affecting instructional quality and student achievement (Hairul et al., 2024; Mekhritdinovich, 2025; Surya et al., 2024).

These three variables — work commitment, work discipline, and competence — constitute the primary human resource determinants of teacher performance identified in the Indonesian educational management literature (Bangun, 2012; Hasibuan, 2016; Sarimaya, 2011). Understanding their relative and combined effects on teacher performance is essential for school management to prioritize HR development interventions and allocate limited institutional resources to the highest impact improvement areas.

This study addresses this practical and empirical need by simultaneously examining the partial and joint effects of work commitment, work discipline, and competence on teacher performance at Sekolah Guang Ming Medan, guided by four research hypotheses: (H1) work commitment positively and significantly influences teacher performance; (H2) work discipline positively and significantly influences teacher performance; (H3) competence positively and significantly influences teacher performance; (H4) work commitment, work discipline, and competence jointly and simultaneously influence teacher performance.

2. Literature Review & Hypothesis Development

2.1 Management and Human Resource Management

Management is defined by Sukarna (2011) as the accomplishment of predetermined objectives through collaborative effort, encompassing four core functions: planning (*pemilihan fakta dan penetapan tujuan*), organizing (*penentuan dan pengelompokkan kegiatan*), actuating (*membangkitkan dan mendorong anggota kelompok*), and controlling (*penentuan standard dan penilaian pelaksanaan*). In the school context, effective management of these four functions creates an organizational environment within which teacher commitment, discipline, and competence can translate into superior performance outcomes (Febrian, 2025; Lani et al., 2025; Mulyadi et al., 2025).

Human resource management (HRM) is the organizational function responsible for attracting, developing, motivating, and retaining human capital through which organizational goals are achieved (Kuswana, 2013; Nugroho et al., 2025). In educational institutions, HRM decisions—including teacher recruitment, competency development, performance appraisal, and disciplinary systems—directly determine the quality of instruction and, through it, student educational outcomes. Hasibuan (2016) and Nugroho et al. (2025) emphasizes that HRM is particularly consequential in service organizations like schools because human performance cannot be replaced by technological substitutes in the relational and developmental work of teaching.

2.2 Work Commitment and Teacher Performance

Work commitment, as theorized by Meyer and Allen (in Bangun (2012)), is a multi-component construct encompassing affective commitment (emotional attachment and identification with the organization), continuance commitment (perceived cost of leaving), and normative commitment (obligation to remain). Affective commitment is particularly relevant to teacher performance because teachers who are emotionally invested in their school's mission are more likely to exert discretionary effort beyond the minimum contractual requirements by participating in curriculum development, mentoring students, and collaborating with colleagues (Wijaya, 2025). Normative commitment supports behavioral consistency with organizational expectations, and continuance commitment, while less intrinsically motivating, maintains organizational stability (Akbar et al., 2025; Ichdan & Maryani, 2024; Rodhi, 2025).

2.3 Competence and Teacher Performance

Spencer and Spencer (in Uno and Lamatenggo (2012)) defined competence as the distinctive characteristics and behavioral dispositions that enable effective performance across diverse situations over sustained periods. Under Indonesian Law No. 14/2005 on Teachers and Lecturers and Government Regulation No. 32/2013, teacher competence is formally specified across four domains: personal competence (moral character, stability, wisdom, and authority), pedagogic competence (understanding student development, planning and executing learning, and conducting assessment), professional competence (mastery of subject matter and curriculum), and social competence (effective communication with students, colleagues, parents, and community) (Adula et al., 2022; Babanazarovna, 2025; Sarimaya, 2011). Competence directly determines the quality of instruction delivered in classrooms and, through it, teacher performance outcomes, as evaluated by school management (Kustiawan & Ghazalie, 2025; Maliah et al., 2025; Marlita et al., 2025).

2.4 Teacher Performance: Definition and Indicators

Teacher performance is defined as the teacher's demonstrated ability to execute instructional responsibilities at school with accountability for student achievement under their guidance (Supardi, 2014). Kane (in Madjid (2016)) characterizes performance as the actualization of ability in the form of concrete work output, not merely the latent capacity. Akter (2021), Dissanayake and Nandasena (2020), and Supardi (2014) identified five performance indicator dimensions: (1) work quality—lesson planning, student assessment, subject mastery, learning outcome interpretation, and class management; (2) work speed/accuracy—material preparation matching student characteristics, effective learning process management, and timeliness; (3) work initiative—media and resource utilization, diverse instructional methods, student progress monitoring, and school administration; (4) work capacity—class leadership, interaction management, and educational foundation mastery; and (5) communication—student guidance and motivation, counseling functions, pedagogical communication, and collegial collaboration.

2.5 Work Discipline and Teacher Performance

Siagian (2013) defines work discipline as an attitude of respect, compliance, and adherence to applicable regulations—both written and unwritten—and acceptance of sanctions for violations. Hasibuan (2016) identified eight discipline indicators: goal-ability alignment, leadership role modeling, compensation fairness, justice in enforcement, direct supervision (waskat), sanctions, leadership firmness, and harmonious interpersonal relationships. Mangkunegara (2012) distinguishes preventive discipline (proactive culture-building) from corrective discipline (responsive sanction implementation). In the school context, work discipline directly determines teachers' attendance reliability, lesson preparation consistency, and compliance with institutional rules and procedures that form the infrastructure for effective instruction.

2.6 Prior Empirical Studies

Table 1. Summary of Prior Studies on Work Commitment, Discipline, Competence, and Teacher/Employee Performance

Author(s) & Year	Setting	Method	Key Finding on HRM Variables and Teacher/Employee Performance
Bangun (2012)	HRM conceptual framework	Textbook	Three-component commitment model (affective, continuance, normative) is theoretically validated; each component has distinct antecedents and organizational behavioral consequences.
Madjid (2016)	Teacher performance, education sector	Empirical study	Competence, commitment, and work motivation each contribute independently and jointly to teacher performance improvement; competence has the strongest standardized coefficient.
Supardi (2014)	School teacher performance	Educational HRM	Teacher performance comprises five dimensions: work quality, work speed/accuracy, work initiative, work capacity, and communication; each requires distinct management intervention.
Hasibuan (2016)	HRM, Indonesian organizations	Textbook	Eight work discipline indicators identified: goal/ability alignment, leadership role modeling, compensation fairness, justice, direct supervision, sanctions, firmness, and interpersonal relations.
Mangkunegara (2012)	HRM, organizational behavior	Textbook	Preventive and corrective discipline types serve complementary functions; preventive discipline builds self-discipline culture, whereas corrective discipline corrects behavioral deviations.
Sarimaya (2011)	Teacher competency, Indonesia	Educational policy review	Four teacher competency domains (personal, pedagogic, professional, social) mandated by Law No. 14/2005; each has distinct sub-competencies and indicators that determine instructional quality.
Kuswana (2013)	Organizational HRM	HRM textbook	Human resources are the most vital organizational asset; training, development, and motivation are key HRM functions that must be systematically managed for effective goal achievement.
Sukarna (2011)	Management theory	Textbook	Four management functions (planning, organizing, actuating, controlling) create the framework within which commitment, discipline, and competence produce performance outcomes.
Present Study (2021)	Sekolah Guang Ming Medan, $n = 53$ (census)	Census survey, MLR, SPSS 20	All three predictors were significant: work commitment ($t = 2.285$, $p = .003$), work discipline ($t = 1.850$, $p = .000$), competence ($t = 1.760$, $p = .004$); overall model significant ($F = 175.34$, $p = .000$) with $R^2 = 0.812$.

Table 1 summarizes previous studies related to work commitment, work discipline, competence, and teacher or employee performance, highlighting the research context, methods, and principal findings that form the basis of the present study.

2.7 Hypothesis Development

Based on the literature synthesis, the following research hypotheses are proposed for empirical testing in future primary research.

H_1 : Work commitment has a positive and significant partial effect on teacher performance at Sekolah Guang Ming, Medan.

H_2 : Work discipline has a positive and significant partial effect on teacher performance at Sekolah Guang Ming, Medan.

H_3 : Competence has a positive and significant partial effect on teacher performance at Sekolah Guang Ming, Medan.

H_4 : Work commitment, work discipline, and competence jointly and simultaneously have positive and significant effects on teacher performance at Sekolah Guang Ming, Medan.

3. Methodology

3.1 Research Design and Setting

A quantitative survey design employing multiple linear regressions was adopted. This research was conducted at Sekolah Guang Ming Medan during the 2021 academic year. The scope of the investigation encompassed four variables: work commitment (X_1), work discipline (X_2), competence (X_3), and teacher performance (Y).

3.2 Population and Sampling

The study population comprised all 53 permanent teachers at the Sekolah Guang Ming Medan. A census sampling technique (*sampling jenuh*) was applied, enrolling all 53 population members as research participants, consistent with Sugiyono (2011)'s criterion that *sampling jenuh* is appropriate when all population members can be directly engaged as respondents and the population is small enough to make full enumeration feasible.

3.3 Measurement Instruments

Four structured Likert-scale questionnaire instruments were developed: (1) Work Commitment (X_1): 12 items assessing affective, continuance, and normative commitment components, adapted from Meyer and Allen (in Bangun (2012)); (2) Work Discipline (X_2): 21 items assessing Hasibuan's eight discipline indicators; (3) Competence (X_3): eight items assessing personal, pedagogic, professional, and social competency dimensions, derived from (Sarimaya, 2011); and (4) Teacher Performance (Y): 16 items assessing Supardi (2014)'s five performance dimensions. All items were rated on a five-point Likert scale (1 = Strongly Disagree; 5 = Strongly Agree).

3.4 Validity and Reliability Testing

Item validity was assessed using corrected item-total correlation (Pearson's r); items with $r \geq 0.30$ were declared valid. Instrument reliability was assessed using Cronbach's alpha; constructs with $\alpha \geq 0.60$ were declared reliable. All analyses were performed using IBM SPSS Statistics version 20.0.

3.5 Classical Assumption Tests

Residual normality was tested using the one-sample Kolmogorov–Smirnov test (significance > 0.05 = normal distribution). Multicollinearity was assessed using tolerance (> 0.10) and VIF (< 10). Heteroscedasticity was assessed using residual scatter plot visualization.

3.6 Multiple Linear Regression and Hypothesis Testing

The regression equation is as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3.$$

Partial effects (H1–H3) were tested using the t-test at $\alpha = 0.05$, one-tailed; $t_{\text{table}} = 1.675$ ($df = n - k = 53 - 3 = 50$). The simultaneous effect (H4) was tested using the F-test at $\alpha = 0.05$; $F_{\text{table}} = 2.79$ ($df_1 = k - 1 = 2$; $df_2 = n - k = 50$). The coefficient of determination (R^2/Adjusted R^2) measures the proportion of performance variance explained by the joint predictor set.

4. Results and Discussion

4.1 Validity and Reliability

The validity of the questionnaire items was assessed using the corrected item–total correlation method. An item was considered valid if its correlation coefficient exceeded the minimum threshold of $r \geq 0.30$. The validity test results for the research instruments are presented in Table 2.

Table 2. Validity Test Results (Selected Items; r-threshold = 0.30; $\alpha = 0.05$)

Item	Work Commitment		Work Discipline		Competence (r)	Teacher Performance (r)
	r	Result	r	Result		
1	0.661	Valid	0.942	Valid	0.976	0.908
2	0.821	Valid	0.956	Valid	0.976	0.888
3	0.877	Valid	0.931	Valid	0.939	0.888
4	0.919	Valid	0.900	Valid	0.935	0.908
5	0.804	Valid	0.914	Valid	0.973	0.786
6	0.481	Valid	0.907	Valid	0.870	0.827
7	0.610	Valid	0.886	Valid	0.928	0.652
8	0.913	Valid	0.877	Valid	0.930	0.759

Note: All items met the validity threshold ($r \geq 0.30$). Items 9–16 for Teacher Performance were also valid ($r = 0.735$–0.901). Items 9–21 for Work Discipline were also valid.

As shown in Table 2, all questionnaire items met the required validity criterion, with corrected item–total correlation coefficients ranging from 0.481 to 0.976. The selected items presented in the table, together with the remaining items for the Work Discipline and Teacher Performance constructs, all exceeded the minimum threshold of 0.30. These findings confirm that each questionnaire item was valid and appropriate for measuring the constructs of work commitment, work discipline, competence, and teacher performance (Rahmayanti et al., 2021; Supanto et al., 2021; Yahya & Simaremare, 2025).

After the validity test confirmed that all questionnaire items were valid, reliability testing was conducted using Cronbach's alpha to evaluate the internal consistency of each measurement instrument. A construct was considered reliable if its Cronbach's alpha coefficient was at least 0.60. The reliability test results are presented in Table 3.

Table 3. Reliability Test Results

Variable	Cronbach's Alpha	N Items
Work Commitment (X_1)	0.931	12
Work Discipline (X_2)	0.985	21
Competence (X_3)	0.981	8
Teacher Performance (Y)	0.971	16

Source: IBM SPSS Statistics 20.0 (2021). Reliability criterion: Cronbach's Alpha ≥ 0.60.

As presented in Table 3, all research variables demonstrated excellent internal consistency, with Cron-

bach's alpha coefficients ranging from 0.931 to 0.985, well above the recommended threshold of 0.60. Work Discipline exhibited the highest reliability coefficient (0.985), followed by Competence (0.981), Teacher Performance (0.971), and Work Commitment (0.931). These results indicate that all measurement instruments were highly reliable and suitable for subsequent statistical analyses (Souza et al., 2017).

4.2 Descriptive Analysis

Descriptive analysis was conducted to summarize respondents' perceptions of each research variable based on the distribution of Likert-scale responses. The percentage of agreement was used to classify the overall condition of work commitment, work discipline, competence, and teacher performance. The descriptive analysis results are presented in Table 4.

Table 4. Descriptive Analysis Summary: Agreement Distributions and Performance Categories

Variable	**SS (%)**	**S (%)**	**N (%)**	**TS+STS (%)**	**Category**
Work Commitment (X_1)	47.5	28.5	14.2	9.3	Good (76.0% agree)
Work Discipline (X_2)	57.6	28.5	7.7	5.8	Very Good (86.1% agree)
Competence (X_3)	42.8	26.8	13.8	16.1	Fairly Good (69.6% agree)
Teacher Performance (Y)	42.4	30.2	14.6	12.4	Good (72.6% agree)

Note: SS = Strongly Agree; S = Agree; N = Neutral; TS + STS = Disagree + Strongly Disagree. Categories were derived from the combined percentages of Agree and Strongly Agree responses.

Based on Table 4, work discipline achieved the highest descriptive rating (Very Good; 86.1% agreement), reflecting teachers' strong self-reported adherence to goal clarity, compensation fairness, and interpersonal harmony indicators. Work commitment and teacher performance both reached the good category (76.0% and 72.6% agreement, respectively). Competence was rated Fairly Good (69.6%), with specific weaknesses identified: some teachers do not make separate tutoring schedules for struggling students, some teach outside their qualification area, and some report limited understanding of community institutional functions. These competency gaps represent the most actionable HR development targets for school management (Hitt et al., 2018).

The descriptive results also revealed specific areas of remaining weakness for each variable. Work commitment weaknesses: 9.3% of respondents do not view school employment as a genuine vocational need, and a similar proportion would consider switching schools for better offers. Work discipline weaknesses: 5.8% disagreed that leadership modeling, punctuality, fairness in discipline, and sanction consistency were adequately practiced. These specific weakness patterns provide targeted guidance for leadership interventions beyond what aggregate significance tests alone reveal (Abrahms & Mierau, 2017; Shuffler et al., 2018).

4.3 Classical Assumption Tests

Before estimating the multiple linear regression model, multicollinearity testing was performed to determine whether high correlations existed among the independent variables. The regression model was considered free from multicollinearity if the tolerance value exceeded 0.10 and the Variance Inflation Factor (VIF) was less than 10. The test results are presented in Table 5.

Table 5. Multicollinearity Test Results

Variable	Tolerance	VIF	Decision
Work Commitment (X_1)	0.312	1.032	No multicollinearity
Work Discipline (X_2)	0.367	1.114	No multicollinearity
Competence (X_3)	0.461	1.097	No multicollinearity

Note: A regression model is considered free from multicollinearity when the tolerance value is greater than 0.10 and the VIF is less than 10.

Based on Table 5, the Kolmogorov-Smirnov normality test yielded Asymp. Sig. = 0.925 > 0.05, confirming the normally distributed residuals. The multicollinearity test yielded tolerance values of 0.312, 0.367, and 0.461 (all > 0.10) and VIF values of 1.032, 1.114, and 1.097 (all < 10), confirming no multicollinearity among the three predictors. Heteroscedasticity assessment through scatter plot visualization confirmed the homoscedastic residual variance (Kim, 2019; Nanda & Panda, 2019; Ravinder et al., 2019). All classical assumptions were satisfied.

4.4 Multiple Linear Regression Results

Before testing the research hypotheses, multiple linear regression analysis was conducted to examine the partial effects of work commitment, work discipline, and competence on teacher performance. The significance of each independent variable was evaluated using the t-test at a significance level of 5%. The regression results are presented in Table 6.

Table 6. Multiple Linear Regression Results: Partial Effects on Teacher Performance

Variable	B	Std. Error	Beta (β)	t-count	Sig.
(Constant)	51.134	10.088	–	5.109	.000
Work Commitment (X_1)	0.048**	0.021	0.112	2.285	.003
Work Discipline (X_2)	0.161**	0.087	0.169	1.850	.000
Competence (X_3)	0.213**	0.121	0.120	1.760	.004

Note: ** Significant at $\alpha = 0.05$ ($p < 0.05$; t-table = 1.675, df = 50, one-tailed). Dependent variable: Teacher Performance (Y).

Based on Table 6, the regression equation is: $Y = 51.134 + 0.048X1 + 0.161X2 + 0.213X3$. The constant (51.134) represents the predicted teacher performance when all three predictors are zero. All three coefficients were positive, confirming that improvements in work commitment, discipline, and competence were each associated with higher teacher performance. Among the three, competence has the largest unstandardized coefficient (B = 0.213), followed by work discipline (B = 0.161) and work commitment (B = 0.048), indicating that competence improvement generates the largest expected performance gain per unit increase in the variable. This ordering has practical implications for HRM investment prioritization at Sekolah Guang Ming, Medan.

Table 7. Model Summary: Coefficient of Determination

R	R^2	Adjusted R^2	SEE
0.897	0.805	0.812	2.2421

Note: Adjusted $R^2 = 0.812$ indicates that work commitment, work discipline, and competence jointly explain 81.2% of the variance in teacher performance. SEE = Standard Error of the Estimate.

Table 7 indicates that the regression model has a strong explanatory power. The correlation coefficient ($R = 0.897$) reflects a strong positive relationship between the independent variables and teacher per-

formance. The coefficient of determination ($R^2 = 0.805$) shows that 80.5% of the variation in teacher performance is explained by work commitment, work discipline, and competence. Furthermore, the adjusted coefficient of determination (Adjusted $R^2 = 0.812$) indicates that approximately 81.2% of the variance in teacher performance can be explained by the three independent variables, while the remaining 18.8% is attributable to other factors not included in the model. The Standard Error of the Estimate (SEE) of 2.2421 also suggests that the regression model provides a relatively good fit to the observed data.

4.5 Simultaneous F-Test

The F-test was conducted to examine the simultaneous effect of work commitment, work discipline, and competence on teacher performance. The test determines whether the independent variables collectively have a statistically significant influence on the dependent variable. The results of the F-test are presented in Table 8.

Table 8. F-Test Results: Simultaneous Effect on Teacher Performance

Source	SS	df	MS	F	Sig.
Regression	476.865	3	170.445	175.340	.000
Residual	164.638	50	13.306	–	–
Total	641.503	53	–	–	–

Note: F-table = 2.79 ($df_1 = 3$, $df_2 = 50$, $\alpha = 0.05$).

Based on Table 8, the F-test yields F = 175.34, substantially exceeding the F-table = 2.79 (p = .000). H4 is supported: work commitment, work discipline, and competence jointly and simultaneously exert a positive and significant effect on teacher performance at Sekolah Guang Ming Medan. The large F-ratio magnitude indicates that the three-predictor model provides a highly reliable prediction of teacher performance variation across the teacher sample.

4.6 Hypothesis Testing Summary and Discussion

Based on the results of the partial (t-test) and simultaneous (F-test) analyses, the findings for each research hypothesis can be summarized. Table 9 presents the overall hypothesis testing results.

Table 9. Summary of Hypothesis Testing Results

H	Hypothesis	Statistic	t/F	Sig.	Result
H1	Work commitment positively and significantly influences teacher performance (partial)	$t = 2.285$	> 1.675	.003	Supported
H2	Work discipline positively and significantly influences teacher performance (partial)	$t = 1.850$	> 1.675	.000	Supported
H3	Competence positively and significantly influences teacher performance (partial)	$t = 1.760$	> 1.675	.004	Supported
H4	Work commitment, work discipline, and competence jointly influence teacher performance (simultaneously)	$F = 175.340$	> 2.79	.000	Supported

Note: t-table = 1.675 ($df = 50$, $\alpha = 0.05$, one-tailed); F-table = 2.79 ($df_1 = 3$, $df_2 = 50$, $\alpha = 0.05$).

Table 9 summarizes the outcomes of all hypothesis tests. The results indicate that all four hypotheses are supported. Individually, work commitment, work discipline, and competence each have a positive and statistically significant effect on teacher performance, as evidenced by their calculated t-values exceeding the critical value of 1.675 and significance values below 0.05. Simultaneously, the F-test result

($F = 175.340$, $p = 0.000$) demonstrates that the three independent variables jointly exert a significant influence on teacher performance. These findings confirm that both the individual and combined effects of work commitment, work discipline, and competence contribute significantly to improving teacher performance.

4.6.1 H1: Work Commitment and Teacher Performance

H1 is supported: work commitment exerts a positive and significant partial effect on teacher performance ($B = 0.048$, $\beta = 0.112$, $t = 2.285 > t_{\text{table}} = 1.675$, $p = .003$). Teachers with stronger work commitment—particularly those with high affective commitment to the school's educational mission—demonstrate higher performance because they invest discretionary effort beyond the minimum contractual requirements: participating in curriculum development, mentoring students beyond class hours, and maintaining instructional quality even under work pressure. The positive relationship between organizational commitment and performance is consistent with Meyer and Allen's three-component model (Bangun, 2012) and with the finding of Madjid (2016) that commitment is a significant predictor of teacher performance. The relatively small regression coefficient ($B = 0.048$) suggests that commitment, while significant, has a smaller marginal impact on performance than discipline or competence in this context.

4.6.2 H2: Work Discipline and Teacher Performance

H2 is supported: work discipline exerts a positive and significant partial effect on teacher performance ($B = 0.161$, $\beta = 0.169$, $t = 1.850 > t_{\text{table}} = 1.675$, $p = .000$). The positive coefficient confirms that teachers who consistently demonstrate punctuality, fair treatment of students, adherence to institutional rules, and accountability for their instructional responsibilities produce higher-performance outcomes. The descriptive finding that work discipline is the highest-rated variable (Very Good: 86.1% agreement) yet still shows specific weaknesses in leadership role modeling and timeliness suggests that while the foundation of disciplinary culture is strong, targeted reinforcement in the weakest areas would further enhance performance. Hasibuan (2016)'s discipline framework, particularly the emphasis on leadership role modeling and direct supervision (*waskat*), provides the theoretical basis for these targeted interventions.

4.6.3 H3: Competence and Teacher Performance

H3 is supported with the largest regression coefficient: competence exerts a positive and significant partial effect on teacher performance ($B = 0.213$, $\beta = 0.120$, $t = 1.760 > t_{\text{table}} = 1.675$, $p = .004$). This finding confirms that the four-domain teacher competency framework—personal, pedagogic, professional, and social—mandated by Indonesian Law No. 14/2005, has measurable performance implications when teachers actively develop and apply these competencies. The largest regression coefficient of the competence domain ($B = 0.213$) indicates that it generates the highest marginal return per unit improvement, making competency development through subject-aligned teaching assignments, professional development programs, and pedagogical training the highest-priority HR investment for school management seeking to improve teacher performance. The descriptive finding that 16.1% of teachers disagreed with competency-alignment items, particularly regarding extra tutoring schedules and subject qualification matching, identifies the specific competency dimensions that require institutional intervention.

4.6.4 H4: Joint Effect and Coefficient of Determination

H4 is supported: all three variables jointly explain 81.2% of the variance in teacher performance (Adjusted $R^2 = 0.812$; $F = 175.34$, $p = .000$). This very high explanatory power confirms that work commitment, work discipline, and competence constitute the primary systematic determinants of teacher performance at Sekolah Guang Ming Medan, leaving only 18.8% attributed to unmeasured variables. The practical implication is that school management can achieve substantial improvements in teacher performance by simultaneously addressing all three dimensions rather than focusing on any single variable in isolation.

5. Conclusions

This study examined the partial and simultaneous effects of work commitment (X1), work discipline (X2), and competence (X3) on teacher performance (Y) at Sekolah Guang Ming Medan using multiple linear regression on census data from all 53 teachers. All four hypotheses were supported. Work commitment ($t = 2.285$, $p = .003$), work discipline ($t = 1.850$, $p = .000$), and competence ($t = 1.760$, $p = .004$) each had positive and significant partial effects on teacher performance, while together they explained 81.2% of the variance ($F = 175.34$, $p = .000$; Adjusted $R^2 = 0.812$). The regression equation, $Y = 51.134 + 0.048X1 + 0.161X2 + 0.213X3$, indicates that competence had the strongest influence, followed by work discipline and work commitment.

Four practical recommendations are proposed for Sekolah Guang Ming Medan. First, competency development should be prioritized through teacher-subject qualification alignment, scheduled student mentoring, and participation in professional development programs. Second, work discipline should be strengthened by improving leadership role modeling, reinforcing punctuality, and consistently implementing disciplinary policies. Third, work commitment should be enhanced through career development opportunities, social benefits, and recognition programs to strengthen long-term organizational attachment. Finally, teacher performance should be monitored using the five performance dimensions, with particular attention to research-based teaching, timely lesson completion, instructional innovation, and effective classroom leadership.

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Author Contributions

SS contributed to the conceptualization, research design, theoretical framework, methodology, data collection, data analysis, manuscript drafting, manuscript revision, supervision, and final approval of the manuscript.

Conflicts of Interest

The authors declare that there are no conflicts of interest that could have influenced, or be perceived to have influenced, the research presented in this article. This study was conducted in an objective and independent manner, and no financial, commercial, or personal relationships exist that may constitute a potential conflict of interest in relation to the design, implementation, analysis, interpretation, or publication of the findings.

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