

HOW ORGANIZATIONAL COMMITMENT MEDIATES TEACHER COMPETENCE AND WORK DISCIPLINE ON STUDENT LEARNING OUTCOMES

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Abstract

In the context of education, the achievement of learning outcomes has an important role as an indicator of the effectiveness of the learning process. This study aims to examine the role of organizational commitment as a mediating factor in the influence of teacher competence and work ethic on learning outcomes. This study involved 31 instructors as the study population and used a quantitative approach with the SmartPLS 3.0 analysis tool. The research findings show that: (1) teacher competence has no significant effect on learning outcomes, (2) teacher competence has a significant effect on organizational commitment, (3) work discipline has no significant effect on organizational commitment, (4) work discipline has an influence significant effect on organizational commitment, (5) organizational commitment has a significant impact on learning outcomes, and (6) teacher competence directly influences learning outcomes through work discipline factors and organizational commitment which are closely interrelated.

Keywords : Learning Outcomes; Organizational Commitment; Teacher Competence; Work Discipline

INTRODUCTION

Education is one of the strategic tools for improving the quality of human resources (Abidin & Nurlaeli, 2021). Besides that, education is also one of the benchmarks for the level of progress of a nation. On this basis, efforts to improve the quality of education will always be carried out (Abdullah, 2020). Learning outcomes are results given to students in the form of assessments after participating in the learning process by assessing knowledge, attitudes, and skills in students with changes in behavior. Learning outcomes are a unit

between competency & character assessment that students need to achieve in learning (Arif, 2022).

Manbaul Ulum Kebomas Vocational High School has successfully achieved its goal of preparing students for employment in various sectors. This is evident in the high number of students accepted to work in the industry, those who pursue entrepreneurial ventures, and those who gain admission to public or private tertiary institutions. The school's commitment to improving student competence is evident in the positive outcomes reported by the BKK (Special Job Exchange for Manbaul Ulum Kebomas Vocational High School) alumni tracking. To ensure continued success in meeting industry demands and equipping students for the workforce, it is crucial to focus on enhancing teacher competence, promoting work discipline, and fostering organizational commitment within the Manbaul Ulum Kebomas Vocational School. These factors play a vital role in accelerating the development of student skills and ensuring their readiness to enter the industry upon graduation from the vocational high school.

Research by Humpheries et al., (2018) states that teacher competence has a positive and significant effect on student learning outcomes with a practical contribution (R²)(Humphries et al., 2018), supported by research results Syaidah et al., (2018) which show that a large percentage of teacher competence influences learning outcomes economics at Rambipuji State High School by 80.2% (Syaidah et al., 2018). Based on research conducted by Mukhtar & MD, (2020) testing the hypothesis and the total value of influence, both direct and indirect influence, between variables, the result is that competence has a not significant positive effect on high school student achievement in Makassar City(Mukhtar & Luqman, 2020). This shows that the competencies in the form of pedagogic competence, personal competence, social competence, and professional competence influence the learning achievement of high school students but do not support the improvement of high school student learning achievement in Makassar City.

The phenomenon that occurs at Manbaul Ulum Kebomas Vocational High School is non-linear with results such as the influence of existing teacher competencies, where teacher competence at Manbaul Ulum Kebomas Vocational School is not optimal given by institutions such as Lack of teacher competency training, with the teacher's agenda in the last three years obtained from the administration/administration. There needed to be ordered in the preparation of the RPP (Learning Implementation Plan) and syllabus, as

evidenced by the Recap of the RPP and syllabus received by the head of the curriculum. Teachers teach some of the subjects taught at Manbaul Ulum Kebomas Vocational High School with competencies that need to follow the educational background that has been taken. In addition, the phenomenon that occurs in the absence of attendance, teachers are free to come or leave school, and there are no rules/job disks given by the Institute.

Muazza et al. (2020) conducted research that supported the idea of a correlation between teacher work discipline and student achievement, which was also highlighted by Rahmadhon et al. (2020). Additionally, Said and Muslimah (2021) asserted that the work discipline of teachers in the Akhlak Subject had an impact on student learning outcomes. Efriza et al. (2020) found in their research that teacher work discipline had a modest but significant influence on students' academic success. According to Huynh and Hua (2020), organizational commitment refers to the psychological connection between employees and an organization, which affects their decision to remain as members. At Manbaul Ulum Kebomas Vocational School, there is an interesting phenomenon regarding the potential influence of teacher competence, work discipline, and organizational commitment on student learning outcomes, although the relationship may not be linear.

Consequently, researchers are motivated to analyze the mediating role of organizational commitment in the relationship between teacher competence, work discipline, and student learning outcomes in vocational high schools like Manbaul Ulum Kebomas. Given these findings and the specific context of Manbaul Ulum Kebomas Vocational School, researchers are intrigued by the possibility of examining how organizational commitment mediates the relationship between teacher competence, work discipline, and student learning outcomes in vocational high schools.

METHODS

This study employs a quantitative methodology to address the issue formulation, and measuring methods are used to particular variables to provide generalizable findings (Sugiyono, 2018, p. 16). At Manbaul Ulum Kebomas Vocational High School, there were 31 teachers in all that made up the study's population. The researcher employed a saturated sample in this investigation. According to Irwan Hermawan (2019), this research variable is assessed by assigning a score value, by providing a scale of 1–5, or by using the Likert scale. To address the conceptualization of the research topic and test hypotheses, data analysis

methods are utilized. In this research, SmartPLS 3 Software will be used for data management.

Hypothesis 1: Teacher competence has a direct effect on student learning outcomes

Hypothesis 2: Teacher competence has a direct effect on organizational commitment

Hypothesis 3: Work Discipline has a direct effect on organizational commitment

Hypothesis 4: Work Discipline has a direct effect on student learning outcomes

Hypothesis 5: Organizational Commitment has a direct effect on student learning outcomes

Hypothesis 6: Teacher competence has an indirect effect on student learning outcomes through organizational commitment as a mediating variable

Hypothesis 7: Work Discipline has an indirect effect on student learning outcomes through organizational commitment as a mediating variable

The research framework can be seen in Figure 1.

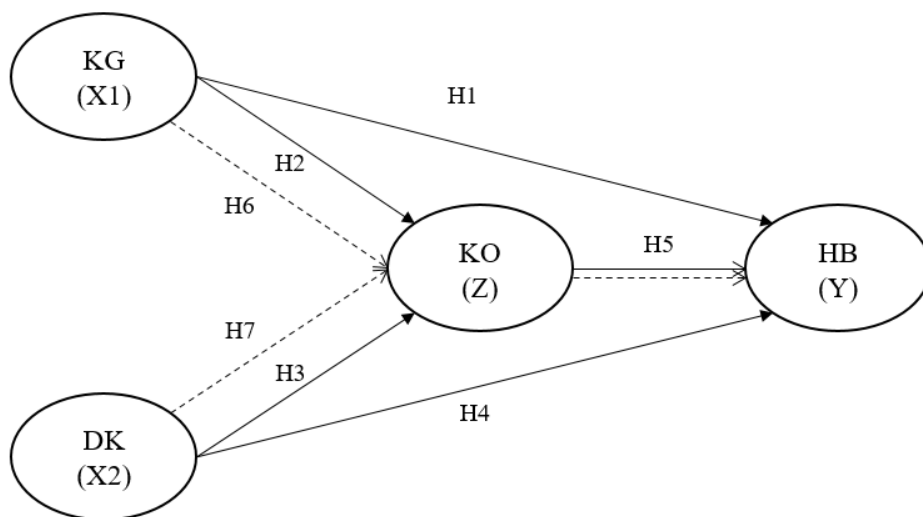


Figure 1. Conceptual Framework

Information:

—————> : direct effect

-----> : indirect effect

KG : Teacher Competency

DK : Work Discipline

KO : Organizational Commitment

HB : Learning Outcomes

RESULTS

Outer Model Test Results

To ensure the practicality, validity, and reliability of the measurement, an analysis of the outer model is conducted. This analysis examines the relationship between latent variables and their indicators. The determination coefficient and path coefficient for the equation model are presented in Figure 2 below, based on the output findings from the validity and reliability testing using the PLS (Partial Least Squares) Algorithm.

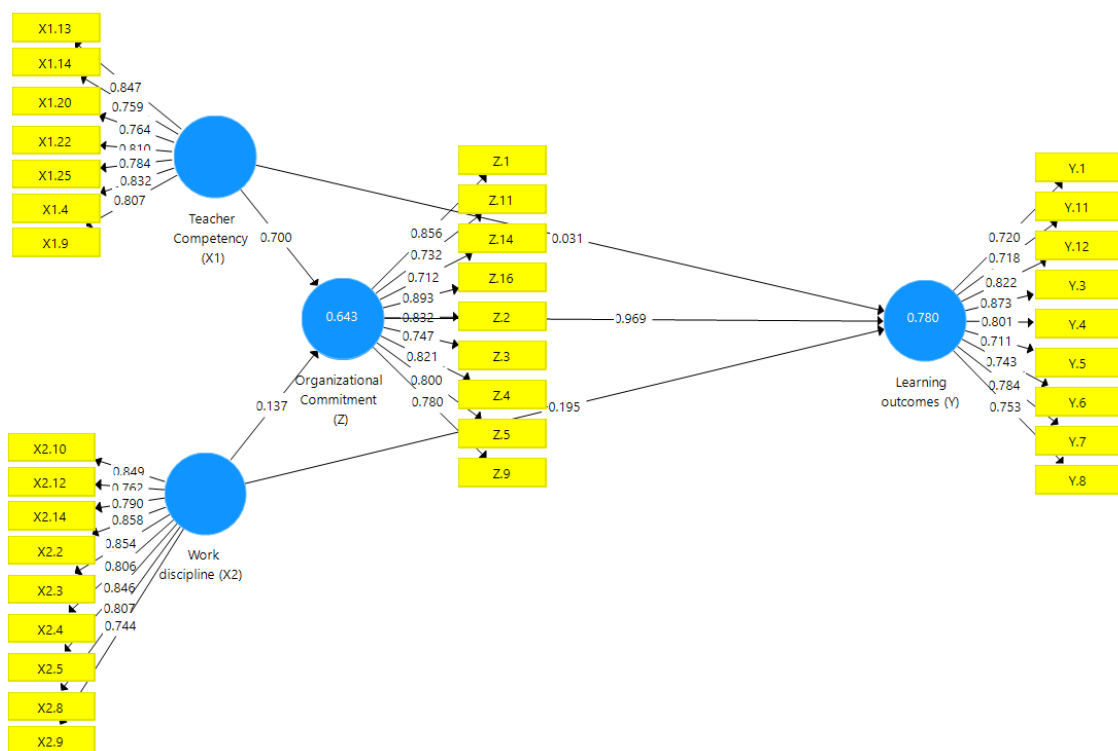


Figure 2. Conceptual Framework

Convergence Validity Test Results

The standardized loading factor, which indicates the strength of the correlation between each measurement item (indicator) and the construct, provides insight into convergent validity. This validity is assessed by examining the correlation between the scores of the item/component and the scores of the construct. If a reflexive measure's correlation to the concept you wish to test is more than 0.7, it is considered to be high. Other viewpoints,

however, contend that outer loading levels of 0.5 to 0.6 are adequate (Nasution et al., 2020).

Table 1 below explains the outer loading value of each indication of the study variables:

Table 1. Outer Loading Convergent Validity

Indicator	Teacher Competency (X1)	Work discipline (X2)	Learning outcomes (Y)	Organizational Commitment (Z)
X1.4	0.832			
X1.9	0.807			
X1.13	0.847			
X1.14	0.759			
X1.20	0.764			
X1.22	0.810			
X1.25	0.784			
X2.2		0.858		
X2.3		0.854		
X2.4		0.806		
X2.5		0.846		
X2.8		0.807		
X2.9		0.744		
X2.10		0.849		
X2.12		0.762		
X2.14		0.790		
Y.1			0.720	
Y.3			0.873	
Y.4			0.801	
Y.5			0.711	
Y.6			0.743	
Y.7			0.784	
Y.8			0.753	
Y.11			0.718	
Y.12			0.822	
Z.1				0.856
Z.2				0.832
Z.3				0.747
Z.4				0.821
Z.5				0.800
Z.9				0.780
Z.11				0.732
Z.14				0.712
Z.16				0.893

With a reflective measurement model, convergent validity test results for teacher competency variables (X1), work discipline variables (X2), organizational commitment variables (Z), and learning outcomes variables (Y) obtained a loading factor value of an indicator of more than 0.700 so that the variable's indicator has fulfilled convergent validity. According to the analysis's findings, there are no variable indicators with outer loading values of less than 0.5. As a result, the indicators are accepted as reliable for use in research and in further analyses.

Discriminant Validity

The validity of discriminant validity can be assessed by examining the cross-loadings between indicators and their respective constructs. This analysis helps to evaluate the measurement model of the indicators. Assume that there is a stronger link between constructions and indicators than between indicators and other constructs. In such situation, latent constructs outperform other blocks in predicting indicators in their block. The cross-loading values for each indicator are shown in Table 2 below.

Table 2. Cross Loading Discriminant Validity

Indicator	Teacher Competency (X1)	Work discipline (X2)	Organizational Commitment (Z)	Learning outcomes (Y)
X1.4	0.832	0.606	0.688	0.551
X1.9	0.807	0.441	0.663	0.632
X1.13	0.847	0.577	0.691	0.565
X1.14	0.759	0.586	0.567	0.523
X1.20	0.764	0.645	0.571	0.395
X1.22	0.810	0.499	0.625	0.556
X1.25	0.784	0.591	0.640	0.480
X2.2	0.483	0.858	0.404	0.196
X2.3	0.439	0.854	0.425	0.235
X2.4	0.346	0.806	0.373	0.180
X2.5	0.478	0.846	0.367	0.205
X2.8	0.660	0.807	0.553	0.347
X2.9	0.383	0.744	0.371	0.199
X2.10	0.644	0.849	0.538	0.385
X2.12	0.717	0.762	0.687	0.591
X2.14	0.625	0.790	0.559	0.458
Z.1	0.701	0.462	0.856	0.789
Z.2	0.655	0.433	0.832	0.760
Z.3	0.592	0.616	0.747	0.614
Z.4	0.605	0.469	0.821	0.673
Z.5	0.711	0.582	0.800	0.775
Z.9	0.589	0.625	0.780	0.555

Z.11	0.493	0.363	0.732	0.686
Z.14	0.549	0.510	0.712	0.532
Z.16	0.772	0.473	0.893	0.814
Y.1	0.540	0.307	0.666	0.720
Y.3	0.604	0.402	0.851	0.873
Y.4	0.586	0.447	0.828	0.801
Y.5	0.264	0.136	0.485	0.711
Y.6	0.448	0.127	0.488	0.743
Y.7	0.634	0.437	0.745	0.784
Y.8	0.406	0.294	0.616	0.753
Y.11	0.487	0.383	0.565	0.718
Y.12	0.543	0.348	0.644	0.822

The information provided above illustrates the cross-loading values of each construct, which are utilized to identify the constructs that exhibit strong correlations with the measurement items. Purwanto and Sudargini (2002) assert that a cross-loading value above 0.7 holds more significance. To assess discriminant validity, an alternative approach, in addition to considering cross-loading values, is to examine the Average Variance Extracted (AVE) value (Nasution et al., 2020). Another test conducted by Purwanto and Sudargini (2021) aimed to evaluate the construct's validity by measuring the average variance extracted. A model is considered successful if the average extracted variance (AVE) for each construct surpasses 0.50.

Table 3. Average Variance Extracted (AVE) Value

Indicator	Average Variance Extracted (AVE)
Learning outcomes (Y)	0.595
Organizational Commitment (Z)	0.638
Teacher Competency (X1)	0.641
Work discipline (X2)	0.662

Each study variable has an Average Variance Extracted (AVE) value larger than 0.5, as can be seen from the data in Table 3. As a result, each variable has a high level of discriminant validity.

Composite Reliability

The component used to assess the dependability value of many indicators on a variable is called the reliability assess (Composite reability). If a variable's composite reliability value is more than 0.7, it may be considered to fulfill composite reliability (Purwanto & Sudargini, 2021). The composite dependability value for each variable used in the research is shown below in the following manner:

Table 4. Composite Reliability

Indicator	Composite Reliability
Learning outcomes (Y)	0.929
Organizational Commitment (Z)	0.941
Teacher Competency (X1)	0.926
Work discipline (X2)	0.946

Table 4's statistics show that the composite reliability value for all study variables is more than 0.7. If the composite reliability value is more than 0.70, the build is deemed trustworthy (Purwanto & Sudargini, 2021). These findings may demonstrate that each variable satisfies the composite reliability requirement, and ultimately, it can be said that all variables possess a high degree of dependability.

Cronbach Alpha

Reliability testing may be enhanced in addition to employing the Composite Reliability test by applying a test based on the Cronbach Alpha value. If the Cronbach alpha value is more than 0.7, a variable is considered dependable (Nasution et al., 2020). See the table of Cronbach's alpha values below:

Table 5. Cronbach Alpha

Indicator	Cronbach's Alpha
Learning outcomes (Y)	0.915
Organizational Commitment (Z)	0.929
Teacher Competency (X1)	0.907
Work discipline (X2)	0.938

Each research variable complies with Cronbach's alpha value standards, as shown by the findings of the subsequent study. Finally, it may be said that all of the variables are very reliable.

Coefficient Path Test

According to the Path Coefficient Test classification, the category is Good if the test result is more than 0.67. The findings are categorized as Weak if they fall between 0.19 and 0.33 and as Moderate if they fall between 0.33 and 0.67.

Table 6. Path Coefficients

Construct	Path Coefficient	Info.
Organizational Commitment (Z) -> Learning outcomes (Y)	0.969	Strong
Teacher Competency (X1) -> Learning outcomes (Y)	0.031	Weak
Teacher Competency (X1) -> Organizational Commitment (Z)	0.700	Strong
Work discipline (X2) -> Learning outcomes (Y)	-0.195	Strong
Work discipline (X2) -> Organizational Commitment (Z)	0.137	Weak

On the results of the path coefficient, the effect of the relationship between work discipline and learning outcomes has weak results, and the effect of the relationship between work discipline and organizational commitment has weak results. This is due to the conditions in the field. The organizational commitment of teaching staff needs to be improved, so they do not apply discipline habits at work. The effect of the relationship between teacher competence and learning outcomes has weak results. It is suspected that other factors cause high student learning outcomes apart from teacher competence.

Model Goodness Test

The R-Square is produced as follows based on the data processing that has been used in smart PLS 3.2.9:

Table 7. R-Square

Variable	R-Square
Learning outcomes (Y)	0.780
Organizational Commitment (Z)	0.643

The provided image indicates that the learning outcome variable has a value of 0.780, which corresponds to a proportion of 78% for student learning outcomes, as reported by 31 instructors. Similarly, the organizational commitment variable has a value of 0.643, indicating a 64.3% commitment level within the organization, as mentioned in the statement.

The Q-Square value is employed to assess the goodness of fit in regression analysis (Nasution et al., 2020). It can be likened to the determination coefficient (R-Square), where

a higher Q-Square value suggests a more accurate result. Calculating the Q-Square value leads to the following outcomes:

$$\begin{aligned}
 \text{Q-Square} &= 1 - [(1 - R21) \times (1 - R22)] \\
 &= 1 - [(1 - 0,780) \times (1 - 0,643)] \\
 &= 1 - (0,22 \times 0,357) \\
 &= 1 - 0,173 \\
 &= 0,921
 \end{aligned}$$

Based on the aforementioned calculations, the Q-Square value is determined to be 0.921, indicating that the research model accounts for a substantial portion, 92.1%, of the variance in the research data. However, there is still 7.9% of the variance that is attributed to variables not included in the study model. Consequently, the model aligns well and performs favorably. It can be inferred that this model is acceptable, given that the R-Square value of Learning Outcomes (Y) at 0.780 exceeds the R-Square value of Organizational Commitment (Z) at 0.643.

Direct Effect Test

The hypothesis test is conducted based on the probability value and the t-statistic value. In this test, the t-statistic value used, typically with a significance level of 5% (represented by 1.96), helps determine whether to accept or reject the alternative hypothesis (H_a) while rejecting the null hypothesis (H_0). Additionally, the p-value, which indicates the probability of rejecting or accepting the hypothesis, is considered. If the p-value is less than 0.05, the hypothesis is accepted. The results of hypothesis testing conducted in subsequent analyses using the inner model are presented in the table below.

Table 8. T-Statistics and P-Value

Variable	T Statistics	P Values
Teacher Competency (X1) -> Learning outcomes (Y)	0.157	0.876
Teacher Competency (X1) -> Organizational Commitment (Z)	4.775	0.000
Work discipline (X2) -> Organizational Commitment (Z)	0.893	0.372
Work discipline (X2) -> Learning outcomes (Y)	1.606	0.109
Organizational Commitment (Z) -> Learning outcomes (Y)	6.169	0.000

The data presented in the figure above shows that of the five hypotheses proposed in this study, not all can be accepted because the P-Values value is > 0.05 . Following are the details of the influence between variables:

H1: Effect of Teacher Competence (X1) on Learning Outcomes (Y)

The idea that teacher competency (X1) has an impact on learning outcomes (Y). As a result, it can be concluded that teacher competence (X1) does not affect learning outcomes (Y), meaning that the better the teacher's competence (X1) does not affect the better the learning outcomes (Y). The original sample, which was 0.031, is positive because it is above zero and below one. Additionally, the statistical t value, which is 0.157, is less than 1.960 and the P-values, which are 0.876 and more than 0.05, indicate that the results are significant. These findings suggest that the idea is unfounded.

H2: Effect of Teacher Competence (X1) on Organizational Commitment (Z)

The concept posits that teacher competence (X1) has an impact on organizational commitment (Z). The analysis indicates that teacher competence (X1) significantly influences organizational commitment (Z), implying that higher levels of teacher competence (X1) lead to better organizational commitment (Z). The original sample value of 0.700 demonstrates a positive relationship, as it falls between zero and one. Furthermore, the t-statistic value of 4.775 exceeds the threshold of 1.960, and the p-value of 0.000 is less than 0.05. These results affirm the accuracy of the theory.

H3: Effect of Work Discipline (X2) on Organizational Commitment (Z)

The relationship between organizational commitment (Z) and job discipline (X2) is hypothesized. It follows that work discipline (X2) does not affect organizational commitment (Z), meaning that the better the work discipline (X2) does not affect the better the organizational commitment (Z). This is because the Original sample 0.137 is positive because it is above zero below one, the t statistic value is less than 1.960, which is 0.893, and the P-Values value is 0.372, which is more than 0.05. These findings suggest that the idea is unfounded.

H4: Effect of Work Discipline (X2) on Learning Outcomes (Y)

The proposition states that work discipline (X2) influences learning outcomes (Y). However, the analysis reveals that the original sample result of -0.195 is negative and below zero. Additionally, the t-statistic value of 1.606 is below the threshold of 1.960, and the p-

value of 0.109 is greater than 0.05. Consequently, it can be concluded that work discipline (X2) does not have a significant impact on learning outcomes (Y). In other words, there is no correlation between improved work discipline (X2) and better learning outcomes (Y). These findings indicate that the claim lacks support.

H5: Effect of Organizational Commitment (Z) on Learning Outcomes (Y)

The proposition suggests that organizational commitment (Z) influences learning outcomes (Y). Consequently, it is hypothesized that higher levels of organizational commitment (Z) lead to better learning outcomes (Y). The analysis reveals that the original sample value of 0.969 is positive, indicating a positive relationship between the variables. Additionally, the t-statistic value of 6.169 exceeds the critical value (t statistic > 1.960), and the p-value of 0.000 is less than 0.05. These results support the hypothesis and suggest that organizational commitment (Z) indeed has a significant impact on learning outcomes (Y), affirming the validity of the theory.

Indirect Effect Test

The following is the result of data processing for testing the indirect effect hypothesis:

Table 9. T-Statistics and P-Value

Variable	T Statistics	P Values
Teacher Competency (X1) -> Organizational Commitment (Z) -> Learning outcomes (Y)	3.547	0.000
Work discipline (X2) -> Organizational Commitment (Z) -> Learning outcomes (Y)	0.904	0.366

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

H6: Effect of Teacher Competence (X1) on Learning Outcomes (Y) Through Organizational Commitment (Z)

T statistics of 3.547 and P-values of 0.000 were established for the real effect of teacher ability (X1) on learning outcomes (Y) via organizational commitment (Z). P-values are less than 0.05, indicating that the impact is significant. So it is said that via organizational commitment (Z), teacher competency (X1) has a major impact on learning outcomes (Y).

H7: Work Discipline (X2) Against Learning Outcomes (Y) Through Organizational Commitment (Z)

The T statistic and P-values for the actual impact of work discipline (X2) on learning outcomes (Y) via organizational commitment (Z) were 0.904 and 0.409, respectively. There is no impact if the P-value is greater than 0.05 and the t-statistic is lower than 1.960. Therefore, it is said that organizational commitment (Z) via work discipline (X2) does not alter learning outcomes (Y).

DISCUSSION

Teacher Competence Has a Direct Effect On Student Learning Outcomes

Since it is between 0 and 1, the preliminary sample measurement of 0.031 for the relationship between competence of teachers (X1) and learning outcomes (Y) denotes a positive connection. However, the p-value of 0.876 is higher than 0.05 and the t-statistic value of 0.1570 is less than the critical value of 1.960. Therefore, it may be stated that Learning Outcomes (Y) are not significantly impacted by Teacher Competence (X1). This suggests that higher levels of teacher competence (X1) do not necessarily result in improved learning outcomes (Y). These findings suggest that the idea is unfounded. The condition of teacher competence at Manbaul Ulum Kebomas Vocational School has so far been less than optimal in lesson planning, even though competence also affects learning outcomes. Furthermore, a low level of teacher discrimination must be maintained consistently in the teaching and learning process to create a conducive school environment. Teacher competency development programs that have been well implemented so far, such as upskilling, and teacher apprenticeships, need to be maintained and, if necessary, increase the number of participants to increase teacher competence evenly.

If the competence of these teachers is increased and given special attention, what will happen is that students who graduate from Manbaul Ulum Kebomas Vocational High School will be able to fill the needs of human resources in the industry, increase the number of young entrepreneurs from Manbaul Ulum Kebomas Vocational High School alumni and continue to a higher level in all tertiary institutions. Both public and private in Indonesia. The results of this study are different from the results of research conducted Sartika et al., (2018); Fauth et al., (2019); Mukhtar and Luqman, (2020) that teacher

competence has a positive and significant effect on student learning outcomes (Fauth et al., 2019; Mukhtar & Luqman, 2020; Sartika et al., 2018).

Teacher Competence Directly Influences Organizational Commitment

The original sample value of 0.700 indicates a positive correlation between Teacher Competence (X1) and Organizational Commitment (Z) as it falls between zero and one. Moreover, the t-statistic value of 4.775 exceeds the threshold of 1.960, and the p-value is 0.000, which is less than 0.05. Hence, it can be concluded that Teacher Competence (X1) has a significant influence on Organizational Commitment (Z), implying that higher levels of teacher competence (X1) will indeed have a notable effect. These findings suggest that the theory is correct. Because most instructors at Manbaul Ulum Kebomas Vocational High School have strong work ethics and a feeling of responsibility, it is believed that their personalities and social skills are excellent. This is consistent with the teacher's claim that the institution offers suitable salary and benefits.

However, it is felt necessary to increase the teacher's income or provide rewards for teacher achievement as an institution's commitment to providing the best service to students through teachers who carry out the learning and teaching process. Similar to research conducted Siri et al., (2020) and Irawan et al., (2018) shows that teacher competence has a significant effect on organizational commitment (Irawan et al., 2018; Siri et al., 2020). However, in contrast to research Madjida et al., (2020), professional competence has no positive and significant effect on organizational commitment (Madjida et al., 2020).

Work Discipline Directly Influences Organizational Commitment

The original sample value of 0.137 indicates a positive correlation between Work Discipline (X2) and Organizational Commitment (Z) as it falls between zero and one. However, the t-statistic value of 0.893 is less than the critical value of 1.960, and the p-value of 0.372 is greater than 0.05. Therefore, it can be concluded that Work Discipline (X2) does not have a significant impact on Organizational Commitment (Z). This suggests that higher levels of work discipline (X2) do not necessarily lead to improved organizational commitment. This is the hypothesis for testing the effect of the work discipline variable (X2) on organizational Commitment (Z) these findings suggest that the idea is unfounded. Creating a disciplined school environment can be achieved by addressing any lack of understanding among teachers regarding the institution's established rules promptly. Consistency in implementing these rules and, if necessary, clearly defining the rewards and consequences

for teachers who adhere to or violate them can also contribute to discipline. This approach promotes transparent and accountable participatory management by involving all school members and stakeholders in line with the school's objectives. Similar findings by Arifin et al. (2018) support the notion that organizational commitment is influenced by work discipline. Work discipline directly impacts students' learning outcomes.

The observed sample results (-0.195) indicate a negative correlation as they fall below zero. The t-statistic value (1.606) is less than the threshold of 1.960, and the p-value (0.109) exceeds 0.05. These results support the hypothesis that the work discipline variable (X2) does not have a significant influence on learning outcomes (Y). In other words, better work discipline (X2) does not necessarily lead to improved learning outcomes (Y). These results indicate that the hypothesis is rejected. The condition of the teacher's work discipline at Manbaul Ulum Kebomas Vocational School, which is considered less than optimal, especially in terms of complying with time regulations and other regulations at the Institute, should remain consistent in carrying out existing regulations so that they can become an example/role model for students to apply discipline as teachers do. teacher at Manbaul Ulum Kebomas Vocational High School.

If this work discipline is improved and paid particular attention to, what will happen is that the teacher will become a role model for students in carrying out discipline at school. The teacher does not need to bother to emphasize discipline to students, which also affects the learning outcomes of Manbaul Vocational High School students. Ulum Kebomas. Unlike the results of research Usman et al., (2021) and Prasetyo and Riyanto., (2019) there is a positive and significant effect between work discipline on learning outcomes/achievement(Prasetyo & Riyanto, 2019; Usman et al., 2021).

Organizational Commitment Has a Direct Effect On Student Learning Outcomes

The hypothesis for testing the effect of organizational commitment variable (Z) on learning outcomes (Y) is that the original sample 0.969 is positive because it is above zero below one, the t statistic is more than 1.960, which is 6.169 and the P-Values is 0.000, less than 0.05 so that it is stated that organizational Commitment (Z) has a significant influence on learning outcomes (Y), meaning that the better organizational Commitment (Z) will have a significant effect on the better learning outcomes (Y). These results indicate that the hypothesis is accepted.

Organizational Commitment, mainly related to the institution's concern for student learning outcomes, such as being fair in meeting the needs of the learning process, gets a good assessment from respondents. This means that institutional Commitment contributes to the achievement of student learning outcomes at Manbaul Ulum Kebomas Vocational High School. Institutional Commitment by providing appropriate services and allowances/salary to teachers is also a factor in improving teacher performance which will also affect student learning outcomes. Therefore schools need to maintain their fulfillment of needs and increase allowances and rewards for human resources at Manbaul Ulum Kebomas Vocational High School. Hendri (2019) and Ahmed (2019) also argue in their research that there is an influence of Organizational Commitment to Achievement(Ahmed, 2019; Hendri, 2019).

Teacher Competence Has an Indirect Effect on Student Learning Outcomes

The hypothesis for testing the effect of teacher competence (X1) on learning outcomes (Y) through organizational commitment (Z) obtained a T statistic of 3.547 and P-values of 0.000. If the P-values are less than 0.05 and the t statistic is more than the t table ($t_{start} < 1.960$), then there is a significant effect. So it is stated that teacher competence (X1) has a significant influence on learning outcomes (Y) through organizational commitment (Z). These results indicate that the hypothesis is accepted.

Through organizational commitment, teacher competence and learning outcomes can be increased. Therefore to improve student learning outcomes, it is not only teachers who must constantly improve their capacity, but institutional commitment is also an essential factor in efforts to improve student learning outcomes. If seen from the original sample statistical value of the direct relationship H1 of 0.031, it is smaller than the indirect statistical value of the original sample of 0.678. Then teacher competence can improve student learning outcomes directly through organizational commitment as mediation.

The study's results Hendri, (2019) show that teacher competence positively affects organizational commitment(Hendri, 2019). Aianto, (2018) There is a significant influence of organizational commitment on students' interest in learning(Arianto, 2018). Werang et al. (2019) The results of this study indicate that teacher work commitment positively affects the learning achievement of Indonesian students at National junior high school 4 Merauke (Werang et al., 2022).

Work Discipline Has an Indirect Effect on Student Learning Outcomes

The hypothesis for testing the effect of work discipline (X2) on learning outcomes (Y) through organizational commitment (Z) obtained a T statistic of 0.904 and P-values of 0.366. P-values are more than 0.05, and t statistical values are less than the t table ($t_{start} < 1.960$), so there is no significant effect. So it is stated that work discipline (X2) does not affect learning outcomes (Y) through organizational commitment (Z). These results indicate that the hypothesis is rejected.

Work discipline is influential but insignificant, even through organizational commitment or directly. Organizational commitment is the main factor for low work discipline, namely affective, normative, and sustainable commitment. If seen from the original sample statistical value of the direct relationship H4 of 0.195, it is greater than the indirect statistical value of the original sample of 0.133. Work discipline can improve student learning outcomes directly, even without going through organizational commitment as mediation.

In contrast to the study's results Fuadi et al., (2021) teacher work discipline influences the learning achievement of Senior high school students in Mataram (Fuadi et al., 2021). Hartiati and Purba (2020) There is an influence of Organizational Commitment on Learning Achievement in Nature-loving Students at Medan Area University (Hartati & Purba, 2020). Research results Hasan & Suhermin, (2020) conclude that work discipline significantly affects organizational commitment (Hasan & Suhermin, 2020).

CONCLUSION

Based on the results of the analysis described above, the following conclusions can be drawn teacher competence does not directly affect student learning outcomes. The condition of teacher competence at Manbaul Ulum Kebomas Vocational School has so far been less than optimal in lesson planning, even though competence also affects learning outcomes. Teacher competence has a significant direct effect on organizational Commitment. The personality and social competence of Manbaul Ulum Kebomas Vocational High School are considered good because the study results show that most teachers have a high work ethic and a sense of responsibility. This is in line with the teacher's statement that the school provides appropriate salaries and allowances.

Work discipline does not directly affect organizational Commitment. The low level of teacher understanding regarding the rules set by the school should be of particular concern to the school to be discussed immediately, what has been done needs to be maintained consistently, and if necessary, rewards and punishments for teachers who commit violations or get achievements to need to be clarified to create a school environment that discipline. Work discipline does not directly affect student learning outcomes. The condition of the teacher's work discipline at Manbaul Ulum Kebomas Vocational School, which is considered less than optimal, especially in terms of complying with time regulations and other regulations at the Institute, should remain consistent in carrying out existing regulations so that they can become an example/role model for students to apply discipline as teachers do. teacher at Manbaul Ulum Kebomas Vocational High School.

Organizational Commitment has a significant direct effect on student learning outcomes. Organizational Commitment, mainly related to the institution's concern for student learning outcomes, such as being fair in meeting the needs of the learning process, gets a good assessment from respondents. This means that institutional Commitment contributes to the achievement of student learning outcomes at Manbaul Ulum Kebomas Vocational High School. Teacher competence can improve student learning outcomes directly through organizational Commitment as a mediating variable. Through organizational Commitment, teacher competence and learning outcomes can be increased. Therefore to improve student learning outcomes, it is not only teachers who must constantly improve their capacity, but institutional Commitment is also an essential factor in efforts to improve student learning outcomes.

Work discipline can directly improve student learning outcomes without going through organizational Commitment as mediation. Work discipline is influential but insignificant even through organizational Commitment or directly. Organizational Commitment is the main factor for low work discipline, namely affective, normative, and sustainable Commitment.

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