The Relationship between Work Commitment, Work Discipline and Interpersonal Communication with Teacher Work Morale at Elementary Schools in Daha Selatan District

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ABSTRACT

Morale is an effort to maximize work, resulting in success. Teachers need enthusiasm in working so that school goals can be achieved. Many factors influence morale. Therefore, this study aims to determine the relationship between work commitment, work discipline, and interpersonal communication with teachers’ morale in public elementary schools by describing and analyzing them. This study used path analysis with a sample of 139 teachers from a population of 220 Public Elementary School teachers in Daha Selatan District. Data were collected through questionnaires and analyzed using multiple regression methods. The results show that the relationship between work commitment, work discipline, and interpersonal communication with teachers’ work morale is very high. It can be concluded that work commitment, work discipline, and interpersonal communication affect teachers’ morale. Other schools can use the results of this study to increase teachers’ morale at school.

Keywords: Work commitment, work discipline, interpersonal communication, spirit at work

Introduction

Education changes the human mindset developing, along with technological advances, the excellence of human resources becomes the main thing in an organization. The success of an organization lies in the role of human resources (Izvercian et al., 2014). School, as an organization, has goals to be achieved. Therefore, competent teachers are needed to produce better school performance (Bacher-Hicks et al., 2019; Molina et al., 2020).

One of the things that can cause teachers to work optimally is to increase teacher morale. Morale is needed as a desire and sincerity in doing his job. Work morale positively affects an organization’s productivity (Mallik et al., 2019). Thus, if the employees’ work morale is low, it will make the organization’s performance low as well (Anjum et al., 2018; Sabitova et al., 2020). Teachers who experience morale will be manifested in their attitudes or actions. In carrying out his daily

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work, a teacher must have work morale (Noor et al., 2019).

According to Gorton (1972), the teacher’s morale will have the enthusiasm and ability to carry out his duties to achieve organizational goals. Therefore, teachers’ morale significantly affects teachers’ performance (Sehang et al., 2017).

Morale is a person’s willingness to work actively and enthusiastically to work faster and better (Hasibuan, 2010). According to Purwanto (2012), morale is an emotional and mental reaction from a person to his job, thus causing deep pleasure to achieve the organization’s goals. Teachers’ morale has something to do with job satisfaction, teachers’ commitment, teachers’ needs, and perceived realization of those needs (Erichsen & Reynolds, 2020; Willis & Varner, 2010).

According to Yulianti & Muhidin (2017), morale is a spiritual condition or work behavior of individual groups that creates deep pleasure in workers to work diligently and achieve the organization’s goals. According to Sastrohardiyo (2002), morale is individual behavior that causes deep satisfaction in the workforce to work harder and the consequences in achieving the goals set by the organization. According to Nawawi (2006) states that the indicators of morale are: (a) Sincerity, (b) Excitement, (c) Friendliness, (d) Cooperation, (e) Doing innovation, (f) Maintaining Ethics.

Morale is a way of seriousness in the discipline. According to Hasibuan (2013), morale is the desire and sincerity of a person to work in a disciplined manner. Discipline is an action that shows orderly behavior and complies with various rules and regulations (Suhaimi & Rinawati, 2018). Disciplined will also get used to complete all tasks on time. Discipline includes respect and obedience to agreements made by organizations and employees. According to Susipta (2015), discipline is one factor that can be used to measure morale. Discipline is an attitude and behavior following administrative regulations, both in written and unwritten form. Discipline is the process of training employees to control their emotions and work optimally (Harahap et al., 2020). High discipline tends to make teachers work better (Sulaxono, 2020). Teacher discipline in work can be a mental attitude reflected in the actions and behavior of a teacher. To build teacher work discipline,
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schools must create environments that support this behavior (Nisa, 2020). To maximize teachers’ work, teachers must instill a spirit of discipline in their work (Hairina, 2020; Kelimeda et al., 2018). According to Pratama (2019), stated that there are several indicators of employee work discipline, namely: (a) Timeliness, (b) Using office equipment well, (c) High responsibility, (d) Obedience to official rules.

One of the factors that can increase morale is communication (Nitisemito, 2008)). Communication is one of the needs of humans as social beings (Rahmadani, 2020). Good communication can encourage openness and direction (Setyawati, 2020). By creating excellent communication, every problem will be resolved properly (Ruslan, 2020). Communication occupies a significant place because the composition of the organization’s breadth and scope as a whole is determined by communication techniques (Suhiami & Efendi, 2018). Effective communication is communication that shows a feedback mechanism. Every human being needs communication to talk, exchange opinions, share experiences, and collaborate with other people in the social system, including the educational and organizational systems (Suranto, 2005). With good communication, connections between co-workers will make morale increase so that it is profitable for schools. Organizations also need communication with subordinates about their job assignments (Mulyasa, 2012). A teacher’s ability to communicate is necessary; both communication between teachers and teacher communication between students (Suhiami & Rinawati, 2018). With an equal distribution of tasks through communication, the task will be completed appropriately because it follows the teacher’s fields and abilities.

Several forms of communication can be used according to their needs to create an effective and efficient organization. One of the communication is interpersonal communication (Handoko, 2003). Interpersonal communication is a face-to-face interaction between two or more people where the sender can convey messages directly. The message recipient can receive and respond to messages directly (Suyomukti, 2016). Interpersonal communication can affect employees’ smoothness of work and teacher morale in carrying out their respective duties (Nasrullah, 2012). Interpersonal communication between teachers that occurs in schools will encourage morale so that it impacts school work’s smoothness, which will realize the success of school goals.

The interpersonal communication indicators can be seen from interpersonal communication effectiveness. The effectiveness of interpersonal communication has five characteristics, namely: (a) Openness, willingness to respond happily to information received in dealing with interpersonal relationships, (b) Empathy (empathy), feeling what others feel, (c) Support (supportiveness), an open situation to support effective communication, (d) positive feeling (positiveness), a person must have a positive sense of himself, encourage others to participate more actively and create communication conducive to effective interaction, (e) equality, a tacit acknowledgment that both parties value, are useful, and have something important to contribute.

Material and Methods

A good methodology will provide good results for the research objectives (Dalle, 2010). This research was conducted with a descriptive-quantitative approach because the data obtained were in the form of numbers. The processing was carried out by statistical methods, after which interpretation was carried out. The descriptive method provides a description or relationship of the problem to be solved (Nazir, 2005). Quantitative methods to describe a symptom through quantitative analysis with mean scores and graphs and make predictions and estimates based on predetermined models and analysis results (Arikunto, 2011). The technique used in this research is correlational. According to Arikunto (2010), correlational research aims to determine whether there is a relationship between two variables or several variables. The relationship between variables based on theory and previous research and empirical
data (Cooper & Schindler, 2014). The instrument used in this study was a questionnaire that contained several statements and several answers that the respondents could choose from. The questionnaire contains four variables studied, namely work commitment (X1), work discipline (X2), interpersonal communication (Z), and teacher morale (Y). The sample used in this study were 139 public elementary school teachers in Daha Selatan district, Hulu Sungai Selatan district. The data obtained from the questionnaire were then analyzed using SSS version 23.

Results and Discussion

Characteristic of respondent

The characteristics of the respondents in this study were the employment status of the respondents (ASN as much as 53.237% and non-ASN as much as 46.763%); gender of respondents (male as much as 35.971% and 64.029% female); the age of respondents (21-30 years as much as 41.726%; 31-40 years as much as 33.813%; 41-50 years as many as 12.950% and > 50 years as many as 11.511%); working period of respondents (0-5 years as much as 43.165%; 6-10 years as much as 14.389%; 11-15 years as much as 26.619% and > 15 years as many as 15.827%); education level of respondents (SMA / SPG as much as 5.036%, D2 as much as 3.597%, S1 as much as 90.648% and S2 as much as 0.719%); income (certification as much as 30.216% and not certification as much as 69.784%)

Variable description results

This research questionnaire consisted of several statements containing four research variables. Each variable statement is described as a score with the highest score of five and the lowest score of one. The distribution of the work commitment variable score (X1) is a total average score of 3.823 in the high category. The distribution of the score for the work discipline variable (X2), namely the total average score of 3.415 in the high category. The distribution of scores for the interpersonal communication variable (Z) is a total average score of 3.840 in the high category. The distribution of the teacher morale (Y) variable score, with the total average score of 4.031, is categorized as a very high category. From all the variable score distribution results, it can be concluded that the highest average score is the morale variable with a very high category.

Testing requirements analysis

Normality test

The normality test is carried out to determine whether the data is normally distributed or not. The normality test used in this study is the Kolmogorov-Smirnov test (Sugiyono, 2013). The data is said to be normally distributed if the significant value is greater than 0.05. Conversely, if the significant value is less than 0.05, it can be said that the data is not normally distributed.

| Variable                  | Kolmogorov-Smirnova | Shapiro-Wilk |
|---------------------------|----------------------|--------------|
|                           | Statistics | Df   | Sig.   | Statistics | df   | Sig.   |
| Work_commitment           | , 058      | 139  | ,200 * | ,974      | 139  | ,008   |
| Work_Discipline           | , 070      | 139  | ,092   | ,991      | 139  | ,495   |
| Interpersonal_Communication| , 075      | 139  | ,056   | ,985      | 139  | ,122   |
| Teacher_Work_Morale       | , 051      | 139  | ,200 * | ,991      | 139  | ,503   |

From table 1, we can see in the Kolmogorov-Smirnov section that all research variables have a significant value of more than 0.05 with details of work commitment (X1) 0.200; work discipline (X2) 0.092; interpersonal communication (Z) 0.056 and teacher morale (Y) 0.200, it can be concluded that all research variables are normally distributed.
Linearity test

The research data is said to be linear if the significance value is less than 0.05. This test is used as a requirement in correlation analysis or linear regression (Priyatno, 2010).

Table 2. Linearity test

| No. | Variable          | Linearity | Information |
|-----|-------------------|-----------|-------------|
| 1.  | X1 and Z          | 0.000     | Linear      |
| 2.  | X2 and Z          | 0.000     | Linear      |
| 3.  | X1 and Y          | 0.000     | Linear      |
| 4.  | X2 and Y          | 0.008     | Linear      |
| 5.  | Z and Y           | 0.000     | Linear      |

In Table 2, the variable work commitment (X1) with interpersonal communication (Z); work discipline variable (X2) with interpersonal communication (Z); work commitment variable (X1) with morale (Y); work discipline variable (X2) with morale (Y); interpersonal communication variable (Z) with morale (Y). All variables have a significant value of 0.000, which means less than 0.05, so it can be concluded that the data is linearly distributed.

Homogeneity test results

The research variable is said to be homogeneous if it has a significant value greater than 0.05. Conversely, if the significant value is less than 0.05, the research variable is said to be not homogeneous.

Table 3. Homogeneity test

| No. | Variable       | P-value / sig | Information |
|-----|----------------|---------------|-------------|
| 1.  | X1 and Z       | 0.074         | Homogenous  |
| 2.  | X2 and Z       | 0.138         | Homogenous  |
| 3.  | X1 and Y       | 0.400         | Homogenous  |
| 4.  | X2 and Y       | 0.495         | Homogenous  |
| 5.  | Z and Y        | 0.325         | Homogenous  |

Table 3 shows that all research variables have a significant value of more than 0.05, so it can be concluded that all research variables are homogeneous.

![Figure 1. The research variables](image-url)
**Relationship between work commitment and work morale**

The t-value of the work commitment and work morale variables is 112.815. This value is greater than the t-table 1,977. It can be concluded that there is a direct relationship between work commitment and morale. In Figure 1, it is known that the relationship between work commitment and morale is 0.995. This indicates that the relationship is in a very strong category. This result is reinforced by previous studies' results, which state a direct relationship between work commitment and teacher morale (Suhaimi, 2015). Besides, work commitment is also reported to have a strong relationship to work motivation (Meyer et al., 2004; Shaban et al., 2017; Robescu & Luncu, 2016). Furthermore, work commitment and motivation will influence employee productivity. An employee with high morale is normally happy and satisfied with his or her job (Kanimozhi & Vinothkumar, 2018). Besides, high morale will increase the employees' works (Weakliem & Frenkel, 2006).

**The relationship between work discipline and morale**

The value of t-count on the variables of work discipline and morale is 123.772. This value is greater than the t-table 1,977; it can be concluded that there is a direct relationship between work discipline and morale. In Figure 1, it is known that the relationship between work discipline and morale is 0.996. This shows that the relationship falls into a very strong category. Work discipline has a strong relationship to work morale because work discipline has been proven to have a positive effect on job satisfaction (Jayanti et al., 2020; Mang kunegara & Octorend, 2015; Sohail et al., 2014). At the same time, satisfaction is an indicator of work morale (Jewczyn, 2010; Sania et al., 2015).

**The relationship between work commitment and interpersonal communication**

The t-value for work commitment and interpersonal communication variables is 60.390. This value is greater than the t-table 1,977; it can be concluded that there is a direct relationship between work commitment and interpersonal communication. Figure 1 shows that the relationship between work commitment and interpersonal communication is 0.982. This shows that these relationships fall into a very strong category. This study’s result is also supported by the previous studies that have proven that interpersonal communication has a relationship with work commitment (Wahyuni et al., 2016; Nofia et al., 2019). It was also found that interpersonal communication correlates with work satisfaction (Awad & Alhashemi, 2012). Good communication among the organization members will create a good situation that makes them feel happy and reduce work stress (Sageer & Rafat, 2012; Nappo, 2020).

**The relationship between work discipline and interpersonal communication**

The t-value for work discipline and interpersonal communication variables is 84.571. This value is greater than the t-table 1,977. It can be concluded that there is a direct relationship between discipline and interpersonal communication. Figure 1 shows that the relationship between work discipline and interpersonal communication is 0.991. This shows that the relationship is in a very strong category. Both work discipline and interpersonal communication have a significant role in the organization's performance (Okoro et al., 2017; Szostek, 2019; Poernamawijayai et al., 2018). Since they have an important role and have a strong relationship, it is a must for all school staff to maintain and improve their work discipline and interpersonal communication.

**The relationship between interpersonal communication and morale**

The t-value of the interpersonal communication and work morale variables is 107.352. This value is greater than the t-table 1,977; it can be concluded that there is a direct relationship between interpersonal communication and morale. Interpersonal communication will influence the relationships among the organization members. It means that it may trigger conflict or create a good situation
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(Bao et al., 2016). It depends on the quality of interpersonal communication.

**Indirect relationship work commitment with morale through interpersonal communication**

This indirect relationship is obtained by multiplying the direct relationship between work commitment and interpersonal communication (P3) with the coefficient of the direct relationship between interpersonal communication and work morale (P5). Obtained an indirect relationship \((0.982 \times 0.994) = 0.976\). This shows that the indirect relationship falls into a very strong category with an error level of 0.190.

The value of t-count in this indirect relationship is \(t = \frac{P_{35}}{\sqrt{Se35}}\)

\[Se35 = \sqrt{P52 + P32 + Se52 + Se32 + Se52}\]

\[\sqrt{(0.988) \times (4.10^{-4}) + (0.964) \times (64.10^{-5}) + (4.10^{-4}) \times (64.10^{-5})} = 0.021\]

\[t = \frac{P_{35}}{Se35} = \frac{0.976}{0.021} = 46.476\]

The t-count value of 46.476 is greater than the t-table 1.977, so it can be concluded that there is an indirect relationship between work commitment and morale through interpersonal communication.

**The indirect relationship between work discipline and morale through interpersonal communication**

This indirect relationship is obtained by multiplying the coefficient of the direct relationship between work discipline and interpersonal communication (P4) with the coefficient of the direct relationship between interpersonal communication and work morale (P5). Obtained an indirect relationship \((0.991 \times 0.994) = 0.985\). This shows that the indirect relationship falls into a very strong category with an error level of 0.138.

The value of t-count in this indirect relationship is \(t = \frac{P_{45}}{\sqrt{Se45}}\)

\[Se45 = \sqrt{P52 + P42 + Se52 + Se42 + Se52}\]

\[\sqrt{(0.988) \times (144.10^{-5}) + (0.982) \times (64.10^{-5}) + (144.10^{-5}) \times (64.10^{-5})} = 0.080\]

\[t = \frac{P_{45}}{Se45} = \frac{0.985}{0.080} = 12.312\]

The t-count value of 12.312 is greater than the t-table 1.977, so it can be concluded that there is an indirect relationship between work discipline and morale through interpersonal communication.

**Conclusion**

This research concludes that work commitment, work discipline, and interpersonal communication have a strong direct and indirect relationship to Teacher Work Morale. Since all of those variables are important to the school’s performance, teachers in the Daha Selatan district are expected to work seriously to get maximum results to achieve school goals. The seriousness of the teacher in working can be seen from the morale of the work. Some other variables also may influence the teachers’ work morale. Thus, a further study that involves other variables is needed to be conducted.

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