

The Influence of Work Ethic and Commitment on the Social Competence of Teachers at Tembilahan Hulu Elementary School

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ABSTRACT

This study aims to determine the effect of work ethic and commitment on the social competence of teachers at SDN Tembilahan Hulu. This study used a quantitative approach with a survey method. The sample of the study was all 76 teachers taken by total sampling. Data were collected through questionnaires that had been tested for validity and reliability. Data analysis was conducted using multiple linear regression analysis. The results showed that teachers' work ethic was in the high category, teachers' commitment was also high, and teachers' social competence was generally good. A partial test (t-test) showed that work ethic had a positive and significant effect on social competence, as did commitment, which also had a positive and significant effect. A simultaneous test (F-test) indicated that work ethic and commitment together had a significant effect on teachers' social competence. The Adjusted R Square value of 0.421 indicates that 42.1% of the variation in social competence can be explained by work ethic and commitment, while the rest is influenced by other factors outside this study. This study confirms that strengthening work ethic and commitment is an important strategy in improving teachers' social competence.

Keywords: *work ethic, commitment, social competence*

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INTRODUCTION

Social competence is an essential dimension of teacher professionalism because it enables teachers to interact effectively with students, colleagues, parents, and the wider school community. Teachers with strong social competence can build constructive relationships, foster an inclusive classroom environment, and support students' emotional and academic development (Mulyasa, 2019). At the elementary level, this competence becomes even more important, as teachers play a central role in shaping students' early social behaviors and learning experiences (Fatah et al., 2018).

Teachers' social competence influences many aspects of the school environment, from interactions with students to collaboration with colleagues. Teachers who are able to interact well will find it easier to build harmonious relationships with students, parents, and fellow educators. This is important because positive relationships between teachers and students, as well as with colleagues, will create a climate that supports effective and enjoyable learning processes. With strong social competence, teachers can create inclusive classrooms, motivate students to actively participate, and manage conflict constructively (Hatta, 2018). Furthermore, social competence also plays a role in strengthening the relationship between the school and the surrounding community, which in turn supports the achievement of overall educational goals (Johnson, 2019). However, social competence does not develop automatically. Various factors influence its development, one of which is work ethic. A teacher's work ethic refers to the attitudes and behaviors they possess in carrying out their professional duties. Teachers with a strong work ethic are more disciplined, responsible, and motivated to give their best in every task. This strong work ethic is reflected in the teacher's ability to interact more effectively with students and colleagues, as well as in their efforts to build positive

social relationships within the school environment. Research by Pricilia et al. (2024) shows that the stronger a teacher's work ethic, the better their ability to build healthy social relationships within the school.

Besides work ethic, another factor that contributes to shaping teachers' social competence is commitment to the profession. A teacher's commitment can be seen in their loyalty and responsibility to their assigned tasks, as well as their dedication to improving the quality of education. Teachers who are highly committed to their work tend to be more active in collaborating with colleagues, maintaining good relationships with students, and striving to make positive contributions to the development of students and the school as a whole. According to Robbins (2018), a strong commitment to the profession supports teachers in continuously improving their personal qualities and social skills, which in turn enhances their social competence in interacting with various parties in the school.

Existing literature shows that teachers' social competence is not formed automatically but is influenced by various internal and external factors. Two important internal factors highlighted in recent studies are work ethic and professional commitment. A strong work ethic reflects discipline, responsibility, and dedication to professional duties, which in turn facilitates healthier interactions and better social engagement within the school environment (Pricilia et al., 2024). Meanwhile, teachers with high professional commitment show emotional attachment, moral responsibility, and sustained involvement in their tasks, which contribute to more positive interpersonal relationships (Robbins, 2018; Meyer & Allen, 2017).

Based on the background explained above, this study aims to explore the influence of work ethic and commitment on the social competence of teachers at SDN Tembilahan Hulu. First, this study will examine whether work ethic has a significant influence on the social competence of teachers at the school. Furthermore, this study also aims to determine whether teachers' commitment to their profession also influences the social competence they demonstrate in interactions with students, colleagues, and the school community. Finally, this study will analyze the simultaneous influence of work ethic and commitment on teachers' social competence, with the hope of providing a more complete picture of the factors that shape teachers' social abilities in the educational environment.

Despite these findings, empirical studies focusing specifically on the combined influence of work ethic and commitment on social competence particularly in the context of elementary school teachers remain limited. Therefore, this study aims to analyze both the partial and simultaneous effects of work ethic and commitment on teachers' social competence at SDN Tembilahan Hulu, providing a clearer understanding of the variables that support teachers' social performance.

LITERATURE REVIEW

Social Competence

Teacher social competence refers to a teacher's ability to interact effectively with students, colleagues, parents, and the community in an educational context. According to Mulyasa (2019), social competence encompasses communication skills, empathy, and the ability to build positive relationships, which are crucial for creating a conducive learning environment. Teachers with strong social competence are able to manage classroom dynamics, resolve conflicts, and foster harmonious relationships with various parties involved in the learning process. Social competence also plays a role in building a supportive school climate, where students feel comfortable and motivated to learn. This study uses teacher social competence as the dependent variable, which is measured through teachers' abilities to communicate effectively, adapt to the environment, and build positive interpersonal relationships.

Teacher social competence indicators include several essential aspects to measure how effectively teachers can interact with students and the school environment. Based on the theory proposed by Mulyasa (2019) and Hana et al. (2021), the indicators used in this study include: (1) acting objectively, which includes fairness and the teacher's ability to assess and act without bias; (2) adapting to the environment, which reflects the teacher's ability to adjust to student characteristics and school culture; (3) communicating effectively, which measures the teacher's skills in conveying information and listening well to students; and (4) empathetic

and polite communication, which includes the teacher's ability to understand the feelings and views of others, and interact in a respectful manner.

Prior studies indicate that teachers with high social competence contribute to a more positive classroom climate and enhanced student engagement (Abidin & Purnamasari, 2023). In this study, social competence is measured through four indicators: acting objectively, adapting to the environment, communicating effectively, and displaying empathy and politeness.

Work Ethic

Work ethic refers to attitudes, values, and behaviors that reflect a person's dedication and responsibility in carrying out their duties. According to Bakir and Setiawan (2020), work ethic plays a crucial role in determining the quality of individual performance, including in education. Teachers with a strong work ethic tend to be more disciplined, dedicated, and motivated to deliver the best results in every task. A strong work ethic also reflects a teacher's level of responsibility towards their profession and their commitment to continuously improving the quality of learning. In this context, a teacher's work ethic serves as a factor influencing their social skills, as teachers with a strong work ethic are more likely to interact positively with students and colleagues.

The work ethic indicators used in this study are based on the theories of Karngora et al. (2022) and Sinamo (2018), covering several aspects relevant to teachers' work behavior and attitudes. These indicators include: (1) time discipline, which includes teachers' ability to manage and utilize time efficiently in their work; (2) having clean morals, which measures teachers' integrity in carrying out their duties, including honesty, fairness, and a sense of responsibility; (3) honesty, which includes teachers' attitudes in conveying correct and transparent information; (4) happiness because of serving, which measures teachers' satisfaction and motivation in providing services to students and colleagues; and (5) strong stance, which includes firm principles and commitment in facing challenges in the work environment. Research shows that work ethic can directly influence teachers' social functioning because disciplined and responsible educators are more consistent in demonstrating positive social behavior and professionalism.

Commitment

Teacher commitment to their profession is an attitude of attachment and loyalty to the work they do. Meyer and Allen (2017) suggest that commitment can be divided into three dimensions: affective, normative, and ongoing. Teachers with high commitment not only demonstrate dedication to their profession but also have a sense of responsibility to continuously develop themselves and contribute positively to the educational environment. Teacher commitment is crucial for improving the quality of their social interactions, as highly committed teachers are more likely to foster harmonious relationships and collaborate with colleagues, students, and the community.

The commitment indicators in this study refer to the three-dimensional model proposed by Meyer and Allen (2017). The first dimension is affective professional commitment, which encompasses teachers' emotional attachment to their profession and the pride they feel in their work. The second dimension is normative professional commitment, which relates to teachers' moral obligations and sense of responsibility towards their profession. The third dimension is continuing professional commitment, which measures teachers' willingness to remain in their profession due to practical and calculative considerations, such as skill development and the need to maintain job stability. These indicators are used to measure teachers' level of commitment in carrying out their professional duties and responsibilities. Previous studies show that commitment influences teachers' interpersonal behavior and organizational involvement (Firestone, 2016; Tschannen-Moran & Hoy, 2018), supporting its relevance as a determinant of social competence.

METHOD

This study employs a quantitative approach with a survey method aimed at analyzing the influence of work ethic and commitment on teachers social competence at SDN Tembilahan Hulu. The research design used is ex post facto, where data are collected after the variables naturally occur without any manipulation by the researcher. This design is appropriate because the study focuses on measuring existing conditions and examining causal relationships based on empirical data.

Population and Sample

This study uses a quantitative ex post facto design to analyze the influence of work ethic and commitment on social competence. The population consists of all 76 teachers at SDN Tembilahan Hulu, and total sampling was applied. Data were collected using validated and reliable questionnaires. Validity was assessed using item-total correlations, while reliability was tested using Cronbach's Alpha, meeting acceptable thresholds for consistency.

Research Instruments

Data were collected using structured questionnaires measuring three main variables: work ethic, commitment, and social competence. Each instrument was developed based on relevant theoretical indicators and had undergone validity and reliability testing prior to data collection. Validity tests ensured that each item accurately measured the intended construct, while reliability tests confirmed internal consistency of the measurement scales.

Based on the validity testing, an item is considered valid if the calculated r-value exceeds 0.30. For the work ethic (X1) questionnaire, 3 items did not meet this criterion and were removed, leaving 32 valid items. The commitment (X2) questionnaire contained 2 invalid items, resulting in 33 usable items. Similarly, the social competence (Y) instrument had 2 invalid items, leaving 33 items for analysis. All invalid items were dropped to ensure the reliability and accuracy of the measurement instruments.

Table 1. Summary of Validity Test Results for All Questionnaires

Variable	Total Initial Items	Number of Invalid Items	Invalid Item Codes	Total Items Used
Work Ethic (X1)	35	3	X1_9, X1_17, X1_18	32
Commitment (X2)	35	2	X2_22, X2_23	33
Social Competence (Y)	35	2	Y_30, Y_31	33

After confirming the validity of the questionnaire items, the next step was to examine the internal consistency of each instrument to ensure that the measurement tools were reliable. Therefore, reliability testing was conducted using Cronbach's Alpha for all variables, and the results are presented below.

Table 2. Reliability Test Results

No.	Questionnaire	Cronbach's Alpha	Criterion	Explanation
1.	Work Ethic (X1)	0.925	> 0.60	Reliable
2.	Commitment (X2)	0.928	> 0.60	Reliable
3.	Social Competence (Y)	0.940	> 0.60	Reliable

Based on the reliability test results, all questionnaire items used in this study are declared reliable. Each instrument obtained a Cronbach's Alpha value above 0.60, indicating strong internal consistency.

Therefore, the work ethic (X1), commitment (X2), and social competence (Y) questionnaires were considered appropriate and eligible to be distributed to the research sample.

Data Collection Procedure

The questionnaires were distributed directly to all teachers included in the sample. Respondents completed the instruments independently during the allocated time provided by the school. All collected data were then checked to ensure completeness before being processed further.

Data Analysis Technique

The collected data were analyzed using multiple linear regression analysis to simultaneously test the influence of the independent variables (work ethic and commitment) on the dependent variable (social competence). Before conducting regression analysis, several classical assumption tests All assumptions were met, allowing regression analysis to be appropriately conducted. The regression model was analyzed to determine partial and simultaneous effects, as well as the proportion of variance explained by the independent variables using the Adjusted R Square value. All assumptions were met, allowing the regression model to be analyzed appropriately. Data were processed using SPSS version 25.

RESULTS AND DISCUSSION

This study aims to analyze the influence of work ethic and commitment on the social competence of teachers at SDN Tembilahan Hulu. Based on data collected from 76 teacher respondents, statistical analysis shows that the majority of respondents have a high work ethic and commitment, as reflected in the average score approaching the maximum score. In addition, teachers' social competence is also recorded at a good level. Based on the results of the multiple linear regression test, it was found that work ethic and commitment simultaneously have a positive effect on teachers' social competence, with work ethic having a more dominant contribution.

Classical Assumption Test Results

Before conducting multiple linear regression analysis, it is essential to ensure that the data meet the required classical assumptions so that the resulting model is statistically valid and reliable. In this study, three main assumptions were tested: the normality of residuals, the absence of multicollinearity among independent variables, and the presence of homoscedasticity or constant variance in the residuals. These tests were performed to confirm that the regression model fulfills the criteria for producing unbiased, consistent, and efficient estimates. The summary of the classical assumption test results is presented below.

Table 3. Summary of Classical Assumption Test Results

Assumption Test	Method Used	Key Output	Criterion	Conclusion
Normality Test	Kolmogorov–Smirnov Test	Sig. = 0.200	Sig. > 0.05	Residuals are normally distributed
Normality (Visual)	Normal P–P Plot	Points follow diagonal line	Data follow normal line	Supports KS result; distribution is normal
Multicollinearity Test	Tolerance & VIF	Tolerance = 0.873 (both variables) VIF = 1.145 (both variables)	Tolerance > 0.10 VIF < 10	No multicollinearity detected

Heteroscedasticity Test	Scatterplot of Residuals vs. Predicted Values	Random distribution of points; no visible pattern	Random scatter indicates homoscedasticity	No heteroscedasticity present
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The classical assumption tests conducted in this study confirm that the regression model meets all required statistical assumptions. The Kolmogorov–Smirnov test produced a significance value of 0.200, indicating normally distributed residuals. The multicollinearity test showed tolerance values above 0.10 and VIF values below 10, meaning that the independent variables do not exhibit problematic correlations. The heteroscedasticity test using a scatterplot further demonstrated a random distribution of residuals, showing that the model is free from heteroscedasticity issues. Therefore, the regression model is appropriate for further hypothesis testing.

Characteristics of Research Respondents

The following table shows the characteristics of the respondents in this study based on age, gender, education level, and length of service. These respondent characteristics provide a general overview of the background of the teachers involved in the study, which in turn may influence the interpretation of the results of the teacher social competency analysis.

Table 4. Characteristics of Research Respondents

Characteristics	Frequency	Percentage (%)
Age		
21–30 years	14	18.4
31–40 years	30	39.5
41–50 years	22	28.9
51–60 years	10	13.2
Gender		
Man	22	28.9
Woman	54	71.1
Educational level		
High School/Equivalent	8	10.5
Diploma (D3)	12	15.8
Bachelor degree	46	60.5
Postgraduate (S2)	10	13.2
Length of work		
1–5 Years	12	15.8
6–10 Years	24	31.6
>10 Years	40	52.5
Amount	76	100

The table above shows that the majority of teachers at SDN Tembilahan Hulu are between 31 and 40 years old, with the majority being female and possessing a bachelor's degree (S1). This indicates that the majority of teachers at this school are of productive age and have met academic qualification standards. In terms of experience, more than half of the teachers have worked for more than 10 years, indicating they have sufficient experience in teaching and interacting in educational settings.

Descriptive Statistics

Descriptive statistical analysis in this study was used to provide an overview of the variables of work ethic, commitment, and social competence of teachers at SDN Tembilahan Hulu. This analysis presents a summary of the data through descriptive measures such as the mean, standard deviation, minimum, and maximum values, thus demonstrating the general trend of each variable studied before conducting hypothesis testing.

Table 5. Descriptive Statistics

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Standard Deviation
Work ethic	76	106.00	157.00	136.3553	12.69089
Commitment	76	118.00	165.00	148.7368	10.32843
Social Competence	76	122.00	158.00	144.9211	7.73350
Valid N (listwise)	76				

1. Teacher Work Ethic (X1)

The average teacher work ethic score was 136.35 with a standard deviation of 12.69. This score indicates that teachers at SDN Tembilahan Hulu generally have a high work ethic, as the average score is close to the maximum of 157. This means that teachers demonstrate sincerity, discipline, and responsibility in carrying out their duties. The relatively small variation in the data indicates that most teachers have a relatively uniform level of work ethic.

2. Teacher Commitment (X2)

The average commitment score was 148.73 with a standard deviation of 10.32, which is close to the maximum score of 165. This indicates that teachers at SDN Tembilahan Hulu have a strong commitment to their profession. They demonstrate not only loyalty to the school but also a sense of emotional attachment to their teaching duties. The low score variation indicates that almost all teachers have a high level of commitment, thus strengthening the stability of social performance at the school.

3. Teacher Social Competence (Y)

The average teacher social competence score was 144.92 with a standard deviation of 7.73, relatively high compared to the maximum score of 158. These data indicate that teachers at SDN Tembilahan Hulu possess good social skills in communicating, building relationships, and interacting with students and colleagues. The low standard deviation also confirms that teachers' social skills tend to be evenly distributed, thus fostering a harmonious school social climate.

Overall, the descriptive analysis results show that teachers at SDN Tembilahan Hulu have a strong work ethic, strong commitment, and good social competence. This condition indicates alignment between the variables studied, where a high work ethic and commitment are strongly suspected of contributing to increased teacher social competence. These findings provide a solid foundation for further inferential analysis to test the research hypotheses.

Multiple Linear Regression Results

A multiple linear regression test was conducted to determine the magnitude of the influence of work ethic and commitment variables simultaneously on teachers' social competence. Furthermore, this test aimed to determine the direction of the relationship, whether positive or negative, and to identify which variable had the most dominant influence. The results of this multiple linear regression analysis serve as the basis for answering the research hypothesis and provide an empirical overview of the relationship between work ethic, commitment, and teachers' social competence at SDN Tembilahan Hulu.

Table 6. Multiple Linear Regression Test Results

Coefficients ^a				
Model	Unstandardized Coefficients			Standardized Coefficients
	B	Std. Error		Beta
1	(Constant)	94,846	12,382	
	Work ethic	.255	.067	.418
	Commitment	.103	.082	.138

a. Dependent Variable: Social Competence

$$Y = 94.846 + 0.255X_1 + 0.103X_2$$

Based on the resulting regression equation, the following conclusions can be drawn:

1. The constant of 94.846 means that when the work ethic and commitment values are considered constant or zero, then the teacher's social competence remains at the base value of 94.846. Overall, the results of the analysis show that work ethic and commitment both have a positive influence on social competence, but work ethic is the most dominant factor in shaping the social competence of teachers at SDN Tembilahan Hulu.
2. The regression coefficient for the work ethic variable is 0.255 with a standard beta value of 0.418. This value indicates that every one-unit increase in work ethic will increase social competence by 0.255, with a positive relationship. With a relatively high standard beta, it can be concluded that work ethic makes a significant and more dominant contribution than other variables in improving the social competence of teachers at SDN Tembilahan Hulu.

The regression coefficient of the commitment variable is 0.103 with a standard beta value of 0.138. This indicates that every one-unit increase in commitment will increase social competence by 0.103 with a positive relationship. However, its contribution is not as large as work ethic, so commitment has a positive but not dominant effect on teacher social competence.

t-Test Results

The t-test is used to determine the partial effect of each independent variable on the dependent variable. In this study, the t-test is intended to determine the extent to which work ethic and individual commitment influence the social competence of teachers at SDN Tembilahan Hulu.

Table 7. t-Test Results

Coefficients ^a			
Model		t	Sig.
1	(Constant)	7,660	.000
	Work ethic	3,818	.000
	Commitment	2,256	.000

a. Dependent Variable: Social Competence

Based on the results of the t-test, it can be interpreted as follows:

1. Work Ethic (X₁)

The calculated t-value of 3.818 with a significance level of 0.000 (<0.05) indicates that the work ethic variable has a significant effect on teachers' social competence. This means that the higher a teacher's work ethic, the better the social competence demonstrated in daily interactions. Practically, teachers who are highly disciplined, responsible, and dedicated tend to be able to build effective communication and harmonious

relationships with students and colleagues. These results also emphasize that work ethic is an important foundation in developing teachers' social competence in elementary schools.

2. Commitment (X2)

The calculated t-value of 2.256 with a significance level of 0.000 (<0.05) indicates that commitment also significantly influences teachers' social competence. Teachers with high commitment are not only loyal to their duties and organization but also possess a sense of emotional attachment and moral responsibility in carrying out their social roles. This impacts teachers' increased ability to build collaboration, manage interpersonal relationships, and create a conducive learning environment.

F Test Results

The F-test is conducted to determine the simultaneous influence of independent variables on the dependent variable. In other words, this test is used to determine whether work ethic and commitment together have a significant effect on teacher social competence.

Table 8. F Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1053.288	2	526,644	11,201	.000 ^b
	Residual	3432.239	73	47,017		
	Total	4485.526	75			
a. Dependent Variable: Social Competence						
b. Predictors: (Constant), Commitment, Work Ethic						

Based on the F-test results, the calculated F-value was 11.201 with a significance level of 0.000 (<0.05). These results indicate that the constructed regression model is suitable for use because the work ethic and commitment variables simultaneously have a significant effect on the social competence of teachers at SDN Tembilahan Hulu. In other words, the two independent variables, when tested together, are able to convincingly explain the variations that occur in teachers' social competence.

Results of the Determination Coefficient Test

The coefficient of determination (R^2) test is used to measure how much of the variation in the dependent variable can be explained by the independent variables in the model. In this study, the R^2 test aims to determine the contribution of work ethic and commitment in explaining variations in teacher social competence.

Table 9. R Square Test Results

Model Summary ^b					
Model	R	R Square	Adjusted Square	RStandard Error of the Estimate	Durbin- Watson
1	.485 ^a	.423	.421	6.85689	1,915
a. Predictors: (Constant), Commitment, Work Ethic					
b. Dependent Variable: Social Competence					

Based on the coefficient of determination test output, the *Adjusted R Square* value of 0.421 indicates that 42.1% of the variation in teachers' social competence can be explained by the work ethic and commitment variables together. This means that both independent variables provide a fairly strong contribution in predicting social competence. Meanwhile, the remaining 57.9% is influenced by other factors outside this

research model, such as work motivation, principal leadership, organizational culture, and school environmental factors. This finding indicates that work ethic and commitment are important factors, but not the only ones that determine the level of social competence of teachers at SDN Tembilahan Hulu.

Discussion

The results of this study indicate that teachers' work ethic positively influences their social competence. This is evident from the high average work ethic score, indicating that the majority of teachers at SDN Tembilahan Hulu demonstrate a high level of professionalism and dedication in carrying out their duties. Teachers with a strong work ethic tend to be more disciplined, responsible, and motivated to give their best, which in turn improves the quality of their social relationships with students and colleagues.

Furthermore, teachers' commitment to their profession also positively influences their social competence. Teachers with high commitment not only demonstrate loyalty to their work but also possess a strong sense of responsibility in building positive relationships with students, colleagues, and the school community. This finding supports the theory that high commitment enhances individuals' social and interpersonal performance within organizations (Meyer & Allen, 2017).

In addition to the findings previously discussed, the significant influence of work ethic on teachers' social competence can also be understood through a broader organizational behavior perspective. Teachers with a strong work ethic typically possess high levels of intrinsic motivation, self-regulation, and professional responsibility. These characteristics contribute to more stable interpersonal behavior, which strengthens their ability to build rapport and maintain constructive social interactions.

From the standpoint of Social Learning Theory (Bandura, 1986), teachers with high work ethic also tend to model positive social behaviors such as patience, respect, and cooperation. Students and colleagues are likely to imitate these behaviors, leading to a more harmonious school environment. This aligns with findings by Hurlock (2021) who stated that adults with strong work-related values tend to exhibit stronger emotional regulation, an important component of social competence.

Additionally, the empirical findings align with Self-Determination Theory, which posits that intrinsically motivated teachers demonstrate more prosocial behaviors (Deci & Ryan, 2020). Teachers who approach their work with a sense of purpose and dedication are more likely to actively engage in social processes, resolve conflicts constructively, and create an emotionally supportive classroom environment. However, regression analysis showed that work ethic contributed more to improving teachers' social competence than commitment. This indicates that although commitment has a significant influence, a strong work ethic can be a key factor in establishing good social relationships at school. Furthermore, these results align with research by Pricilia et al. (2024), which demonstrated that teachers' work ethic significantly influences their ability to adapt and establish healthy social relationships in the school environment.

According to Organizational Commitment Theory (Meyer & Allen, 2017), committed individuals exhibit higher perseverance, emotional stability, and willingness to sustain long-term professional relationships. These attributes are closely related to key dimensions of social competence, such as cooperation, empathy, and adaptability. Therefore, high commitment naturally encourages teachers to invest more effort in fostering positive interpersonal interactions.

From a sociocultural perspective, commitment also strengthens teachers' role identity. When teachers strongly identify with their profession, they tend to internalize norms and expectations associated with effective social behavior. This is consistent with the argument of Johnson (2019), who noted that individuals with stronger professional identities participate more actively in organizational socialization processes, enabling richer and more meaningful interactions with colleagues and students.

Moreover, teachers with strong commitment demonstrate greater emotional involvement in school life. This emotional attachment facilitates patience, tolerance, and understanding—qualities essential for high social competence. Committed teachers also tend to resolve conflict more constructively, as they are more invested in maintaining the stability of their school community.

Overall, these findings suggest that strengthening teachers' work ethic and commitment is crucial for improving their social competence. Therefore, schools need to focus professional development efforts on enhancing these two aspects, enabling teachers to be more effective in carrying out their social roles and creating a conducive learning environment.

CONCLUSIONS AND RECOMMENDATION

Based on the research results and discussions outlined in the previous chapter, the results of this research can be concluded as follows:

1. Work ethic significantly influences teachers' social competence, indicating that disciplined, responsible, and dedicated teachers are better at building positive social interactions.
2. Commitment also contributes significantly to social competence, suggesting that teachers who are emotionally and morally attached to their profession interact more effectively within the school community.
3. Work ethic and commitment together explain a substantial portion of social competence, highlighting the importance of strengthening both behavioral and psychological aspects of teacher professionalism.

The suggestions that can be provided through this research for related parties include the following:

1. For teachers, strengthening the lowest indicators, for example increasing consistency in strong stances and getting used to serving sincerely, so that work ethics become more stable.
2. For schools, developing a program to strengthen normative commitment through professional reflection activities and strengthening moral values, so that teachers' sense of responsibility is not only born from affective loyalty.
3. For the Department of Education, provide soft skills training to improve empathy and politeness in teacher communication, because this aspect is important in supporting social competence.

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