UDC 331

THE INFLUENCE OF LEADERSHIP AND DISCIPLINE ON THE COMMITMENT OF HUMAN RESOURCE PERFORMANCE ACHIEVEMENT

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ABSTRACT

This study aims to conduct a study of the influence of school principal leadership and teacher discipline on the commitment of teacher performance achievement at the Educational Technical Implementation Unit in Manding Subdistrict, Sumenep Regency. The population in this study were all school principals and elementary school teachers in Manding sub-district, Sumenep Regency, while the samples in the study were taken as many as 40 which were taken randomly. Data analysis used in this study is regression analysis. Based on the data analysis that conducted, obtained the conclusion: 1) because $t_{calculate} > t_{table}$ or $2,14 > 2,02$, then there is a positive and significant influence of leadership influence (X_1) on teacher commitment and performance (Y) if the influence of school discipline (X_2) fixed/constant, 2) because $t_{calculate} > t_{table}$ or $10,25 > 2,02$, then there is a positive and significant influence of leadership influence (X_2) on teacher commitment and performance (Y) if the influence of school discipline (X_1) fixed/constant, 3) because $t_{calculate} > t_{table}$ or $7,52 > 2,02$, then there is a positive and significant influence of leadership influence (X_1) and the influence of discipline (X_2) on the commitment of teacher performance achievement (Y).

KEY WORDS

Leadership, discipline, commitment to performance achievement.

Education is the basic capital to create superior human resources. The main tool in the world of education is school (Motala, 2019; Yu, 2019). The school is one of alternative institutions of education services. In summary, the school as an institution certainly has a vision, mission, goals, and functions. To carry out the mission, realize the vision, achieve goals and carry out its functions the school requires personnel, organization, work procedures and resources that support both financial and non-financial.

School is as a system that has components that are related to each other and contribute to the achievement of goals (Hamachek, 1995; Dahir & Stone, 2003; Heck, 2009; Keklik, 2013). These components are students, curriculum, learning materials, teachers, school principals, other education personnel, environment, facilities, teaching and learning process and results or outputs. All components must develop according to the demands of the times and the changes in the environment that occur around it. To develop, of course there must be a process of change. This development should start from the things that cause the organization cannot function as well as expected. (Peng & Heath, 1996; Spector & Jex, 1996; Dervitsiotis, 1998; Gupta & Shingi, 2001; Heck, 2009; Anderson, 2019; Buchanan, 2019; Borich, 2019). In the conception of institutional development reflected an effort to introduce changes in how to organize an institution, structure, process and system of the institution concerned so that it can better fulfill its mission. Therefore, changes that occur in school institutions must cover all components in it.

These changes occur in the structure, process, personnel and system of an institution as well as the process of change itself, regarding how schools as an institution are organized so that they can carry out their mission better. In the process of change, the individual of organizations and institutions improve their ability and performance in relation to their goals, resources, and environment. The change will not run without the support of human resources which are assets that can contribute more to the achievement of organizational goals.

But unfortunately the concept of existing school institutions currently is not yet optimal in creating highly competitive HR. *General Competitive Report* in 2004 from *Word Economic*

Forum United National Development Program (in, annual report website UNDP, 2005) revealed that the competitiveness of Indonesian human resources only rose by two ranks from 48th rank out of 49 developing countries in 2000 become 40th rank. This condition essentially shows that Indonesia's human resource capabilities are not yet superior, it can even be categorized as relatively underdeveloped. Therefore, a high quality education system must be created so that can compete with other countries.

Leadership and discipline will not be achieved without a strong commitment and good performance from HR in the school. In this case, the most important HR is the teacher or teaching staff. Teachers must be truly competent in their fields and teachers must also be able to serve optimally. Optimal teacher performance is influenced by various factors, both internal and external. Two internal factors that are thought to have a significant influence on teacher performance are the discipline and leadership style of the principal. External factors are the physical environment, non-physical environment and community participation.

With the effective leadership of the school principal then the discipline and performance of its human resources can be created conductively, based on this matter then the school and the Educational Technical Implementation Unit of Manding Subdistrict can create the best graduates, as in the admission of new students if the capacity is maximum while the human resources such as teachers are few, they will carry out the selection of admission filters. This selection aims to select students who qualify to be accepted as new students. There are two types of selection, as follows: (1). Academic Selection, and (2). Non-Academic Selection. Based on the selection results above, the school can find out the row input intelligence map. The number of registrants and students accepted can be seen in table 1:

Table 1 – List of Admissions for Students Enter the Last 3 Years

No.	Academic year	Student				
		Registrant	Accepted	Graduated	Continuing	Work
1	2015-2016	991	480	480	472	8
2	2016-2017	1034	480	480	480	0
3	2017-2018	1113	480	480	477	3

In table 2 below also displayed data on the acquisition of NEM each academic year:

Table 2 – List of Admissions for Students Enter the Last 3 Years

No.	Academic year	NEM		
		Highest	Lowest	Average
1	2015-2016	9,7	5,2	7,02
2	2016-2017	10	6,4	7,30
3	2017-2018	10	6,1	7,45

Based on the exam scores data collected by the school, then the scores and average exams from year to year have increased quite significantly. The acquisition of scores and test average that continue to increase reflects the potential of students to be actualized into competencies. Not all school graduates continue to a higher level. This happens because of several factors that motivate student motivation, such as economic factors and environmental factors.

The discipline system can be seen as the implementation of behavior modification for troubled or unproductive employees while the principal's leadership is a motivator for self-adherence to the discipline. Although this discipline is only one part of the characteristics of teacher performance and is related to the presence of attendance, non-compliance with rules, decreased work productivity, apathy. But apparently this has a very big impact, especially on our education system which still requires the presence of a dominant teacher in the teaching and learning process. At this stage the principal's leadership role is demanded to be able to lead or manage the school, it is also demanded to be able to create a conducive atmosphere in the work environment (climate maker) so that it can prevent the emergence of

disintegration and be able to provide encouragement so that all components in the school unite in achieving the goals to be achieved.

In the case of the Manding Subdistrict Educational Technical Implementation Unit that was trying to achieve national standard school status, there were still many things that had to be improved, either from the teacher's performance, discipline to the principal's leadership style. The facts show the level of teacher discipline in the Manding Subdistrict Educational Technical Implementation Unit. This can be seen from the absence (attendance/absence) of the teacher, the following in table 3, is shown the absence of the teacher in the Manding Subdistrict Educational Technical Implementation Unit within a period of time.

Table 3 – The Process of Absence of Teachers from Manding Subdistrict Educational Technical Implementation Unit

No	Information	Month						Average
		Jan	Feb	Mar	Apr	May	June	
1.	Effective working day	18	22	24	25	20	6	
2.	Number of teachers absent	4,5%	5,23%	4,21%	8,77%	8,42%	5,65%	6,13%

Source: VCa. Subag T.U.UPT Pendidikan Kecamatan Manding.

If observed from the table above, then it can be concluded that the monthly attendance of teachers is only above average (neither high nor low) at a glance, which does not seem to be a big problem. But actually, in the current education system, this can have a bad effect, because students become displaced because their teachers are absent. The teaching and learning process can be late so that students do not get the optimal knowledge.

At this stage the role of the principal's leadership is needed. Principals must act decisively against violations that occur, so that all components in the school can provide optimal services (at least in accordance with minimum service standards) to primary external customers (primary customers) or their students.

Based on the background of the problem above, the researcher is interested in conducting a study of the influence of school principal leadership and teacher discipline on the commitment of teacher performance achievement in the Manding Subdistrict Educational Technical Implementation Unit, Sumenep Regency.

LITERATURE REVIEW

The concept of leadership in the world of education cannot be separated from the concept of leadership in general, the concept of leadership in general is often equated with management, even though these two things have significant differences.

In the leadership book written by Miftah Thoha (2006: p.9) explains that: "Leadership is an activity to influence the behavior of others who do not have to be limited by bureaucratic rules or manners. Leadership has the characteristics do not have to occur in a particular organization and can occur anywhere. While the leadership that is limited by bureaucratic manners or is associated in an organization is management. "

According to Stephen P. Robbins in the book of Management, Seven Edition, which was transcribed by T. Hermaya (2005: p.128), gives the meaning of leadership as follows: "Leadership is the process of influencing groups towards achieving goals."

Meanwhile, according to Alan Tucker in Syafaruddin (2002: p.49) argues that: "leadership as the ability to influence or encourage a person or group of people to work voluntarily to achieve certain goals or objectives in certain situations".

This provides a perspective that a manager can behave as a leader, as long as he/she is able to influence the behavior of others to achieve certain goals. But a leader does not necessarily have to assume the position of manager.

According to Andrew J. Dubrin in the book of *The Complete Ideal's Guides to Leadership 2nd Edition*, which was translated by Tri Wibowo BS (2006: p.4) the true meaning of leadership can be explained in many ways. The following are some definitions:

- Leadership is an effort to influence many people through communication to achieve goals;
- Leadership is a way to influence people with instructions or commands;
- Leadership is an action that causes other people to act or respond and cause positive change;
- Leadership is an important dynamic force that motivates and coordinates organizations in order to achieve goals;
- Leadership is the ability to create confidence and support among subordinates so that organizational goals can be achieved.

Leadership can actually take place anywhere, because leadership is the process of influencing others to do something in order to achieve a certain purpose. Based on different definitions of leadership contained common meanings that is general.

A leader is someone who gives inspiration, persuades, influences and motivates others. To distinguish leaders from non-leaders can be done using a behavioral theory approach.

According to Stephen P. Robbins in the book of Management, the Seventh Edition, translated by T. Hermaya (2005: p.129), states that: "Behavioral theories are leadership theories concerning behavior that distinguish effective leaders from ineffective ones".

This behavior theory not only provides more definitive answers about the nature of leadership, but also has real implications that are quite different from the characteristic approach.

Stephen P. Robbins in the book of Management, Seventh edition, which was translated by T.Hermaya (2005: p.129) states that there are six characteristics related to leadership, namely:

- Encouragement. The leader shows a high level of effort;
- Will to lead. The leader has a strong will to influence and lead people;
- Honesty and integrity. Leaders build trusting relationships between themselves and their followers by being honest and not deceptive;
- Confidence. Followers see no doubt in their leader.
- Intelligence. Leaders must be smart enough to collect, analyze and interpret a lot of information, and they need to be able to create a vision, solve problems, and make the right decision;
- Work-related knowledge. Effective leaders have a high level of knowledge about the company, industry and technical matters.

In line with the description of leadership above, leadership in school organizations is generally the same. The principal is the leader and manager who must manage, give orders as well as protect his/her subordinates, the teachers and solve problems that arise.

According to Supriadi in his book (editor) History of Indonesian Technical and Vocational Education (2002: p. 268). There are 7 indicators of the success of a school principal:

- Principal as Manager;
- Principal as a Leader;
- Principal as an Entrepreneur;
- Principal as Creator of Work Climate;
- Principal as Educator;
- Principal as Administrator;
- Principal as Supervisor.

Also said that leadership is personality and integrity as well as the ability to convince and direct others, to achieve goals in accordance with goals. This includes personality, ability, motivation, decision making, communication and delegation of authority.

Thus, it is clear that the Principal as a leader in order to succeed must have 7 indicators above as well as having other criteria such as his/her educational background and experience.

In relation to the research at the Manding Subdistrict Educational Technical Implementation Unit, the headmaster besides being able to lead, manage the school, is also demanded to be able to create a conducive atmosphere in the work environment (climate maker) so that can motivate teachers to work and can prevent the emergence of disintegration or dispute within the organization.

Discipline is the most important operative function of Human Resource Management because the better employee discipline is, the higher work performance can be achieved. Without good discipline, it is difficult for organizations to achieve optimal results. Generally when people think about discipline, what comes to mind is severe punishment, even though punishment is only a part of all disciplinary issues. With good work discipline, it is hoped that an orderly, efficient and effective environment will be created through a set of clear and precise regulations. Generally, this discipline can be seen from the indicators: teachers come to work on time, dress neatly and politely pay attention to the ethics of how to dress properly as an employee, teachers use tools and equipment according to the provisions, they work passionately and work according to the rules set by the institution. The habits above will be realized if the employees have good discipline. This discipline planting certainly needs to be applied by a leader to his/her subordinates to create good quality work.

According to Simamora in the book of Human Resource Management Edition III (2006: p.610): "Discipline is a procedure that corrects or punishes subordinates for violating rules or procedures. Discipline is a form of employee self-control and regular implementation and shows the level of sincerity of the work team in an organization".

According to Alma (2003, p.186) said that: "Discipline can be interpreted as an obedient attitude, behavior, and actions in accordance with company regulations both oral and written".

According to Simamora (2006: p.610) there are three forms of discipline, namely as follows:

1. Managerial Discipline where everything depends on the leader, from the beginning to the end.
2. Team Discipline where the perfection of performance comes from dependence on each other, and this dependency springs from a commitment of each member to the whole organization: failure of a person will be the fall of everyone.
3. Self discipline where a single implementer is entirely dependent on training, agility, and self control.

The application of work discipline in the work environment will initially be felt heavy by the employees, but if it is continuously applied it will become a habit, and discipline will not be a heavy burden for the employees. This discipline needs to be applied in the work environment, because as mentioned above that discipline did not come about easily, but need the existence of coaching in enforcing this work discipline.

In line with Moenir's opinion quoted by Dahyana (2001, p.11), that the conditions of employee discipline are not directly created just like that, but there must be a willingness and effort of all parties, especially the leaders to foster work discipline. In this connection, how to realize good work discipline in the organization.

Furthermore Martoyo (1998, p.144) said that: "leaders in the discipline fostering toward subordinates must pay attention to: ongoing supervision, knowing the organization that they lead, instructions must be clear and firm so that not confuse subordinates. Making work procedures that are simple and easy to understand, making activities that can keep people busy".

Besides that for further fostering, already been set the Government Regulation No. 30 of 1990 on the Discipline Regulations of Civil Servants in the second part of article 6, mentioned there are three levels and types of disciplinary punishment on civil servants, it is said that, disciplinary penalties occur from:

- Light disciplinary punishment;
- Medium disciplinary penalties;
- Heavy disciplinary punishment.

In giving discipline to a subordinate a leader has a different style depending on the ability and knowledge possessed by the leader. Within the scope of the organization according to Anoraga (1998, p.46; Andjarwati et al., 2019; Nasri, & Usman, 2019; Sari, 2019; Maharani & Usman, 2019): "Discipline is an attitude, an act to obey order". In terms of courtesy, of course, this is related to how one must behave in society (Elbaar & Misrita, 2019).

While Sinungan (2003, p.135) defines discipline as: "Mental attitude of a person or group of people who always want to follow/obey all the rules/decisions that have been set". In line with the two opinions above, Hasibuan (2003, p.193) defines work discipline as: "Awareness and willingness to obey all organizational regulations and social norms that apply".

From the above understanding it can be concluded that work discipline is the attitude and behavior of the teacher in obeying all the guidelines and regulations that have been determined for the achievement of organizational goals. Discipline is closely related to employee behavior and had influences on performance.

A teacher's performance is a result achieved by a teacher through his/her work or in other words performance can be interpreted as an employee's work performance. Mangkunegara (2000, p.9) states that: "Employee performance (Job Performance) is the work results in quality and quantity achieved by an employee in carrying out their duties in accordance with the responsibilities given to them".

Keith Davis's opinion in Mangkunegara (2000, p.13) states that:

A person's performance is influenced by two factors, namely, motivation factor (motivation); consists of:

- Social conditions; include: formal organization, informal organization, leadership, and about work;
- Individual needs; include: physiological, sociological, egoistic;
- Physical conditions: include: work environment.

The ability factor (ability); consists of:

- Knowledge; include: education, experience, training, and interests;
- Skills; include: skills and personality.

Teachers are the spearhead of the implementation of education. The success of teachers in carrying out their duties is a reflection of teacher performance, and this can be seen from the actualization of teacher competencies in realizing their professional assignments.

Teacher competencies according to Sanusi (1996, p. 37) include: 1) teaching plan (*teaching plans and materials)*; 2) manager procedure (*classroom procedurs)*, and 3) interpersonal relationships (*interpersonal skill).*

In general, commitment and performance can be interpreted as the realization or success of a person or organization in achieving its objectives, in accordance with the responsibilities given to it.

In line with the opinion of Suyadi, quoted by Sutisna (2002, p.48) that: "Performance is the result of the work that can be achieved by a person or group of people in an organization, in accordance with their respective authorities and responsibilities, in an effort to achieve the objectives of the organization concerned legally, not violating the law and in accordance with morals and ethics".

Sedarmayanti (1996, p.15), said that: "Broadly speaking, the factors that influence the success of work can be divided into two groups, namely: individual factors that have been given and must be modestly accepted, and situational factors, namely factors that exist outside of the individual employee. The leader of the organization has the authority to change, hence this is also called management factor".

In practice, many factors affect performance. According to Triffin and Mc Cormick, quoted by Widodo (2004, p.78) that: "Individual performance is related to individual variables and situational variables. Individual variable is a variable derived from the individual concerned, for example: abilities, interests, and certain needs. Whereas the definition of the situational variable is variables that originate from a broader work situation, for example:

implementation of supervision, organizational climate, relationships with colleagues and reward systems".

To find out the performance of employees, of course performance standards are needed, these performance standards can be made accountable for what has been done by employees. These performance standards can vary according to the type of work, organization or others.

According to Dale Furtwengler, quoted by Widodo (2004, p.79) that: aspects that can be used as a measure of one's performance are: speed, quality, service, values, interpersonal skills, mentality for success, open to change, creativity, communication skills , initiative, planning and organization.

Meanwhile, according to Suzana (1979, p.19) that in the context of teacher training there are ten potential teachers that can be used as parameters to see teacher performance, namely: 1) Mastering material, 2) Managing teaching and learning programs, 3) Managing classes, 4) Using learning media, 5) Mastering the foundation of education, 6) Managing teaching-learning interactions, knowing the function of counseling guidance services, 7) Knowing and organizing school administration, and 8) Understanding and interpreting research results for teaching needs.

Based on the description above, it is clear that there are ten indicators that can be used as a reference for the results of teacher performance, namely: mastering materials, managing teaching and learning programs, managing classes, using learning media, mastering educational foundation, managing teaching and learning interactions, assessing learning achievement, recognizing service functions counseling guidance, getting to know and organizing school administration, understanding and interpreting research results for teaching purposes.

In addition to the above indicators, a person in carrying out tasks and jobs must demonstrate the intellectual ability that is logical and practical, shows high morale, results-oriented in completing what has been started by him, has maturity in working and acting, has interpersonal skills, open and proactively not always waiting for a task from superiors.

This is in line with the opinion of DA Soestina, quoted by Sutisna (2002, p.49) writing the criteria of performance-oriented individuals, as follows: Intellectual Ability, Firmness, Spirit, Results-Oriented, Maturity, Assertiveness, Interpersonal Skills, Openness, Curiosity, and Proactive.

METHODS OF RESEARCH

Testing the presence or absence of the influence of factors of the results of the analysis of institutional management, especially leadership (X1), discipline (X2), on the commitment of Teacher Performance achievement (Y), using statistical analysis which includes: Validity Test and Reliability Test, Homogeneity Test, Data Normality Test, Linearity Test, Product Moment Test, Regression Test, Determination Test, and Hypothesis Test.

RESULTS AND DISCUSSION

From the calculation of the correlation coefficient between X_1 and Y, it shows that it was obtained r_{x_1y}= 0,82, can be said that the relationship between the influence of leadership (X_1) on the commitment and performance of teachers (Y) in the effort to obtain a predicate of the national standard school has a high correlation.
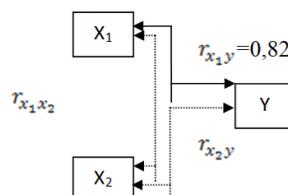
The calculation results of the correlation coefficient between X_2 and Y, indicate that it was obtained r_{x_2y}= 0,83. It can be concluded that the relationship between the influence of Discipline (X_2) on commitment and teacher performance (Y) is highly correlated.
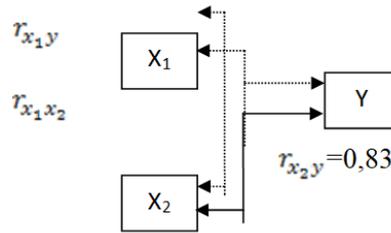
From the calculation results of the correlation coefficient between X1 and X2 together on Y, shows that it was obtained $r_{x_1x_2}$= 0,93 which can be concluded that the relationship between the influence of leadership (X1) and the influence of discipline (X2) on the commitment and performance of teachers is highly correlated.
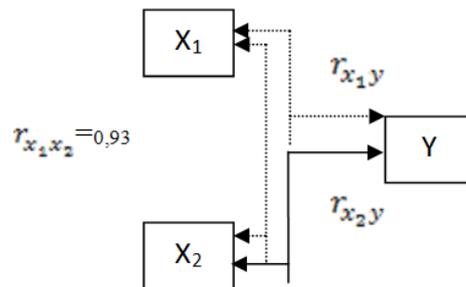
The magnitude of the contribution of the X variable on Y is determined by the determination coefficient formula, The calculation shows that 67,24% of the influence of leadership affects the commitment of Teacher Performance Achievement, 68,89% of the discipline influences the commitment of Teacher Performance Achievement, and 86,49% of the influence of leadership and the influence of discipline together affects the efforts of the Achievement of commitment and Teacher performance.

To predict or forecast the influence of changes in leadership contribution variables on the commitment of teacher performance achievement and the influence of discipline on the commitment of teacher performance achievement, then conducted the regression equation calculation.

The influence of leadership influence variable (X_1) on the commitment of teacher performance achievement (Y), is shown by the regression equation as follows:

$Y = 18,28 + 0,45X_1$, this shows that if the leadership influence variable rises to 100% then it will be followed by the addition of the commitment and performance of the Teacher variables in the effort to obtain a national standard school predicate amounted to 45% Thus then there are changes or additions on the variable of commitment and teacher performance because it gets the influence from the changes or additions on the leadership contribution variable. As a prediction, if X_1 = 100, then the value of Y = 18,28 +0,45.100 =63,28

The influence of the variable of discipline influence (X_2) on commitment and teacher performance (Y), is shown by the regression equation as follows: $Y = 18,44+0,45X_1$, this shows that if the discipline influence variable rises to 100% then it will be followed by the addition of the commitment and teacher performance variable by 45%. Thus then there are changes or additions on the variable of commitment and teacher performance because it gets the effect from the changes from the addition on the discipline influence variable. As a prediction, if X_1 = 100, then the value of Y = 18,44 +0,45.100 =63,44.

The influence of the calculation of leadership influence variable (X_1) and the discipline influence variable (X_2) on commitment and teacher performance (Y), is shown by the regression equation as follows: $Y = 10,75+0,81X_1$, this shows that if the variable of the influence of leadership (X1) and discipline (X2) increases to 100% then it will be followed by the addition of the teacher commitment and performance variable (Y) by 81%. Thus then there are changes or additions on the variable of commitment and teacher performance because it gets the effect from the changes or additions on the variable of Leadership Influence and the variable of discipline influence.

As a prediction, if X_1 and X_2 =100, , then the value of Y =10,75 +0,81.100 =91,75.

The effect or significance of the testing relationship is tested with the significance of the partial correlation coefficient. With the test method that has been set namely:

Because of $t_{calculate} > t_{table}$ or 2,14 > 2,02, then there is a positive and significant influence of leadership influence (X_1) on the commitment and performance of teachers (Y) if the influence of school discipline (X_2) is fixed/constant.

Because of $t_{calculate} > t_{table}$ or 10,25 > 2,02, then there is a positive and significant influence of leadership influence (X_1) on the commitment and performance of teachers (Y) if the influence of school discipline (X_2) is fixed/constant

Because of $t_{calculate} > t_{table}$ or 7,52 > 2,02, then there is a positive and significant influence of leadership influence (X_1) and the influence of discipline (X_2) on the commitment of teacher performance achievement (Y).

Based on the data processing that has been done, the researcher analyzes the hypothesis test as follows:

From the calculation result of the correlation of leadership influence with the commitment of teacher performance Achievement obtained the value of t calculate equal to 2,14 at db = 39. While the value of t critical (t_{table}) at db =39 with a level of significance of 5% is equal to 2,02.

Because $t_{calculate} > t_{table}$ or 2,14 > 2,02. Then work hypothesis (Ha) accepted and the zero hypothesis rejected at the level of significance of 95%.

From the calculation result of the correlation of the influence of discipline with the commitment of teacher performance Achievement obtained the value of t calculate equal to 10,25 at db = 39. While the value of t critical (t_{table}) at db =39 with a level of significance of 5% is equal to 2,02.

Because $t_{calculate} > t_{table}$ or 10,25 > 2,02. Then work hypothesis (Ha) accepted and the zero hypothesis rejected at the level of significance of 95%.

From the calculation result of the correlation of the influence of discipline with the commitment of teacher performance Achievement obtained the value of t calculate equal to 7,25 at db = 39. While the value of t critical (t_{table}) at db =39 with a level of significance of 5% is equal to 2,02.

Because $t_{calculate} > t_{table}$ or 7,25 > 2,02. Then work hypothesis (Ha) accepted and the zero hypothesis rejected at the level of significance of 95%.

Thus, the third hypothesis that the researcher suggests, namely: "There is an influence of leadership and discipline on the commitment of teacher performance achievement", can be accepted with a 95% confidence level.

CONCLUSION

There is a positive and significant relationship between the influences of discipline on the commitment of the human resource performance achievement at the Manding Subdistrict Educational Technical Implementation Unit. The significant relationship between the influence of discipline with the commitment of human resource performance Achievement can be proven based on the results of processing and research that obtained t research is greater than t critical (t_{table}) at degrees of freedom db = 38 and the significance level of 5%. Thus, then the second hypothesis that stated can be accepted with a 95% confidence level.

There is a positive and significant relationship between the influence of leadership and discipline on the commitment of the human resource performance achievement. Significant

relationship between the influence of the leadership of the principal and the influence of discipline with commitment to the achievement of human resource performance can be proven. Based on the results of processing and research that obtained t research is greater than t critical (t_{table}) at degrees of freedom $db = 38$ and the significance level of 5%. Thus, then the third hypothesis that stated can be accepted with a 95% confidence level.

Based on the problems encountered in the research and at the same time closely related to the influence of the leadership of the principal and the influence of discipline on the commitment to the achievement of human resource performance, the researcher will deliver suggestions that are considered important either for further research and as input for the principal as the school manager as following:

1. Principal's leadership which incidentally is attached to the head's duties as a leader and manager in the implementation of management processes and activities must be optimally empowered. This can affect on the quality of the process and optimal results. This means that principals with their competencies must dynamize themselves in their management activities at school. Principals in carrying out their managerial duties do not merely abort their duties and responsibilities as leaders in schools.

   The contribution of the school principal as the spearhead in school management activities in the effort to obtain the school predicate as a national standard is huge. Moreover supported by accountable eligibility and feasibility with the required must have educational qualification standards that have been set. In addition, the work of principals must be supported by the established competencies.

   If in the implementation of its management processes and activities there are weaknesses and shortcomings it is necessary to conduct a SWOT analysis to further manage the strategy, so that the effort to obtain a school predicate as a national standard can be realized.

2. There are still teachers who have low awareness in terms of discipline, which in turn will impact on the low commitment and performance of teachers in carrying out their professional duties, lack of innovation or renewal in the administration of learning and education. Therefore teachers must have competencies that are accompanied by discipline and innovation, with the quality of the process and results will be optimal.

   Discipline is an organizational climate that must be realized in school institutions. The teacher has the ability to conduct discipline in his/her commitment and performance, especially in the management of education and teaching, this is aimed at the professionalism of the teacher who wants every teacher to improvise and be creative in carrying out his/her professional duties.

   Actually in the teacher's competency that has been determined, implicitly there has been implied an invitation to the teacher to realize discipline in carrying out their duties.

3. The performance of human resources which is essentially a teacher is still said to be less effective, because there are still teachers who only provide material but are not added with the explanation. Whereas students will get better learning by being given a deeper explanation of the material. Teachers must also be able to create a comfortable learning atmosphere for their students so they are not bored. Therefore it is necessary for the principal as the leader to give direction to the teacher in order to improve performance in this case to teach and behave better in order to achieve the desired results of all parties in the school.

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