

The Effects of Training and HR Development on Work Discipline and its Implications on the Performance of Principals of Primary and Secondary Schools in the Sub-district of East Bekasi

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Abstract- This research examines and analyzes the influence of training and development on work discipline and its implications for the performance of the heads of state primary and secondary schools in the East Bekasi sub-district. There were 82 respondents, all of whom were principals whose status was ASN. Data collection is done by interviews and questionnaires. The research methodology used is descriptive statistics, in data analysis techniques using SmartPLS 3.2.7 application. The results of the study indicate that: (1) training and development together have a positive and significant impact on work discipline and performance; (2) training and development through work discipline has a positive and significant effect on performance. (3) development is the variable that has the greatest influence on work discipline. Based on the analysis of matrix correlation between dimensions, to improve work discipline it is recommended to maintain and improve; (a) The training instructor appointed has quality, is competent in delivering material; (b) understands such as problem solving techniques, teamwork, division of labor, relationships between superiors and subordinates. In addition to improving performance,: (a) training material, namely the quality of the material provided; (b) development methods, providing variations of training methods used such as simulations, conferences, case studies and role plays. (c) presence, quality of discipline in work. It is necessary to plan a systematic and well-planned training program from the government to meet the demands of current and future work for school principals.

Keywords- Principals, Training, HR Development, Work Discipline, Performance

I. INTRODUCTION

Every government agency or agency in implementing the program is directed to always strive to be better in achieving the vision and mission as the agency's goal. Work discipline can support the achievement of agency goals as a form of compliance with work rules and also as a personal responsibility for the agency. Discipline factors also influence the performance of the apparatus. Performance problems can not be separated from the process, results and usability, In this case the performance is the result of work in quality and quantity achieved by an apparatus in carrying out their duties in accordance with the responsibilities given to him.

The Head of the State School is a teacher who is given an additional task to lead a school with the status of PNS/ASN (*Aparatur Sipil Negara*) or State Civil Servant, so that it includes government officials or public officials. The principal is the manager of a school, and beyond its main task is to make the concept of advancing the school better. Every school in Indonesia is the center of education management, and the task of changing management is with the principal as the school manager. School performance can be seen from the performance of the principal. In order to achieve the targets of the principal's office assignment activities above, proper training and development are needed for the principal because the Principal is the highest position in the School whose main task is to manage the institution he leads.

Bekasi Education Department is one of the Government Agencies that provides educational services in the city of Bekasi including the east Bekasi district. Based on secondary data obtained, the level of indiscipline in school principals in 2015 was 12.24%, up to 15.13% in 2016, then fell again to 10.11% in 2017 (Personnel Disdik Bekasi, 2018). Furthermore, the authors found that the level of realization of school principals' performance was also not in accordance with the *SKP*(*Sasaran Kerja Pegawai*) or

achievement target (Employee Work Target), the main element in SKP assessment in 2016 was 78.1% and in 2017 95.3% had not yet realized 100% even though there were increase but still not according to the target specified.

Furthermore, the authors further analyzed how the training and development evaluations that have been provided so far, It was found that the implementation of school principals' education and training in 2015 was 77.5%, in 2016 the revisions were 80% and 2017 fell back to 70.3%, not 100% realized according to plan. From follow-up interviews found other phenomena, namely the quality of training, technical guidance and development carried out were not accompanied by comprehensive evaluation and guidance, so that the results of training and development were less effective.

A study conducted by Asad and Mahfod (2015), prove that there is a direct positive relationship between training and development towards improving performance. This means that the higher the training and development, the more performance increases. In another study by Harlie (2012), it proves that Work Discipline was the most dominant influence on employee performance. Based on previous empirical data and facts, the title for this study is "The Effect of Training and Development of Human Resources on Work Discipline and Its Implications on the Performance of Principals of Primary and Secondary Schools in the District of East Bekasi".

The purpose of this study is to understand and explain: (1) The Effect of Training on Work Discipline; (2) Development Effect on Work Discipline; (3) Effect of Training on Performance; (4) Effects of Development on Performance; (5) Effects of Training and Development simultaneously on Work Discipline; (6) Effect of Work Discipline on Performance; (7) Effects of Training, Development and Work Discipline together on Performance. In addition, it also tested the validity (8) of Work Discipline variables as mediator variables, mediating Training and Development on Performance.

II. LITERATURE REVIEW

The literature review is a summary and the theories that found in the literature and related to the theme which is chosen by the authors or analyze in the research. The purpose of the literature review is to organize the research results that have been conducted before.

Training

Training is "a short-term educational process that uses systematic and organized procedures, non-managerial employees learn technical knowledge and skills in a limited purpose". In the training process, poor performance is addressed in such a way that it becomes better Mangkunegara (2009). According to Flippo in Sedarmayanti (2010) training is the process of helping employees to gain effectiveness in current or future work through the development of habits, thoughts and actions, skills, knowledge and attitudes. Thus, training is an effort to develop or explore the abilities possessed by a person so as to have skills, ways of thinking and improving attitudes in accordance with what is needed by a company or a particular institution to be able to solve problems that might be faced in the future.

According to Flippo in Sedarmayanti (2010: 169), the objectives of Training and Development are: (1) Increased productivity in terms of both quantity and quality; (2) Reducing accidents; (4) Reducing supervision; (5) Increasing organizational stability and flexibility; (6) Enhancing morale). There are several dimensions and indicators in training as explained by Mangkunegara (2013: 62). The training indicators are as follows: (1) Instructors, consisting of Education and Mastery of material; (2) Participants, consisting of, the spirit of training and selection; (3) Materials, namely those that fit the objectives, according to the components of the participants and setting goals; (4) Method, consisting of socializing objectives and having clear objectives; (5) Objectives, consisting of improving skills; (6) Time, namely the number of sessions.

HR Development

According to (Tjeng, et.al, 2013), Development is a way of learning to help employee growth, improve employee performance on their work to improve employee positions in the future. Development is usually related to the increase in intellectual or emotional abilities needed to carry out better work. According to Mathis & Jackson (2012: 5) the development of human resources is science and art that regulates the relationship and role of labor in order to be effective and efficient in the use of human ability to achieve goals in each company According to Priansa (2014: 146), the development of human resources can be understood as the preparation of individual employees to assume different or higher responsibilities within the organization. Development is usually associated with an increase in intellectual or emotional abilities needed to do a better job. The development of human resources is a part of the human resource management system, which includes training and development (training and development), career development (career development), and programs and processes of organizational development (Werner and DeSimone, 2011 : 10)

Development is one of the management functions. Development is important because of the demands of work as a result of the era of globalization. Public / government organizations cannot be separated from the influence of the era of globalization which requires government officials to provide services in accordance with the wishes of the people.

The dimensions of Employee Development according to Mangkunegara (2013: 57) are; (1) Training Method; (2) Understudy; (3) Joint Rotation and Joint Progress; (3) Coaching-Counseling.

Work Discipline

According to Rivai (2011: 825) work discipline is a tool used by managers to communicate with employees so that they are willing to change a behavior and as an effort to increase awareness and availability of a person in fulfilling all company regulations. Discipline is the awareness and willingness of someone to obey all applicable company regulations and social norms (Hasibuan, 2014: 193), whereas according to Mangkunegara (2013) he stated that "Discipline is management an action to enforce organization standards". Based on the opinion of Mangkunegara (2013), work discipline can be interpreted as the implementation of management to strengthen organizational guidelines. Discipline is a form of employee self-control and regular implementation and shows the level of sincerity of the work team within an organization.

Based on the understanding and some expert opinions above, it can be concluded that work discipline is an attitude of awareness, willingness and willingness of someone to comply with and obey the rules and social norms that apply in the surrounding environment which will be punished if violated. According to Rivai (2011), work discipline has five dimensions as follows: (1) Presence; (2) Obedience to work rules; (3) Compliance with work standards; (4) High alertness level; (5) Ethical Work.

Performance

According to Nawawi in Widodo (2015: 131), performance is the result of implementing a work, both physical / material and non-physical / material. Whereas according to Rivai (2010) performance is a real behavior that is displayed by everyone as a work achievement produced by employees in accordance with their role in the company. Measures of performance can be seen from the side of certain quantity and quality in accordance with company organization standards. Mangkunegara (2010) argues that employee performance is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. According to As'ad (2003) in Suardi (2014: 232) performance is someone's success in carrying out a job. From these limitations, As'ad concluded that performance is a result achieved by a person according to the size that applies to the work in question. Increased performance of individuals then most likely will also improve company performance because both have a close relationship. According to Suardi (2014: 232) performance is the result that can be achieved by a person or group of people in an organization, in accordance with the authority and responsibility of each, in order to achieve the objectives of the relevant organization legally, not violating the law in accordance with morals and ethics. Performance, according to Bernardin and Russell in Noor (2012) is a record of results produced on certain job functions or activities over a period of time.

Based on the above understanding, it can be concluded that employee performance is a work result of an employee in a process or implementation of his duties in accordance with his responsibilities and how much influence he has on achieving organizational goals, without violating the provisions inherent in them.

According to Bernardin and Russell in Noor (2012: 13) there are six main criteria that can be used to measure performance, namely: (1) Quality is the level of suitability of activities both processes and results with standards or objectives; (2) Quantity which is large from productivity which can be calculated from the number of values produced, the number of units, or the fulfillment of targets; (3) Time, namely the level of completeness of the completion of activities based on punctuality and maximum use of time; (4) Cost effectiveness is the level of effective use of resources used (such as energy and mind, money, technology, material); (5) Independence, namely the level that shows employees can carry out their duties properly without being frequently directed by their superiors; (6) Motivation is the level at which employees have a strong desire to show their competence, the desire to progress, and the willingness to work with colleagues.

III. THEORETICAL FRAMEWORK

In some studies it has been proven that there is a direct positive relationship between training and performance improvement. These positive results prove that training and development are very important for organizations to improve their performance in all matters (Asad & Mahfod, 2015); There is a strong relationship between training and development, employee performance, and competitive advantage (Falola, et. Al., 2014); Work discipline, motivation and career development have a significant effect on employee performance, and the work discipline is the most dominant influence on employee performance (Harlie, 2012); There is a significant relationship between training and development, employee performance and productivity (Tahir, et. Al., 2014); Afaq Ahmed Khan (2016), shows the correlation or positive impact between training and development on employee performance.

Based on previous research, so the theoretical framework of this research is provided in Figure 1.

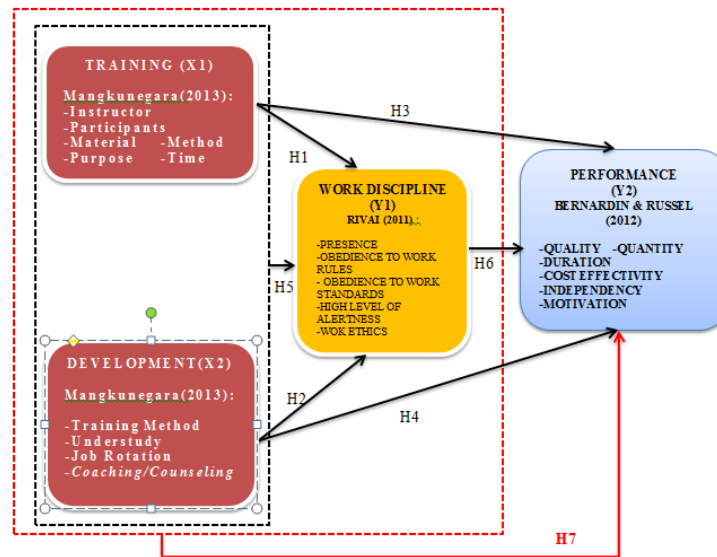


Figure 1. Theoretical Framework

Hypothesis

- Hypothesis 1: Training has effect on work discipline
- Hypothesis 2: Development has effect on work discipline
- Hypothesis 3: Training has effect on performance
- Hypothesis 4: Development has effect on performance
- Hypothesis 5: Training and Development has effect to the work discipline
- Hypothesis 6: Work discipline has effect on performance
- Hypothesis 7: Training, Development, and work discipline influences Performance

Research Methodology

This study uses quantitative research using primary data in the form of surveys. To have complete and relevant data, researchers also use secondary data by utilizing performance reports or other reports issued by the Bekasi City Education Office to support the primary data. This research was conducted to understand, explain, and analyze the correlation between independent variables and the dependent variable. Details of variables are measured through dimensions and indicators. The number of items is provided in Table 1. Independent (exogenous) variables measured by the Likert scale are training (X1) and HR development (X2), while the dependent variable (endogenous) is work discipline (Y1) which is also a mediating variable and performance (Y2)

Table 1. Variables, Dimensions, Indicators, and item number of measurements

Variables/Dimensions	Indicator
Training (X1) Mangkunegara (2013)	
1) Instructor	a) Education (1) b) Mastery of Material (2)
2) Participants	a) Enthusiastic in training (3) b) Selection (4)
3) Material	a) According to purpose/goal (5) b) According to participants' components (6) c) Target Setting (7)
4) Method	a) Goals socializing (8) b) Have a clear goals (9)
5) Purpose	a) Improve Skills (10)
6) Duration/Time	a) Sessions (11)

HR Development (X2)

Mangkunegara (2013)

- | | |
|--------------------------------|--|
| 1) Training Method | a) <u>Simulation (1)</u>
b) <u>Conference (2)</u>
c) <u>Case Study (3)</u>
d) <u>Role play (4)</u> |
| 2) Understudy | a) <u>Problem Solving (5)</u>
b) <u>Team participation (6)</u>
c) <u>Compactness (7)</u>
d) <u>Work distribution (8)</u>
e) <u>Relationship between colleagues(9)</u> |
| 3) <u>Job Rotation</u> | a) <u>Work rotation time range (10)</u>
b) <u>Level of skills of employee (11)</u>
c) <u>Ability to adjust the task (12)</u>
d) <u>Employee environment (13)</u>
e) <u>Suitability of Employee Job Placement (14)</u>
f) <u>Work Variation (15)</u> |
| 4) <u>Coaching/ Counseling</u> | a) <u>Teaching Knowledge (16)</u>
b) <u>Guidance to subordinates (17)</u> |

Work Discipline (Y1)

Rivai (2011)

- | | |
|--------------------------------|--|
| 1) Presence | a) <u>Attendance(1)</u>
b) <u>Come and off work in time (2)</u> |
| 2) Obedience to work rules | a) <u>Comply with work procedures (3)</u>
b) <u>Comply with work guidelines (4)</u> |
| 3) Obedience to work standards | a) <u>Mandated responsibilities (5)</u> |
| 4) High level of Alertness | a) <u>Be careful (6)</u>
b) <u>Calculating (7)</u>
c) <u>Thorough at work (8)</u>
d) <u>Effective and efficient (9)</u> |
| 5) Work Ethics | a) <u>Polite Behaviour (10)</u>
b) <u>No work violations (11)</u> |

Performance (Y2)

Bernardin And Russell (2012)

- | | |
|---------------------|---|
| 1) Quality | a) <u>Process according to standards(1)</u>
b) <u>Result according to standards (2)</u> |
| 2) Quantity | a) <u>Productivity (3)</u>
c) <u>Target fulfillment (4)</u> |
| 3) Duration | a) <u>Timeliness of completion of activities (5)</u>
b) <u>Maximum time utilization (6)</u> |
| 4) Cost Effectivity | a) <u>Effective level of resource used (7)</u> |
| 5) Independency | a) <u>Employees can do the job properly without directed by manager (8)</u> |
| 6) Motivation | a) <u>Willingness to shows competence (9)</u>
b) <u>Willingness to move forward (10)</u>
c) <u>Willingness to work in a team (11)</u> |
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Population and Sample

The sample of this research is the entire principals of schools in Bekasi sub district with 82 people in total and all of the sample have used a sample or respondents.

Method of Analysis

The data analysis employed path analysis by using SmartPLS 3.2.7 and being run by computer. Partial Least Square (PLS) is a structural equation model (SEM) analysis by using its variant simultaneously to test measurement model as well as structural model. Measurement model is utilized to run validity and reliability test, while structural model is utilized to run causality test (hypotheses test using prediction model). Through PLS approach, it assumes that all the variances could be used to explain the data analysis technique in the research and it is divided into two, such as:

- (1) Descriptive statistics analysis is an empirical analysis that describes any information that obtained to figure or explain certain cases (who/what, when, where, how, and how many) and collected in the research (Supranto,2002). Those data are from the respondents' answers for the items on the questionnaire. Researchers will process the acquired data by separating it into categories to-do the tabulation and explain afterwards.
- (2) Inferential statistics analysis is a statistic technique that will be used to analyze data sample and the results will be used for the population (Sugiyono, 2009). Along with the hypotheses, thus the inferential statistic data analysis in this research will be using SmartPLS software (Partial Least Square) for its outer model, inner model and hypotheses measurements.

Results And Discussions

The test that employed in this research is the measurement model test/outer model and structural model/inner model.

Outer Model Test

The evaluation of convergent validity from the investigation of individual item reliability could be measured from the standardized loading factor value. Standardized loading factor value describes the correlation between each measurement item (dimension) with the construct. Loading factor value that used in this research is > 0.7 .

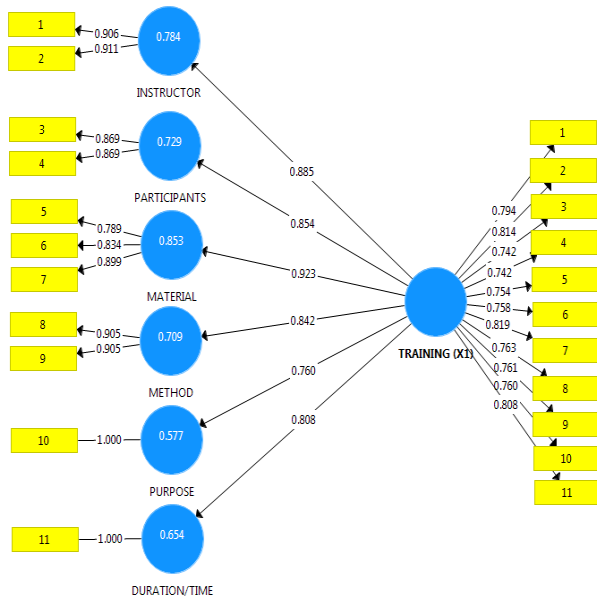


Figure 2. Outer Model for Training variable

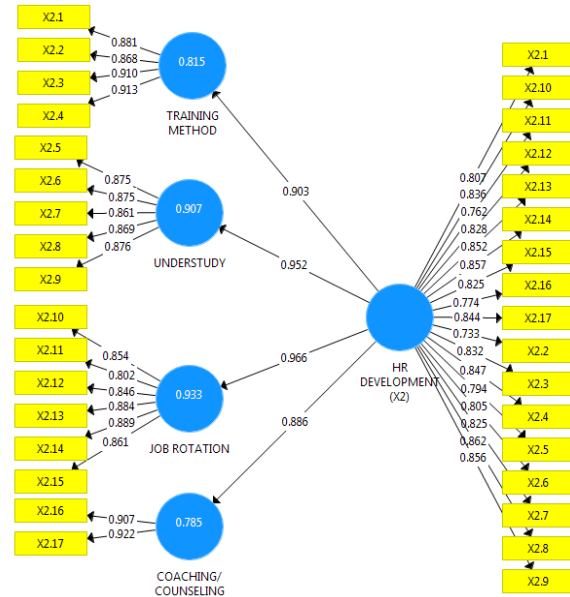


Figure 3. Outer Model for Development variable

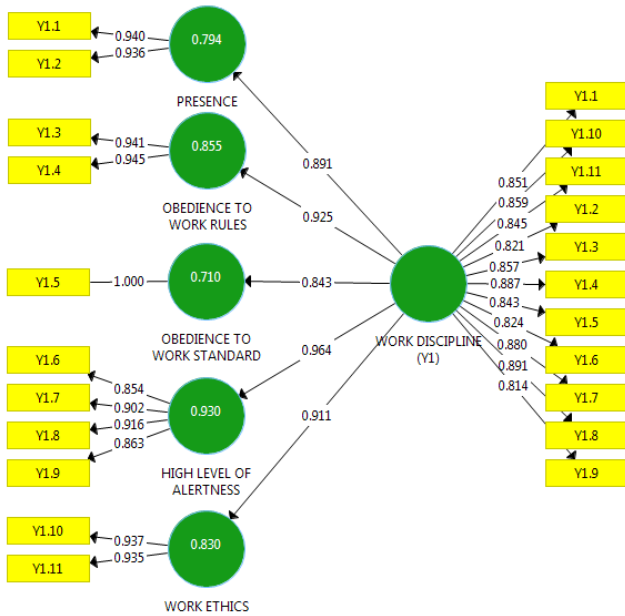


Figure 4. Outer Model for Work Discipline variable

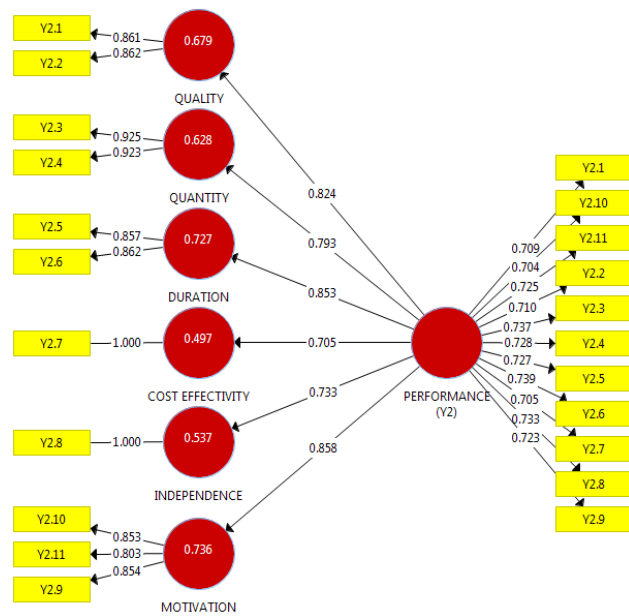


Figure 5. Outer Model for Performance variable

Figure 2 until figure 5 indicate the factor loading value from each dimension of a research variable. All the loading factor value indicate greater than 0.7 and hence the convergent validity is fulfilled.

Inner Model Test

Based on the calculation result by using calculate SmartPLS 3.2.7 bootstrapping, it is resulted from the path coefficient and the t statistic value that describe the impact between constructs/variables as it is shown on figure 6 and 7.

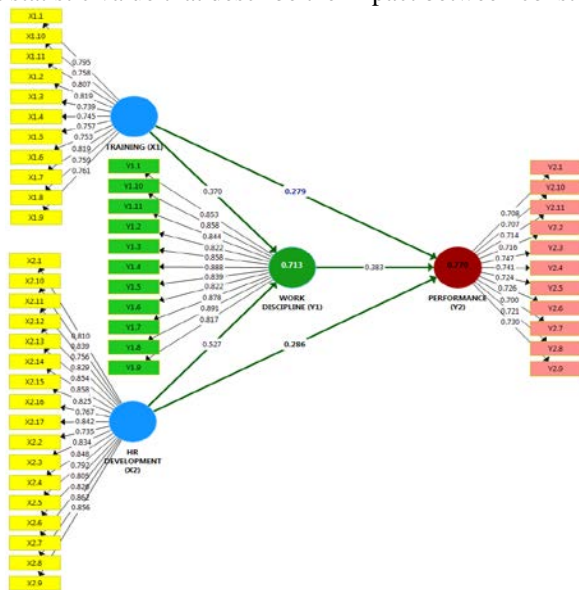


Figure 6. Path Coefficient Value

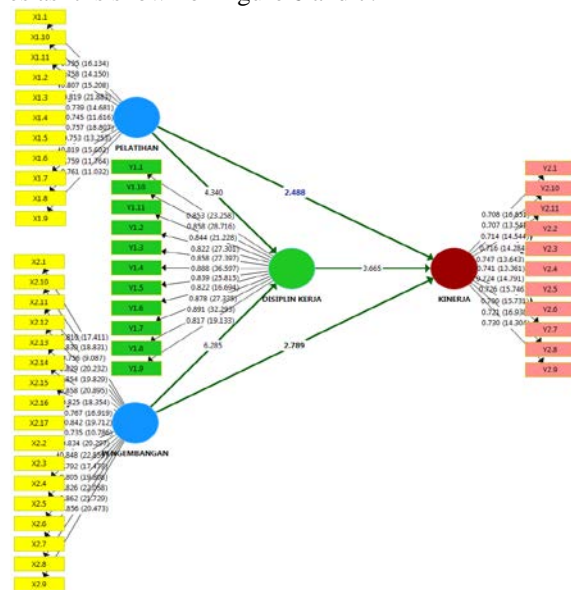


Figure 7. T-Statistics Value

Regarding Figure 6, the structural equation of this research is:

$$\begin{aligned} \text{Work Discipline} &= 0,370 \alpha_1 + 0,527 \alpha_2 \\ \text{Performance} &= 0,279 \alpha_3 + 0,286 \alpha_4 + 0,383 \beta \end{aligned}$$

Table 2. Path Coefficient Test Results

Relationship between constructs	Original Sample	T-Statistics (O/STDEV)	P Values
Work Discipline (Y1)-> Performance (Y2)	0.383	3.665	0.000
Training (X1)-> Work Discipline (Y1)	0.370	4.340	0.000
Training (X1)-> Performance (Y2)	0.279	2.488	0.007
HR Development (X2))-> Work Discipline (Y1)	0.527	6.285	0.000
HR Development (X2))-> Performance (Y2)	0.286	2.789	0.004
Training (X1)-> Work Discipline (Y1)-> Performance (Y2)	0.142	2.655	0.008
HR Development (X2))->Work Discipline (Y1)-> Performance (Y2)	0.202	3.199	0.001

The value of the coefficient parameter for training variable (X1) to the work discipline (Y1) is 0.370, It indicates that there is positive impact between training on work discipline. T-statistic value is about 4.340 < from t-table which is 1.99 that indicates significant result.

The value of the coefficient parameter for HR development variable (X2) to the work discipline (Y1) is 0.527. It indicates that there is positive impact between leadership to the organizational commitment. T-statistic value is about 6.285 < from t-table 1.99 which means significant result.

The value of the coefficient parameter for training variable (X1) to the performance variable (Y2) is 0.279 that indicates a positive impact between training to the performance. T-statistic value is about 2.488 > from t table 1.99 that reveals a significant result.

The value of the coefficient parameter for HR development variable (X2) on the performance variable (Y2) is about 0.286 that indicates a positive impact of HR development on the performance. T-statistic value is about 2.789 > from the t table 1.99 indicates significant result.

The value of the coefficient parameter for the work discipline variable (Y1) on performance variable (Y2) for about 0.383 that indicates there is positive impact of work discipline on the performance. T-statistic value is about 3.665< from t-table 1.99 that indicates significant result.

The value of the coefficient parameter for the training variable (X1) to the work discipline variable (Y1) on performance variable (Y2) for about 0.142 that indicates there is positive impact of training and work discipline on the performance. T-statistic value is about 2.655< from t-table 1.99 that indicates significant result.

The value of the coefficient parameter for the HR development variable (X2) to the work discipline variable (Y1) on performance variable (Y2) for about 0.202 that indicates there is positive impact of HR development and work discipline on the performance. T-statistic value is about 3.199< from t-table 1.99 that indicates significant result.

To evaluate R² value based on the calculation of algorithm SmartPLS version 3.2.7, the result revealed that R² is 0.713 for work discipline and 0.770 for performance. The R² value indicates the determination level of exogenous variable (training and development) to the endogeneous is quite high. Simultaneous influence of training and development to the work discipline (WD) could be measured through f statistic by using the equation: R² = 0.713 (WD), and simultaneous influence of training and HR development to the performance (PF) could be measured through f statistic: R² = 0.770 (PF) :

<p>a) R² = 0.713 (WD)</p> $F \text{ statistic} = \frac{\frac{R^2}{(k-1)}}{1-R^2/(n-k)}$ $F \text{ statistic} = \frac{\frac{0.713}{(4-1)}}{1-0.713/(82-4)}$ <p>F statistic = 0.237/0.00367</p> <p>F statistic = 64.577</p>	<p>b) R² = 0.770 (PF)</p> $F \text{ statistic} = \frac{\frac{R^2}{(k-1)}}{1-R^2/(n-k)}$ $F \text{ statistic} = \frac{\frac{0.770}{(4-1)}}{1-0.770/(82-4)}$ <p>F statistic = 0.2567 / 0.0029</p> <p>F statistic = 88.517</p>
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The significance test result simultaneously is being tested to test hypotheses 5 and 7 in this research. F statistic value revealed for 64.58 and 88.52 with its F table value of alpha 0.05 is 1,99. The result indicates that f statistic > f table (1,99). Hence H5 and H7 are accepted, while Ho is rejected. Effect size f^2 measurement is also conducted to know the impact of exogeneous variable to endogen variable or to know the model fitness. The value for 0.02 indicates has weak impact, 0.15 has moderate impact, and 0.35 has strong impact.

Table 3. F Square

	Work Discipline	Performance
Work Discipline		0.182
Performance		
Training	0.200	0.117
HR Development	0.404	0.106

The results of effect size value (f square) are: 1) f square value of training to work discipline is 0.200. It reveals that career development has moderate impact on the structural level; 2) f square value of HR Development on work discipline is 0.404 that proved a strong impact to the structural level; 3) f square value of training to performance is 0.117 that proved a weak impact of performance to on the structural level; 4) f square value of HR development on performance is 0.106 that reveals weak impact of HR development to the structural level; 5) f square of work discipline to the performance is 0.182 that reveals a moderate impact of performance to the structural level.

CORRELATION ANALYSIS BETWEEN DIMENSIONS

In order to measure the correlation between dimensions of variable X with the dimensions of variable Y1 and Y2 as well as on variable Y1 with the dimensions of variable Y2, correlation analysis among dimensions is conducted.

Table 4. Matrix Correlation Results among Independent Variable Dimensions and Dependent Variable

Variables & Dimensions		Work Discipline (Y1)					Performance (Y2)					
		3.1 Presence	3.2 Obedience to work rules	3.3 Obedience to work standard	3.4 High lvl of alertness	3.5 Work Ethic	4.1 Quality	4.2 Quantity	4.3 Duration	4.4 Cost Effectiveness	4.5 Independence	4.6 Motivation
Training (X1)	1.1 Instructor	0.700	0.748	0.625	0.715	0.623	0.643	0.650	0.531	0.423	0.422	0.626
	1.2 Member	0.602	0.596	0.563	0.656	0.530	0.611	0.528	0.520	0.347	0.280	0.553
	1.3 Material	0.655	0.665	0.519	0.672	0.597	0.670	0.650	0.606	0.404	0.409	0.600
	1.4 Methods	0.555	0.602	0.541	0.593	0.475	0.559	0.564	0.565	0.378	0.408	0.603
	1.5 Purpose	0.568	0.571	0.515	0.533	0.532	0.500	0.440	0.508	0.432	0.338	0.591
	1.6 Time/Duration	0.542	0.577	0.467	0.579	0.525	0.549	0.548	0.594	0.387	0.435	0.630
HR Development (X2)	2.1 Training Method	0.755	0.700	0.610	0.715	0.671	0.739	0.649	0.584	0.526	0.441	0.645
	2.2 Understudy	0.651	0.779	0.645	0.751	0.654	0.563	0.654	0.528	0.498	0.515	0.717
	2.3 Job Rotation	0.697	0.766	0.638	0.752	0.662	0.616	0.711	0.582	0.560	0.502	0.703
	2.4 Coaching	0.581	0.623	0.474	0.625	0.567	0.480	0.594	0.491	0.437	0.388	0.565
Work Discipline (Y1)	3.1 Presence	-	-	-	-	-	0.784	0.640	0.619	0.521	0.492	0.633
	3.2 Obedience to work rules	-	-	-	-	-	0.660	0.717	0.552	0.481	0.508	0.653
	3.3 Obedience to work standard	-	-	-	-	-	0.500	0.561	0.481	0.436	0.382	0.591
	3.4 High lvl of alertness	-	-	-	-	-	0.663	0.719	0.620	0.558	0.538	0.634
	3.5 Work Ethic	-	-	-	-	-	0.658	0.675	0.576	0.535	0.511	0.598

Based on the table above, it could be concluded that: 1) the highest dimension correlation is Instructor to the Obedience to work rules for training to the work discipline for about 0.748; 2) the highest dimension correlation for training to the performance is Material to Quality for about 0.670; 3) in terms of HR Development to the work discipline, the highest correlation indicates between understudy dimensions to the Obedience to work rules for about 0.779; 4) in terms of HR Development to the performance, the

highest correlation proved for Training method to the Quality for about 0.739; 5) the highest correlation for work discipline to the performance variable is the presence dimension to the quality for about 0.784.

This research results indicate that training has effect significantly to the work discipline. Career development has significant effect directly to the performance. When training and development is mediated by work discipline, the effect becomes significant to the performance. Besides, work discipline also has effect directly and significant to the performance. Furthermore, the discussions and interpretation based on the results of this research for each variable that related to the theory as well as review are as follows:

1. The Effect of Training to the Work Discipline (Hypothesis 1).

The research result proved that there is positive and significant effect of training to the work discipline. This result is in line Sulaei (2017), which states that if there is an increase in HR, work discipline will increase as well. Based on this research result, there is an opportunity to conduct further study with the same variable.

2. The Effect of HR Development to the Work Discipline (Hypothesis 2).

The research result proved that there is positive and significant effect of HR Development to the work discipline. The development program is right for school principals and prospective school principals because as the highest office is the task of the education office and the government to prepare school principals/prospective school principals to assume higher responsibilities in the organization Priansa (2014)

3. The Effect of Training to the Performance (Hypothesis 3).

The research result proved that there is positive and significant effect of training to the performance. The result of this research is in line with various studies that show s the positive effect of training on performance (Sultana, et. Al., 2012; Devi & Shaik, 2012; Falola, et. Al., 2014; Tahie. Et.al., 2014; Asad & Mahfod , 2015).

4. The Effect of HR Development to the Performance (Hypothesis 4).

The research result proved that there is positive and significant effect of HR development to the performance. This result of this research is in line with various studies that show the positive effect of HR Development on performance by several studies that show the positive impact of HR Development on performance (Atan & Mahmood, 2015; Devi Shaik, 2012; Falola, et. Al., 2014) By developing behaviors and increasing employee skills / skills that ultimately improve performance.

5. The Effect of Training and HR Development to the Work Discipline (Hypothesis 5).

The research result proved that there is positive and significant effect of Training and HR development to the work discipline. This result of this research is in line with Zulaini (2010) and Tahir, et.al., (2014) which proves that HR training and development can improve work discipline. And work discipline has an impact on employee productivity (Chirasa, 2013) To improve work discipline, a training program and HR development are needed.

6. The Effect of Work Discipline to the Performance (Hypothesis 6).

The research result proved that there is positive and significant effect of work discipline to the performance. This result of this research is in line with Harlie (2012) which proved work discipline have a significant effect on employee performance. Work discipline is the most dominant influence on performance. This can be interpreted if work discipline increases, performance will increase as well.

7. The Effect of Training, HR Development and Work Discipline to the Performance (Hypothesis 7).

The research result proved that there is positive and significant effect of training, HR development and work discipline to the performance, and it is supported by the data on this research.

IV. CONCLUSION

Conclusions

Training has positive and significant effect on the work discipline as well as HR Development has positive and significant effect on the work discipline. Training has positive and significant effect on the performance as well as HR Development has positive effect on the performance. Training and HR Development has positive effect simultaneously on the work discipline. Work Discipline has positive effect and significant on the performance. Training and HR Development and Work Discipline have positive effect and significant simultaneously to the Performance.

Recommendations

The performance is highly influenced by the training that received by the principal and the HR development program. The Institution should re-consider the training and development program that will be received by the principal based on their needs and

target or the government's standard. Besides, the existence of training is needed to improve the work discipline of the principals during their working time, thus there will be no indiscipline behavior. All the principals could be given leadership training as well as coaching and counseling. Based on that training, it could be implemented to the team in order to achieve the higher motivation to survive and improve better performance in achieving government's goal.

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