



THE EFFECT OF TASK COMMITMENT ON THE WORK DISCIPLINE OF THE PRINCIPALS OF 'MADRASAH IBTIDAIYAH' IN DELI SERDANG REGENCY, INDONESIA

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Abstract, *this study aims to answer the problem of the influence of task commitment on work disciplin to headmaster of Madrasah Ibtidaiyah in Deli Serdang. The population of this research is Islamic Elementary School Principal in Deli Serdang regency as many as 156 people with a total sample of 113 people taken to consult with Krejcle –Morgan Table. The research instrument used was a set of questionnare with Likert scale. The research data were processed and analyzed with path analysis. This Path analysis begins with the test requirements include the analysis of normality test, linearity test and significance of regression. The result of analysis showed that there is direct effect of task commitment on work discipline with path coefficient 0.086 to the head master of madrasah ibtidaiyah in Deli Serdang Regency. The implication of this research result explains that the improvement of work discipline of Islamic Elementary School Principal in Deli Serdang regency can be done by guaranteeing conducive organization climate, supportive management, effective communication channel and value system that support the fulfillment of creativity and work autonomy besides work environment that fosters mutual respects, helps and trusts in carrying out its duties.*

Keywords; Task Commitment, Work Discipline

INTRODUCTION

Education has a vast role in the arena and the formation of the nation's culture and education in several aspects that include curriculum aspects, education management, education personnel, education strategies, and methods. Naisbitt points

out that there are eight major trends in Asia that influence the world: (1) from nation-state to network, (2) from demands of export to consumer demands, (3) from Western influence to Asian way, (4) from government control to the demands of the market, (5) from village to metropolitan, (6) from labor-intensive to technology, (7) from male dominance to female emergence, (8) from West to East.¹ These eight trends will affect the patterns of education with the demands of these trends. In connection with this, education is challenged to be able to prepare human resources who are able to face the challenges of the above tendencies without having to lose the values of the nation's personality and culture.

The success of the organization (madrasah) is the success of the leader or the principal of a madrasah school. Rahman reveals that the headmaster of the madrasah is a teacher (functionally positioned) who was appointed to assume the structural position (principal of madrasah school) in school.² Wahjosumidjo added that the head of a madrasah is a functional teacher who is assigned to lead a school that conducts a teaching and learning process or a process of interaction between the teacher giving the lesson and the student receiving the lesson.³

Madrasah principals are said to be successful in their leadership if they understand the existence of a madrasah as a complex and unique organization, and capable of performing their roles as principals. One of the roles in question is to influence and mobilize others to work towards the vision of a school mission without coercion. Hadari and Nawawi stated that the success of a leader is determined by the ability to control a number of people to become a compact team.⁴ The same is also stated by Soebagia who said that leadership in the world of education should really be considered because good leadership can devise qualified personnel in various fields that can improve the quality of human resources.⁵ In this regard, the quality of leadership of the madrasah principal will greatly determine the quality of learning in the institution. If the

¹ Trilling B. and Hood, P. *Learning, Technology, and Education Rform in the Knowledge Age or "Were Wirad, Webbed, and Windowed, Now What"?* (Educational Technology, May-June 1990. p. 15.

² Rahman (at all). *Peran Strategis Kepala Sekolah dalam Meningkatkan Mutu Pendidikan..* (Jatinangor: Alqaprint, 2006), p. 106

³ Wahjosumidjo. *Kepemimpinan Kepala Sekolah.* (Jakarta: Raja Grafindo Persada, 2002), p. 83.

⁴ Martini M Hadari and Nawawi, Hadari. *Kepemimpinan Yang Efektif.* (Yogyakarta: Gadjah Mada University Press, 2006), p. 36.

⁵ Soebagia, A.. *Manajemen Pendidikan Indonesia.* (Jakarta: Ardadirya, 2000), p. 161.

leadership quality of the head of the madrasah is good, then the implementation of learning will also run well which also means that teachers can work optimally.

But this expectation is not easy to manifest. The daily *Suara Merdeka* published on 4 September 2012 released that the Ministry of Education and Culture acknowledged the fact that there are many incompetent headmasters leading and managing schools. Many school principals in madrasahs are appointed because of their proximity to local level authorities, not based on their ability and competence in leadership. This is ironic because the principal is the holder of control in taking all decisions concerning madrasahs and members of the organization that can affect the achievement of the organizational goals.⁶

The World Competitiveness Yearbook report on the quality of work among public service bureaucrats in Indonesia concludes that the competitiveness index in Indonesia places Indonesia at 38 ranks of 148 countries. Compared with ASEAN countries, Indonesia is ranked the fifth. The four countries above Indonesia are Singapore (2), Malaysia (24), Brunei Darussalam (26) and Thailand (37). The other six countries under Indonesia are the Philippines (number 59), Vietnam (70), Laos (81), Cambodia (88) and Myanmar (139). The top ten in the 2013 Global Competitiveness Index are Swiss, Singapore, Finland, Germany, United States, Sweden, Hong Kong, Netherlands, Japan and the United Kingdom.⁷

Based on the grand tour conducted in Deli Serdang, there are some things that require serious attention to the improvement of work discipline of school principals in madrasah such as absenteeism, uniform use that is not in accordance with the provisions, inaccuracy of in and out of work time, office relics during working hours. The result of the interview with the Head of Madrasah Education Section of the Ministry of Religious Affairs of Deli Serdang Regency on March 28, 2016 shows that the percentage of employee absenteeism is still low. In addition to that, many madrasah principals do not meet the provisions of working hours such as time coming and returning to and from work that is not in accordance with the schedule or relics of

⁶*Suara Merdeka*. 2012. *Banyak Kepala Tak Kompeten*. [online]. (<http://www.suaramerdeka.com/v1/index.php/read/cetak/2012/09/04/197514/16/Banyak-Kepala-Sekolah-Tak-Kompeten>). Diakses Tanggal 3 Maret 2016. Pukul 11. 30)

⁷ B. Kunto Wibisono (Editor), *Indeks Daya Saing Indonesia Naik 12 Peringkat*, Antara News.Com Rabu 9 November 2013. (<http://.antaranews.com/berita/406970/indeks-daya-saing-indonesia-naik-12-peringkat>), Diakses pada tanggal 15 September 2014, p. 2.

madrasah during working hours. This is certainly inversely proportional to the efforts that have been made to encourage the improvement of the quality of work in the form of regular training of competence improvement, allowances giving, periodical supervisions, and other coaching activities.

From interviews with some principals in madrasah, especially in Private Madrasah Ibtidaiyah schools which alleged too often behave undisciplined, it is known that they show such behaviors because they do not get satisfaction in their work. This is due to the increasingly difficult fulfillment of the family's life needs from the salary they receive, in addition to feeling unfairly treated, under-noticed by the leadership, low guarantees of opportunity for promotion, and the lack of positive recognition of work performance. In addition, there is a negative perception of the absence of differences in salary size and the chance of getting a periodic salary increase between the employee and the principal can lead to either good performance or poor performance. If this is not addressed immediately, the principals at the madrasah who are currently showing good levels of discipline may be affected by the principal in a less disciplined madrasah. In an organization, discipline is a very important factor in the realization of its objectives because without good discipline conditions, an organization is unlikely to achieve high levels of effectiveness and efficiency. Discipline is a positive behavior that essentially manifested in the form of attitude, behavior, and deeds in accordance with the applicable regulations, both written and unwritten.

LITERATURE REVIEW

In terms of behavior, work discipline is influenced by many factors such as individual employee factors, internal organizational conditions, and environmental factors. Individual factors can come from personality, motive, attitude, expectations, habits and so on. Internal factors of organization can be condition and work environment, leadership, communication, reward system, sanction and so forth. The environmental factors can be social environment, culture and family.

Hasibuan explained that the discipline of work is the awareness and willingness of a person to comply with corporate rules and social norms that apply.⁸ The

⁸ Malayu S.P. Hasibuan. *Manajemen Sumber Daya Manusia*. (Jakarta: Bumi Aksara, 2005), p. 194.

same is also expressed by Gouzali who argued that the discipline of work is interpreted as the attitude and behavior of an employee embodied in the form of willingness with full awareness, and sincerity to comply and implement all rules and policies of the company as an effort to give maximum contribution in achieving company goals.⁹ Carrell, Elbert, and Hatfield mention that discipline is the part that animates the overall management functions to improve the performance of individuals and organizations. Means that all activities that are not accompanied by discipline will not produce a useful performance.¹⁰ Different views expressed by Dessler that the discipline interpreted as an exercise or education of modesty and spirituality and the development of character. To encourage cautious behavior and adherence to employee rules and decisions, this exercise or education is one of the foundations for achieving all of its goals.¹¹ This is because discipline refers to order.¹²

While Darmodihardjo in Sinaga argues that the discipline of work is a mental attitude that contains the willingness of heart that manifests in the behavior to meet all the rules, rules and norms that apply in fulfilling the duties and responsibilities within an organization.¹³ Discipline, according to Suseno, is a management activity to run the standards of the organization.¹⁴ Thus, means the objectives that have been determined and agreed upon by the members of the organization will be achieved if they respect and enforce any rules and provisions applicable to the organization. Awareness to enforce the rules is a fundamental principle for members of the organization in each activity with their respective roles, duties and obligations. Without order and regulation in work, the organization will face various difficulties in achieving the agreed objectives. Discipline in work can also motivate the members of the organization to submit and

⁹ Saydam Gouzali, Saydam. *Manajemen Sumber Daya Manusia*. (Jakarta : Gunung Agung., 2006), p. 111.

¹⁰ Elbert Carrell and Hatfield. at.al. *Human Recources Management*. (New Jersey: Prentice Hall.Inc.1995), p. 702

¹¹ Gary Dessler. *Human Resource Managment*. Manajemen Sumber Daya manusia. Terjemahan Paramita Rahayu (Jakarta: Indeks, 10th, 2009), p. 194

¹² Jhon W. Newstrom. *Organizational Behavior*. (Singapore, McGraw Hill, 12th Edition, 2007), p. 236

¹³ Anton Sinaga. "*Hubungan Antara Disiplin Kerja dan Iklim Organisasi Dengan Kinerja Guru Di SMP Negeri Kelurahan Raya Kabupaten Simalungun*". Tesis tidak diterbitkan. (Medan: Program Pascasarjana UNIMED Medan, 2010), p. 34

¹⁴ Budi Suseno Darmo. *Leader Yang Ship, Panduan Kepemimpinan Praktis dan Efektif*. (Milestone, 2009), p. 110

obey the rules that have been set. Thus, the discipline also serves as the administration of administration. Discipline is in the administration of the organization within the organization that there is a scope of personnel administration work.

Colquitt, Lepine, and Wesson in the Integrative Model of Organization Behavior affirm that individual outcomes that are considered to influence performance behavior and organizational commitment consist of job satisfaction, stress, motivation, trust, justice and ethics, and learning and decision making. Meanwhile, individual mechanisms are influenced by organizational mechanisms consisting of organizational culture and organizational structure, group mechanisms, consisting of leadership style and behavior, leadership power and influence, team processes, team characteristics, and individual characteristics consisting of personal and cultural values and abilities.¹⁵ Based on this model, organizational performance and commitment behaviors are reflected in compliance, submission, and compliance with respect to applicable provisions. This behavior is commonly known as work discipline

Currently, the position of Madrasahs equated with public schools shows that every madrasah at all levels must be committed to the task. The principal in the madrasah is no longer just trying to teach teachers and students to be good at praying or reading the Qur'an, but has the same ability with other schools both from the aspect of religious knowledge as well as general knowledge. Commitment must serve as a force for achieving madrasah goals. This is in accordance with Mowday who defines commitment as the relative strength of individual identification and the relative strength of individual identification in work organization.¹⁶ If employees have a strong commitment to provide the best performance for the country and the best service for the community, the performance in the office will increase.¹⁷ Glesser in Hoy and Miskel says that people who have a high commitment usually show their loyalty and professional ability. High loyalty to superiors or leaders usually indicates 1) obedience, 2) respect, 3) loyalty and, 4) high self-discipline.¹⁸ Angle and Perry, Bateman, Mathieu,

¹⁵ Jason A. Colquitt, Jeffery A. Lepine and Michael J. Wesson. *Organizational Behavior : Improving Performance and Commitment in the Work Place*. (New Jersey New York : Mc Graw-Hill, 2009), p. 8.

¹⁶ <http://www.psychologymania.com/2014/05/definisi-komitmen-organisasi.html>

¹⁷ Mahmudi. *Manajemen Kinerja Sektor Publik*. (Yogyakarta: Upp STIM YKPN, 2007), p. 57.

¹⁸ Wayne, Hoy. K. & Miskel G.C. *Educational Administration Theory Research and Practice*. Third Edition. (New York: Random House, 1988), p. 100.

Zajack and Stresser in Muchinsky conclude that individuals with high organizational commitment have characteristics: (a) better adapted; (b) the number of employees in and out (turnover) is less; (c) slowness in working is low; (d) higher job satisfaction. Someone who is too committed to the organization will tend to stagnate in his career and tend to have low self-development; and if commitment reflects identification and involvement within the organization, then the organization (madrasah) will benefit by a reduced turnover.¹⁹ High task commitment should be able to increase the satisfaction and the improvement of work discipline.

Meanwhile, empirical facts that show the link between task commitment, job satisfaction, and work discipline can be seen from the results of Septian's research that shows a very strong relationship between organizational commitment with employee discipline in the Regional Personnel Agency of Cimahi with a large value of 0.654 correlation coefficient and coefficient of determination of 42.77%. This finding concludes that there is a positive and significant relationship between organizational commitment and employee discipline.²⁰

The above description describes various factors that are considered to influence the discipline of work, both based on the description of theory and empirical facts. In order to develop a theoretical model to overcome the problems of the principal's work discipline in the madrasah, a study on the influence of task commitment to the work discipline of the Principal in Madrasah Ibtidaiyah in Deli Serdang needs to be conducted.

METHODOLOGY

This research is a quantitative research with the ex-post facto research design where the variables studied are not controlled and manipulated by the researcher. In this study, the facts obtained based on the measurement of existing symptoms and the testing of symptoms that will occur. The research method used is survey method and

¹⁹ Ibid, p. 286-288.

²⁰ Galih Septian. Pengaruh Komitmen Organisasi Terhadap Disiplin Kerja Pegawai Negeri Sipil pada Badan Kepegawaian di Kota Cimahi. *Tesis*. (Bandung: Universitas Pendidikan Indonesia, 2014), p. 1.

the analysis of one variable with other variables is done by using path analysis. Path analysis requires a significant linear regression relationship between variables.

The study was conducted in Deli Serdang regency, North Sumatera Province from March 2016 until June 2017. The population in this study was 156 principals in Private Madrasah Ibtidaiyah in Deli Serdang District. The sampling is done by taking into account the size of the population and techniques described in the Krejcie and Morgan tables in Sugiyono. Based on this technique, 113 people were selected to be research respondents.

FINDINGS AND DISCUSSION

In this study, the work discipline is a research variable whose existence is determined by the task commitment. Based on the previous data processing, it is known that the distribution of commitment task the high category is 4.42%, the medium category is 62.83%, the low category is 32.74% and the poor category is none. Thus, it can be concluded that the task commitment in this study is classified as a medium being proven by 62.83% of the respondents entered in the medium category. Based on the results of observation, the indicators of task commitment shaping such as concern for task, willingness to try, enthusiasm to develop ability, and loyalty serve as workgroup norms or values that exist in the workplace developed to overcome the existing problems and to control the behavior of the madrasahs' principals within the organization.

Although the overall category of task commitment tendency is moderate, there is a high percentage in the low category and if both categories are accumulated, it will produce 32.74%, while the less category does not exist. This shows that the optimization of care, willingness to try and loyalty as the norms of working groups and values that exist in the workplace needs to be done.

For the headmaster of the madrasah, caring becomes a very necessary thing to have, because it can produce a quick-reaction attitude, responsive to things that are considered contributive to the quality of the institution he leads. Not only limited to that, the headmaster of the madrasah who is concerned is well aware that the madrasah will face the demands of scientific development, as part of the dynamics of education. The renewal and development of science raises its own consequences for the principal in the madrasah as the holder of change control to continually nurture and cultivate this concern continuously from time to time in every work activity.

Willingness will encourage principals in madrasah to have a fighting spirit and a strong will to advance madrasahs. Willingness to try owned by the head of the madrasah will eliminate all forms of problems and obstacles faced by the madrasahs in the flow of change and dynamics that occur. This strong will, in turn, will encourage the birth of concepts and strategies to deal with all the problems experienced by madrasah so that madrasah can become an institution that can follow all forms of educational dynamics. In addition, loyalty held by the principal will foster an attitude of perseverance in work and compliance with the organization. Principals who have loyalty will work earnestly, where work is not just a mere fulfillment of the task alone, but also a form of actualization of the profession and the best service for the institution. In line with this, Smith and Andrews declared that principal or leaders of educational institutions are required to be able to carry out the duties and responsibilities well.²¹

Job loyalty or loyalty is one element in the performance assessment of principals in madrasah. This can be seen from loyalty to work, position and organization. This loyalty is reflected in the willingness of the madrasah principals to guard and defend the organization inside and outside of the irresponsibility of irresponsible people. The loyalty of the madrasah principal in an organization is absolutely necessary for the organization's own sake. According to Reichheld in Utomo, the higher the loyalty, the achievement of organizational goals will also be easier.²² Whereas on the contrary, organizations with low loyalty levels will have difficulties in achieving its goals. Job loyalty does not form in the organization, but is manifested by many aspects. Each aspect is part of the management of the organization that is related to each other. Aspects of individual work loyalty can be seen through behaviors such as: a) Obeying the rules.

Every policy implemented in the organization aims to smooth and manage the course of the execution of duties by the management of the organization. This situation will lead to discipline that benefits organizations internally and externally, b) Responsibility to the organization. Job characteristics and task execution have consequences for madrasah principals. The ability of the madrasah head to carry out his

²¹ Smith and Andrews. *The Concept of Corporate Strategy*. (Homewood: Richard D. Irwin, 1989), p. 133.

²² B. Utomo, *Menentukan Faktor faktor Kepuasan Kerja dan Tingkat Pengaruh Kepuasan Kerja Terhadap Loyalitas Karyawan PTP*, (Jurnal Manajemen & Kewirausahaan, Vol. 7 (2), 171-188, 2002), p. 9

duties as well as possible and the awareness of any risks of carrying out his duties will provide an understanding of courage and responsible awareness of what has done, c) Willingness to work together. Working with people in a group will enable the head of the madrasah to achieve objectives that individuals cannot reach individually, d) The sense of belonging, the sense of belonging to the organization will encourage the principal to take care of and be responsible for the organization led to loyalty for the achievement of organizational goals, e) Interpersonal relationships, headmasters who have high work loyalty will have a flexible attitude in the relationship between the personal. These personal relationships include social relationships between school principals and teachers and employees, harmonious relationships between superiors and subordinates, work situations and suggestions from coworkers and f) Preference for work. This can be seen from the indicators of excellence in work, the demand for what is rightful.²³

The above loyalty aspects will give the principal a strong impetus to remain a member of the organization, a firm belief, full acceptance of organizational values, adherence to applicable rules, high sense of responsibility and positive work attitude. If these things work, the principal will have a high loyalty in accordance with the expectations of the institutions or organizations. The fact that the weakness of aspect of care, willingness to try and loyalty among the head of madrasah in work should be taken seriously by the institution that currently conducting coaching, and intensive consolidation, and optimizing the training to improve the three aspects (concern, willingness to try and loyalty) that can be implemented by the Head of Ministry of Religious Affairs of Deli Serdang Regency along with his staff. This is important given that these aspects can improve the effectiveness of school principals' performance.

The findings of this study indicate that the direct influence of task commitment to work discipline is 0.168. Task commitments have a positive effect on job satisfaction, where 16.8% of changes in work discipline are determined by task commitment. Duty commitment is a tendency of a person to engage actively with a sense of responsibility that can encourage a principal to go directly in an activity where he must be able to

²³ Vannecia Marchelle Soegandhi et. al., *Pengaruh Kepuasan kerja dan Loyalitas kerja Terhadap Organizational Citizenship Behavior Pada Karyawan PT. Surya Timur Sakti Jatim*, (Jurnal Agora, Vol. 1 No. 1, 2013), p. 123

properly set and implement decisions for himself.²⁴ Since the commitment to duty is a decision or an agreement, personnel who already have one of the several alternatives will not hesitate in taking a stand. Furthermore, Sahertian also adds that commitment to task is greater than the effect of caring because understanding a commitment to tasks contains meaningful effort and encouragement and time. In this connection, commitment to tasks is not just about involvement, but the willingness of the principal to be actively involved in a high-responsibility activity.²⁵ Imron stated that the commitment to task is one of the expected qualities of an employee because people who have a commitment will be willing to be in the organization and will be willing to work for the achievement of the organizational goals.²⁶

A similar opinion was also proposed by Nawawi et al who suggests that effective organizations cannot be formed without the support of individuals who have high loyalty, commitment to do the tasks, willingness to stay in the joys and sorrows and beliefs about the value of an organization.²⁷

Glassers in Hoy and Miskel mention that people who are committed to the tasks usually tend to show their loyalty and professional abilities. High loyalty to superiors or institutions is usually demonstrated by 1) obedience, 2) respect, 3) loyalty and 4) high self-discipline.²⁸ Goleman states that the characteristics of someone who is committed is 1) having initiatives to overcome problems that arise in himself or his group, 2) emotionally attached to the organization, which makes individual goals and goals of the organization as one and the same or feel a strong attachment to the organization, 3) willing to make the necessary sacrifices such as being a "patriot"; 4) having unselfish strategic vision; 5) working in earnest, even without direct reward; 6) feeling as the owner of the organization so that every task is completed as quickly and as best as possible, 7) having a clear mission statement for the description of the stages to be achieved, and 8) having a self-awareness with a clear feeling that the task is not a

²⁴ Piet A. Sahertian. *Profil Pendidikan Profesional*. (Yogyakarta: Andi Offset, 1994), p. 45

²⁵ Ibid, p. 46

²⁶ Ali Imron. *Pembinaan Guru di Indonesia*. (Malang : Pustaka Jaya, 1995), p.19

²⁷ Martini M Hadari and Nawawi, Hadari. *Kepemimpinan Yang Efektif*. (Yogyakarta: Gadjah Mada University Press, 2006), p. 37

²⁸ Wayne Hoy and Miskel, Cecil. G. *Educational Administration, Theory, Research and Practice*. (New York: Random House, 1988), p.132

burden.²⁹ The commitment to task is inseparable from the responsibility. A person who is committed in carrying out the task is doing, performing the duty seriously, and full of responsibility. The commitment to the task indicates a person's willingness to be actively involved in the task with full responsibility. Therefore, a high-commitment headmaster will show his responsibility on the one hand and foster his satisfaction in working on the other. In line with this, Gordon mentioned that "researchers and practitioners have paid attention to job satisfaction because they believe it affect workers' commitment and performance. "Although a more complicated relationship may exist among satisfaction, commitment, turnover, and productivity, managers still should strive for job satisfaction in the workplace"

Aamodt also added that "meta-analyses indicate that satisfied employees tend to be committed to an organization". The relationship between job satisfaction and work commitment will be evident in the consequences, such as performance, employee turnover, absenteeism, delays, organizational citizenship and counterproductive behaviors.³⁰ The findings also support the theories used as the basis for the proposed theoretical model of research variables, namely the Organizational Behavioral Integration Model proposed by Colquitt, Lepine, and Wesson which explains that the organizational culture has a direct effect on a job satisfaction.³¹ The conclusion that the task commitment has a direct effect on a job satisfaction is in accordance with the research result and the theory referred to in this research.

CONCLUSION

The results of this study indicate that the direct influence of task commitment to the discipline of Madrasah Heads in Deli Serdang is 0.168. Thus, the leadership behavior that directly determines work stress changes is 16.8%. The implication of this research is the effort to improve the quality of work discipline of madrasah principal continuously. As is well known, good discipline will help achieve organizational goals,

²⁹ Daniel Goleman. *Working with Emotional Intelligence*. (London: Bloomsburg Publishing Pls, 1998), p. 193

³⁰ Michael G. Aamodt. *Industrial/Organizational Psychology: an Applied Approach*. (Belmont: Wadsworth Cengage Learning, 2010), p. 367.

³¹ Jason A. Colquitt, Jeffery A. Lepine and Michael J. Wesson, *Organizational Behavior Improving Performance and Commitment in the Work Place*, (New York :Mc Graw-Hill, 2009), p. 8.

while low discipline will slow the achievement of organizational goals. So that, the work discipline in madrasah needs to be enforced because the discipline devises written rules in writing that must be executed and obeyed by all madrasah citizens, including the principal. The discipline factor in the madrasah will assist all elements of the madrasah so that the behavior of Madrasah citizens can be controlled in accordance with agreed, responsible and timely rules in completing the work that will impact on improving organizational performance.

Furthermore, the direct leadership of the head of the madrasah, the Head of the Ministry of Religious Affairs Office of Deli Serdang Regency, in this case represented by the Head of Madrasah Education, should analyze the discipline factors of the principal's work, and if there are negative things happening in the implementation of discipline, improvement needs to be done. Therefore, a positive reciprocal relationship between the superior and the principal of the madrasah school is expected to provide better motivation in improving the discipline level within the organization. An attention from the leader will make the headmaster of the madrasah more confident because it can lead to higher commitment to the organization. If the principal of a madrasah has a good commitment in the organization, the achievement of organizational goals will also be easier because it is supported by the loyalty in the work, and active participations in every job. Highly committed principals can carry out the tasks assigned and demonstrate their efforts with full responsibility.

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