



The Role of the Principal in Improving Teacher Discipline

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ABSTRACT Keberhasilan di suatu sekolah dipengaruhi oleh beberapa faktor. Salah satu faktornya adalah kepemimpinan kepala madrasah sebagai pemimpin pendidikan. Untuk mewujudkan sekolah yang berkualitas dibutuhkan kepala sekolah yang kreatif dan inovatif sehingga mampu menggerakkan berbagai bidang untuk mencapai visi dan misi sekolah. Kepala sekolah sangat dituntut untuk mempengaruhi guru agar melaksanakan tugasnya secara professional. Dan mempunyai kemampuan untuk mempengaruhi orang lain agar ia mau mengikuti tujuan sekolah. Mempengaruhi orang lain dimaksudkan untuk mengubah tingkah laku orang lain atau bawahannya untuk menyatukan tindakannya ke arah sasaran yang hendak dicapai. Kepala sekolah bertanggung jawab terhadap kelancaran pelaksanaan pendidikan dan pengajaran, dengan cara menunjukkan sikap dan perilaku yang baik serta memberi rasa aman dan nyaman, sehingga dalam melaksanakan tugas dan tanggung jawabnya para guru merasa di ayomi oleh kepala sekolah. Keywords: <i>Improving, Teacher Discipline, Principal's Role</i>			

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INTRODUCTION

The success of an education is due to the role of the principal. There are many out there that the decline in the quality of education actually starts from the leadership pattern (principal) itself. (Feitosa De Moura et al., 2021; Nelson et al., 2019; Perminov et al., 2019), so that there is an assumption that the principal is responsible for the back and forth of the institution carried out by educators and knows things from the actual efforts to improve educators. (Hakim & Idris, 2020).

The success of a school is influenced by several factors. One of the factors is the leadership of the madrasah principal as the leader of education. (Goyer et al., 2019; Hu & Duan, 2019). To realize a quality school requires a creative and innovative principal who is able to mobilize various fields to achieve the vision and mission of the school.

According to Wahjosumidjo (Wahjosumidjo, 2002) that a leader (principal) is required to have intelligence in mastering the situation and conditions owned by the

principal in the organization, and always provides a strategic plan to achieve goals. (Chans & Portuguese Castro, 2021; Latifi et al., 2021; Lin et al., 2021). The concept focuses more on the leader in setting goals that must be achieved in the organization through accurate and systematic planning.

Principals are required to influence teachers to perform their duties professionally. And have the ability to influence others so that they want to follow the school's goals. (Schina et al., 2021; Strelan et al., 2020). Influencing others is intended to change the behavior of others or subordinates to unite their actions towards the target to be achieved. The principal is responsible for the smooth implementation of education and teaching, by showing good attitudes and behavior and providing a sense of security and comfort, so that in carrying out their duties and responsibilities the teachers feel nurtured by the principal. (Sumitdjo, 2011).

School principals should be able to mobilize others to work more actively in influencing and supervising and cooperating and setting an example as a leader who wants to succeed in a goal, it must understand the theory and practice of leadership, and be able and willing to carry out its knowledge and willingness. (Suparman, 2019).

Dalam tingkat pencapaian kesuksesan suatu pendidikan sangat erat kaitannya dengan peran kepala sekolah dalam kedisiplinan guru (Okolie et al., 2019; Prieto et al., 2020; Tomaszewski et al., 2020). Because the discipline of a teacher in carrying out his duties is not only the responsibility of the teacher himself but also the role of the principal as a leader because the success of the principal is very influential in improving teacher performance, the principal is fully responsible for managing and empowering teacher teachers to have high work discipline. (Sriyanti & Dkk, n.d.).

As has been described in Thesis, Muhammadiyah University Magelang, 2020 with the research "The principal's leadership model in improving teacher discipline at SMK Muhammadiyah in Magelang district with the results of this study indicate that (Lavigne et al., 2020; Santiago Schwarz & Hamman-Ortiz, 2020; Sithole et al., 2019), The principal always invites, encourages and motivates teachers to always change and develop themselves for the better, the principal plays a very large role in improving teacher discipline, compiling a discipline program plan that is poured into discipline rules.

Thus discipline is very important for teachers for the success of an educational institution. Both in terms of time, learning process, infrastructure facilities, and other rules. (Gabriela et al., 2022; Kartel et al., 2022; Qureshi et al., 2022). The hard work of various parties to change it for the better for the teachers cannot be separated from the role of the principal who greatly supports the success of an educational institution, because teachers are at the forefront of an educational institution to produce and bring students to the gate of success. (Munir, 2004).

A disciplined school will give birth to good conditions, and order because discipline itself is compliance to respect and require people to submit to the decision of orders or regulations that apply. (Dewi S et al., 2022; Keshav et al., 2022), and discipline is also an awareness of one's willingness to obey the rules and norms that apply. (Abdurrahman, 2006).

RESEARCH METHODOLOGY

This research uses a qualitative-field approach. This approach is expected to produce descriptive data in the form of narratives about the problems observed, namely about the role of the principal in disciplining teachers at Madrasah Ibtidaiyah Nurul Anwar Sumber Pandan Prenduan Pragaan District Sumenep Regency.

The type of research is case study research, because it concerns special events or symptoms. Different cases with population research and sample research. When the whole is called population research, and when some are called sample research (Dhofir, 2004).

The form of application of the description is that this research was conducted with the intention of describing holistically and in depth about the description of how the role of the principal in disciplining teachers at Madrasah Nurul Anwar Sumber Pandan Prenduan Sumenep.

In addition, the researcher is the main data collector, in this case the researcher is present directly to the research location so that the researcher is easy to get information quickly and precisely.

Data sources in this study are data that can be obtained from primary data sources and secondary data. Primary data is the results of interviews with principals in an effort to obtain data about what the role of the principal is in disciplining teachers, by means of structured interviews, as well as several teachers in an effort to obtain data about the extent of the principal's role in improving teacher discipline at Madrasah Nurul Anwar, this is by means of structured interviews and direct observation. While secondary data is supporting or supporting data sourced from articles, theses, journals, and books that have relevance to this research.

In this study, there are two data collection techniques used by researchers to obtain data to be obtained including interviews and observations.

First, Interview. The form of interview used by researchers is a structured interview, where in its implementation it has been equipped with interview guidelines, interviews conducted to find problems in a more structured manner where the interviewee is asked for his opinions and ideas. (Sugiyono, 2012). So, the researcher prepared questions to seek information about the role of the principal in improving teacher discipline in Madrasah Nurul Anwar. In this study, interviews were conducted with principals and teachers at Madrasah Nurul Anwar. While the instruments used by researchers in data collection are: interview sheets, pens, cameras, and others related to data collection.

Second, Observation. Observation is one of the data collection methods used to collect research data through sensing and observation. (Sugiyono, 2010). One of the observation techniques used in this study is non-participant, namely the researcher is not directly involved in the subject's activities but the researcher goes directly to the field to observe and see directly in the field in order to find out the actual real events about how the principal's role in disciplining teachers at Madrasah Nurul Anwar.

The data obtained by the researcher analyzes by collecting data and reducing it, presenting the data and drawing conclusions and then verifying it so that the data becomes

valid, the data does not forget that the researcher checks again by using triangulation of sources to get the validity of the data.

RESULT AND DISCUSSION

The role of the principal in improving teacher discipline at Madrasah Nurul Anwar

The principal is very disciplined, Ectropet principals, namely principals who are often made idols and examples for subordinates, must be able to be perfectionist, able to be dexterous in making decisions and always cheerful in professionalism. (Demina et al., 2022; Hikmah et al., 2022). The way the principal works and the way he views his role is influenced by his personality, his professional preparation and experience, and the provisions made by the principal regarding the principal's role in the field of teaching. the most important thing is to be able to control ourselves to be better. The principal as a leader in the school certainly understands very well what must be done to instill discipline from an early age.

From the available data we can find that madrasah ibtidaiyah nurul anwar as an educational institution whose principals always play an active role and always try to instill discipline for themselves teachers to be an example to their students.

The principal diligently checks teacher attendance every day, In addition to a personality that can be modeled, the principal must also be firm in supervising the teachers directly, namely conducting supervision to improve the performance of education personnel. (Anoum et al., 2022; Firman et al., 2022), control so that educational activities in schools can be directed towards predetermined goals.

Principals conduct monitoring or evaluation of teachers, Principals must have a good strategy to approach teachers through a lot of communication to establish harmonious relationships with all in the school environment through approaches with a lot of communication in looking for a new idea, integrating activities, and evaluating teachers. (Amado-Alonso et al., 2019), setting an example to all education personnel in the school.

The principal is active in KKM (working group of madrassah heads), It is the professional work of the principal that both the principal and the teachers will be able to have a good impact on the development of the institution itself. and the principal can show himself as a figure of a professional leader who can provide his role to the institution in various efforts for maximum progress in a school towards the discipline of teachers and students.

Supporting and inhibiting factors for the principal's efforts to improve teacher discipline.

The inhibiting factors for teachers against school principals include: The character or personality of the teacher himself. The main factor that supports the principal in improving teacher discipline is the personality of the teacher himself (Rahmah et al., 2022; Rohmalimna et al., 2022), the teacher's awareness and readiness to carry out the rules that have been implemented by the principal. Teacher welfare, Welfare here is the provision of honoraria for teachers so that these teachers are more active in carrying out learning programs, welfare or salary for teachers is an encouragement for the teacher himself.

Weather conditions, Weather conditions are very supportive in the relationship of disciplinary discipline, such as heavy rain and not having raincoats, it will hinder teacher discipline.

The inhibiting factors for teachers towards the principal include: Psychological or physical condition of the teacher, Physical condition is the main thing that hinders discipline in the learning process, therefore teacher health is very important to pay attention to. Lack of media or infrastructure, Media facilities are also a support for the teacher's skills, so the head must make maximum efforts to complete the existing facilities aimed at increasing the teacher's knowledge of his students, such as language lab rooms, art rooms etc. Long travel distances or poor vehicle conditions, Long distance traveled with vehicle conditions is closely related because with the vehicle and the distance will be disrupted in increasing discipline, such as in the middle of the road the vehicle dies, tires leak, gasoline runs out without realizing it, then it affects the discipline in the learning.

So we can conclude that the role of the principal is very important in developing teacher knowledge. (Dianovi et al., 2022; Najeed et al., 2022; Nopiana et al., 2022), the level of discipline with various ways for principals to develop teacher discipline both in terms of time and others.

As reinforced by the following theory: Uncen / Unipa / Smeru / BPS / Unicef findings in Yulius Mantaputun's book say that it notes that schools with good principal leadership have been able to reduce teacher absenteeism. (Hartini et al., 2022; Ilham et al., 2022; Safitri et al., 2022). In addition, improving the quality of management and leadership in their schools. Chairunnisa reinforces the findings above, saying that there is a direct influence of the principal's leadership on organizational effectiveness. (Mataputun, 2018).

CONCLUSION

Based on the results of field research, both through interviews, observation and documentation at Madrasah Nurul Anwar Sumber Pandan Prenduan Pragaan Sumenep Principal in improving teacher discipline, it can be concluded as follows: The role of the principal in improving teacher discipline in Madrasah Nurul Anwar. The principal is very discipline, The principal has an attitude that deserves to be an example for his subordinates, an attitude of discipline, a mentor, and even a protector of his subordinates. The principal is diligent in checking teacher attendance every day, The principal is firm and directly supervises attendance in order to improve the performance of education personnel. The principal conducts monitoring or evaluation of teachers.

With this monitoring program, the principal approaches the teacher with a lot of communication. And even the principal evaluates the development of the learning process to the teacher every three months. The principal is active in KKM (Madrasah head working group) this program can develop the principal's intellectual to be professional able to move the teachers in their fields.

Inhibiting and supporting factors for efforts to improve teacher discipline. The supporting factors for the role of the principal in efforts to improve teacher discipline include: Karate or personality itself, Teachers' awareness or readiness to carry out

disciplinary rules. Teacher welfare, Teacher welfare in the form of teacher salaries is most important in supporting teacher discipline. Weather conditions, In addition, there are also inhibiting factors that become obstacles to school principals in efforts to improve teacher discipline, including: Psychological or physical condition of the teacher. An obstacle to teacher discipline in the learning process. Lack of media or infrastructure, Lack of media or infrastructure also hinders improving discipline in teacher knowledge. Long travel distances and disrupted vehicle conditions. Teacher mileage and vehicle conditions are closely related, if the vehicle is constrained, it will interfere with discipline in the learning process.

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