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Increasing Teacher Work Discipline through the Leadership of the School Principal

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ABSTRACT

This article aims to obtain information and find out the efforts of the madrasa head in improving teacher work discipline. The research method used is descriptive qualitative with the type of field research (field research). Data collection techniques namely observation, interviews, and documentation. The data sources in this study used primary data, namely data sources collected directly from informants, namely the head of the madrasah, deputy head of curriculum, and educators. while secondary data sources are documentation data and other supporting data obtained from madrasas. Data validity was tested by source triangulation and technique triangulation. Data analysis in this study used data reduction, data presentation, and conclusions. The results in this study indicate that: the efforts of the madrasa head to improve the work discipline of teachers in Madrasah Aliyah Mathlaul Anwar, Tanggamus Regency, include: 1) implementing supervision of the rules that have been made by the teacher at work, 2) applying discipline to teachers strictly in imposing sanctions, 3) Increasing teacher work discipline in class attendance, 4) Providing motivation and good examples to teachers in enforcing work discipline, 5) Providing incentives to teachers who have high work discipline in schools, 6) Efforts to increase teacher discipline by the teacher himself.

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1. INTRODUCTION

Improving the quality of human resources is the main goal of education. Education aims to improve knowledge, skills attitudes, and behavior in accordance with applicable values and standards (B, Kardini, Elshifa, Adiawaty, & Wijayanti, 2023; Basari, Sebgag, Noval, Mudrikah, & Mulyanto, 2023). This effort is carried out through school organizations, and formal educational institutions. In other words, schools are places to improve the quality of human resources (Allur, Heras-Saizarbitoria, Boiral, & Testa, 2018). Education plays an important role for a nation because, through the education process, it will produce quality people who will determine the quality of the nation (Ashari et al., 2023). Whether you realize it or not, this definitely happens in every learning process. An educational institution must have a leader, led by a madrasa head. The madrasa head as a leader has a big responsibility (Castillo, 2020). As stated by Wahyusumidjo in his speech, the principal is a functional teacher who is given the task of leading a school where the teaching and learning process is carried out (WAHJOSUMIDJO, 2010). The principal is one of the driving factors that can determine the goals of the school and how education is carried out. can be achieved optimally, the principal is the main figure in the school, like a captain who sails his ship in the ocean to bring his passengers safely to their destination (Huda & Rokhman, 2021; Stamatis, 2018).

Discipline is closely related to the existence of rules and regulations. So, a disciplined teacher can be interpreted as a teacher who obeys the rules made by the madrasah (Aalto, Tarnanen, & Heikkinen, 2019). But on the other hand, teachers who are not disciplined are teachers who often violate the rules made by the school. There are several factors that determine the quality of the workforce, namely the level of intelligence, talent, personality traits, level of education, physical quality, ethos (work spirit), and work discipline (Anwar, Rahman, Nurwahidin, Sutrisno, & Saputra, 2023; Bakar, Umroh, & Hameed, 2023). This is the quality of resources that developed countries have. (Tiswarni, 2019) Discipline is essentially the ability to control oneself in the form of not carrying out actions that are not appropriate or contrary to something that has been determined (Gkolia, Tsigilis, Evangelou, & Koustelios, 2021; Smith, Reinke, Herman, & Sebastian, 2021). Teacher work discipline is an important factor that influences the success of an educational institution that is able to produce quality output. According to Aritonang in Barnawi & Mohammad Arifin, work discipline is a teacher's perception of a teacher's personal attitude in terms of order and self-regulation that every teacher has in working at a madrasah without any violations that harm themselves, others, or their environment (Arifin, 2018).

Based on the results of pre-research data at Madrasah Aliyah Mathlaul Anwar, Tanggamus district, the head of the madrasah has made efforts to improve teacher work discipline in order to comply with regulations with full responsibility. This can be seen from the teacher's good work discipline, but it is not optimal, sometimes there are still teachers who come and go home not on time according to the mutually agreed schedule and there are still teachers who enter class late, so the lesson material has not been achieved optimally. In relevant previous research such as research conducted by (Arjunaita, Fitria, & Rohana, 2020) "*The Role of School Principals in Implementing Teacher Work Discipline*" the research results explain the school principal's efforts in implementing teacher work discipline, including through supervision of attendance, application of punishments for those who violate rules, assertiveness, motivation, and school example.

In research institutions, learning development & and community outreach, regarding discipline development at the West Bandung Regency Regional Government Education, Youth and Sports Office with a total average of 3.69, included in the good criteria. This is demonstrated by the sub-variables of disciplinary development, namely: establishing regulations including very good criteria, determining and providing sanctions for discipline violators with sufficient criteria, as well as continuous training with appropriate criteria (Estiani & Hasanah, 2022). Then it was explained in Isman Halim & and Sumarsih's research that there are several aspects that exist in

teacher work discipline during the implementation of learning (Suprihatin, Rachmawati, Sasongko, Ma`arif, & Kader, 2022). The first aspect is carrying out learning in accordance with the school principal's recommendations and applicable regulations. Second, the teacher is always present when he has teaching hours. Third, always be in class while learning is still taking place. Fourth, do not leave class without the principal's permission.

Furthermore, in the research of (Afandi, Mardliyah, & Sugiarti, 2023), the results of the research show that the role in improving the work discipline of educational staff is: as an Educator, the school principal gives freedom and firmness to the educational staff. As a Manager, the principal coordinates his subordinates to work to improve work discipline. As an administrator, the school principal carries out administrative management in the form of recording, compiling, and documenting, as a supervisor, namely carrying out supervision and control to improve work discipline. As a leader, the principal guides develops, and directs all school parties, and is able to accept criticism and suggestions from his subordinates. As an innovator, the principal guides, develops, and directs all school parties, and accepts criticism and suggestions from his subordinates. and is a motivator to provide enthusiasm for the work of educational staff.

2. RESEARCH METHOD

In this research, the author chose to use a qualitative approach to the field research type (field research) which is descriptive in nature. Later this research will be used to describe Teacher Work Discipline Development at Madrasah Aliyah Mathlaul Anwar Tanggamus. This research is expected to provide information and descriptions regarding Teacher Work Discipline Development at Madrasah Aliyah Mathlaul Anwar Tanggamus. Through descriptive words, the objectives of this research can be achieved as expected.

Qualitative research is an inquiry strategy that emphasizes the search for meaning, understanding, concepts, characteristics, symptoms, symbols, and descriptions of a phenomenon; focused and multi-method, natural and holistic; prioritizes quality, uses several methods, and is presented narratively. Descriptive research generally does not use hypotheses (non-hypothesis) so research does not require a hypothesis. This research is descriptive and qualitative in nature, the author is required to go directly to the research object to obtain facts that are relevant to what is happening in the field. In qualitative research, the data collected is not numbers but data that comes from interviews, field notes and documents and other official documents.

3. RESULT AND DISCUSSION

Carry out supervision of the rules that have been made for teachers in carrying out their duties

Supervision is needed in implementing the regulations that have been made. The existence of supervision makes it possible for fewer violations to occur (Amelia, Aprilianto, Supriatna, Rusydi, & Zahari, 2022; Zohriah, Fauzi, & Pandini, 2022). As stated by Djati Julitriarsa and John Suprihanto, Supervision is an action or process of activity to find out the results of implementation, errors, and failures so that improvements can be made and prevent the recurrence of these errors, as well as ensure that implementation does not differ from the established plan.

Supervision is one of the main management functions that is very important in an organization so that organizational goals can be achieved. Supervision is a process to ensure that organizational and management goals are achieved (Fischer, Tian, Lee, & Hughes, 2021). The supervision needed to improve the work discipline of teachers and employees is inherent supervision, namely direct superior supervision of their subordinates (Nurkhasanah, Barnoto, Hasan, & Ashari, 2023).

Furthermore, the efforts made by the madrasa head to improve teacher work discipline in terms of supervision are carried out strictly. Supervision includes monitoring attendance, monitoring clothing, and monitoring learning equipment. This supervision is carried out directly by the madrasa head through the teacher's teaching schedule, monitoring teacher attendance through teacher absences, and journaling of teaching and learning activities in class.

Applying work discipline to teachers

Discipline is an action based on certain considerations with the aim of changing teacher behavior that deviates from the regulations. One way of discipline is to provide sanctions for violations committed. Discipline is carried out in proportion to its target, to correct inappropriate teacher actions. Sanctions are given not as punishment, but to correct wrong behavior (Birk et al., 2021). Usually, teachers who break the rules are monitored to see whether they show an attitude to change their behavior or not. Meanwhile, according to Kartono in Ihsan Mz, punishment is an action that is intentionally given so as to cause physical and spiritual suffering, directed at opening the conscience and making the sufferer aware of his or her mistakes (Corbin et al., 2023; Kevern, Lawrence, Nazir, & Tsaroucha, 2022).

One way of discipline is to impose sanctions for violations. Violation sanctions are for disciplinary violations imposed by madrasah leaders on teaching staff who violate school regulations. There are levels of sanctions for work violations in an organization, namely, sanctions for minor violations, sanctions for moderate violations, and sanctions for serious violations. Furthermore, discipline needs to be carried out to change teacher behavior that deviates from madrasa rules. If this is not done it will give rise to a bigger work discipline problem and will weaken the work spirit of other teachers (Susanti, Zakariyah, Komalasari, & Warlizasusi, 2023). The form of punishment or punishment for every teacher who violates existing rules or regulations is by means of a personal reprimand or warning. If the violation continues to recur and could possibly be fatal, a warning letter will be given. According to Vivi Rusmawati, punishment is adjusted to the form of norms that are violated (Rusmawati, Objective, & Head, 2013).

Improving teacher work discipline in class attendance

Attendance is the first effort made in order to discipline someone. Having someone present at the madrasah, especially in class, will certainly be the beginning of the teaching and learning process at the madrasah. Madrasa head As a leader, of course, he is full of responsibility in implementing teacher discipline in the school he leads. The principal tries to improve teaching discipline, especially being in the classroom while teaching. Efforts made by madrasah principals to improve teacher work discipline in terms of teaching presence in class, namely; making absences that must be filled in by teachers every day, preparing absences in class, giving warnings to teachers who are often late to class, providing coaching during monthly coordination meetings, giving awards to teachers who have high discipline, even though the rewards in the form of material have not yet been received. There is. According to Supriyo, improving teacher discipline in class attendance during teaching and learning activities can be done by implementing Rewards and Punishment for teachers (Daheri, Pattiasina, Saputra, Nurdiansyah, & Uzlifah, 2022).

Improving teacher work discipline in class attendance is crucial for ensuring that students receive consistent and quality education. Here are some steps to help enhance teacher attendance and punctuality: 1) Establish Clear Expectations: Clearly communicate the school's expectations regarding teacher attendance and punctuality. Ensure that teachers understand the importance of being present and on time for their classes. 2) Provide Adequate Resources:nEnsure that teachers have the necessary resources and support to fulfill their responsibilities. Address any logistical or resource-related issues that may hinder teachers from attending class regularly. 3) Monitor and Record Attendance: Implement a system for tracking and recording teacher attendance. Use

attendance data to identify patterns and areas that need improvement. Address Issues Promptly: If a teacher has attendance issues, address them promptly and privately. Offer support or assistance to help the teacher overcome any personal or professional challenges affecting their attendance.

Implement Incentives: Consider implementing an incentive system for teachers with excellent attendance records. Rewards or recognition can motivate teachers to prioritize punctuality and attendance. Professional Development: Provide ongoing professional development opportunities to help teachers improve their time management and organizational skills. Training programs can equip teachers with the tools they need to better manage their schedules. Create a Supportive Environment: Foster a positive and supportive school culture that values and reinforces punctuality and regular attendance (Aisyah, Ilmi, Rosyid, Wulandari, & Akhmad, 2022). Encourage collaboration among teachers to cover for each other when necessary. Communication and Feedback: Establish open lines of communication with teachers. Encourage teachers to provide feedback on any challenges they face in maintaining regular attendance.

Performance Evaluation: Include attendance and punctuality as part of teacher performance evaluations. Use evaluations as an opportunity to discuss attendance-related issues and set improvement goals (Fatchurochman, 2021). Collaboration with Parents and Students: Involve parents and students in addressing teacher attendance concerns. Solicit feedback from parents and students about their observations and experiences. Consistency in Enforcement: Enforce attendance policies consistently for all teachers. Make sure that consequences for chronic absenteeism are clearly defined and applied equitably. Leadership Example: School leaders should set a strong example by being punctual and consistent in their own attendance. Leadership behavior can influence teacher attitudes and behaviors. Flexibility and Understanding: Be understanding of occasional legitimate reasons for teacher absences and be flexible when necessary. Encourage teachers to communicate proactively about anticipated absences.

Improving teacher attendance and punctuality requires a multifaceted approach that combines clear expectations, support, incentives, and accountability. By fostering a culture of commitment to regular attendance, schools can create an environment where teachers are more likely to prioritize their presence in the classroom.

Provide motivation and a good example

Apart from reminding existing regulations, the madrasa head also provided motivation regarding the importance of work discipline for every teacher or educator. According to (Anwar et al., 2023; Sari, Sitepu, Azizah, Ratman, & Putri, 2022)in the Indonesian Education and Learning journal, teacher work discipline increased to the maximum after giving rewards to teachers to motivate teachers. Not only that, the madrasa head as a leader provides a good example to his subordinates. Through these efforts, teachers can instill awareness in themselves to be disciplined and obey existing regulations. This is in line with Sutrisno's opinion that one of the factors that influences teacher work discipline is whether there is an example given by the school principal and whether there is attention given to employees, especially teachers (Sutrisno & Nasucha, 2022).

Provide good role models to teachers in all matters, both in morals, attitudes, and ethics, in terms of dress, cleanliness, and in terms of compliance with employee rules and regulations. This is very effective in applying discipline to teachers because in this way the teachers will copy, model, and emulate how a leader, in this case, the head of the madrasah, carries out discipline. Madrasah heads always demand teachers to be disciplined while sometimes they themselves often violate discipline at work. Therefore, before a leader applies discipline to teachers, the leader must first enforce that discipline for himself in carrying out his duties (Anderson et al., 2022).

Providing incentives to teachers who have high work discipline in madrasas

Intensiveness is one of the factors that can influence teacher' work discipline in carrying out their duties at the madrasah. Therefore, in order to improve teacher work discipline, it is necessary to provide intensive work to teachers who have high work discipline in madrasas. The intensive referred to here is encouragement that is deliberately given to teachers, both material and non-material, which encourages them to work harder and better. According to (Hariri, Monypenny, & Prideaux, 2016), incentives that can be given by school principals to improve teacher work discipline are in the form of material, such as money, wages/salaries, allowances for excess teaching hours, honorarium for additional teaching hours, and others.

The amount of incentives given to teachers depends on the school's skill level and the level of work carried out by the teacher. If the work done by the teacher is large enough to take a long time and requires a lot of responsibility, so too should the incentive for him be greater and vice versa (Mullen, 2012). However, what is more important is the right goal to provide the motivation itself. Accuracy here means providing incentives to people who are entitled or entitled to receive them. This incentive was given to the initial target, the aim was to improve the work discipline of teachers. So it is important to provide incentives carefully, with full calculation and consideration, therefore the incentives offered can be applied appropriately and can achieve the desired goals, namely. to improve teacher work discipline in the future. Meanwhile, the incentives given at Madrasah Aliyah Mathlaul Anwar are in the form of congratulations or appreciation for teachers who have high discipline, so that later these teachers will become role models for other teachers.

Improving teacher work discipline is important to improve the quality of education. The following are several steps that can help improve teacher work discipline: Clarification of Expectations: Explain clearly what is expected of teachers in terms of work discipline. Socialize policies and guidelines regarding work discipline to all teachers. Provide Support: Ensure that teachers have sufficient resources to carry out their duties. Offer guidance and training as needed to help teachers overcome discipline problems. Performance evaluation: Conduct regular performance evaluations to measure teacher work discipline (Cardy & Leonard, 2014). Provide constructive feedback to teachers and identify areas for improvement. Develop a Positive School Culture: Focus on creating a positive and collaborative work environment at school. Promote values such as responsibility, integrity and commitment. Meetings and Communication: Hold regular meetings with teachers to discuss discipline and improvement issues. Open open and open lines of communication between teachers, school staff, and management. Awards and Recognition: Recognize and appreciate teachers' efforts and achievements in maintaining work discipline (DiNapoli & Miller, 2022). Give awards or recognition to teachers who meet or exceed expectations. Fair Sanctions: Apply fair and consistent sanctions if teachers violate discipline rules or policies. Ensure that these sanctions are applied in accordance with school policy and applicable law. Parent and Student Involvement: Involving parents and students in the educational process can help in maintaining teacher discipline. Encourage communication between schools, parents, and students. Behavior Model: School leaders and management staff must be a good example in terms of work discipline. Demonstrate commitment to high standards of discipline and work ethic. Career Coaching: Offer teachers career coaching and professional development opportunities to keep them motivated and focused on their growth. Improving teacher work discipline requires a holistic and sustainable approach. Good policies, culture, support and communication are key to achieving this goal (Gunz & Peiperl, 2007).

Efforts to increase teacher discipline by the teachers themselves

Basically, people who are disciplined in their work are people with high awareness, thoroughness, fulfillment of tasks and high responsibility for the work given to them. Teachers' personal behavior greatly influences teacher discipline by being a role model and role model for students (Arora, Fiorino, Pellier, Métivier, & Pesty, 2018). Teachers must practice self-discipline as an initiation by trying to go to school early, going to class too early, and following school rules, such as school uniforms, including teachers having to wear clothes. which reflects obedience to the teacher, as well as students imitating the teacher's disciplinary behavior. According to (Das, Halik, & Amaluddin -, 2016) in the Business Management journal, ethically, the teaching profession is a value-laden profession, therefore teachers are required to have adequate personality competence and self-discipline.

Because a teacher is someone who is very influential in the process of teaching and learning activities. Not only as an informant by delivering teaching materials in the classroom, but the duties of a teacher as a profession include educating, teaching and training (Annisa, Akrim, & Manurung, 2020; Setyorini & Khuriyah, 2023). Educating students means teaching Islamic values in life. teaching in continuing and developing the potential of students to master science and technology in order to be able to compete. Training is developing the skills possessed by students.

4. CONCLUSION

Based on the description in the previous section, in this context, the author can draw several important conclusions as follows: Teacher discipline at Madrasah Aliyah Mathlaul Anwar, Tanggamus Regency in Teaching. Safety is not only the exclusive responsibility of the teacher concerned but also the responsibility of the principal to guide teachers in improving discipline in the workplace. Efforts that can be made by madrasa heads to improve teacher work discipline in teaching at Madrasah Aliyah Mathlaul Anwar, Tanggamus Regency, include the following: 1) implementing supervision of the rules that have been made by teachers in their work, 2) applying discipline to teachers firmly in giving sanctions, 3) Improving teacher work discipline in class attendance, 4) Providing motivation and good role models for teachers in enforcing work discipline, 5) Providing intensive work to teachers who have high work discipline in madrasas, 6) Efforts to improve teacher discipline by the teacher himself.

The next research recommendation is how madrasa heads carry out supervision in collaboration with stakeholders and the madrasa environment. Madrasah heads combine servant leadership so as not to carry out one-way management. This will of course be different if you do research in an area with adequate media.

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