



The Role Of The Principal As A Leader In Disciplining Elementary School Teacher

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ARTICLE INFO

Article history:

Received July 10, 2022

Accepted August 14, 2022

Available online August 25, 2022

Kata Kunci:

Peran Kepala Sekolah, Disiplin Guru

Keywords:

The Role Of The Principal, Teacher Discipline



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ABSTRAK

Kedisiplinan merupakan salah satu faktor yang dapat menunjukkan kualitas kinerja seseorang. Hanya saja kenyataan dilapangan menunjukkan bahwa tingkat kedisiplinan guru masih tergolong rendah, sehingga membutuhkan perhatian serius dari kepala sekolah. Adapun tujuan dari penelitian ini yakni untuk mengetahui peran kepala sekolah sebagai pemimpin dalam mendisiplinkan guru. Penelitian ini tergolong kedalam jenis penelitian deskriptif kualitatif dengan subjek penelitiannya yakni salah seorang kepala sekolah di salah satu SD Negeri. Pengumpulan data dalam penelitian dilakukan dengan menggunakan metode observasi, wawancara, dan dokumentasi. Adapun data yang dikaji bersumber dari data primer berupa kepala sekolah serta guru, dan data sekundernya berupa dokumen pendukung hasil penelitian. Instrumen yang digunakan dalam penelitian ini yakni berupa lembar kuisioner dengan 3 indikator dan 6 sub indikator. Data yang diperoleh dalam penelitian kemudian dianalisis dengan menggunakan teknik analisis deskriptif kualitatif dan mengaitkan hasil penelitian dengan hasil penelitian sebelumnya. Hasil analisis penelitian menunjukkan hasil bahwa peran kepala sekolah sebagai pemimpin dalam mendisiplinkan guru sudah dilakukan oeh kepala sekolah dengan baik, kepala sekolah sudah mendisiplinkan guru dengan cara kepala sekolah sebagai pemberi arahan, Kepala sekolah sebagai agen perubahan, Kepala sekolah sebagai pembina. Hambatan yang dialami oleh kepala sekolah ada tiga yaitu peran kepalasekolah sebagai pembei arahan, kepala sekolah sebagai agen perubahan dan kepala sekolah sebagai pembina.

ABSTRACT

Discipline is one of the factors that can indicate the quality of one's performance. It's just that the reality on the ground shows that the level of teacher discipline is still relatively low, so it requires serious attention from the school principal. The purpose of this study is to find out the role of the principal as a leader in disciplining teachers. This research belongs to the type of qualitative descriptive research with the research subject being a school principal in a public elementary school. Data collection in the research was carried out using observation, interview and documentation methods. The data studied were sourced from primary data in the form of school principals and teachers, and secondary data in the form of research results supporting documents. The instrument used in this study was a questionnaire sheet with 3 indicators and 6 sub-indicators. The data obtained in the study were then analyzed using descriptive qualitative analysis techniques and linking the research results with the results of previous studies. The results of the research analysis show that the role of the principal as a leader in disciplining teachers has been carried out by the principal well, the principal has disciplined the teacher by means of the principal as a giver of direction, the principal as an agent of change, the principal as a coach. There are three obstacles experienced by the principal, namely the role of the principal as a giver of direction, the principal as an agent of change and the principal as a coach.

1. INTRODUCTION

Education is a form of human effort to develop the potential that exists within him, through the transformation of cultural values that exist in society (Ainia, 2020; Yuristia, 2018). Education becomes a process that is carried out continuously and passed down from generation to generation under the guidance of other people or self-taught which must be preserved and developed (Adrianto, 2019; Ilham, 2019; Kurniasih & Wijaya, 2019). Through education, an individual will be able to improve his quality and can be well-received in the community, that is why it can be said that education can be an asset to producing superior and quality human beings (Salsabila et al., 2021; Suryana & Iskandar, 2022). Education is carried out through direct interaction between teachers and students, in an atmosphere of a learning environment (Sujana, 2019). A good learning environment is an environment that is able to make students comfortable in the teaching and learning process (Arianti, 2019; Neldawati, 2020). Thus, to make

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this happen teachers and students must jointly improve discipline in the teaching and learning process and in behavior (Febianti, 2018; Suciningrum et al., 2021).

Discipline is a form of individual self-control in terms of complying with rules made by oneself, family, institutions, or society (Chandra & Angin, 2017; Handayani & Subakti, 2020). An individual who is used to behaving in a disciplined manner will have a good impact on his own success in the future (Amalda & Prasajo, 2018; Handayani & Subakti, 2020). In education, disciplined behavior must not only be owned by students, but also must be owned by all components of education, like teachers, principals, or parents (Febrianti & Rachmawati, 2018; Nasution, 2017; Rahmawati & Frinaldi, 2021). Disciplined behavior becomes an educational tool that plays an important role in influencing, encouraging, fostering, and shaping an individual's behavior so that it is in accordance with the values and norms that develop in society (Noor & Astutik, 2019; Sobri et al., 2019). In an elementary school environment, disciplinary problems mean a lot to the progress of the school. Orderly schools will always create a conducive and comfortable learning environment, and conversely, if schools are not orderly, the conditions will be much different from schools that maintain teacher discipline. Violations that occur are considered normal and improving a situation like this is not easy, this requires hard work from school members, including students, staff, teachers, and principals play a very important role in terms of teacher discipline (Linda & Gunarda, 2019; Ratna & Agustang, 2018). The main purpose of developing a disciplined attitude in students and teachers is to ensure that the behavior of teachers and students is in accordance with the existing rules at school (Hajar & Putra, 2021; Shinta & Ain, 2021).

However, the reality on the ground shows that not all teachers are able to apply discipline properly in carrying out the learning process. This is in line with the results of interviews that were conducted with the principal of SDN 012 Simpang Labuh, Pelalawan district. The observation results show that there are still teachers who come late to school, the teacher does not set a good example for students such as being late for class during the learning process, teaching not in accordance with the lesson plan (RPP), not making a lesson plan (RPP). The lack of teacher discipline is caused by several factors such as the principal's leadership style, school culture, the teacher's family environment, and the physical and psychological condition of the teacher. If left unchecked, the teacher's low discipline will have an impact on the low quality of education in the school.

The principal as a leader has the responsibility to discipline teachers and students. The leadership role of the school principal can be interpreted as a series of behaviors that a person is expected to carry out in accordance with his position as a leader (Ideswal et al., 2020; Riski et al., 2021). The principal is the person who is responsible for the implementation of the school's organizational wheel and plays a role in carrying out the school's organizational wheel, therefore it can be said that the principal has a great responsibility for the school's progress he leads so that he can achieve the goals (Jamrizal, 2022; Matondang, 2018; Minsih et al., 2019). The principal is a functional teacher, who is given the task of leading a school where the teaching and learning process takes place, or a place where teacher interaction occurs in giving lessons and students receiving lessons (Fakhrurrazi et al., 2021; Tanjung et al., 2021). In carrying out the duties, the principal must understand the duties and functions of the teacher for the success of the school, and have concern for staff and teachers to discipline existing regulations at school, therefore to achieve discipline in existing regulations having a good cooperation is needed between the principal, teachers, staff and students (Mahfud, 2021; Marhawati, 2019). Several new paradigms state that the principal does not only act as a leader, but also acts as a manager, educator, administrator, and motivator as well (Alhabsyi et al., 2022; Anjarrini & Rindaningsih, 2022; Khatipah & Hermanto, 2021).

Several previous studies revealed that school principals have an essential role in improving teacher discipline, while efforts that can be made by principals are providing guidance, providing teacher training, and creating a disciplined school culture (Islami et al., 2018). Subsequent research revealed that besides being able to improve teacher work discipline, the leadership of the principal can also increase teacher motivation and performance (Nasrun, 2016). The results of other studies revealed that work discipline affects the quality of teacher performance (Nugraheni & Rahmayanti, 2016). Based on previous studies, it can be concluded that the principal's leadership has an effect on work discipline and work motivation, whereas the teacher's work discipline has an effect on improving his performance. However, in previous studies there were no studies that specifically discussed the role of the school principal as a leader in disciplining elementary school teachers. Hence, the aim of this research is to know the role of the principal as a leader in disciplining teachers.

2. METHOD

This study is used descriptive qualitative research which is presented in written or spoken words from the people and the behavior observed. Qualitative research is a type of research whose findings are

not obtained through quantification procedures, statistical calculations, or other forms of methods that use numbers. In this study, the researchers collected and searched for data related to the subject and object of research which related to the principal's leadership role in improving teacher discipline. Data collection in this study was carried out using observation, interview, and documentation techniques. Whereas, this study was sourced from primary data and secondary data. The primary data in this study were the principal and teachers at SDN 012 Simpang Lebu while the secondary data was in the form of documents in the form of school regulations to see how school discipline is. The data collection instrument used is a questionnaire sheet with 3 indicators and 6 sub-indicators. The research instrument grid is presented in table 1.

Table 1. Indicators of the Principal's Role as a Leader in Disciplining Teachers

No	Indicator	Sub-Indicator	Question Number	Observation Number
1.	The principal as a direction giver	1. The principal is in charge of managing all organizational resources and as a directive so that he can work with teachers.	1, 2, 3, 4, 13, 14, 15	1,2
		2. The principal gives directions regarding discipline to teachers	5, 6 & 7	3,4
2.	The principal as an agent of change	1. The principal can carry out the vision and create important changes.	8, 9, 10	5,6
		2. The principal can make changes in the school.	11, & 12	7
3.	The principal as a coach	1. The principal can be good mentors 2. The principal can guide teachers and teachers toward discipline	16,17,18,19,20, 21,22,23,24 & 25	8,9

The data obtained in the study were then analyzed using qualitative descriptive analysis techniques by associating the research results with the results of previous studies.

3. RESULT AND DISCUSSION

Result

Research on the role of principals as leaders in disciplining elementary school teachers shows that there are two main findings in this research. **The first finding** related to the role of the principal as a leader in disciplining teachers at SDN 012 Simpang Lebu, Pelalawan District. Based on the results of the study, it was found that there are 3 main roles for the principal as a leader. First, the principal acts as a direction giver to teachers in carrying out their duties. Based on interviews that were conducted by the researchers with the principal of SDN 012 Simpang Lebu, it was found that in carrying out his duties as a directive, the principal tends to give directions to teachers during meetings by gathering all teachers and discussing matters that are considered important and during the meeting with the teacher assembly, the directions given were to convey the hours of entering and leaving school, you have to be disciplined about the hours of entering and leaving school, so far the principal has had no problems in giving directions to the teachers at the SDN 012 Simpang Lebu and even if there are several teachers who come late or not disciplined, the action that the principal will take is to find the teacher and will ask about the reasons why the teacher is not disciplined. Based on the results of these observations, it can be seen that at SDN 012 Simpang Lebu was held a meeting between the teacher and the principal, at the time of the meeting the principal had given directions to teachers in the form of disciplinary action when entering and leaving school.

The third role is the principal acts as a coach. Based on the results of the interviews that have been conducted, information is obtained that as a coach, the principal provides guidance to teachers so that they are more disciplined in terms of arrival at school, the principal also asks about the lesson plans was used by teachers when carrying out teaching and learning activities in class, besides that there were also teacher who are late for class, this made the principal emphasized discipline, by supervising the class during learning process and went around the school, incidentally, the researcher himself must be disciplined, by doing so the teacher also follows the directions the researcher gives. The changes that the researchers brought were discipline in the hours of entering and leaving school, building incomplete facilities and infrastructure, and regular administration. These results then show that the role of the

principal as a coach is clearly visible, the principal really fosters undisciplined teachers by reprimanding the teacher, when making observations the principal often reminds and warns about the lateness of the teacher coming to school.

The second finding in this study related to the obstacles experienced by principals as leaders in disciplining teachers at SDN 012 Simpang Lebu, Pelalawan District. In carrying out his role as a direction giver, agent of change, and coach, the principal still encounters several obstacles such as there are still many teachers who arrived late even though they have been given directions. Most teachers who arrived late to school were generally female teachers who were already married, they expressed their busy schedule with the principal, the things that the female teacher complains about were problems at homes such as preparing breakfast for her husband and children, and the female teacher also had to prepare the children to go to school, this is an obstacle for the female teacher who arrived late to school. The principal had set a good example for teachers and students, this requires separate awareness for teachers who often arrived late to school so they can bring about more positive changes. With awareness and good contributions by the principal and the teacher, a change can be created in a school that lacks discipline, both the principal and the teacher. If the principal and teacher work well together, students will emulate the disciplinary values that the teacher and principal have implemented

Discussion

Based on the results of the research analysis that has been carried out, information is obtained that the principal of SDN 012 Simpang Lebu as a school leader has carried out his role as a direction giver, agent of change, and coach well. In carrying out his role as a directive the principal has routinely held discussions with all staff of the teacher council and routinely provides guidance to teachers who have low discipline. The low work discipline shown by the teacher certainly has an impact on low performance (Juniarti et al., 2020; Ningrat et al., 2020). Certainly, this is not a good thing for an educator. Work discipline is an attitude of respect and obedience to applicable regulations, both written and unwritten, and being able to carry them out and not avoid accepting sanctions if she/he violates the duties and authority given (Dewi, 2021; Rosmawati et al., 2020; Shoim et al., 2019). This then confirms that work discipline is an important factor that can improve teacher performance and improve the quality of education in the unit (Nadeak, 2022).

The second role carried out by the principal is the agent of change. The agent of change is someone who leads the community in changing the social system. In carrying out his role as an agent of change, a leader must be able to make a new change that has a positive meaning, even to prepare for new changes both in a community institution that is around (Purwanto, 2021; Sedana, 2019). The way to influence society through an orderly and planned system is called social engineering or often called social planning (Mustiningsih et al., 2019; Setiyadi et al., 2021). The teacher as an agent of change is the most important part in the scope of education. That is, the teacher is the commander-in-chief who is tasked with bringing about change in someone who at first did not know to know from the results of the process of learning and teaching activities and the application of positive values, both privately and publicly which are carried out in a professional manner (Haryadi & Safinah, 2021; Satriawan et al., 2021). For the sake of forming discipline in teachers, school principals can carry out discipline coaching, namely by providing motivation, exemplary, and paying attention to teacher welfare (Marjuni, 2020; Mukti, 2018). The principal as a figure who must be an example for the school community, and the principal as a leader must provide guidance and supervision, increase the will of the education staff, open two-way communication, especially the role of the principal in shaping teacher discipline.

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The third role of the principal is the role of a coach. Coaching carried out by the school principal for teachers and students are carried out by providing direct examples such as being present on time and supervising the ongoing learning process (Ideswal et al., 2020; Riski et al., 2021). To improve the quality of a person's education, the principal must be able to improve the discipline of his teachers or subordinates to achieve the goals of a lesson. Where the purpose of a learning activity is to achieve the abilities that have been set. The school principal as a leader must have special characteristics that include personality, basic skills, experience, professional knowledge, administration knowledge and supervisory knowledge (Fakhrurrazi et al., 2021; Tanjung et al., 2021). In carrying out the role as a coach the principal must be able to guide teachers and students towards even better change, as a result a pleasant atmosphere is created in the school environment, good guidance from the principal and targeted coaching will make the school the center of a good school than others (Alhabsyi et al., 2022; Anjarrini & Rindaningsih, 2022; Khatipah & Hermanto, 2021).

In carrying out his role as a leader the principal also has obstacles such as the presence of teachers who were late for coming to school because they have personal activities at home. Obviously, this cannot be justified, therefore the principal is required to be able to provide policies that can improve the behavior of teachers who lack discipline. The results obtained in this study are in line with the results of previous research which also revealed that the principal has a very important role in improving teacher discipline, while the efforts that can be made by the principal are providing guidance, providing teacher training, and creating a disciplined school culture (Islami et al., 2018). Subsequent research revealed that besides being able to improve teacher work discipline, the leadership of the school principal can also increase teacher motivation and performance (Nasrun, 2016). The results of other studies revealed that work discipline affects the quality of teacher performance (Nugraheni & Rahmayanti, 2016). Based on several previous studies, it can be concluded that the principal's leadership influences work discipline and work motivation.

4. CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that the principal as a leader has carried out his role as an agent of change, direction giver, and as a coach for the staff, teacher and student. The obstacles that are felt by the principal in carrying out his role are that there are still some teachers who come late to school because of personal reasons such as taking care of children and family.

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