



Work Discipline on Teacher Performance in Kindergarten

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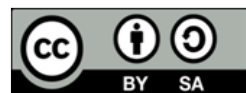
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ABSTRAK

Kurangnya kedisiplinan seorang pendidik dalam lingkungan sekolah yang membuat proses pembelajaran kurang berkualitas. Tujuan dari penelitian ini untuk menganalisis efektifitas disiplin kerja terhadap kinerja guru di Taman Kanak-Kanak. Jenis penelitian ini adalah kuantitatif dengan metode survey. Jumlah sampling yang digunakan yaitu dari setiap sekolah terdiri dari 3 orang (Kepala sekolah, TU dan penjaga sekolah). Jumlah guru keseluruhan yaitu 45 Orang dan angket model rating scale. Responden adalah 25 guru. Metode pengumpulan data dengan metode non tes. Instrumen penelitian yang digunakan yaitu kuisisioner. Teknik analisis data dengan analisis kuantitatif dan kualitatif. Berdasarkan hasil analisa data diketahui pengaruh disiplin kerja terhadap kinerja guru sebesar 0,288 samadengan 28,8%. Hasil pengujian menunjukkan bahwa disiplin kerja secara langsung mempengaruhi kinerja guru. Dengan demikian dapat disimpulkan bahwa disiplin kerja yang tercermin dari kesadaran, kesediaan, kepatuhan dan etika kerja berpengaruh positif dan signifikan terhadap kinerja guru yang tercermin dari kualitas kerja, ketepatan kerja, inisiatif dalam kerja, kemampuan kerja dan komunikasi. Implikasi dari disiplin kerja dari seorang guru yang mampu menyelesaikan dan menerapkan sebuah kegiatan pembelajaran yang menarik dan tidak membosankan bagi anak dan menaati peraturan.

ABSTRACT

The lack of discipline of an educator in the school environment makes the learning process less quality. This research aims to analyze the effectiveness of work discipline on teacher performance in Kindergarten. This type of research is quantitative with a survey method. The number of samples used was from each school consisting of 3 people (principal, TU, and school guard). The total number of teachers is 45, and the questionnaire is a rating scale model. Respondents were 25 teachers. The data collection method is a non-test method. The research instrument used was a questionnaire. Data analysis techniques with quantitative and qualitative analysis. Based on the results of data analysis, it is known that the influence of work discipline on teacher performance is 0.288, equal to 28.8%. The test results show that work discipline directly influences teacher performance. Thus, work discipline, as reflected in awareness, willingness, obedience, and work ethics, has a positive and significant effect on teacher performance as reflected in work quality, work accuracy, initiative in work, workability, and communication. The implications of the work discipline of a teacher who can complete and implement learning activities that are interesting and not boring for children and obey the rules.

1. INTRODUCTION

Education is something that is very important for the world because education is the beginning of everything that is needed, all knowledge. This education is divided into formal education and non-formal education (Kurniawan et al., 2023; Nirmala & Anuar, 2020). Education begins with early childhood education, early childhood education is education given to children through the provision of stimulus given from birth until the child is six years old, the provision of stimulus must be balanced, which requires cooperation between parents and schools (Hartayani & Wulandari, 2022; Pertiwi, 2020). Providing this stimulus must be adjusted to the child's needs which can be seen from the child's age. The right stimulus will make it easier for children to receive and understand correctly and will be useful for the child's future (Schäfer et al., 2018). Providing this stimulus can also be seen from the quality of providing the stimulus by guiding, directing and providing a correct picture or not, which can be done by parents and educators. The

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process of providing a good stimulus can come from who is providing the stimulus. This can be seen from the knowledge and security that occurs in their life (T. Kumala Dewi & Rianto, 2023; Nurtaniati, 2018; Sudaryati, 2021). A good stimulus that will be carried out by families is a family that has good parenting to shape children's character and guide children and while a good stimulus that can be carried out by schools is to create qualified educators who are in line with their abilities (Marienda et al., 2015).

Early childhood education is an educator that really needs to be paid attention to because early childhood education is a child's initial education to lead their future life, because this requires teachers who are very professional or can be called Professional Teachers. A professional teacher is an educator who is often involved in the learning process in which this educator has a role to involve in achieving learning goals (Kholis, 2019; Nofrika & Suryana, 2022; Sedana, 2019). The first principle for professional teachers is that intention and talent are the basis for becoming a professional teacher. If this is not there then there will be difficulties when carrying out the learning process because teaching or educating early childhood requires a lot of patience and patience (Eliza, Nola Mulfiani, 2022). Second, have responsibility to be able to achieve good learning goals because during this learning process responsibility and consistency are needed because this learning process has many changes and teachers must always be able to be responsible for providing the best information and guidance (Boysen et al., 2022). Third, having educators in accordance with what is needed in PAUD, what is needed is a teacher who has knowledge in the field of PAUD. This needs to be considered because the learning process in PAUD is not only about learning but must be able to understand the character of the child, the child's needs for good nutrition for the child and stimulus for the child, because each child has different needs at each age (Salwiah & Asmuddin, 2022). Fourth, they are able to establish good communication with other teachers. This needs to be done because if teachers are not able to communicate and work together well with other teachers it will make the teachers unable to get information and not be able to communicate with each other to solve problems or discuss the learning process, good cooperation will make it easier for the school to achieve its educational goals. Each teacher strengthens each other, works together and helps each other, and the fifth is able to do or carry out good tasks because in PAUD there are many tasks that must be prepared such as making daily learning plans (RPPH), weekly learning plans (RPPM), calendars. academic, semester program (PROSEM), annual program, daily learning media according to the theme of each week, creating creative and not boring activities for young children, evaluating how children develop from the first moment they enter and until they finish, always evaluating how child development, creating activities that are centered on the child, according to the child's needs and can be used as communication with the child's parents, because parents or guardians of students are good partners to achieve learning goals (Halidah et al., 2022; Jameel et al., 2021).

In fact, some PAUD schools still have an organizational climate that is not conducive because many PAUD schools are located on the side of the main road so there is noise when learning and the performance of some PAUD teachers is still unsatisfactory because many teachers are found who are often absent, teachers who use the and media that is less varied, as well as teachers who do not plan the implementation of learning (Janah et al., 2020; Mundia Sari & Setiawan, 2020). The low performance of teachers in schools is influenced by various factors including competence, work motivation, work discipline, job satisfaction, the organization where the teacher teaches, the leadership of the school principal, and the existence of government policies regarding education (Kartika & Ambara, 2021). The personality competence of some teachers is still lacking, seen from the fact that professional development of teachers still tends to prioritize pedagogy and academics rather than the development of personality competence and it can be seen that teachers often arrive late, as well as teachers' teaching motivation which is still lacking, seen from the lack of interest in teachers creating appropriate learning media. new and create more interesting learning designs and can improve aspects of children's development which ultimately affect teacher performance (Mulang, 2021). The results of the preliminary study show that the problem is a lack of work discipline which can be seen from arriving late at school and often leaving for 2 weeks in a row. If a teacher is unable to carry out work discipline then the teacher will be detrimental in many ways, such as a lack of teacher readiness in designing the learning process that will be carried out at school. Lack of cooperation between teachers in preparing activities or learning processes, and lack of teacher ability according to their field. Lack of mastery when in class, if this problem occurs then the quality of learning will decrease, such as the lack of students' ability to master the knowledge they have acquired. Students' lack of achievement and a person's lack of interest in studying at that school. This can also be seen from the initial data in the form of documents, namely the absences for each teacher and the results of each teacher's work.

A qualified teacher is a teacher who is able to provide direct experience to children and is able to provide learning according to the child's needs (Putriasih, 2020; Sutama et al., 2021). Good learning for children is learning that is in accordance with the child's abilities and is child-centered, where the learning process provided by educators must be varied, creative and make children interested (Cheung et al., 2019;

Janah et al., 2020). Activities carried out during the teaching and learning process educators must be able to set a good example for children by having polite and good behavior (Agustin, 2020; Wardani et al., 2021). A qualified teacher has a high sense of caring, where this caring is what makes him able to develop the abilities that exist in children. A good teacher must be able to control the emotional conditions that exist within the teacher (Eliza, Husna, et al., 2022; Nofriyanti & Nurhafizah, 2019). This quality teacher has several assessments, because a quality teacher must always be a good example for children, after there are several things that can be assessed, how professional the educators are in the school, firstly with the need for teacher development that is seen by many children or it could also be with a shortage of teachers because the school also has many enthusiasts which makes the learning process very good because the number of students is large (Aprida et al., 2022). Second, this development planning can be seen from the programs provided by school (Anjani & Dafit, 2021). The third is the implementation of existing programs where many teachers are the only ones who take part in the training, where it can be seen that many teachers underestimate the training provided and the fourth is evaluation which is assessed by how the training given is implemented in the field or the teaching and learning process (Aisah et al., 2021; Susanti & Sa'ud, 2016).

Quality teachers must have excellent work discipline. Work discipline is something that greatly influences the learning process that will be carried out at school (Damanik, 2019; Rahmayanti et al., 2021; Utari & Rasto, 2019). Discipline is a process of directing or controlling interests that are driven to achieve goals that lead to better actions (Azahra et al., 2023; NN Dewi, 2021). Teacher work discipline can be seen from the attitude shown in an activity to achieve the goal of carrying out a task in accordance with the criteria and standards that have been set during the implementation of the work (Ichsan et al., 2020). It was concluded that work discipline is related to teacher performance. Teacher performance is a description of the results of the work carried out by teachers which is reflected in the implementation of the learning process both in the classroom and outside the classroom, school administration, as well as guidance and services to students (Alhabsyi et al., 2022). Previous research findings state work discipline has no effect on teacher performance, work motivation has a positive effect on PAUD teacher performance (Damanik, 2019). The difference from previous research is that it examines the overall effectiveness of teacher work discipline in Kindergarten. The importance of this research is to find out how the effectiveness or results of teacher work discipline on teacher performance in Kindergarten will influence the learning process. This research aims to analyze the effectiveness of work discipline on teacher performance in kindergartens.

2. METHOD

The type of research used is a survey method or can be used with research to obtain data from all teachers in Kindergartens in Kepuasan Hulu District, Rokan Regency from 8 schools, namely TK Negeri Pertiwi, IT Al Husain, Pelita Hati, Bunda Kartini, Kindergarten Bersemi, Kindergarten Merpati, Rijalunnnisa Kindergarten and Sinar Hati Kindergarten. This research was carried out because the area is in a location where it is difficult to access everywhere. The number of samples used was from each school consisting of 3 people (principal, TU and school guard). The total number of teachers is 45 people and the questionnaire is a rating scale model. Respondents were 25 teachers. The data collection method is non-test method. The research instrument used was a questionnaire. Data analysis techniques with quantitative and qualitative analysis. Descriptive statistics are used to describe respondents' perceptions about work discipline and teacher performance, which are obtained through average scores. Inferential statistics are used to determine the effect of work discipline on teacher performance obtained through simple regression. The test carried out to obtain the first hypothesis is a validity test to describe how the questionnaire (statement or question) is truly able to measure what is being measured. So it can be said that the higher the validity of a test, the more precise the test instrument is in hitting its target. Second, the reliability test is a measurement of the precision or accuracy of an instrument. The third normality test, data normality testing is carried out to determine the extent to which the data obtained from data collection has a normal distribution or not to determine the type of statistics used. The indicators in the questionnaire are presented in Table 1.

Table 1. Questionnaire Indicator

Key Indicator Number
1. Follow school rules and regulations
2. Work according to your duties
3. Able to stick to the appointed time
4. Avoid punishment if you make a mistake
5. Master the syllabus and implementation instructions

Key Indicator Number

6. Develop a teaching program
7. Carrying out the teaching and learning process
8. Ability to manage the class and be disciplined in carrying out their duties
9. Carry out evaluations or assessments during the learning process
10. Conduct an evaluation recap
11. Active leadership in the classroom
12. Ability not to make interpersonal relationships in the school environment
13. Ability to carry out research on learning outcomes
14. Quality of educators
15. Quality of the learning process
16. Quality of facilities and infrastructure
17. Quality of evaluation carried out
18. Collaborate with the team
19. Adaptability in the school environment
20. Responsibility for one's work (right and wrong in acting)
21. Able to guide children according to the child's character
22. Able to develop curriculum
23. Developing the potential of early childhood
24. Have a steady and stable personality
25. Able to manage learning
26. Mastering the preschool learning model
27. Mastering learning methods
28. Mastering learning strategies
29. Able to manage learning
30. Able to train children's abilities

3. RESULT AND DISCUSSION

Result

Based on the 24 items in the teacher performance variable statement, the lowest score is 54 and the highest is 97. The average is 92.02; standard deviation 12.51; median 91.46; and 88.17 mode. The distribution of this data shows that the mean, median and mode scores are not much different, this shows that the data distribution tends to be normally distributed. Meanwhile, based on the 20 work discipline variable statement items, the lowest score is 48 and the highest is 102. The average is 91.39, the standard deviation is 14.12, the median is 90.50, and the mode is 89.96. The distribution of this data shows that the mean, median and mode scores are not much different, this shows that the data distribution tends to be normally distributed. Based on the results of data analysis, it is known that the influence of work discipline on teacher performance is $0.288 = 28.8\%$. To test whether the influence of work discipline on teacher performance is significant or not, based on the test results it can be seen that in the Sig (significant) column in the Coefficients table above, a Sig value of 0.00 ($0.05 > 0.00$) is obtained. The research results show that work discipline directly influences teacher performance, meaning that if teachers have high work discipline they tend to have high performance. The findings carried out in Kepulauan Hulu District, Rokan Hulu Regency show that Kindergarten Teacher Work Discipline is very related.

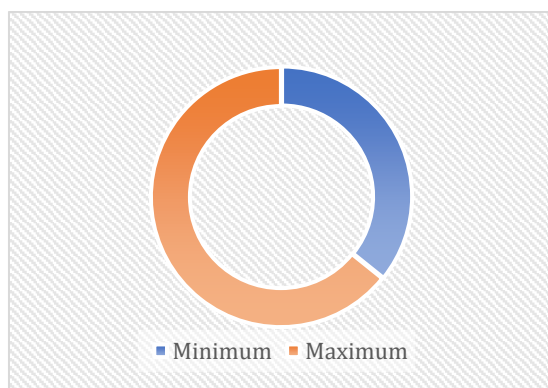


Figure 1. Teacher Performance Diagram

Based on Figure 1, these results show that teachers have demonstrated high performance in preparing teaching program planning, managing teaching and learning activities, mastering teaching materials, and fulfilling learning administration. The lowest score is on the work accuracy indicator. Teacher performance in completing teaching programs according to the academic calendar, implementing the learning process according to the learning plan, using learning media, and delivering teaching material according to the characteristics of students is still not optimal.

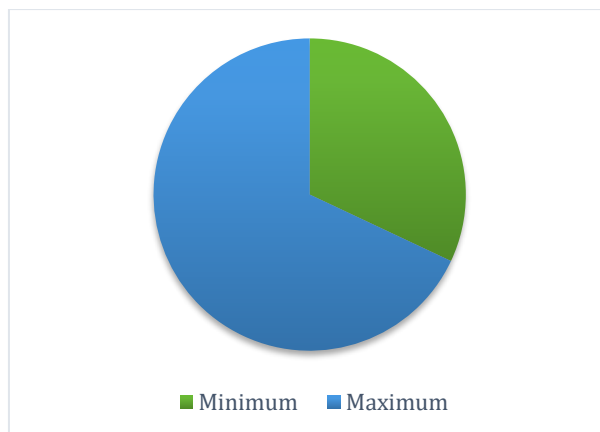


Figure 2. Work Discipline Diagram

Figure 2 shows teacher compliance in working according to predetermined hours, teacher compliance in being present at school on time, teacher compliance in implementing school rules, teacher compliance in working according to predetermined functions and tasks, and teacher compliance in providing appropriate work results with predetermined rules is not optimal.

Discussion

Based on the research results, it shows that teacher performance in completing teaching programs according to the academic calendar, implementing the learning process according to the learning plan, using learning media, and delivering teaching material according to the characteristics of students is still not optimal. Work discipline factors greatly influence a person's performance, in this case teacher performance. This can be seen from how the implementation of the learning activity program is in accordance with the learning objectives to assess how the teacher's performance is applied to the quality of learning. Work discipline can be defined as an attitude of respect, respect, obedience and obedience to applicable regulations both written and unwritten and being able to carry out and not evade accepting sanctions if someone violates the duties and authority given to him (Halim & Sumarsih, 2022). Work discipline is influenced by factors which are also indicators of work discipline (Effendi & Yogie, 2019; Ichsan et al., 2020). Firstly, punctuality, this is seen from how a teacher sets the time in place, such as the arrival of the teacher when entering school. Second, using office equipment well, this can be seen from the teacher's care for the facilities at the school. The third high level of responsibility is seen from how teachers implement the learning process in accordance with the goals of education and are able to admit when they make mistakes. Fourth, compliance with office rules is seen from how teachers comply with existing regulations that have been set by the school. The five employees wear office uniforms as seen from the teacher's application of clothing that has been determined by the school.

Work discipline and work performance related to learning are predicted to influence student learning outcomes. If performance is low, the tendency will lead to low quality student learning outcomes, and vice versa (Septiani & Cahyono, 2019). Teacher performance can be an important factor in supporting the success or lack of success in the implementation of the national education system. Quality of work is the result of teacher work which includes aspects of accuracy and skill (Rosmawati et al., 2020; Wiradarma et al., 2021). Speed/accuracy of work includes the teacher's accuracy in completing the teaching program according to the academic calendar, the teacher's accuracy in carrying out the learning process in accordance with the Learning Implementation Plan, the teacher's accuracy in using learning media, and the teacher's accuracy in providing teaching materials according to the characteristics of the students. Initiative in work is related to the enthusiasm of teachers in completing their tasks and the ability to take risks and make good decisions without prior direction from superiors (Darmiatun & Nurhafizah, 2019; Fransiska et al., 2020). Work abilities include the use of varied learning methods, understanding and implementing the functions and duties of teachers at school, the teacher's ability to carry out guidance services, and the

teacher's ability to apply research results to learning. Performance is a person's work achievement which will be seen from the results, meaning that if he is a teacher then his work performance as a teacher is reflected in the results of his work, then it is called teacher performance and if he is an employee or employee of an agency whose work performance is reflected in the results. work is called employee performance (Juandi & Sontani, 2017; Van Waeyenberg et al., 2022; Wahyu et al., 2021). Teacher performance is the result of real work in terms of quality and quantity achieved by a teacher in carrying out his duties in accordance with the responsibilities given to him which includes preparing learning programs, implementing learning, implementing evaluations and evaluating evaluations.

Factors that influence teacher performance. Firstly, effectiveness and efficiency, the effectiveness of a measure shown by the fact that the person's goals can be achieved in accordance with planned needs. Both authority and responsibility (Authority and Responsibility), Authority (authority) is the nature of a communication or order in a formal organizational activity that is owned (accepted) by an organizational participant to members of another organization to carry out an activity in accordance with their contribution (contribution) energy). The third is discipline (Discipline), which is compliance with applicable laws and regulations and the fourth is Initiative (Initiative), initiative in this case relates to thinking power and creativity in the form of ideas to plan something related to organizational goals (Halidah et al., 2022; Kartini & Kristiawan, 2019). Work discipline is something related to teacher performance because the form of work results shows a teacher's ability to carry out his duties at school which includes preparing learning programs, implementing learning, carrying out evaluations and evaluation analysis and is basically more focused on the behavior of an educator in his work and effectiveness. Education in carrying out duties and responsibilities that can influence students towards the desired goals.

Work discipline has been implemented by teachers well so that it influences teacher performance and is at high criteria. This finding is reinforced by previous research findings stating that teacher work discipline has a positive and significant effect on teacher performance, which means that if work discipline is high it can result in high performance as well (Azahra et al., 2023; Siska, 2017; Sya'roni, Herlambang, T., & Cahyono, 2018). However, there are still things that are not optimal or the level of discipline is still low, namely regarding committing the same mistakes, receiving written sanctions if a violation is committed a second time and receiving a warning letter before receiving a heavier sanction. Implications Teacher work discipline has been implemented well and is at high criteria, competence has been implemented well and is at high criteria and compensation has been implemented by school management and foundations so that it is received quite well by teachers so that simultaneously work discipline, competency and compensation have a positive effect and significant to teacher performance. Teacher work discipline can be improved by providing guidance to teachers in carrying out their duties and responsibilities, and opening up opportunities for teachers. The limitation of this research is the research location because this research was only carried out in 8 schools, not all schools in Rokan Hulu Regency and for further research you can carry out research as a whole in schools in Rokan Hulu Regency.

4. CONCLUSION

The effectiveness of work discipline as reflected in awareness, willingness, obedience and work ethics has a positive and significant effect on teacher performance as reflected in work quality, work accuracy, initiative in work, work ability and communication. Thus, increasing teacher work discipline is a crucial factor in improving teacher performance which is very much needed in implementing quality education. Without the presence of teachers who have discipline and high performance, the quality of education is at stake.

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