

THE ROLE OF PRINCIPAL LEADERSHIP IN IMPROVING TEACHER DISCIPLINE AT PUBLIC ELEMENTARY SCHOOL 4 TUNGOI 1

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Abstract: This study analyzes the role of principal leadership on teacher discipline in Public Elementary Schools. This study uses a qualitative method with a descriptive approach to describe and analyze the dynamics of interaction between principal leadership and teacher discipline levels in the environment. The results of the study indicate that the principal's leadership style has a significant effect on teacher motivation, commitment, and discipline levels. Inclusive, supportive, and coaching-oriented leadership contributes positively to the creation of a conducive school environment. Conversely, ineffective principal leadership can result in low teacher morale and uncertainty in the application of disciplinary actions. Clear and open communication from the principal has also been shown to be a key factor in establishing a shared understanding of rules and disciplinary actions. Principals who are able to provide clear direction and support effective communication can create an environment where discipline is consistently upheld and applied fairly. This study emphasizes the importance of the principal's role in providing guidance and support to teachers who have difficulty in maintaining discipline levels. A proactive coaching and learning approach from leadership can help teachers overcome challenges and improve discipline skills. The findings of this study contribute to our understanding of how principal leadership can shape teacher discipline culture. The implications of these findings suggest the need for quality leadership development, the formulation of clear discipline policies, and coaching programs that support teachers in maintaining the desired level of discipline. This study also provides a basis for the development of more effective leadership management strategies in improving discipline and the quality of education at the elementary level.

Keywords: role; leadership; principal; discipline; teacher

Abstrak: Penelitian ini menganalisis peran kepemimpinan kepala sekolah terhadap kedisiplinan guru di Sekolah Dasar Negeri. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif untuk menggambarkan dan menganalisis dinamika interaksi antara kepemimpinan kepala sekolah dan tingkat kedisiplinan guru di lingkungan. Hasil penelitian menunjukkan bahwa gaya kepemimpinan kepala sekolah berpengaruh signifikan terhadap motivasi, komitmen, dan tingkat kedisiplinan guru. Kepemimpinan yang inklusif, mendukung, dan berorientasi pada pembinaan, memberikan kontribusi positif terhadap pembentukan lingkungan sekolah yang kondusif. Sebaliknya, kepemimpinan kepala sekolah yang kurang efektif dapat mengakibatkan rendahnya moral guru dan ketidakpastian dalam penerapan tindakan disiplin. Komunikasi yang jelas dan terbuka dari kepala sekolah juga terbukti menjadi faktor kunci dalam membentuk pemahaman bersama mengenai aturan dan tindakan disiplin. Kepala sekolah yang mampu memberikan arahan yang jelas dan dukungan komunikasi efektif dapat menciptakan lingkungan di mana kedisiplinan dipegang dengan konsisten dan diterapkan secara adil. Penelitian ini menekankan pentingnya peran kepala sekolah dalam memberikan bimbingan dan dukungan kepada guru yang mengalami kesulitan dalam menjaga tingkat kedisiplinan. Pendekatan pembinaan dan pembelajaran yang pro-aktif dari kepemimpinan dapat membantu guru mengatasi tantangan dan meningkatkan keterampilan kedisiplinan. Temuan penelitian ini berkontribusi pada pemahaman kita tentang bagaimana kepemimpinan kepala sekolah dapat membentuk budaya kedisiplinan guru. Implikasi dari temuan ini menunjukkan perlunya pengembangan kepemimpinan yang berkualitas, perumusan kebijakan kedisiplinan yang jelas, dan program pembinaan yang mendukung guru dalam menjaga tingkat kedisiplinan yang diinginkan. Penelitian ini juga memberikan landasan bagi pengembangan strategi manajemen kepemimpinan yang lebih efektif dalam meningkatkan kedisiplinan dan kualitas pendidikan di tingkat dasar.

Kata kunci: peran; kepemimpinan; kepala sekolah; kedisiplinan; guru

Introduction

Education is the most important thing in ensuring the survival of the nation, because education is a means to improve human creativity, feelings and intentions and to form a good personality (Fazira & Budimansyah, 2024). To improve the quality of education, a principal is needed so that educational goals can be achieved. Good principal leadership will create a quality school (Jhonshon et al., 2024).

Good education needs to be supported by the principal and adequate facilities, such as curriculum, quality of human resources who carry out the educational process, facilities and infrastructure that support the teaching and learning process (Wijaya & Selamat, 2024). The implementation of education that is expected to bring the best results, of course, cannot be separated from the quality of the principal as the main actor in educational institutions (Simarmata, 2024). The ability to plan, lead, control, and evaluate all resources in the school is important in efforts to achieve school goals (Fawait et al., 2024).

Education is always related to human development efforts, so the success of education is very dependent on the human (Dacholfany et al., 2024). The most determining human elements are the principal and teachers. The quality of the education process can be seen in two aspects, namely the quality of the components and the quality of its management. Education has a very strategic role, because education determines the quality of human resources (Fatoni & Subando, 2024).

The achievement of educational goals depends on the skills and wisdom of the principal in leading. The principal is a professional official in the school organization. The principal manages school resources and works with teachers, staff, and other employees and educates students to achieve educational goals (Fatoni et al., 2024). The principal as an educational leader should behave constructively, because his success is very dependent on the quality of his leadership. Effective leadership lies in the achievement of two factors. First, a common goal (school) as an organization which is a system of cooperation in which a system of arrangement and development of tasks is patterned. Second, the needs of its members (teachers) as individuals can be met (Manoharan & Ashtikar, 2024).

The education and experience possessed by the principal are factors that influence leadership (Tan, 2024). In addition, the delegation of supervisory responsibilities to him, awareness of his function as an educational leader and the time that can be used by the principal to carry out the supervisory function are factors that greatly influence the principal to develop his leadership. The principal as the person in charge of education has the authority and flexibility to manage, develop, supervise, and evaluate school programs (Nurjali, 2024).

To realize the quality of education through learning activities, the principal has seven most important functions to improve teacher performance, these functions are inseparable from educators, managers, administrators, supervisors, leaders, innovators, and motivators (Setiawati et al., 2024). The role of teachers in relation to the quality of education can at least be seen from four dimensions, namely teachers as individuals, teachers as family elements, teachers as elements of education, and teachers as elements of society (Halim, 2024). Law Number 14 of 2005 concerning Teachers and Lecturers, Article 1 paragraph 1 states that: "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education, basic education, and secondary education".

The factors that determine the quality of a school's educational process lie in the dynamic elements that exist within the school and the environment as a unified system (Saiti & Chletsos, 2024). One of these elements is the teacher as the leading actor in implementing education at the institutional and instructional levels.

Education is the main pillar of a nation's development, and in it, the role of teachers and the leadership of the principal have a significant impact on the quality of education (Hidayati et al., 2024). Basic education, as the initial stage in the formation of character and mindset of students, requires stability and high quality in order to produce a quality generation.

Public Elementary Schools, as one of the basic education institutions, face various dynamics that are challenges in providing quality education services (Wahyuni et al., 2024). One aspect that is the focus of attention is the disciplinary behavior of teachers in the school environment. Teacher

discipline is not only limited to obedience to regulations, but also includes commitment, enthusiasm, and dedication in carrying out educational tasks (Armadi et al., 2024).

Considering that education is always related to human development efforts, the success of education is very dependent on the human. The most determining human elements are the principal and teachers as stated by Rustiyonno & Danim (2024) that the quality of the education process can be seen in two aspects, namely the quality of the components and the quality of its management. Education has a very strategic role, because education determines the quality of human resources.

In recent years, curriculum changes, technological developments, and community dynamics have become factors that influence the governance of basic education (Dermawan & Sumarni, 2024). This may have an impact on the level of teacher discipline in the Public Elementary Schools studied. Therefore, an in-depth analysis is needed to understand the dynamics of the relationship between principal leadership and teacher disciplinary behavior.

This research is motivated by a deep understanding of the crucial role of principal leadership in creating a healthy school climate, which in turn affects teacher discipline. As the main driving force in the educational environment, the principal is not only responsible for aligning the school's vision and mission, but also for guiding, motivating, and creating an environment that supports the professional and personal growth of teachers.

The importance of the role of principal leadership on teacher discipline behavior is the main topic of discussion in this study, because it is understood that effective leadership is an essential foundation in achieving educational goals (Pisriwati et al., 2024). In this context, teacher discipline is not only seen as a rule that must be obeyed, but as an integral foundation that forms a conducive learning environment in schools.

Strong levels of discipline not only create a better learning atmosphere for students, but also reflect the commitment and dedication of educators to their profession. As the main agent in ensuring the effectiveness of the education system, the principal has a central role in shaping a school culture that prioritizes disciplinary values. Therefore, this study is directed to explore

in depth how the principal's leadership policies and practices influence the disciplinary behavior of teachers in elementary school environments.

Through a comprehensive analysis of the policies implemented by the principal, as well as the implementation of leadership practices, this study aims to identify key factors that contribute to the level of teacher discipline. By understanding the complex relationship between school leadership and teacher discipline, it is hoped that this study can provide valuable insights for the development of more effective strategies in improving the quality of education.

In this context, aspects such as communication, decision-making, coaching, and teacher professional development become the main focus of the analysis. How the principal formulates policies that facilitate teacher professional growth and at the same time lead to increased discipline will be of particular concern. Therefore, this study is directed to provide a holistic picture of the dynamics of principal leadership and its impact on teacher discipline, so that concrete recommendations can be produced for further improvement.

The results of this study, in addition to providing insight for Public Elementary Schools, also contribute widely in the context of education. The practical implications of these findings can provide a basis for the development of more effective school leadership development programs and school management policies, with the ultimate goal of improving the quality of education and creating a learning environment that is conducive to the holistic growth of students.

Method

This research is a field research that adopts a descriptive approach with the application of qualitative methods. Qualitative methods were chosen to provide an in-depth picture of the role of principal leadership on teacher discipline. Primary data were collected directly from field research through interviews with principals and teachers. While secondary data were obtained from journal articles. Primary and secondary data were analyzed using descriptive-qualitative analysis. The data analysis model used in this study is the inductive analysis model. The data validity technique in this study uses the triangulation technique.

Results and Discussion

Teacher Discipline in Public Elementary Schools

The role of the principal cannot be ignored, but must be carried out carefully and effectively to ensure the smooth running and success of an educational institution. The principal acts as the main leader who has a great responsibility in determining the right leadership style for the institution he leads. An effective leadership style is the key to achieving goals, maintaining the quality of education, and creating a conducive learning environment (Olaifa et al., 2024).

The principal has broad authority, including monitoring, controlling, improving, and enhancing teacher performance. This task includes not only supervision of academic aspects, but also other aspects that contribute to the overall progress of the school. By designing strategies and providing clear direction, the principal can ensure that each teacher works towards achieving the vision, mission, and goals set by the institution (Khotimah et al., 2024).

The effectiveness of the principal's leadership style can be measured from the ability to manage all aspects of school activities consistently and sustainably (Stavrou & Kafa, 2024). A principal who consistently implements good leadership will create a positive and professional work environment for teachers. In an atmosphere like this, collaboration and communication between teachers and the principal can run smoothly, creating a solid team and commitment to school development.

The importance of effective leadership style is also reflected in its impact on teacher motivation and well-being. A principal who is able to provide support, recognize achievements, and provide constructive guidance will help improve teacher morale (Sholihah, 2024). In doing so, teachers will feel appreciated and motivated to contribute to their full potential, creating a positive and productive work culture.

Overall, the role of the principal as a leader is not only related to the management of administrative tasks, but also requires a deep understanding of humans and interpersonal relationships. By implementing an effective leadership style, the principal can bring about positive changes, advance the school, and guide his staff towards better performance.

Field data shows teacher discipline. This study shows that the level of teacher discipline can be considered good, and the actions taken by the principal in providing guidance are considered effective. Hamsu Hardi Doe emphasized the importance of the level of teacher discipline. According to him, the existing teacher discipline must be good. However, of course, every enforcement of regulations always has obstacles, but with consistency, this can be minimized. This statement provides an illustration that despite facing challenges, efforts to maintain discipline are consistently carried out.

Furthermore, Vivi J. E. Rotti and Rinyke Momongan said that teacher discipline was going well. Teachers always came on time, even if there were some who came late, one of them was usually because there was an obstacle, and the teacher gave a report to ask for permission. This shows that teachers at the school understand the importance of being on time and provide transparent communication if there are obstacles.

Thus, teacher discipline is implemented well. Consistency in maintaining this discipline is reflected in the guidance given by the principal. In addition, the level of success of discipline can also be measured through the achievements achieved by teachers, both in academic and non-academic fields. This achievement is a significant benchmark to show the effectiveness of the school management and leadership system in supporting a conducive learning environment.

The Role of the Principal in Improving Teacher Discipline

The role of the principal in improving teacher discipline is a very relevant aspect in the context of educational management. Research in the field provides an important picture of the main role of school principals in creating a disciplined and professional work environment for teachers.

First, the principal has a deep understanding of the importance of discipline in achieving educational goals. Teacher discipline is the main foundation of school success. This understanding is an important basis for formulating policies and strategies that support the realization of good discipline.

Second, the principal not only understands, but is actively involved in providing guidance to teachers. Basically, obstacles in enforcing regulations always exist, but with consistency, they can be minimized. This shows that

the principal does not only rely on regulations, but also plays a role as a mentor who supports and provides solutions to the obstacles that arise.

Teacher discipline is reflected in the teachers' compliance to always arrive on time. Furthermore, there are reports and permissions if there are delays. This shows that communication between the principal and teachers is well established and open.

In the above context, the role of the principal in improving teacher discipline is not only administrative, but also involves aspects of coaching and communication. The principal is not only a rule enforcer, but a leader who understands and responds to the dynamics of the work environment with constructive solutions.

Thus, the principal plays an integral role in forming a disciplined and professional work culture in schools. Effective leadership from the principal is a key factor in bringing about positive change and improving the quality of teacher discipline.

Conclusion

This study concludes that overall, principal leadership has a significant impact on the level of teacher discipline in the school environment. First, this study highlights that the Principal's leadership style greatly influences teacher motivation and commitment to discipline. Inclusive, supportive, and directive leadership can encourage teacher participation in maintaining discipline. Conversely, a lack of effective leadership can be detrimental to teacher morale and create an environment that is not conducive to the implementation of discipline. Second, effective communication from the Principal plays an important role in establishing a shared understanding of disciplinary rules and actions. Clear and open communication facilitates coordination between leadership and staff, creating an environment where every teacher feels heard and involved in the decision-making process related to discipline. In addition, the Principal's role in providing guidance and support to teachers who have difficulty in maintaining discipline levels is also significant. Coaching and learning-oriented leadership involves proactive actions in providing encouragement and constructive feedback, as well as providing the necessary resources to help teachers achieve the desired standards of discipline. In conclusion, this study presents a deep understanding of the crucial role of

Principal leadership in shaping and maintaining teacher discipline behavior. The implications of these findings can be the basis for developing more effective leadership management strategies, in order to improve discipline and quality of education at the elementary level.

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