

The Role of the School Principal In Improving Teacher Discipline at the Madrasah Aliyah in Indonesia

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Abstract

Supervision carried out by the principal means carrying out the leadership of the management function, where the supervision of the principal is one of the determining factors in achieving educational goals. In this study, the researcher wanted to see the process of supervision carried out by the principal in improving teacher discipline. This study used qualitative research methods. Sources of data from this study were the principal and 2 teachers. The data collection techniques in this study used observation, interviews and documentation. The data analysis technique was done by means of data reduction, data display, data leveraging and drawing conclusions. The results of this study indicate that it is quite good with several aspects, namely the procedure stage, standard stage, improvement and accuracy. It can be said that the supervision of the principal at Madrasah Aliyah Paradigma through several aspects, namely First, the Procedure Stage carried out is quite good. Second, the Standard stage was carried out well, the principal supervised the teacher by looking at the attendance of each existing class, checking the learning tools before the new teaching began. Third, improvements, if the teacher makes mistakes in doing a job or is not disciplined at work, there will be improvements. Fourth, the research was carried out with the principal in uniting teachers at Madrasah Aliyah Paradigma. In accordance with the Decree of the division of work tasks that have been given. Where there are two factors, namely supporting and inhibiting factors. The supporting factor for the supervision of discipline teachers at Madrasah Aliyah Paradigma is the absence of teacher attendance and return. The inhibiting factor for supervising teacher discipline at Madrasah Aliyah Paradigma is the head of the madrasa who has a work agenda outside of teaching and learning hours at the madrasah.

Keywords: *school principle, school leadership, educational goals, educational supervision, teacher discipline*

INTRODUCTION

School is a complex and unique institution. It is complex because as an organization, it encompasses various dimensions that are interrelated and mutually influential. Its uniqueness, on the other hand, signifies that schools as organizations possess distinct characteristics not found in other organizations (Rifa'i, 2022). These characteristics bestow

upon schools their individual character, wherein the teaching and learning process takes place, and it serves as the arena for the cultivation of human life.

Leadership is the endeavor to influence a multitude of individuals through extensive communication to achieve objectives. Leadership is a crucial skill that a leader needs to possess in mobilizing all organizational resources, particularly its human resources, to fulfill expectations. This ability is what ultimately determines the effectiveness of a leader. Leadership stands at the core of management.

The responsibilities of a leader extend beyond managing the school; they must also collaborate closely with the community. It is their duty to inspire their subordinates within the school to work more effectively, foster and maintain a sense of camaraderie, unity, and togetherness, develop the school's curriculum, understand the school's plans and how to implement them, and attend to the welfare of teachers and staff, among other tasks (Yanto & Supriyanto, 2023). All of these are the leader's responsibilities and are integral to the supervisory functions that fall under their purview as leaders within an educational institution. Effective supervision is crucial to ensuring the smooth operation of school activities.

Supervision is the activity or action of someone who is entrusted with the task, responsibility, and authority to provide guidance and assessment of individuals and/or organizations under their care. The person assigned to this task is referred to as a supervisor or overseer.

The importance of successful supervision for the improvement of education quality adds guidance to the implementation of supervision programs developed by the school principal. Supervision is the process of assessing the conformity between principles and standard regulations. According to George R. Terry, supervision can be carried out through several steps, as follows: First, establish standards or determine what needs to be done. Second, measure the execution or examine what is being done. Third, compare the execution with the standards and identify discrepancies. Fourth, rectify deviations through appropriate actions.

According to Soegeng Priojodarminto, discipline is "a condition that is created and formed through a series of behaviors that demonstrate values of obedience, compliance, loyalty, regularity, and/or order" (Soegeng Priojodarminto, 1994: 23).

Hasibun defines discipline as an individual's awareness and willingness to obey company regulations and societal norms in place. Sastro Hadiwiryo states that work discipline is an attitude of respecting, valuing, complying with, and adhering to existing rules, whether written or unwritten, and being willing to accept sanctions when someone violates their duties and responsibilities (Sastro Hadiwiryo, 2003: 291).

Enhancing the discipline of teachers in carrying out their duties is of great significance for the smooth operation and success of a school in achieving its goals. Without a high level of discipline in performing tasks, it is impossible for the teaching and learning process at the school to proceed effectively in accordance with expectations. This aligns with the statement that "a well-organized, safe, and orderly school is a prerequisite for students to learn optimally."

Teacher discipline, when viewed from a teacher's profession, encompasses the attitudes and values within the school environment to ensure that the teaching and learning process proceeds smoothly in line with the intended goals. To ensure the educational process operates effectively, high-quality teachers with loyalty and strong discipline are required.

High discipline is instrumental in achieving objectives, and to establish a disciplined environment, a capable leader is necessary in performing their duties and responsibilities in school management, which involves working with and through others to efficiently attain the organization's goals. Based on the aforementioned considerations, the author is interested in conducting an in-depth research on "The Role of the Madrasah Head as a Supervisor in Teacher Discipline at MA Paradigma Palembang."

METHOD

This research employs a qualitative approach, specifically field research, which examines the facts and issues present in the field or research that solves problems using empirical data (Cresswell, 2012). The type of research conducted is qualitative descriptive, aimed at obtaining information in the form of words and images rather than numerical data, which accurately portrays the real conditions at Madrasah Aliyah Paradigma Palembang, as stated by (Arikunto, 2002). Descriptive research, according to Supardi, is a research method that seeks to depict the object or subject being studied as it truly is, with the purpose of systematically describing the facts and characteristics of the researched object.

The data collection in this research will involve the techniques of observation and interviews. Observation will be carried out by directly examining the on-site conditions at Madrasah Aliyah Paradigma Palembang. The researchers will record various relevant aspects of the research, such as student behavior, teacher-student interactions, school facilities, and the surrounding environment (Effendy Gultom, 2016).

In addition, interviews will be an integral part of the data collection method. The researchers will conduct interviews with various stakeholders, including students, teachers, and school administrative staff. The purpose of these interviews is to gain deeper insights into various aspects that cannot be observed directly, such as perceptions, opinions, and individual experiences related to the on-site conditions at Madrasah Aliyah Paradigma Palembang.

The combination of observation and interviews is expected to provide strong empirical data for a more in-depth exploration of the on-site conditions, in line with the qualitative approach used in this research. The data obtained from both of these techniques will be used to provide a detailed and in-depth description of the research subject as it exists, as outlined in the qualitative descriptive research method employed in this study.

RESULTS AND DISCUSSION

The Role of the Madrasah Head as a Supervisor in Teacher Discipline

This research aims to comprehensively understand and analyze various aspects related to the supervision of teacher discipline in an educational context. Disciplinary supervision is a key element in maintaining the quality of education and the quality of instruction, making it important to identify the contributing factors to its effectiveness. The research will focus on four main aspects:

1. Supervision Procedures

In the initial stages of the research, we will investigate the design, implementation, and management of teacher disciplinary supervision procedures. The analysis will involve an evaluation of transparency, fairness, and consistency within these procedures. We will seek an in-depth understanding of how specific steps are used to detect and address teacher disciplinary violations. Furthermore, we will analyze the extent to which these procedures focus on improvement and guidance aspects rather than just rule enforcement.

2. Setting Standards

The next aspect is the role of setting standards in teacher disciplinary supervision. Our research will highlight the criteria used to assess teacher behavior and whether these standards align with best practices in the education field. We will explore how these standards are established and measured, as well as their impact on the supervision's ability to promote improvement.

3. Improvement Efforts

We will examine the significance of improvement efforts within the context of teacher disciplinary supervision. This involves an analysis of how the results of supervision are translated into concrete actions that help teachers enhance their performance. We will investigate whether coaching, training, or support mechanisms are provided to teachers in response to supervision outcomes and how effective these efforts are in promoting improvement.

4. Precision in Supervision

Finally, this research will focus on the level of precision in the implementation of teacher disciplinary supervision. We will assess how carefully and systematically supervision is conducted. The primary focus will be on the analysis of data collected during supervision, as well as how this data is translated into evidence-based decisions.

Through a thorough exploration and analysis of these aspects, this research aims to provide a better understanding of the effectiveness of teacher disciplinary supervision in the field of education. The research findings are expected to support the development of recommendations and strategies to enhance teacher disciplinary supervision systems to be more efficient and focused on improving the quality of education.

Supporting Factors for the Role of the Madrasah Head as a Supervisor in Teacher Discipline

The head of the madrasah supporters, in their role as supervisors responsible for maintaining teacher discipline, plays a crucial role in upholding educational quality within the school. Here are several supporting factors that play a key role in executing the supervisory function concerning teacher discipline.

The Head of the Madrasah plays a pivotal role in maintaining discipline among the teachers within the school environment. Several supporting factors enable the Madrasah head to be effective as a supervisor in this regard. The first factor is the authority vested in the Madrasah head as the school's primary leader. The Madrasah head has the power to make decisions and impose sanctions related to teacher discipline. This provides a strong foundation for the Madrasah head to ensure teacher discipline is upheld.

The second factor is effective communication. The Madrasah head needs to communicate well with the teachers regarding rules, norms, and expectations related to discipline. With clear communication, the Madrasah head can provide the necessary guidance to enhance teacher discipline. Additionally, open communication allows teachers to express any issues or obstacles they might face in maintaining discipline.

The third factor is a deep understanding of the education field. A Madrasah head with a strong grasp of the education system, curriculum, and the latest developments in education is better equipped to guide teachers in maintaining discipline. They can offer relevant guidance and solutions in the educational context.

The fourth factor is fairness and consistency in enforcing discipline. A Madrasah head who is fair and consistent in taking action regarding disciplinary violations will earn the respect of the teachers. Teachers will feel that rules are applied fairly and without bias. This can boost teacher motivation to remain disciplined.

The final factor is support for teacher professional development. A Madrasah head who supports teachers in their professional development is likely to have more disciplined teachers. Teachers will feel valued and be given opportunities to continually improve their quality. As professional development advances, teacher discipline is also likely to improve.

Overall, these factors play a crucial role in supporting the Madrasah head as a supervisor in maintaining teacher discipline. With a combination of authority, effective communication, educational understanding, fairness, and support for teacher development, the Madrasah head can ensure that teacher discipline remains intact in their Madrasah. This, in turn, will have a positive impact on the quality of education provided.

Hindering Factors for the Role of the Madrasah Head as a Supervisor in Teacher Discipline

The role of the Madrasah head as a supervisor in maintaining teacher discipline is a complex task and is often faced with several hindrances. The first hindrance is the challenge of managing diverse teacher personalities and learning styles. Each teacher possesses unique characteristics and different approaches to teaching and learning. Therefore, the Madrasah head must have strong interpersonal skills to effectively manage this diversity and ensure that all teachers adhere to discipline rules.

The second hindrance is conflicts of interest. The Madrasah head may find themselves in situations where they have to choose between adhering to rules and personal interests or personal relationships with specific teachers. This can be a challenging ethical dilemma, and the Madrasah head must be able to maintain their integrity when making decisions related to discipline. The third hindrance is a lack of resources. Sometimes, the Madrasah head may have limitations in resources, such as time and personnel, to effectively supervise and manage teacher discipline. This can hinder their efforts to consistently monitor and maintain discipline throughout the school. The fourth hindrance is pressure from various stakeholders, including parents and the community. At times, the Madrasah head may face external pressure to treat teachers in a certain way, especially if the teacher has strong connections or support. This can affect the Madrasah head's ability to carry out their role as a fair supervisor of teacher discipline. The last hindrance is changing the school culture. Changing an established school culture that may not be supportive of teacher discipline can be a challenging task. The Madrasah head needs to have strong leadership skills to influence a cultural shift that is more supportive of teacher discipline.

In facing these hindrances, Madrasah heads need to develop management skills, a strong ethical foundation, and effective communication abilities. Additionally, they need to ensure that school policies and rules related to teacher discipline are consistently and fairly applied. Only by overcoming these hindrances can Madrasah heads successfully fulfill their role as supervisors in maintaining teacher discipline and create a school environment that supports effective learning.

CONCLUSION

The discipline supervision at Madrasah Aliyah Paradigma is somewhat lacking in effectiveness. Firstly, the Procedure phase is not carried out optimally. Teacher discipline appears to be problematic as they frequently lack punctuality in attendance. This procedure

is overseen by the school principal, who assesses the teachers' duties within their respective areas and monitors their disciplinary responsibilities. When a teacher fails to exhibit discipline in their tasks, the consequence is a face-to-face meeting with the respective teacher. Secondly, the Standard phase is well executed. The school principal supervises the teachers by monitoring the attendance of each class, as well as inspecting teaching materials before the commencement of new lessons. Thirdly, corrective measures are taken when teachers fail to perform their duties effectively. This involves providing an opportunity for teachers to rectify their work. If a teacher repeatedly makes mistakes or lacks discipline in their work, corrective actions are taken. Fourthly, Precision is maintained by the school principal in monitoring the performance of teachers at Madrasah Aliyah Paradigma, following the work distribution tasks as per the specified guidelines.

Supporting factors for teacher discipline supervision at Madrasah Aliyah Paradigma include monitoring teacher attendance and punctuality. In contrast, inhibiting factors for the discipline supervision of teachers at Madrasah Aliyah Paradigma include the school principal's outside work commitments beyond teaching hours at the madrasah.

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