

The Leadership Role of the Principal in Improving Teacher Performance Discipline in Mas Nur Ibrahimy Rantauprapat

Hurin Nurjannah Hsb¹, Junita²

^{1,2}Pancasila and Citizenship Education Study Program, Faculty of Teacher Training and Education, Universitas Labuhan Batu Rantauprapat, Indonesia

hurinhsb20@gmail.com, neetamawar@gmail.com

Abstract

Every human being must have and need a supreme leader (top leadership) or the highest manager who must carry out leadership or management activities for the whole and unity. In reality, many people are not enough to be controlled by a leader, that's why the terms leader and leader are used. The purpose of this study was to determine the role of the principal's leadership in improving the discipline of teacher performance at MAS Nur Ibrahimy Rantauprapat. This type of research used is descriptive qualitative, the source of the data is obtained from the principal of MAS Nur Ibrahimy and teachers, as well as other documents. This data collection was carried out using the interview method, and documents, so that the instruments were researchers, interview sheets, and documentation. Have a supervisory system that must be implemented in schools to improve teacher performance discipline, Implement discipline enforcement for teachers, Provide an example of principal leadership by being disciplined.

Keywords

principal leadership; teacher performance discipline; improving teacher



I. Introduction

Every human being must have and need a supreme leader (top leadership) or the highest manager who must carry out leadership or management activities for the whole and unity. In reality, many people are not enough to be controlled by a leader, that's why the terms leader and leader are used. Humans who are led by more than one person, especially large and medium-sized people, even small ones, also need leaders to help top leaders by becoming leaders in lower-level work units. These work leaders help top leaders, in order to carry out their leadership effectively.

Basically the role is the ability and readiness that a person has to be able to influence, encourage, invite, monitor, and if necessary force others to accept that influence. Then do something that can help achieve certain goals and objectives. Leadership according to Oteng Sutisna (Nurdin & Sibaweh, 2015) is a general term that can be formulated as a process of influencing the activities of a person or group in efforts towards achieving goals in certain situations. Any situation where someone is trying to influence the behavior of another person or group, then leadership occurs. (Teacher et al., 2021).

Leadership is a leadership trait, meaning the elements contained in a leader in carrying out their duties and obligations, as well as realizing their vision and mission in leading subordinates. Leadership is the power and effort made by a person who serves as a leader in

influencing others to carry out work plans that have been set in order to achieve goals in an effective way. One of the effective forces that determine the success of a school or educational institution in achieving its goals is the leadership of the principal. The principal is the main determinant of the dynamics of the school.

The principal is a functional teacher who is given the task of leading the school where the teaching and learning process is held, or a place for interaction between teachers who give lessons and students who receive lessons. The principal is a source of enthusiasm for teachers, staff, and students so that they accept and understand the school's goals enthusiastically, work responsibly towards achieving school goals. The principal has a very big role in the realization of good teacher performance. According to Yani in Syardiansyah (2020) performance is a result of work achieved by a person in carrying out the tasks assigned to him based on skill, experience and sincerity as well as time. This means that in work contains elements of the standard that achievement must be met, so, for those who reach the standards set means good performance (Wahjudewanti, 2021). Performance can be influenced by various factors, both internal factors and environmental factors directly or indirectly. According to Ivancevich, Konopaske and Matteson (Busro in Edward, 2020) that performance shows the ability and skills of workers. Performance is a person's success in carrying out tasks (Wulandari, 2021). Teacher performance has a very big role in the progress of education in schools. The progress of education in schools has a very large role in the creation of quality graduates. Principal leadership plays a role in the creation of a quality generation of the nation.

The head of the school as the top leader of the formal institution has an important role and full power in the institution he leads. Therefore, inevitably have to be responsible for the overall behavior that occurs at school. Leaders must have the nature of control and correction which is a responsibility that must be carried out continuously and systematically on facilities and infrastructure, students, personnel, curriculum, finance, and school partnerships. The slightest thing must be the target of supervision and this cannot be separated from the responsibility of the principal and his staff in creating a comfortable, effective school environment and of course must attract students to interact within the school. so that a school principal must work as optimally as possible and have a commitment to quality work processes and results. To manage education, an educational leader who functions as an administrator should have knowledge, skills, and attitudes towards school functions.

Teacher performance is a learning process as an effort to develop existing activities into better activities, so that the educational goals that have been set are achieved well through a learning activity carried out by the teacher according to the targets and objectives. Being a teacher is not an easy thing to do. When viewed, the teacher's job is only to teach. However, behind it all, teachers have various kinds of duties and responsibilities that must be carried out, both related to teaching and learning activities and other tasks whose purpose is to support education, but not directly related to teaching and learning activities.

Efforts to improve the discipline of teacher attendance in the classroom teaching and learning activities, including: (a) Schools must have an orderly control system with agreed rules for all school members that are well managed, (b) exemplary discipline in attitudes and behavior starting from school leaders, (c) Application of reward systems and Punishment in order to improve the discipline of teacher attendance in class.

Teachers as educators must also provide good examples and teaching to students. The teacher must fulfill the teaching hours that have been obtained as his responsibility, so that students will be satisfied with the material. But sometimes there are teachers who are not in accordance with their duties and functions as educators, such as teachers often arriving late to school and entering class so that the teacher is late to start class.

II. Research Methods

2.1 Research Place

In this study, the research locations were: MAS Nur Ibrahimy Rantauprapat

2.2 Research Subject

This research involved principals, and teachers.

2.3 Research Time and Length

The research was conducted for one month starting from November-December.

2.4 Data Collection Technique

The data collection technique is by observation, interviews, and documentation conducted to the principal and teachers as supporting data. Observations were carried out directly by researchers. Researchers made observations about school principals, teachers and school residents. 6. Research Instruments Interview and observation sheets for school principals and teachers.

2.5 Research Instruments

Interview and observation sheets for principals, teachers, about the leadership role of principals and teacher performance.

2.6 Data Analysis Technique

Data analysis techniques Data analysis in this study was carried out at the time of data collection in a certain period. At the time of the interview the researcher had analyzed the answers of the interviewees. If the answers interviewed after the analysis were not satisfactory, the researcher would continue the question again, until a certain stage, obtained data that was considered credible. The analysis of the research data consists of several stages, namely: data reduction, presentation, data/data display, and data verification/verification, along with an explanation of each stage in the analysis. To state that the description of the data that has been presented above is valid data and has a degree of confidence, the validity borrowing technique is carried out through the triangulation technique. Triangulation is a technique for checking the validity of data that utilizes something other than the data for checking purposes or as a comparison against the data (Moleong, 2018, p. 330). So it can be concluded that triangulation is a data collection technique that combines various data collection techniques and existing data sources with the aim of comparing them with the research to be carried out. In this study, the researcher will use the triangulation technique because it uses data checking to the same source with several techniques, namely observation, interviews, and documentation. So it can be concluded that triangulation is a data collection technique that combines various data collection techniques and existing data sources with the aim of comparing them with the research to be carried out. In this study, the researcher will use the triangulation technique because it uses data checking to the same source with several techniques, namely observation, interviews, and documentation. So it can be concluded that triangulation is a data collection technique that combines various data collection techniques and existing data sources with the aim of comparing them with the research to be carried out. In this study, the researcher will use the triangulation technique because it uses data checking to the same source with several techniques, namely observation, interviews, and documentation (Ilmah et al., 2022).

III. Discussion

3.1 Results

a. Principal's Leadership Role

Leadership is the nature of a leader, meaning the elements contained in a leader in carrying out his duties and obligations, as well as carrying out his vision and mission in leading subordinates, communities in a social environment, organization, or country. Thus, the meaning of leadership is applicable and realistic. Leadership is the power and effort made by someone, who serves as a leader in influencing others to carry out work plans that have been set for the achievement of goals in an effective and efficient manner. Leadership is also a skill, skill, and level of influence that a person has on others, both as subordinates and partners in society in a certain environment (Drs. Hasan Basri, M.Ag. & Prof. Dr. H. Afifuddin, 2014).

The principal is the driving force, determining the direction of school policies that will determine how the goals of schools and education in general are realized. In terms of optimizing teacher performance, namely in order to carry out their duties, the principal must be able to influence, move, motivate, invite, direct, advise, order, command, prohibit and even sanction, and foster in order to achieve school performance effectively and efficiently. One of the effective forces in school management that plays a responsible role in dealing with change is the leadership of the principal, namely the behavior of the principal who is able to initiate new thinking in the interaction process in the school environment by making changes or adjustments to goals, objectives, configurations, the process or output of a school in accordance with the demands of development. The principal's strategy is very significant in moving the wheels of the school organization, especially to improve and motivate the performance of staff and subordinates. The teacher is one of the principal's subordinates who plays a very important role in moving the wheels of the school organization (Asia et al., 2021).

The principal as a leader in the school must have an influence on the work process and school goals. This effort in organizations or educational institutions needs to be done. Because the direction given will produce support from below, where this support appears continuously, when the leader has quality or excellence in leading (Niviana et al., 2021).

The task and role of the principal is to improve the professionalism of the teacher's work, because the effectiveness of the school organization is largely determined by the leadership of the principal. The running of a conducive and comfortable organizational wheel cannot be separated from the ability of the principal in planning, controlling, mobilizing teachers and staff in the school organization which is the principal task of the principal. Therefore, with the leadership of the principal, here the principal has the responsibility to advance the quality of the school, such as improving the quality of students, and making professional teachers in the teaching and learning process in the classroom, etc. In carrying out the responsibilities of the principal's leadership, of course, an effort is needed in order to achieve the desired results. In this regard, school principals are required to have leadership skills, managerial skills, and learning skills (Rahmah et al., 2020).

Efforts made by school principals in improving teacher performance at MAS Nur Ibrahimy Rantauprapat are related to their role as education leaders in schools, namely: (1) maximizing the focus on improving teacher competence, (2) allocating sufficient budget for teacher professionalism improvement, (3) provide professional advice and guidance to teachers, (4) create a conducive school organizational culture; (5) creating renewal and excellence, and (6) providing rewards for teachers who are successful or perform well.

The principal must have a positive influence on teacher performance, it can be proven by the coefficient value which indicates a unidirectional relationship between the principal's

leadership and teacher performance, and there is a unidirectional relationship between the principal's leadership on teacher performance, it can be concluded that the better the leadership function applied in the school environment, the higher the teacher's performance (Iskandar, 2021).

b. Teacher Performance Discipline

The term performance can be translated into performance or performance, meaning the ability shown by a person to his work at the place where he works. Performance is a performance that is essential to the success of a job. Therefore, an effective performance for each individual needs to be created so that the goals of the institution can be achieved optimally (Sarifudin, 2019). Teachers as the main role in the development of education, especially those held formally in schools. Teachers also determine the success of students, especially in relation to the teaching and learning process. Teachers are the most influential component in the creation of quality educational processes and outcomes. Therefore, any improvement efforts made to improve the quality of education will not make a significant contribution without the support of professional and qualified teachers. In other words, improving the quality of education must start from the teacher and lead to the teacher as well (Abd. Khalid Hs. Pandipa, 2019). As for the indicators of teacher performance discipline, namely, loyalty, work performance, honesty, discipline, creativity, cooperation, leadership, personality, initiative, skill and responsibility associated with the teacher, the teacher performance indicators include several components, and namely an initial preparation activity before an activity is carried out regularly effective and efficient.

According to Purwoko (2018) work discipline as reflected in awareness, willingness, compliance and work ethic has a positive and significant impact on teacher performance as reflected in work quality, work accuracy, work initiative, work ability and communication. Thus improving teacher work discipline is one of the crucial factors for 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 (Utari & Rasto, 2019).

3.2 Discussion

To find out what are the Principal's Leadership Roles in Improving Teacher Performance Discipline at Mas Nur Ibrahimy Rantau Prapat. The following are the results of an interview with the Principal of Mas Nur Ibrahimy Rantau Prapat in improving teacher performance discipline:

1. Provide Rewards for Teachers who Excel and Work Diligently with Sincerity

Leaders who have a very good leadership style always give their subordinates about how to perform a good teacher, the principal has carried out a leadership role in improving teacher performance by giving rewards (awards) to teachers who work diligently with sincerity in the form of umroh for free and increasing the honorarium for teachers who excel and work diligently with sincerity, that's the way the principal at Mas Nur Ibrahimy Rantau Prapat to increase the motivation of the teacher's performance, always the principal who becomes a protector like the leader must be royalty. Giving awards to teachers who excel and work diligently with sincerity. The principal shows and proves what has been given. This activity can motivate and improve teacher performance.

2. Emphasize the Rules for Teachers to Carry Out Learning Evaluations

It is his duty as the principal to emphasize to the school community to be disciplined, the principal emphasizes to the teacher that twice a month monitoring the teacher's performance by means of work meetings and the leader is always on the spot. Evaluation of

learning given by the principal to the teacher and the teacher giving it to students, the principal has a role in monitoring and guiding the process of implementing the evaluation of learning and the principal has carried out a leadership role in emphasizing the rules for teachers to carry out learning evaluations. This can have an effect on improving teacher performance in planning learning.

3. Have a Supervisory System that must be Implemented in Schools to Improve Teacher Performance Discipline

The supervisory system that must be implemented in schools to improve teacher performance discipline is that the principal must always be in place because the topmost and most authoritative principal is the supervisory system at the Mas Nur Ibrahimy Rantau Prapat School. The principal's supervisory system on teacher performance is, by supervising directly and indirectly, on the application by directly supervising teachers who teach in the classroom, while indirect techniques by supervising teacher administrative tasks. And with the principal's supervisory steps on teacher performance by making monitoring and evaluation.

4. Implement Disciplinary Enforcement to Teachers

At every opportunity, for example in ceremonial orders, meetings and school principals must always urge teachers in schools to always be disciplined, for example the school principal warns teachers so that no teacher is late and no teacher is late or doesn't come to class on time during learning hours. The enforcement of discipline carried out by the Principal at Mas Nur Ibrahimy Rantau Prapat through the provision of sanctions, warnings, and punishments for indiscipline carried out by teachers. Sanctions, warnings, and punishments are given according to the error level of the teachers.

5. Provide an Example of School Principal Leadership by being Disciplined

The principal of the school, Mas Nur Ibrahimy Rantau Prapat, in addition to always providing motivation and always showing an attitude of discipline that should be followed by the teachers at the school, the principal always arrives at school before seven o'clock in the morning, is never late for meetings.

IV. Conclusion

After the researchers described and presented the data obtained during the study, namely with the title "The Role of Principal Leadership in Improving Teacher Performance Discipline at MAS Nur Ibrahimy Rantauprapat". So the researchers can draw the following conclusions:

1. The leadership role of the principal in improving the discipline of teacher performance at MAS Nur Ibrahimy Rantauprapat is Providing rewards for teachers who excel and work diligently with sincerity Emphasizing rules for teachers to carry out learning evaluations Having a supervisory system that must be applied in schools to improve teacher performance discipline Implementing discipline enforcement for teachers Providing exemplary leadership of principals by be disciplined.
2. Efforts that can be made by school principals in improving teacher performance are related to their role as educational leaders in schools, namely: maximizing focus on improving teacher competence, allocating sufficient budgets for increasing teacher professionalism, providing professional advice and guidance to teachers, creating organizational culture conducive schools, creating innovation and excellence, and providing rewards for teachers who are successful or perform well.

References

- Abd. Khalid Hs. Pandipa. (2019). Kinerja Guru Dalam Meningkatkan Mutu Pendidikan Di SMA Negeri 1 Lore Utara. *Jurnal Ilmiah Administratie*, 12(1), 1–9.
- Asiah, N., Tiro, M. A., & Apriyanti, E. (2021). Strategi Kepala Sekolah dalam Upaya Meningkatkan Kinerja Guru di SMKS Yapta Takalar. *Jurnal Education and Development*, 9(4), 211–217.
- Drs. Hasan Basri, M.Ag. & Prof Dr. H. Afifuddin, M. m. (2014). Kepemimpinan kepala sekolah (M. S. Drs. Beni Ahmad Saebani (ed.); Drs. Beni). CV oustaka setia.
- Edward, Y.R., and Purba, K. (2020). The Effect Analysis of Emotional Intelligence and Work Environment on Employee Performance with Organizational Commitment as Intervening Variables in PT Berkas Bima Sentana. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal) Vol 3 (3): 1552-1563.*
- Guru, K., Sma, D. I., & Makassar, N. (2021). Edustudent: Jurnal Ilmiah Pendidikan dan Pengembangan Pembelajaran. *Jurnal Ilmiah Pendidikan Dan Pengembangan Pembelajaran*, 1(1), 17–29.
- Ilmah, S. N., Latifah, N., Magdalena, I., & Tangerang, U. M. (2022). Dalam Meningkatkan Kinerja Guru Di SD Negeri Rawakidang Kabupaten Tangerang. *Jurnal Pendidikan Dan Sains*, 2(1), 12–25.
- Iskandar, S. (2021). Pengaruh Lingkungan Sekolah, Disiplin Kerja Dan Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru SMKN 4 Padang (Studi Kasus Pada SMKN 4 Padang). *Jurnal Ekobistek*, 7(2), 11–22. <https://doi.org/10.35134/ekobistek.v7i2.19>
- Niviana, A., Giatman, M., & Ernawati, E. (2021). Studi literatur: peran kepemimpinan kepala sekolah terhadap kinerja guru di Kota Padang. *JRTI (Jurnal Riset Tindakan Indonesia)*, 6(2), 233–238. <https://doi.org/10.29210/3003966000>
- Purwoko, S. (2018). Pengaruh kepemimpinan kepala sekolah, komitmen guru, disiplin kerja guru, dan budaya sekolah terhadap kinerja guru SMK. *Jurnal Akuntabilitas Manajemen Pendidikan*, 6(2), 150–162. <https://doi.org/10.21831/amp.v6i2.8467>
- Rahmah, N., Ani, Y., Muna, R., Septi, & Sri, N. (2020). Universitas Muhammadiyah Enrekang Peran Kepemimpinan Kepala Sekolah dalam Meningkatkan Kualitas Peserta didik di SDN Martapuro 2 Kabupaten Pasuruan.
- Sarifudin, A. (2019). Peningkatan Kinerja Guru Dalam Impelementasi Penilaian Sistem SKS Melalui Supervisi Akademik Pengawas Sekolah. *Jurnal Pendidikan Islam*, 08(02), 417–434.
- Utari, K. T., & Rasto, R. (2019). Pengaruh Disiplin Kerja Terhadap Kinerja Guru. *Jurnal Pendidikan Manajemen Perkantoran*, 4(2), 238–245. <https://doi.org/10.17509/jpm.v4i2.18019>
- Syardiansah, et al. (2020). The Effect of Job Satisfaction and Organizational Culture on Employee Performance of the Royal Hotel in East Aceh District. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*. P. 849-857.
- Wahjudewanti, A.S., Tjakraatmaja, J.H., and Anggoro, Y. (2021). Knowledge Management Strategies to Improve Learning and Growth in Creative Industries: A Framework Model. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal) Vol 4 (2): 1903-1915.*
- Wulandari, R., Djawoto, and Prijati. (2021). The Influence of Delegative Leadership Style, Motivation, Work Environment on Employee Performance in Self-Efficiency Mediation in SNVT Housing Provision of East Java Province. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal) Vol 4 (3): 3294-3311.*