
Efforts to Improve Teacher Discipline in Class Attendance Through the Example of the Principal at SMP Negeri 14 Kota Banjarbaru

Aidil Abdi Rachman

aidilabdir@gmail.com

SMP Negeri 14 Kota Banjarbaru

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Abstrak

Penelitian ini adalah Penelitian Tindakan Sekolah yang bertujuan untuk mengetahui peningkatan disiplin Guru dalam kehadiran mengajar di kelas melalui keteladanan kepala sekolah di SMP Negeri 14 Banjarbaru. Subyek penelitian ini adalah 13 orang tenaga pendidik (guru) SMP Negeri 14 Banjarbaru. Penelitian dilaksanakan pada semester ganjil tahun pelajaran 2021/2022. Hasil penelitian menunjukkan bahwa keteladanan kepala sekolah dapat meningkatkan kedisiplinan guru dalam kehadiran mengajar di kelas, dimana pada pelaksanaan pembelajaran pra- siklus pada pertemuan pertama semua Guru hadir tepat waktu, karena merupakan hari pertama sekolah untuk tahun pelajaran 2021/2022. Pelaksanaan pembelajaran pada siklus I ada 10 orang Guru yang terlambat masuk mengajar di kelas, dan setelah pelaksanaan pembelajaran pada siklus II kedisiplinan guru dalam kehadiran mengajar di kelas mencapai 80% berdasarkan tanggapan responden (Guru) mengenai keteladanan kepala sekolah. Berdasarkan hasil observasi 77% Guru yang masih terlambat kurang dari 5 menit, karena lokasi penelitian memang agak sulit terjangkau.

Kata kunci: disiplin; kehadiran mengajar; dan keteladanan kepala sekolah.

Abstract

This experiment, Action Research, aims to determine the increase in teacher discipline in the classroom through exemplary principals in SMP Negeri 14 Banjarbaru. The subjects of this experiment were 13 educators (teachers) in SMP Negeri 14 Banjarbaru. The experiment was conducted in the first semester of 2021-2022. The results showed that exemplary principals can improve the discipline of teachers in the presence to teachers in the classroom, which in the pre-cycle of learning implementation at the first meeting in 2021-2022 academic year, all of the teachers come on time. In the Implementation of learning in the first cycle, 10 teachers came late, and after learning implementation in the second cycle, the teacher's presence to teach in class increased to 80% based on the teacher's responses of adding the principal ideals. Based on the observation, 77% of Teachers still come late with an interval of 5 minutes because the location of the study is difficult to reach.

Keywords: discipline; teaching attendance; and exemplary principal.

PRELIMINARY

Efforts to improve the quality of education in accordance with the ideals of the Indonesian nation, to create general welfare and educate the life of the nation, where education has an important role in increasing piety to God Almighty, intelligence, and skills. To improve the quality of education, a teaching and learning process is held, the teacher is the central figure, in the hands of the teacher lies the possibility of success or failure to achieve teaching and learning goals in schools (Abbas et al., 2022). Therefore, the duties and roles of teachers are not only to educate, teach and train but also how teachers can read the classroom situation / condition of their students in receiving lessons (Putra, 2019; Sudrajat, 2010).

Talking about discipline and example from the teacher himself refers to how exemplary is something that deserves to be exemplified both in value, behavior, and behavior. The educator is the main figure in the main learning area that is used as an example for students.

Educators are not only in the school area but also in the family area and residents such as teachers, parents and community leaders. To facilitate the achievement of personality learning objectives so that they must be improved in the area so that they form personality as part of the component of strengthening the personality of students (Mutiani & Faisal, 2019). Until then, examples in schools must be owned by every teacher as an example to students. With teachers having values, behaviors, and attitudes that can be exemplified so that students not only have interpretations of values but also good descriptions and beliefs. While good teacher discipline will form good student discipline behavior. This disciplined behavior is shown in good actions and behaviors in daily life at school and outside school. Thus, the example of a teacher has something to do with personality competence (Karso, 2019; Uriatman, 2015).

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In order to improve the role of teachers in the teaching and learning process and maximum student learning outcomes, teachers are expected to be able to create an effective learning environment and will be able to manage classes in the learning process. Teachers are

professional educators with the main task of educating and evaluating learners, in primary education and secondary education (Aunurrahman, 2009; Haryati, 2016).

Regarding information about Wiyatamandala's insight, teacher discipline is defined as a mental attitude that contains a willingness to comply with all applicable provisions, regulations and norms in carrying out duties and responsibilities. From this understanding it is concluded; Teacher discipline is a voluntary attitude in complying with all existing rules and norms in carrying out their duties as a form of responsibility. In addition, teacher examples can be seen from the daily behavior of teachers both inside and outside school (Syaharuddin et al., 2022). In addition to teacher example, teacher discipline is also one of the important things that must be owned by teachers as a teacher and educator. In the Dictionary Indonesian example is something that can be imitated or emulated (Purwanto, 2017).

The success of the learning process depends on several factors including the teacher. Teachers play an important role in the success of the learning process. Teachers who have good competence will certainly greatly support the success of the learning process. The role of the teacher in addition to being a teacher, the teacher also acts as an educator. An educator is any person who intentionally influences others to achieve a higher level of humanity (Jumriani et al., 2022). As an educator, a teacher must have awareness or feel that he has a duty and obligation to educate. The task of educating is a very noble task on the basis of a very holy "calling." As a central component of the education system, educators have a major role in building the foundation of humanity's future. To realize this, the example of a teacher as an educator is needed (Hamalik, 2015).

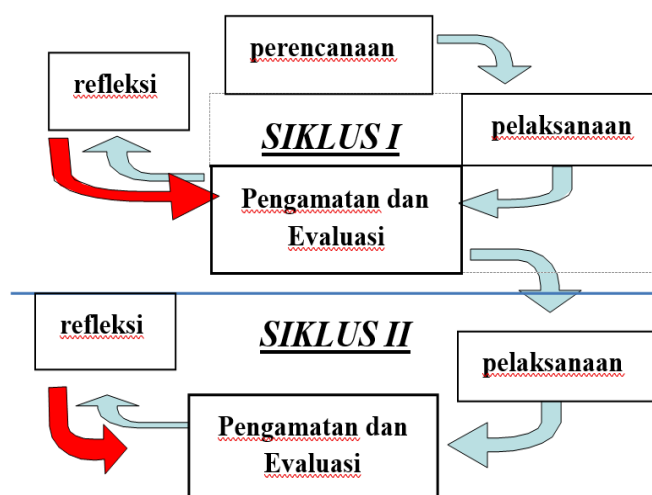
The example of the Principal can be seen from the daily behavior of teachers both inside and outside the school. In addition to the example of the principal, teacher discipline is also one of the important things that must be owned by teachers as a teacher and educator. Field facts that are often found in schools are lack of teacher discipline, especially the problem of teacher discipline entering the classroom during classroom learning activities. Teacher performance is one of the factors in efforts to improve school quality. Teacher performance includes teacher order and work ethic (Jumriani et al., 2021). If order has become a school culture, until the achievement of improving the quality of the school will be achieved. The implementation of school culture, including the implementation of discipline throughout the school community, can be realized if the entire school community has a strong commitment to make it happen (Santosa, 2021; Sari, 2017). The purpose of this study was to determine the improvement of teacher discipline in class attendance through the example of the principal at SMP Negeri 14 Banjarbaru.

METHOD

The subjects of this school action research were teachers at SMP Negeri 14 Banjarbaru as many as 15 civil servant teachers and 5 non-civil servant teachers. The research location is at SMP Negeri 14 Banjarbaru. Research Time July 11, 2022 to July 30, 2022 and continued September 5, 2022 to September 30, 2022. SMP Negeri 14 Banjarbaru is one of the public junior high schools located in Landasan Ulin District, Banjarbaru City, which is located at Jl. Leppangeng No.30, Guntung Manggis Village, Landasan Ulin District, Banjarbaru City. SMP Negeri 14 Banjarbaru, located approximately 5 km from the capital city of Banjarbaru has a total of 423 students with very open road access and public transportation, the axis of Banjarbaru city with the capital of Banjarmasin Province.

The approach used in this action research is a qualitative approach, meaning that this research was carried out because it was found that the problem of low levels of teacher discipline in class attendance was found. This problem is followed up by applying a coaching model to teachers in the form of examples carried out by the principal, these activities are observed and then analyzed and reflected. The reflection results are then reapplied in subsequent cycles. Researchers use this model because it is considered the most practical and actual. This school action research activity consists of several stages, namely: Planning, Implementation, Observation, and Reflection (Ancok, 1989; Arikunto, 2006).

Figure 1. School Action Research Implementation Steps



Source: Research Data (2022)

The action taken in this study is to provide examples to teachers regarding teacher discipline in class attendance in the learning process by the principal. It is expected that with the example given by the principal, there will be a change or increase in teacher

discipline in class attendance in the learning process. The data collection technique in this study is through qualitative data obtained from observation, observation, and interviews (Sugiyono, 2019).

The research instruments used in this school action research are: Assessment Scale, Observation Sheet, and Questionnaire. The data analysis used in this study is qualitative data analysis sourced from primary and empirical data. Through this data analysis, it can be known whether there is an increase in teacher discipline in class attendance which is the focus of this school action research (Arikunto, 2006; Latif et al., 2021).

RESULTS AND DISCUSSION

SMPN 14 Banjarbaru was established in 2008, located in Guntung Manggis sub-district, Landasan Ulin sub-district, Banjarbaru city, about 5 km from the capital city of Banjarbaru with easy access roads and open school locations. Currently, there are 37 educators and education staff and the learning process takes place in the study room as many as 14 study groups. The condition of the surrounding area is a trading and warehousing area and residential residents, students of SMP Negeri 14 Banjarbaru come from the surrounding area which includes Guntung Manggis Village and East Landasan Ulin Village which is close to the school environment. Most parents of students work as employees, traders, laborers and entrepreneurs so that they entrust the school where they learn with the learning system of the 2013 Curriculum (PAIKEM) – KTSP which has character in the hope that children are conditioned to associate with a conducive social environment.

Table 1. Recapitulation of Teacher Delay Rate on Class Attendance Cycle I

	Delay time		
	kurang dari 10 menit	0 menit s.d 15 menit	bih dari 15 menit
Jumlah	3	3	3
ersentase (%)	23	23	34

Source: Research Data (2022)

In cycle 1 the author makes a plan. Planning is the first step taken by the writer when going to start the action. In order for planning to be easily understood and implemented by the author who will take action, the author makes an action plan as follows:

- a. formulate a problem for which a solution will be sought. In this study, the

- problem that will be solved is that there are still many teachers who lack discipline in class attendance at the teaching and learning process,
- b. formulate problem-solving goals/challenges/innovation/action goals. In this study the author took a plan to take action through the example of the principal to improve teacher discipline in teaching attendance in class in the teaching and learning process,
 - c. formulate indicators of success in implementing the Principal's example in improving teacher discipline in teaching attendance in class in the teaching and learning process. The success indicator of the implementation of this action is set by the author at 85%, meaning that this action is declared successful if 85% of teachers are not late for teaching in class in the learning process,
 - d. formulate steps for problem-solving activities/activities to face challenges/activities to take action. The steps taken by the author in carrying out actions include socializing to teachers about the research to be carried out, and conveying the purpose of implementing the actions taken by the author. The teachers conveyed about the Principal's example that will be applied in this study. In this first cycle, it will be displayed / pasted in the teacher's room, as well as in the TU room, ranking the names of teachers with the lowest level of delay in entering their classes to the highest level of delay,
 - e. Identify school residents and/or other relevant parties involved in solving problems/facing challenges/taking action. The authors identified who was involved in this study. The parties involved in this study are: teachers, picket teachers, TU, and students,
 - f. Identify the data collection method to be used. The data collection method taken by the author is qualitative data through observation, observation and interviews with students regarding the presence of teachers in class in teaching and learning activities,
 - g. Preparation of observation and evaluation instruments. In taking data, the author uses instruments in the form of observation sheets, assessment scales and questionnaires distributed to teachers and students, to determine the assessment of the level of teacher health in class and the example of the Principal in the process of teaching and learning activities,
 - h. Identify the required facilities. The facilities or tools used in this study include: paper (observation sheets), stationery in the form of ballpoint pens, and wall clocks in each class, as well as a recap of the number of attendance from each

teacher.

According to the plan, three consecutive meetings of the principal were present 30 minutes before the first class began and entered the class at the first time at 07.30 WITA by bringing complete learning equipment and leaving the classroom right at the next change of class hours. The implementation of school action research is further carried out through several activities, including:

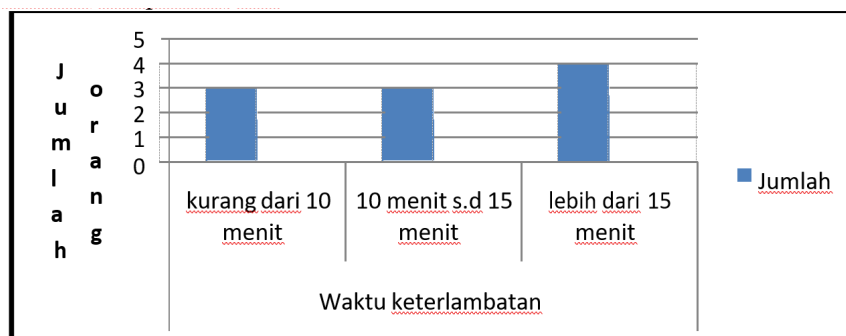
- a. Distributing observation sheets to each Class Leader or Class Secretary as many as 115 ex., in accordance with the large number of study groups at SMP Negeri 14 Banjarbaru as many as 14 study groups. In the observation sheet, a list of teachers who teach the class every hour has been made and given a column of class entry hours and class exit hours. The observation sheet can be seen in the appendix,
- b. Coordinate with picket officers who consist of 2 officers every day, namely from teachers who do not have teaching hours on that day and one person from administration. The picket officer will circulate the list of teacher attendance in the class that has been made in order to see the level of teacher attendance in each class and at every change of class hours. Teachers who are late for more than 15 minutes, are considered absent and crossed,
- c. After finishing class hours, a recapitulation of the results of observations, both from picket teachers, from students and from writers, is carried out
- d. The activity is carried out continuously every day to each teacher for seven weeks (two cycles).

Observations or observations are carried out by researchers using observation sheets for one week (one cycle), for all 20 teachers. During the observation, the researcher assisted or collaborated with the picket teacher. Observations by researchers include:

- a. The presence of the teacher in class,
- b. The degree of delay of teachers entering classes,
- c. Time to leave class after finishing class.

From the observations and recaps of the level of teacher attendance in class in the teaching and learning process can be seen in Table 1. From the results of the recapitulation of the level of teacher delay in class in the learning process, data was obtained, as many as 3 teachers were late for class for less than 10 minutes, 3 teachers were late for class by 10 minutes to 15 minutes, and 4 teachers were late for class by more than 15 minutes, and 3 teachers who were present on time to teach in class.

Figure 2. The Delay Rate of Teachers Entering Class in the Teaching and Learning Process in the First Cycle



Source: Research Data (2022)

Based on the results of the recapitulation of the level of teacher delay in class in the learning process, data was obtained, as many as 3 people were present on time to teach in class, 10 teachers were late for class for less than 10 minutes, there were no more teachers who were late either 10 minutes to 15 minutes or more than 15 minutes. From these data, it can be concluded that the level of delay for teachers entering class by more than 15 minutes in the process of teaching and learning activities is still high, namely 4 people or 34%. Based on established indicators that the success of this action is 75%, or when 75% of teachers are not late for more than 10 minutes. In this first cycle, teachers who are not late for more than 10 minutes are only 23%, so researchers conclude that research or action must be carried out again in the next cycle or the second cycle.

After completing one cycle, a reflection is held on the weaknesses / shortcomings of implementing actions in cycle 1. Reflection is carried out with collaborators to determine corrective actions in the next cycle. From the results of reflection in the first cycle, researchers plan to perform the same action in the second cycle. Researchers plan to announce observations about the level of delay in teachers entering class in the teaching and learning process, at a flag ceremony on Monday. It is first socialized to all teachers at the time of reflection of the first cycle.

Based on observations, observations and interviews in cycle I, actions in cycle II are no different, only some improvements in the quality of actions such as the following:

- (a) Every day the principal attends 30 minutes before the first hour starts and leaves school after the last class hour is over:
- (b) always carry a complete learning device every time you enter teaching in class;
- (c) daily checking the teacher's attendance in class through the class journal;
- (d) fill out Master's agenda book; &

(e) carry out Supervision activities.

Observations were made using observation sheets for seven weeks (two cycles), for all 13 teachers. During the observation, the researcher assisted or collaborated with the picket teacher. Observations include:

- (a) the presence of teachers in class;
- (b) the degree of delay of teachers entering classes; &
- (c) Time to leave class after finishing class.

Researchers also conducted an assessment of the results of observation sheets distributed to all students to observe teacher attendance in class. From the results of the recapitulation of the level of teacher delay in class in the learning process, data was obtained, as many as 3 people were present on time to teach in class, 10 teachers were late for class for less than 10 minutes, there were no more teachers who were late either 10 minutes to 15 minutes or more than 15 minutes. For more details, the level of delay of teachers entering class in the teaching and learning process in the second cycle is illustrated in Figure 3.

Based on the results of observations in the first cycle and the second cycle, it can be seen that there is a decrease in the level of teacher delay in class in teaching and learning activities, or there is an increase in teacher attendance in class. After completion of the implementation of actions in the second cycle, reflection is held on the weaknesses or shortcomings of the implementation of actions in the second cycle. From the observations and data obtained, researchers concluded that the actions implemented in the second cycle were declared successful, because there were 88% of teachers who were late for less than 10 minutes, and there were no more teachers who were late either 10 minutes to 15 minutes or more than 15 minutes or exceeded the predetermined target by 85%.

Figure 3. The Delay Rate of Teachers Entering Class in the Teaching and Learning Process in the Second Cycle



Source: Research Data (2022)

Table 2. Recapitulation of Teacher Delay Rate on Class Attendance Cycle II

	Delay Time		
	dari 10 menit	nit s.d 15 menit	dari 15 menit
h	5	0	0
rtase (%)	88	0	0

Source: Research Data (2022)

At this stage there are no more teachers who are late to teach in class for more than 15 minutes, teachers who are usually late to teach in class, especially during the first lesson because of transportation factors find a solution, namely joining fellow teachers or employees who use private transportation (vehicles). This can be seen in Table 2.

Table 3. Respondents' Responses on Efforts to Improve Teacher Discipline in Classroom Attendance through the Principal's Example

Kriteria	Jumlah	F	%	Rata-rata	
				Skor	% Partisipasi
Selalu	4	9	36	80	
Tidak Selalu	3	2	6	13	
Jarang	2	1	2	5	
Tidak Pernah	1	1	1	2	
Jumlah	10	13	45	100	3,46 Tinggi

Source: Research Data (2022)

Referring to Table 3, it is obtained that the Principal's example can improve teacher discipline in teaching attendance in class, especially during the first lesson hour, this is indicated by a score of 3.46. Based on research on respondents, it turns out that 90% of the total respondents stated that the Principal's example plays a role in improving teacher discipline, especially in teaching attendance in class. While the 10% is due to transportation factors, namely teachers who still use public transportation, where access to the entrance to the school is rather difficult. Because after all, a teacher or education staff (employee), is a mirror for his students in attitude or example, and the discipline attitude of teachers and education staff (employees) will give color to much better educational outcomes, The application of teacher discipline from the Principal himself is expected to be good teacher character so that it is appropriate for teachers to be emulated by their students (Asnawi, 2022; Embu, 2022; Hadi et al., 2022; Rahmanto, 2019).

So that by prioritizing the example and discipline of the teacher itself through character education for the students themselves, it becomes very meaningful to be quickly implemented in the learning unit. The implementation will be more efficient if teachers are able to set themselves as examples for their students. Before carrying out self-personality development through discipline by teachers, it becomes a real example for students so that teachers are emphasized first to have a disciplined and exemplary character. So that it can form teachers with character who are able to have a positive impact on character growth in students both from speech, behavior, attitude, appearance, and routine at school or in the community in general (Deviliawati & Pautina, 2022; Prasetyo et al., 2019; Son, 2019).

CONCLUSION

Based on the results of the study, it was concluded that the Principal's Example can improve Teacher Discipline in teaching attendance in class, it can be seen that 90% of the number of respondents stated that the Principal's Example plays a role in improving teacher discipline, especially in teaching attendance in class. While the 10% is due to transportation factors, namely teachers who still use public transportation, where access to the entrance to the school is rather difficult. The application of teacher discipline from the Principal himself is expected to have good teacher character so that it is appropriate for teachers to be emulated by their students.

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