

The Role of the School Principal in Increasing Work Motivation and Work Discipline of Teachers in Elementary School

Umi Arbert¹

¹SD Negeri Rahayu Musi Banyuasin, South Sumatra, Indonesia

Corresponding author e-mail: umiarbert@gmail.com

Article History: Received on 5 March 2024, Revised on 26 April 2024,
Published on 5 July 2024

Abstract: This research aims to describe the role of the principal in increasing the work motivation and work discipline of teachers at SD Negeri Rahayu Kecamatan Jirak Kabupaten Musi Banyuasin. To collect the data needed for this research, it was carried out through observation activities, interviews with research respondents, and documentation studies related to the research problem being studied. The results of this research show that the principal of SD Negeri Rahayu Kecamatan Jirak Kabupaten Musi Banyuasin has improved the work motivation and work discipline of the teachers who teach at the school he leads. Meanwhile, the efforts made to increase teacher work motivation include giving rewards to teachers who carry out their duties well and providing allowances or incentives to teachers who carry out their duties well. The principal tries to create a peaceful and pleasant school environment so that teachers are more motivated to improve performance, providing opportunities for teachers to advance by involving teachers in educational and training activities, workshops, and seminars in order to improve teacher performance and careers, as well as establishing harmonious relationships with teachers who teach, and providing opportunities for teachers who teach at SD Negeri Rahayu Kecamatan Jirak Kabupaten Musi Banyuasin to participate in the nomination for school principal. Meanwhile, the principal's efforts to improve work discipline are carried out by summoning teachers who lack discipline to be given guidance and direction and by giving strict sanctions in the form of warning letters to teachers who consistently violate the agreed discipline.

Keywords: Leadership, Principal, Stakeholder

A. Introduction

The school principal does have a very important role as a driving force in organizing educational activities. Under the leadership of the principal, the school progresses and develops, whether the quality of the school is good or bad. As a leader, the principal's job is to mobilize, guide, and manage teaching staff as well as students at the school (Sumarsono, 2016). As a leader, his function is not easy because the employees under his leadership have different cultural backgrounds, characteristics, abilities, and attitudes. Therefore, he must have the ability to understand every

characteristic of his subordinates (Nurhasanah, 2019). The above statement is in accordance with the statement expressed by Wahjosumidjo (Ahmad, 2016) that principal teachers or functional staff who are mandated and entrusted with carrying out the task of leading formal educational institutions, which are a forum for teaching and learning activities between teachers and their students.

The success of the principal in making his school superior in academic and non-academic achievements cannot be separated from the involvement of the teachers in his school. Therefore, in order for the school he leads to have good achievements, he needs to collaborate with stakeholders in the school (Umam, 2019). This form of collaboration with teachers is carried out by motivating teachers to carry out their duties to achieve the educational goals desired by the school principal in accordance with the vision and mission that he has created (Laila, 2018). Motivation, according to Fahmi (2017), is a person's behavior that is manifested in the form of carrying out work to fulfill their desired life needs. So it is very clear that there is a connection between fulfilling life's needs and a person's motivation to work. The urge to work in order to fulfill life's needs is the link between motivation and efforts to fulfill those needs. A person's motivation can occur due to factors that are caused by themselves or because of the influence of other parties who influence it, resulting in an action to do something to achieve certain goals that they want (Malayu & Hasibuan, 2019).

Apart from motivation, another factor that needs to be addressed so that employees are enthusiastic about carrying out their duties is the factor of discipline in carrying out their duties at school. Achieving school goals cannot be separated from the influence of the teacher's work discipline, because the better the teacher's work discipline, especially discipline in carrying out teaching activities, the easier it will be to achieve the desired educational goals (Uno & Nina, 2019). Agustina (2019) believes that work discipline is a person's attitude of obedience to the rules and norms that apply or are applied to an organization to regulate its employees to work under agreed rules and regulations in order to achieve planned organizational goals. According to Rusdy & Rivai (2019), work discipline is a tool that can be used by managers to establish communication with their subordinates in order to make changes in behavior and as an effort to increase employee awareness and willingness to comply with institutional regulations and practice them, as well as guide the norms that apply. According to Malayu & Hasibuan (2019), discipline is a conscious attitude possessed by employees who are willing to obey the norms that apply where they work. Discipline is a small reflection or magnitude of a sense of responsibility for the tasks assigned to him by the leadership of the organization. Discipline can encourage employees work enthusiasm and help them realize the desired institutional goals.

Based on the results of observations made by researchers on June 7, 2023, at SD Negeri Rahayu, Jirak District, the principal has tried to motivate the teachers who

teach at this school so that they have the dedication and enthusiasm to carry out their duties at school. One form of motivation carried out by the head of SD Negeri Rahayu for teachers is by providing guidance and direction to teachers in carrying out their duties at school. The results of the researcher's interview with a teacher who claimed to teach in class V showed that this habit, which his leader carried out almost every day, with regard to work discipline, the head of SD Negeri Rahayu has also provided guidance to teachers who rarely come to school and are late for class. Efforts to enforce discipline were also carried out by the school principal by giving a warning to his employees so that they would not repeat the act again and giving a verbal warning to the teacher concerned. However, to find out more about the role of the principal of SD Negeri Rahayu in increasing the motivation and work discipline of teachers, researchers are interested in conducting further research by discussing this issue through the title of the principal's efforts to increase the motivation and work discipline of teachers at SD Negeri Rahayu Kecamatan Jirak Kabupaten Musi Banyuasin.

B. Methods

This research is research with a qualitative descriptive method. According to Mukhtar (2013), the qualitative descriptive research method is a research method used to research a problem within a certain period of time and find and explore information, knowledge, and theories that are relevant to the problem being studied. The reason why researchers use this research method is because the qualitative descriptive research method is very suitable for examining the role of school principal leadership in increasing teacher work motivation and discipline because teachers have different backgrounds in motivational behavior in carrying out their duties and have different disciplines in carrying out their duties. By using this research method, researchers can freely describe research findings using words or documents in the form of archives or images related to the problem being studied, as is the opinion of Moeleong (2005) who states that the qualitative descriptive approach is a more focused research approach. When describing data in the form of words or images, data analysis does not use numbers or calculations. To obtain data, researchers used data collection through observation, interviews, and documentation studies. These three data collection techniques are very suitable for gathering information and are very effective for collecting data for this research.

C. Result and Discussion

The role of the principal in increasing the work motivation and work discipline of teachers at SD Negeri Rahayu Kecamatan Jirak Kabupaten Musi Banyuasin. In carrying out his duties at school, the principal has many roles, one of which is his role as a motivator. As the head motivator at SD Negeri Rahayu, he has the task of raising the enthusiasm for the work of teachers who teach so that they can carry out their duties as well as possible. According to Rusdy and Rivai (2019), as a motivator,

school principals have the authority to provide motivation to improve the performance of their employees to achieve maximum learning outcomes for their students. In his role as a leader, the school principal must be able to take responsibility for his functions and roles. The way the school principal motivates teachers and is responsible for school administration activities will determine his success in making the school have good or bad quality, especially the quality of the school and the learning outcomes obtained by students. The role of the head of SD Negeri Rahayu as a motivator will increase teacher productivity and work enthusiasm. Therefore, his involvement in creating work enthusiasm will encourage his subordinates to work in accordance with the policies and programs that have been created.

According to Fitriyani, Fuad and Suyanto (2014), there are several efforts that school principals, as leaders, can make to increase teacher motivation, including:

- 1) Arrangement of the physical environment: A clean, comfortable, and peaceful school environment can enable teachers and education staff to work or carry out tasks with a sense of purpose. safe and comfortable. The physical environment of the school includes the condition of the teacher's room, the facilities and infrastructure needed by teachers to carry out their duties well, and the spatial arrangement and air circulation in the teacher's room and classroom that can make teachers enthusiastic about teaching and fulfill all the supporting facilities and infrastructure needed by teachers for the learning process.
- 2) Setting the working atmosphere: The working atmosphere created by the school principal really supports the implementation of the teacher's duties. Therefore, in managing the teacher's working atmosphere, the school principal must coordinate with the teacher concerned and not place teachers in too busy teaching hours which will reduce teaching enthusiasm. Consult with the teacher concerned about how many hours he can devote his energy to teaching and how many days it is effective for him to come to school. Do not impose too many teaching hours on the teacher because, as ordinary people, teachers also have limited energy and abilities.
- 3) Giving appreciation to teachers: one of the efforts that can be made to motivate teachers to always be enthusiastic about carrying out their duties is by giving awards. There are many forms of appreciation that can be given to employees, such as providing incentives appropriate to their workload, praising their work results, giving certificates of appreciation, and always supporting the work program created by their subordinates.

Discipline is an individual's ability to complete their work well and on time, guided by established rules. This is in line with the opinion of Chewe and Taylo, (2021), who say that work discipline is a person's ability or attitude to obey the rules that have been set in a timely manner. As a leader, the principal needs to make efforts to

improve teacher work discipline. The better the teacher's work discipline, the better the quality of performance they produce.

- 1) According to Kadarisma (2012), there are several efforts that school principals can make to improve the work discipline of teachers or their subordinates, including: Determining work start times, and the principal is a leader whose behavior is an example for teachers, staff and students. Therefore, whatever behavior they show will influence the behavior of teachers and staff as well as students at school. As a leader, he must always try to be present at school earlier than other school members, because this attitude will be emulated by them. The school community will feel embarrassed if they come late to school and will try to follow the pattern of behavior exemplified by the school principal.
- 2) Punctuality of return home time: as a leader, the principal must be able to demonstrate the attitude of coming to school early and returning home last after the learning hour is declared over. Not getting into the habit of going home early or even not attending school, no matter how much work he does at home, he must always be present at school early.
- 3) Compliance with applicable regulations: School regulations certainly do not only apply to teachers and education staff but also to students at school. As an educational leader, he must demonstrate behavior that shows his obedience to school rules, for example, coming to school before the bell signals the start of teaching and learning activities and going home after the bell signals the end of learning activities. Wearing official uniforms that have been mutually agreed upon and many other rules, all of which apply to everyone, including school principals.
- 4) Use of work uniforms: As an educational institution, schools have clear rules regarding the uniforms worn. The principal, as the leader, must wear clothes according to the agreed-upon rules. If you find teachers, staff, or students not wearing clothes according to the established rules, then the principal gives a warning so that such incidents do not happen again. If there is still time left, the principal can provide strict sanctions to anyone who commits a violation:
- 5) Responsibility in carrying out tasks: Each component in a school has different tasks. For example, the principal's job is to supervise teachers in teaching, the teacher's job is to carry out learning activities in class, the administrative staff's job is to take care of all school administration matters, and the student's task is to participate in teaching and learning activities. learning activities in class or laboratory. organized by the teacher. These tasks are carried out with full responsibility, and if left unchecked, then as a leader, the principal has the right to follow up on them.
- 6) Carry out tasks until completion every day. The aim of the principal, teachers, and staff, as well as students attending school every day, is that of course there are tasks that they have to do. As a leader, you must demonstrate your loyalty and ability to complete your daily duties on time. Because his image will be

viewed favorably by teachers and employees if he is able to demonstrate the quality of his performance as a leader.

D. Conclusions

Based on the description that the researcher put forward above, the efforts that can be made by the head of Rahayu State Elementary School, Jirak District, Musi Banyuasin Regency to increase the motivation and work discipline of his teachers can be done by arranging physical and non-physical facilities so as to create a pleasant working atmosphere for teachers and staff at the school. The principal also gives awards to employees at the school who excel, go to school on time, go home after study hours end, obey the rules imposed at school, wear work uniforms according to the regulations, have a sense of responsibility in carrying out their duties, and carry out routine tasks every day until finished.

E. Acknowledgment

Thank you to principal and stakeholders of SD Negeri Rahayu Kecamatan Jirak Kabupaten Musi Banyuasin, and team of PPSDP International Journal of Education.

Reference

- Agustina, F. (2019). *Human Resource Management Strategy*. Medan: UISU Press.
- Ahmad, S. (2016). *Learning Theory & Learning in Elementary School*. Jakarta: Prenadamedia Group.
- Chewe, B., & Taylor, T. K. (2021). Disciplinary Procedures, Employee Punctuality and Employee Performance at Ndola City Council (Zambia). *African Journal of Social Sciences and Humanities Research*, 4(2), 32–48. <https://doi.org/10.52589/ajsshr-lafoqgop>.
- Fahmi, I. (2017). *Human Resource Management*. Bandung: Alfabeta.
- Fitriyani, E., Fuad, M., & Suyanto, E. (2014). Learning Exposition Text Structure in Class VII Students of SMPN 1 Bandar Lampung. *Jurnal Kata: Bahasa, Sastra, dan Pembelajarannya*, 2(1). <https://core.ac.uk/download/pdf/291695457.pdf>
- Kadarisma. (2012). *Human Resource Development Management*. Jakarta: PT Raja Grafindo Persada.
- Laila, I. (2018). *Analysis of the Success of Principal of Aisyiyah Curup in Managing the School*. Doctoral dissertation, IAIN Curup.
- Malayu, S. ., & Hasibuan. (2019). *Human Resource Management. (Edisi Revisi)*. Jakarta: PT. Bumi Aksara.
- Moeleong, L. (2005). *Qualitative Research Methodology*. Bandung: PT Remaja Rosdakarya.
- Mukhtar. (2013). *Practical Methods of Qualitative Descriptive Research*. Jakarta: Referensi. (GP Press Group).
- Nurhasanah, M. (2019). *The Leadership Style of the Head of the Madrasah in Developing*

- the Learning Culture of MAN 1 East Lombok Students for the 2019/2020 Academic Year.* Doctoral dissertation, UIN Mataram.
- Rusdy, A., & Rivai. (2019). *Management. Palembang: Publisher of the Faculty of Economics and Business.* Palembang: Badan Penerbit Universitas Muhammadiyah Palembang.
- Sumarsono, R. B. (2016). *Efforts to Improve School Quality Through Strengthening the Role of Learning Leadership by School Principals.*
- Umam, M. K. (2019). The Use of Jaritmetics Method in Increasing Learning Motivation. *Awwaliyah: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 2(1), 45-68. <http://ejournal.iai-tabah.ac.id/index.php/awaliyah/article/view/357>
- Uno, H. B., & Nina, L. (2019). *Tasks of the Teacher in Learning: Influencing Aspects.* Bumi Aksara.