

Principal's Leadership Improving Discipline of School's Citizens

Sulastri¹

¹SMA Negeri 3 Kayuagung, Indonesia

Corresponding author e-mail: sulastri@smanegeri3kayuagung.sch.id

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Abstract: The goal of this study was to evaluate the leadership responsibilities of the principal in enhancing student discipline. The study was carried out at SMA Negeri 3 Kayuagung. Observation, documentation, and interview-based data collection methods. The three stages of the data analysis technique are data reduction, conclusion/verification, and descriptive qualitative procedures. According to the research findings, the principal's leadership enhances student discipline through exemplary, individual, and hierarchical ways. The SMA Negeri 3 Kayuagung residents' motivation and complete trust from the principal has an effect on raising student discipline in academic tasks. The teacher's example can also serve as a model for student behavior related to discipline. High-quality schools are more likely to be founded in environments where there is a culture of discipline in following rules.

Keywords: Discipline, Leadership, Principal

A. Introduction

Education is a tactical weapon for enhancing human life since it helps people become intelligent, skilled, and positive in their outlook on the world. Since the times always bring new challenges, education is constantly faced with new issues, reforms in all fields will thus be ineffective without altering the national educational system. The quality of product that is competitive in the workplace or readiness to advance in school to the next stage is one of the major issues encountered by educational institutions. As a result, the principal must be able to create a high-quality school in order to fulfill his duties.

The formation, planning, and implementation of quality schools must be done appropriately. Collaboration across dimensions, involvement from stakeholders, and dedication from school staff are also necessary for its execution (Minsih et al., 2019). In order to create a positive school climate between teachers and principals, principals and students, and instructors and students, the leadership position of the school principal is crucial. The principal is able to foster cooperation with the locals who are employed as builders of schools by creating intimacy and a sense of kinship, which will result in the creation of a pleasant school environment and a climate that can make students feel more at home at school than at home (Batubara et al., 2021).

The school uses discipline as a tool to foster the virtues of responsibility and obedience in students who follow the established regulations. Each school has a number of regulations that are applied; these rules are typically referred to by the name of the school rules. One of the rules for building a cozy and tidy school environment is discipline for students. The school's advancement depends on adherence to the guidelines. According to Tu'u (2004), self-awareness is the root of discipline. Without excellent discipline, the educational environment would be less conducive, and discipline is a means of academic success.

In order to teach pupils to behave in accordance with set norms, discipline is crucial in the classroom. Self-discipline is the ability to govern, regulate, and control one's behavior and attitudes so that one's entire existence does not cause harm to oneself or others (Rahmah, 2010). Student compliance in upholding school rules is directly reflected in the discipline of the school community. In order to get the best outcomes, it is possible to create welcoming, efficient, and practical teaching and learning environments with the help of student compliance with all relevant legislation. The administration, teachers, students, and school environment all have a significant impact on how pupils are disciplined. Teachers play a significant part in the development of student discipline. This is so that pupils can be instructed, taught, and guided to behave appropriately in accordance with societal values and standards (Puspitaningrum & Suyanto, 2014). The ability to mold disciplined student personalities at school via both instruction and modeling is demanded of teachers. It is thought that if kids are used to being disciplined, this would lead to better changes in the future. By being accustomed to being disciplined, the school environment will become organized and orderly.

In order to increase the caliber of student behavior, all school personnel must enforce discipline regularly from both teachers and students. To instill a sense of discipline and uphold school rules and regulations, the school must be able to enforce its own norms. Schools and teachers in particular need to understand that each student has a unique history and personality. Students can develop themselves to their full potential and find their identity through the execution of school regulations, allowing them to act in a way that is consistent with accepted norms and values (Trisnawati, 2013).

In this instance, the principal of SMA Negeri 3 Kayuagung is attempting to raise the standard of instruction by attempting to enhance student discipline. The principal of SMA Negeri 3 Kayuagung always gives an in-depth explanation to all school staff members so they can support efficient learning at SMA Negeri 3 Kayuagung. This is because the school is focused on producing graduates who have good basic skills to pursue their further education. The ability of all school personnel to actively engage in, contribute to, and support all school programs and activities is made possible by the leadership of the school administrator in managing all available resources and influencing, guiding, and directing all school personnel. The principle can completely support initiatives to enhance student learning discipline through his or her control.

B. Methods

The methodology known as the descriptive qualitative method was used by researchers. The principal's participation to efforts to change the behavior of school personnel was documented through interviews, observation, and other forms of data collecting. Principals and instructors at SMA Negeri 3 Kayuagung were questioned. The researcher's observational activities included observing the residents of SMA Negeri 3 Kayuagung's discipline. After that, the data can be compiled or acquired while being simultaneously subjected to three stages of activity: data reduction, conclusion-drawing, and verification (Miles & Huberman, 2013).

C. Results and Discussion

It is clear from the data gathering efforts made by researchers that the leadership of the school administrator, through a personal approach and a hierarchical (legality approach), promotes the discipline of school members. The principal additionally acts as a role model for all students in the school. The strict discipline used in the educational setting is a reflection of the school's model principal. Additionally, the administration stresses discipline to the teacher because they are a role model for the children. In addition, the instructor is one of the variables that affects how well kids learn in the classroom, therefore discipline is necessary for both classroom and extracurricular activities. The principal gives the SMA Negeri 3 Kayuagung teacher incentive and full trust so that he can lead students so that they have unique discipline in learning activities. As a result, the teacher is directed to be someone who can increase student learning discipline. The majority of the teachers at SMA Negeri 3 Kayuagung, according to the findings of observations, focused on the development of student discipline during the teaching and learning process. The teaching process is not the teacher's only concern. Students have demonstrated a disciplined mindset through instruction and excellent discipline. Students are perceived as being prepared and actively engaging in the learning process. Teachers at SMA Negeri 3 Kayuagung place a high priority on their pupils' behavior, both during class and after school. In order for discipline to become the fundamental quality of students in daily life, the teacher in complete directs his students to be disciplined in teaching and learning activities, integrating disciplinary ideals in each subject given (Results of interview with principal, November 24, 2022).

Through his policies, the SMA Negeri 3 Kayuagung administrator creates a work schedule that encourages all students to adopt a disciplined mindset. These initiatives are integrated into the curriculum for academic work. The principal attempts to integrate these disciplinary values into the school culture through this work program. Of course, help from all competent individuals is required to establish discipline in all students. Students can create a supportive learning environment that will encourage full participation in the school's primary

endeavors, namely the teaching and learning process. According to Wibawani et al. (2019), the principle has the duty to give advice and direction to each student in order to accomplish objectives and foster a positive learning environment. As a result, the principal of the school directs the instructors to keep honing their skills through training, more reading, and studying studies on classroom management. Teachers can gain more knowledge and management skills in this method, enabling pupils to actively participate in the learning process.

The SMA Negeri 3 Kayuagung principal also extended an invitation to all members of the school community—teachers, support staff, and all students—to help keep the learning environment conducive. Every chance she gets, the school's principal exhorts everyone to foster a culture of high achievement. This is done so that every part of the school is aware that learning is the main activity in educational institutions. In order to facilitate an effective and efficient learning process, all activities at SMA Negeri 3 Kayuagung must be designed to do so (Result of interview with school principal on November 24, 2022).

The policies of the school principal are thought to have had a significant impact on student discipline. The school climate is always calm and orderly with teachers, support personnel, and kids. During study hours, there are no pupils coming and going. The environment is incredibly serene, which allows for sensible instruction and studying. Leaders should give instructions, boost teacher receptivity, and encourage two-way communication (Maduratna, 2013). They should also act as innovators by setting an example and creating cutting-edge learning models, as motivators by offering encouragement to teachers, and as managers of the physical environment and work environment. According to Ridho (2019), the goal of the principal's work to create an effective school culture is to create a positive working relationship between all of the school's parts and a learning environment.

Through this strategy, school administrators continuously encourage teachers and other educators to work to promote discipline, particularly among students. All students are reminded by the principal to abide by the school's code of conduct so that they can become accustomed to disciplinary action. School regulations include performing a flag ceremony every Monday, singing the national anthem before classes start to foster a sense of nationalism, praying before and after lessons, lining up in front of the class before entering and shaking hands with the teachers in their respective classes, carrying out picket duties, visiting friends and teachers who are ill, and developing the habit of assigning homework when the teacher is unable to do so so that students don't fall behind in their studies.

It can be argued that pupils have demonstrated a high level of discipline in carrying out learning activities based on the findings of observations conducted by researchers based on the discipline indicators of school members. This is seen in the daily activities of the punctual SMA Negeri 3 Kayuagung students. According to the student attendance book, it is known that less than 1% of students are tardy, which shows that they have good attendance, are on time, and follow the regulations of the school. Additionally, students are ready to learn and actively engage in both the

teaching and learning processes. As a result, student discipline as seen in the teaching and learning process is influenced by the support and leadership of school members. Students are very attentive when learning is occurring. Students that are able to keep to the school schedule, accept the teacher's instructions, and maintain decorum in the learning environment have good attendance and have engaged completely in the learning process.

Indicators of student discipline include attendance, full participation in school activities, particularly teaching and learning activities, adherence to the schedule/time set by the school, and compliance with school rules. Principals, teachers, and other education staff can successfully direct and set an example for students by monitoring their behavior. tidy and respect morality. Therefore, the principal's direction has assisted in enhancing student discipline.

Based on the study's findings, it can be said that the principle makes an attempt to enhance student behavior by taking a personal, legal, and exemplary approach. Direct coaching from the school principal is given to his staff members. The principal of the school directly coaches all members of the faculty, staff, and students. One part of character development in schools is discipline. Because not all students can show empathy for one another, the development of a sense of compassion and collaboration is still comparatively low. This is demonstrated by the extremely open principal who welcomes criticism as well as recommendations and involvement. Additionally, the principal constantly invites, supports, and inspires the teachers and staff to improve and change for the better. The principal also places a high priority on discussion to reach an agreement. Before making choices, the school principal interacts with the team or staff to get feedback and suggestions. If the decisions are not good, they are then communicated to all school personnel (teachers and staff); and the principal is crucial in enhancing teacher discipline. The teacher's rules or regulations are the basis for the principal's plans, programs, and implementation of the teacher's disciplinary measures. Time discipline, administrative discipline, worship discipline, discipline in upholding regulations, and attitude discipline are all examples of disciplinary norms.

By providing support in carrying out coaching, such as keeping an eye on the actions of teachers, staff, and students during the teaching and learning process, the principal directly administers discipline to school members. Five responsibilities of a good leader are to encourage the capital that the principle owns. A passionate catalyst, a visionary motivator, a controlled liaison, a determined implementer, and a wise expert are the five positions. 18 character qualities are included into every classroom activity at schools, and this role helps to nurture such values. The family, the home, the educational setting, and the community all need to be involved in character education. Reestablishing the communication and educational network between the three educational settings is the primary action that has to be conducted. As long as there is no harmony and continuity among the three educational contexts, the construction of the nature and character of education will never succeed. Given this reality, it is clear that the family, school, and community

all play significant roles in shaping the character of quality students. Character development in schools is accomplished by exceptional principal leadership, character-building teachers, and character-development initiatives. The school carried performed the task.

By involving instructors and students in character-building activities more frequently, principals can improve behavior management. Teachers need to be knowledgeable about character education and study the best practices for putting it into practice. The principal's leadership position in the school entails constant modeling, effective instruction (teaching), and character development (reinforcing) for all school personnel (teachers, pupils, and staff). The point system and disciplinary measures at the school are also evaluated by the principal.

D. Conclusions

The principle of SMA Negeri 3 Kayuagung has contributed well, according to the findings of the research that has been detailed. According to the research's findings, a school principal's leadership improves student behavior through a personal approach, a legal approach, and an exemplary approach. The inhabitants of SMA Negeri 3 Kayuagung are encouraged and given complete trust by the school administration through this strategy so that they can create a culture of discipline at school. These initiatives have an effect on the discipline of students by ensuring attendance, full involvement in all school events, particularly those involving teaching and learning, adherence to the schedule/time set by the school, observance of rules, and upholding etiquette.

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