

A Critical Analysis Of Discipline And Teacher Skills Through Principal Role Modelling

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Abstract: This study aims to describe the principal's role model in improving teachers' discipline and ability in learning at SDN Kalijaran 01 Maos Sub-district, Cilacap Regency. The method used in this research is a qualitative approach. The research subjects consisted of 1 principal and 7 class teachers and 1 Islamic Religious Education subject teacher. Data collection techniques used interviews, observations, and documentation studies. Activities in data analysis are data reduction, data presentation, and conclusion drawing. The results showed that the role of the principal as a role model is very effective in improving teacher discipline, especially teacher attendance at school. The principal as a role model by giving examples and habituation is expected to have a positive effect on improving teacher discipline which will affect the improvement of the quality of education in the school he leads.

Keywords: Teacher Ability, Principal Role Model

1. Introduction

As outlined in the Indonesian Law number 14 of 2005 about Educators and Instructors, it is explicitly mentioned that a teacher is recognized as a skilled educator whose primary responsibility involves nurturing, directing, instructing, evaluating, coaching, and appraising learners, spanning from early childhood education, primary education, secondary education, to formal education [1]. The duty of educators as agents of learning encompasses serving as facilitators, supporters, stimulators, sources of inspiration, and architects of learning experiences for students.

Considering the duties and roles of teachers that are very important for students, a teacher must have very adequate competencies, which are certainly not easy to obtain except by attending professional education. Teacher competencies that must be mastered according to Law of the Republic of Indonesia number 14 of 2005 article 8, include personality competence, pedagogic competence, social competence, and professional competence [2].

Discipline is a rule executed with a resolute mindset and full responsibility. Discipline holds immense significance for employees or teachers. Without discipline in every employee or teacher, achieving optimal outcomes becomes challenging and can besmirch the reputation of a company, organization, and the realm of education. Good discipline mirrors the extent of one's sense of responsibility towards assigned tasks. Work discipline needs to be enforced, and in cases of indiscipline, action must be taken in the form of strict and non-negotiable penalties or sanctions. Through rigorous penalties or sanctions, discipline will align with the intended

objectives. A disciplined individual will invariably become accustomed to adhering to it and eventually find satisfaction after several years of practicing it [3].

Based on the researcher's observations at SDN Kalijaran 01, Maos Sub-district, Cilacap Regency, it's evident that many teachers still lack discipline, particularly concerning their attendance at school and the implementation of classroom learning. They do not diligently utilize carefully formulated plans. Teachers are frequently seen entering classrooms and inquiring about previously delivered material, even when students are engrossed in conversations. This happens despite having established class schedules, and the lack of attention to student characteristics results in learning being solely focused on completing material from Student Worksheets. Therefore, it becomes imperative to motivate or inspire the school principal as a role model through professional guidance and examples of quality teaching.

The primary responsibility of a teacher lies within the realm of teaching and learning activities. These activities encompass planning lessons, executing teaching methods, and assessing student learning. The execution of these three components serves as the pivotal factor in the effectiveness of teachers fulfilling their roles as educators. Furthermore, these aspects can also function as a yardstick to evaluate teacher performance in the context of their responsibilities within the school environment [4].

As an educational institution, schools require leadership, particularly principals who can serve as exemplary figures for teachers. Simultaneously, teachers should also aspire to be role models for their students, aiming to actualize the collectively established vision and mission in order to enhance the educational standard.

School principal leadership is the ability to mobilize existing resources within a school and utilize them optimally to attain desired goals. This signifies that principals can influence the achievement of the pre-planned school vision and mission [5]. Principals should serve as points of reference for building additional knowledge among teachers, preventing behavioral issues both among teachers and students, as well as between teachers and parents. Principals must proactively impart skills, procedures, timelines, consequences, and expectations, ultimately formulating an implementation plan that identifies new skills prospective teachers should master [6]. The role of the School Principal must be supported by personality, knowledge, and skills that can be set as examples for teachers, students, and all school community members. This enables them to carry out learning activities both within and beyond classrooms, aligned with the formulated vision, mission, and objectives. Principals who empower teachers through leadership can serve as role models, displaying willingness to listen to teacher concerns and accept their feedback, thus enhancing teacher work motivation [7].

A leader must be able to be a positive role model for all elements under their leadership. Exemplary leadership is highly necessary for every subordinate in any organization or institution. A leader serves as a role model; they are a place of learning for their subordinates. A leader who can set a positive example will find it easier to instill work discipline among their subordinates. Conversely, a poor leader will struggle to enforce work discipline among their subordinates. As a school principal needs to be an example for their employees, both teachers and staff, if they want these employees to have work discipline in line with the principal's expectations [8].

Research conducted by Riki Batubara, Rusdinal, and Nurhizrah Gistituati further elucidates that the leadership style employed by a principal who respects every teacher's ideas and discusses each policy to be taken shapes students' character at school. The principal incorporates several aspects, including discipline, responsibility, and cooperation [9]. In Ragil Utomo's study,

the findings show that the role of the school principal in enhancing teacher discipline encompasses being a manager, a supervisor, and a role model. A teacher must be able to apply discipline to themselves and also to their students; they must exhibit good behavior as a role model for students, as discipline will not be implemented by students without a tangible example [10]. By providing an example or role model to influence teachers, it is important to note that no matter how good the rules made by a leader are, they will not be effective if the leader does not set an example for their subordinates [11]. The research conducted at SDN Kalijaran 01 aims to portray the role model of the school principal in enhancing teachers' abilities to conduct classroom learning and to cultivate a harmonious school culture, both between teachers and the principal, the principal with students, and teachers with students, thereby improving education quality.

2. Research Method

This research involves descriptive research using a qualitative approach. The research aims to explain and depict the role model of the school principal in assisting teachers to enhance discipline and learning abilities within the classroom, along with the capacity to foster a harmonious school culture to improve education quality.

The primary data collection is conducted through participant observation, in-depth interviews, documentation studies, and a combination of these methods, known as triangulation [12]. The informants for this study comprise 4 teachers from SDN Kalijaran 01, located in Maos Subdistrict, Cilacap Regency, discussing the Role Model implemented by the Principal.

The data analysis technique employed in this research employs the Miles and Huberman model, an interactive model featuring three core elements: data reduction, data presentation, and conclusion drawing/verification [13].

3. Results and Discussion

Based on the research conducted at SDN Kalijaran 01, Maos Sub-district, Cilacap Regency through interviews, observations, and documentation, the researcher will present in general terms related to the principal's role model in improving the discipline and ability of teachers to conduct learning in the classroom, as follows:

The principal's ability to enhance teacher discipline, especially school attendance and the ability of teachers to conduct learning in the classroom, requires a school principal who can serve as an example or role model for teachers through their words, actions, or deeds, and who can also provide inspiration and motivation to their subordinates. As a result, all school programs must be well-planned, as every activity, regardless of its form, has specific steps that need to be followed. This applies to both teacher discipline and the principal's efforts to optimize the execution of teacher-led learning in the classroom. The success of a principal in their leadership role is inseparable from their function as a manager who bears full responsibility for implementing programs within the school. Management capabilities encompass the ability to plan, organize, implement, and control. With these competencies, it is expected that every leader can motivate and nurture discipline among their team members, thereby demonstrating commendable performance [14].

Data Analysis Technique: To analyze the data, the researcher employs a method in accordance with the Miles and Huberman approach as outlined in (Pratiwi, 2017), which suggests that qualitative data analysis should be interactive and continuous until saturation is achieved. This involves activities such as data reduction, data presentation, and drawing/verifying conclusions from the data. The analysis steps are depicted in the chart below [15]:

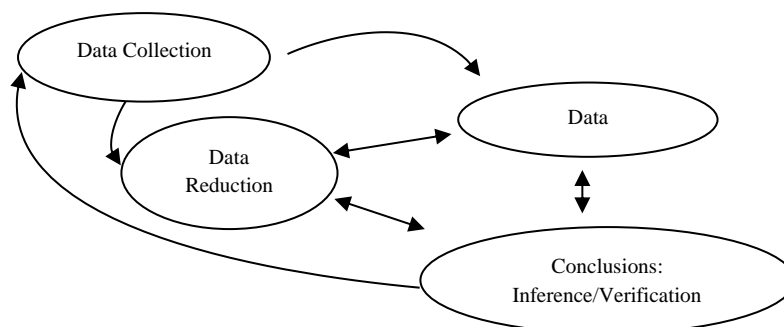


Figure 1. Data analysis according to Miles and Huberman in (Pratiwi, 2017)

The primary focus of this Role Model research is data collection. Following this, the researcher engaged in data reduction. Data reduction involves aligning the gathered data from the field with the research's central focus. After reduction, the subsequent step is data presentation. In this study, data will be presented in the form of narrative text. Concluding remarks are drawn based on the data collected within the research duration; hence, these conclusions remain provisional. Subsequently, valid and consistent supporting evidence is sought until information saturation is achieved, allowing for the formulation of credible conclusions.

The outcomes of interviews conducted by the researchers regarding the role of the principal as a role model at SDN Kalijaran 01 yielded the following findings: According to Mr. Eko (a grade VI teacher), the principal's endeavors in implementing teacher discipline are commendable. The enforcement of discipline has led teachers to become more attentive and proficient in fulfilling their responsibilities. However, several obstacles still cause teachers to occasionally arrive late, despite the positive impact of discipline. This implementation of discipline has encouraged teachers to manage their time more effectively, ensuring that lateness is minimized. Additionally, the practice of school supervision proves vital as it serves as a reference and benchmark for evaluating how teachers provide services and conduct classroom instruction.

The regulations and programs that have been implemented include:

- a) Developing a teacher duty schedule within the Child-Friendly School program and morning literacy activities, along with discipline rules, particularly emphasizing teachers' punctuality in adhering to the agreed-upon school timings.
- b) Establishing an academic supervision schedule, involving mutual agreement on teacher availability to oversee classroom learning activities.
- c) Introducing a morning duty program involving the demonstration of classical literacy for all students from grades I to VI. This activity is conducted outside the classroom, allowing for the identification of both tardy teachers and students.

According to Mrs Narti (class V teacher), the principal as a manager always tries to improve discipline, especially teacher attendance by always reminding attendance and making a teacher attendance schedule, besides that, the principal's supervision of learning in the classroom is very necessary, because in addition to improving administration, it is also to be able to carry out learning better.

Mrs. Dwi added: "The principal's commitment to enforcing rules aimed at enhancing teacher attendance discipline is evident in the principal's resolute actions to maximize the established and mutually agreed upon disciplinary regulations. One of the key regulations pertaining to attendance discipline requires teachers to be present at least 10 minutes before the school bell rings and to duly record their attendance upon arrival."

In relation to the principal's approach to implementing teacher discipline regulations, Mrs. Sus Erna, the principal, further explained: "The strategies we employ to oversee and guide teacher discipline include:"

- a) Implementation of guidance and counseling: Teachers who arrive late receive gentle reprimands and are guided to promptly enter their classrooms to fulfill their responsibilities. Additionally, they are reminded that they can approach the principal's office for guidance and collaborative problem-solving to address the underlying reasons for their tardiness.
- b) Group coaching during school meetings: A scoring or evaluation system is introduced for each teacher as a remedial measure. This approach aims to promote punctuality and improve future performance. The accumulation of higher scores can contribute to reducing the Teacher Performance Assessment, which is a crucial component for meeting the teacher promotion criteria.

She continued: "The principal will lead by example, starting with self-discipline, and provide direct motivation for teachers. This encourages other teachers to follow suit and commit to adhering to the agreed regulations. It's not uncommon for the principal to arrive earlier than the stipulated time, as outlined in the school attendance regulations, to welcome the teachers. This creates a sense of reluctance and embarrassment among teachers who find themselves arriving late."

Mrs. Endang (grade 1 teacher) explained that efforts to enhance discipline include daily teacher rotations for attendance monitoring and the practice of literacy before beginning learning activities. The principal sets the example, and then the practice is shared among teachers for implementation across classes. Speaking of supervision activities, Mrs. Wati (grade 3 teacher) added that principal-led supervision enhances teacher motivation in preparing for classroom learning.

Mrs. Upi (grade 4 teacher) further detailed the principal's efforts in fostering teacher discipline. These include setting an example of early departure, gentle reprimands for tardiness, and assigning teacher rotations for attendance monitoring. These actions contribute to timely departures. Mrs. Intan (grade 2 teacher) emphasized that supervision activities conducted by the principal are invaluable, enhancing teacher preparedness and learning quality. Constructive criticism and suggestions are provided, nurturing an environment of continuous improvement.

Mr. Zuhdi (Islamic Education teacher) emphasized the relentless efforts of the Principal to improve discipline, such as setting an example, reminding teachers to adhere to the online attendance requirements established by the Cilacap Regency Government, and considering the implications for the Income Improvement Allowance for Civil Servants if lateness occurs. Mr. Zuhdi highlighted the importance of principal-led supervision, enhancing teacher skills, and

student engagement in the classroom. This provides valuable assessment and assistance for teacher progress.

Principal's Role as a Role Model: As the head of an educational institution, the principal serves as a figure to emulate within the school community. Actions taken by the principal should inspire and drive teachers. Mrs. Intan stated: "One of the principal's roles is to provide direct motivation through personal example. The commitment to adhere to regulations is evident, with the principal often arriving earlier than stipulated to welcome teachers. This instills a sense of accountability among teachers to arrive on time." She added, "The principal's exemplary actions have notably improved teacher attendance discipline."

The principal plays several pivotal roles in fostering teacher discipline, including:

- a) Formulating rules through school meetings.
- b) Establishing regulations for class schedules and daily routines, agreed upon by teachers.
- c) Offering reprimands, guidance, and motivation to teachers, individually and collectively, to enforce the rules and emphasize the significance of discipline.

Therefore, the principal's roles encompass that of a role model, manager, and supervisor. The role model dimension involves the principal leading by example, encouraging emulation among staff. The supervisor role includes oversight, guidance, and action planning, while the managerial role involves overall responsibility for the school's educational program. Research results indicate an increase in teacher attendance discipline due to the principal's exemplary actions [16]. Bass and Reggio's theory confirms that principals must embody the desired behavior for optimal results [17].

The principal implemented regulations through school meetings, particularly concerning teacher attendance, requiring teachers to be present 10 minutes before class. Latecomers must promptly notify the principal with a clear reason, ensuring a substitute teacher is available. This regulation contributes to improved discipline at SDN Kalijaran 01.

Moreover, through supervision, the principal privately reviews the results with concerned teachers, offering input and guidance in a supportive, non-embarrassing manner. This approach ensures the principal is not only a supervisor but also a friend, fostering a sense of camaraderie and mutual learning. The principal's consistent role modeling across school activities contributes to enhanced teacher discipline and education quality at SDN Kalijaran 01.

4. Conclusion

The principal's exemplary role exhibited at SDN Kalijaran 01 serves to enhance both the discipline and teaching proficiency of the educators within the classroom. Furthermore, it plays a pivotal role in fostering a harmonious school culture, achieved through the principal's leading-by-example approach. Positioned at the forefront, the principal establishes the standard for subordinates to emulate, particularly in adhering to the school's disciplinary regulations. This proactive approach instills a sense of punctuality and conscientiousness among teachers regarding their attendance.

Beyond the role of a mere role model, the principal assumes a multifaceted role as a supervisor, overseeing, guiding, preparing, and determining the strategic actions to be implemented across the entire school. A comprehensive supervision program is meticulously curated to evaluate the continuous development of pedagogical skills, thereby providing an

indispensable benchmark for assessing the efficacy of teachers' instructional delivery within the classroom. Moreover, the principal undertakes the responsibilities of a proficient manager, wielding full accountability for the comprehensive spectrum of school programs designed to elevate the educational caliber at SDN Kalijaran 01.

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