

Principal Training and Supervision in Improving Teacher's Discipline and Performance

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Abstract – This study aimed at finding out teacher's discipline, performance, supervision in improving the discipline and performance of teachers in 29 public schools in Pulau Rimau. The sources of data were principals and teachers. The research method was qualitative by using interview. The results of the study showed that 1) guidance and supervision of school principals is carried out by conducting class visits, meetings, training, and watching and supervising the discipline and performance of teachers. However, this activity must be routinely carried out in order to be maximal, because from the results of the research, the principal does not yet have a well-arranged schedule; 2) the picture of discipline seems to have run quite well, but it still needs to be improved considering the learning process requires a high level of discipline; 3) teacher's performance at SD Negeri 29 Pulau Rimau has not run optimally, especially when learning it is still found by teachers who use learning using conventional methods; 4) the obstacle found is the lack of communication which makes it difficult for the pattern of guidance and supervision of school principals and teachers who have not been able to solve learning problems such as technology as a medium of learning.

Keywords – Coaching and Supervision, Work Discipline, and Teacher's Performance

I. INTRODUCTION

One of the national ideal, the Indonesian people must strive and continue to educate the national life through national education. Good or bad one nation will be influenced by the quality of its human resources. Development in the field of education carried out by the government and all components of society is one of the methods used to realize these ideals. The role of education is very decisive to achieve these national ideals, education which is generally carried out in schools has benefits for the place of the learning process in the aim of educating the national buds, education also serves to carry on the values of the national ancestors to the next generation (Fitria et al, 2019; Kristiawan et al, 2019; Irmayani et al, 2018).

Education aims to improve the quality of human resources through the learning process in schools. In this case the teacher is a component of human resources that must be nurtured and developed continuously, because teachers have an important role in the world of education.

Therefore the formation of teaching profession is carried out through pre-service education programs and in job programs, but not all teachers who are educated in these educational institutions are well trained, so teachers need special supervision and guidance carried out by the principal in order to carry out their duties and function optimally.

According to Hasibuan (2011) the success of an organization in implementing programs and realizing goals depends on the employees who are in the organization. In this case employees must be able to work well and in accordance with their respective abilities. Everyone in the organization will do a good job if supported by leadership that is able to foster and direct everyone towards the goals that have been determined (Andriani et al, 2018; Renata et al, 2018; Khasanah et al, 2018; Salwa et al, 2019; Murtiningsih et al, 2019). The factors that lead to the success or failure of an organization in achieving these goals are strongly influenced by two factors, the leader and the person he leads. Leaders must be able to provide satisfaction

to the people they lead in carrying out their duties so that the leadership carried out by the leader is effective and efficient. The principal as a leader within the education unit must be able to realize the goals that have been determined (Fathurrochman et al, 2019; Fitria et al, 2017; Fitria et al, 2018; Apriana et al, 2019).

Effective principal's leadership is able to provide inspiration and good examples for teachers, staff and other employees (Kristiawan et al, 2017). To become a school principal, you must first become a teacher. Then following the training to become a school principal, after getting a letter of learning then the appointment of the school principal can be carried out.

A teacher is required to be disciplined, both disciplined in teaching, discipline coming and going of school and disciplined in other activities (Wandasari et al, 2019). Then the teacher at work must be aware of their duties and responsibilities, not because they have a fear of the principal as a leader in an educational institution. In this case, the school principal has enough role as educator as manager, as administrator, as leader, and the principal acts as supervisor. Therefore educational supervision is needed to stabilize teacher's performance, because the principal is a functional teacher who has the task and responsibility to lead the school which is a place of learning between teachers and students (Wahjosumidjo, 2005; Renata et al, 2018; Apriana et al, 2019; Sarina et al, 2019).

According to Ramly (2006) the principal/teacher is a mirror for students and the wider community. The school principal/teacher as a mirror gives reflection of himself about how he sees himself, his future, and the profession he is engaged in to realize the desired goal of success of the educational institution. Teachers are expected to carry out the noble task of educating the younger generation. That is, the teacher is the spearhead of education that directly interacts with students, because it is in fact the teacher is the determinant of the future. On the other hand, a teacher is faced with many challenges such as the development of an era that prioritizes the development of science and technology, but the work of teachers is not supported by adequate facilities and some schools have a less conducive work environment. Therefore, the ability possessed by teachers is first studied diligently in universities, and then there is recognition of the legality of the position of the teacher, both from the community and the government (Sagala, 2009).

The role of teachers at this time has been largely ignored, many people believe that teachers can be replaced

with the development of the current era, such as the role of teachers replaced by learning that is online and only needs to use electronic applications and media. The community is not aware that the task of the teacher is not just a matter of teaching, but many other tasks that cannot be done through online learning, such as guiding students with morals, fostering student's behaviour and teaching learning with the natural surroundings.

According to Aan and Cepi (2006) the school is one of the formal educational institutions that is trusted by the state and the community to prepare human resources so that they do Galan with the development of an increasingly advanced era. Therefore, leaders who have character in accordance with national culture and religious values are needed to be able to advance education. One of the principals' efforts in promoting schools to perform well is to provide guidance to teachers. The coaching is done so that teachers carry out their duties honestly, responsibly, effectively and efficiently. Teacher performance is the result achieved by a teacher in carrying out the tasks that are charged. Teacher performance will be successfully carried out well if the teacher is able to carry out high commitment in teaching assignments, mastering and developing learning materials, discipline in teaching and other assignments, creativity in the implementation of teaching, collaboration with all school members, leadership that is a role model for students, a personality that is good, honest and objective in guiding students and their responsibilities towards their assignments.

In educational institutions, of course the school principal has a very influential leadership role in the school environment for which he is responsible. Principals as leaders in educational organizations have a duty to be able to guide and direct teachers in order to improve their quality as educators. In addition, the principal must also be able to create a healthy atmosphere of school life that encourages teachers, administrative staff, students and parents of students to unite the will, thoughts and actions in effective cooperative activities for the achievement of school goals (Purwanto, 2009; Tobari et al, 2018; Lian et al, 2018).

Therefore the principal's job as the leader is to assess teacher performance. This assessment is important to do considering its function as a leadership evaluation tool for school principals. The problem of discipline and teacher performance is an important issue related to improving the quality of education so that the problem becomes the attention of the government and related parties. This problem is also strongly felt in the 29 Primary Schools (SD) of Pulau Rimau, Banyuasin Regency.

Based on observations on SD Negeri 29 Pulau Rimau, information was obtained that disciplinary issues and teacher performance are still complex problems. First, teaching and learning activities in schools often do not run smoothly because of the frequent delays and absences of teachers. This is because there are still many teachers who do not yet have a high awareness of their tasks and responsibilities. Teacher absenteeism data also shows that there are some teachers who are still late and do not attend school.

Second, administrative activities related to teaching administration such as the making of Learning Implementation Plans. This administration activity did not go well because there were some teachers who could not and did not understand how to make administration according to the procedure. This is made clear by the learning tools submitted or collected which never change or are always the same every semester and every year. Only change the date and year. The results of supervision conducted by the school principal for class administration showed an average value of 71 which was included in the adequate category and the administration of learning planning showed an average score of 66 categories sufficient (data attached). This data makes clear that the administrative activities of the teacher have not run optimally.

Another thing can be seen that there are still teachers who have not obtained a Bachelor degree. In addition, the learning methods used are monotonous and do not use updated methods. As at the time of observation it was known that most teachers still used lecture learning methods, where the teacher who was the center of Kuarang learning gave students the opportunity to think critically. These disciplinary and performance issues are indirectly influenced by the principal's leadership.

This problem certainly raises questions about the role of the school principal. According to research conducted by Andayani (2018) with the title Supervision of Principals in Improving Teachers at SDIT Al-Fikri, BTP Makasar, explained that one of the low performance of teachers at SDIT Al-Fikri was due to the absence of awards given by the school principal. In addition, encouragement and guidance by the principal has also not been done so that teachers do not carry out their duties and responsibilities properly.

Furthermore Sukendar's research (2013) explains in detail about the principal who has an influence on teacher performance. this is clarified by the results of his research

found that there is a positive influence on principals' leadership skills on teacher performance expressed by the equation $Y = 82.966 + 0.590 X$, the strength of correlation is 0.499 with a contribution of 24%.

From both studies at above, it can be seen that the guidance and supervision of school principals greatly affect teacher performance, if the coaching is not done well then teacher performance will also not be good. However, in a research Sukendar explained that the principal had an influence in improving teacher performance. So it can be concluded that the good and bad performance of teachers is greatly influenced by the principal's leadership role.

Supervision conducted by the principal is very important and of course the principal will also provide guidance to the teacher when making mistakes in carrying out the task, so that directly or indirectly will have an impact on teacher performance, and automatically the teacher also feels responsible for the task tasks assigned by the principal and carry out their tasks productively, effectively and efficiently. The reality is the discipline and performance of teachers in an educational institution depends on how the role of a school principal in giving policies to teachers. therefore it is very important for school principals to provide guidance and supervision of employees in the school environment.

Guidance and supervision of school principals is very influential and very decisive to the school's progress. A teacher has the main task to teach and guide students to learn certain subjects while the principal's main task is to lead and manage / coordinate the teacher and his staff to do their best to achieve school goals. Leading and managing is very easy to say but difficult to implement because it requires special skills and sacrifices, now the most rare is exemplary.

Based on these facts it is important to conduct research related to the problem of guidance and supervision of school principals. Limitation and this research is the link between coaching and supervising the improvement of discipline and teacher performance. Based on this explanation, the researcher is interested in conducting a research entitled "Guidance and Supervision of School Principals in Improving Discipline and Performance of 29 Primary School Teachers in Pulau Rimau, Banyuasin Regency".

II. METHODS

In this study the approach used is qualitative, because the data collected and analysis are more qualitative in nature. The qualitative method aims to understand the meaning behind visible data. Social phenomena often cannot

be understood based on what people say and do (Sugiyono, 2013).

Related to qualitative research, Arikunto (2002) argues that the research referred to is qualitative naturalistic, namely the conduct of research naturally, as it is, in normal situations that are not manipulated by circumstances and emphasizes description naturally or natural data collection. With this characteristic, direct involvement in the field is demanded. The reasons for choosing qualitative research methods are: 1) this qualitative research method is appropriate to the type of research conducted, 2) this research requires researchers to go directly into the field in obtaining data, 3) with this method the researcher can reveal all phenomena and circumstances as well as data obtained is described as is. Then to get the data needed in depth about knowing the guidance and supervision of school principals in improving discipline and performance of 29 elementary school teachers in Pulau Rimau, Banyuasin District, data collection techniques are needed.

Data collection techniques are the most strategic step in research, because the main purpose of research is to get data. Without knowing data collection techniques, the researcher will not get data that meets the established data standards. When viewed in terms of the way or data collection techniques, then the data collection techniques can be done by observation (observation), interview (interview), questionnaire (questionnaire), documentation and a combination of the four (Sugiyono, 2018). In this case the research subjects are 29 Primary Schools in Pulau Rimau, Banyuasin Regency, which are expected to provide detailed information and descriptions. This study uses a qualitative analysis method, in which the data reduction component, and the data presentation is carried out in conjunction with the data collection process after the data is collected, the three components of analysis (data reduction, data presentation, drawing conclusions) interact. This is to answer the first problem of the research. In principle, there are two ways to analyze data: statistical data analysis and non-statistical data analysis, this depends on the data. There is also non-statistical data analysis, which is also called qualitative analysis, namely analysis that does not use mathematical models, statistical and econometric models or certain other models.

Researchers use triangulation techniques to check the validity of the data. Triangulation is defined as checking data from various sources, various ways, and various times, so that there is triangulation of data sources, triangulation of

data collection techniques, and triangulation of data collection time, Sugiyono (2013).

III. RESULTS AND DISCUSSION

Related to the guidance and supervision of teachers, the principal can carry out several activities to guide and supervise the abilities of the teaching staff. According to Mulyasa (2005) such coaching and supervision activities can be carried out by carrying out professional teacher training, enhancing teacher professionalism specifically through seminars and training and increasing teacher professionalism through PKG (Teacher Work Strengthening) and KKG (Teacher Working Groups).

In addition to coaching activities and supervision of the ability of educational staff, Mulyasa (2005) also said that coaching activities are influenced by other factors including reward, punishment and motivation. Akhmad (2010) states the pattern of coaching and supervision of teacher quality improvement or professionalism globally can be classified into two 1) individual techniques are techniques that involve the principal with the supervision of each teacher. This technique also allows the principal to get to know the abilities and qualities of each teacher so that he can provide appropriate input and direction. This technique can be done in the form of activities such as class visits, observation visits, guiding teachers on personal learning and or overcoming problems experienced by students and guiding teachers in implementing school curricula; 2) group technique is a supervision technique that is done as a group. This technique involves the principal with the supervision object of the group of teachers in accordance with their duties, responsibilities. This group technique can be done by holding a meeting, group discussions, training upgrading, workshops and field-trips.

Based on the description of the results of interviews about the guidance and supervision of school principals through supervision techniques carried out either through individuals or groups it can be concluded that the principal uses the following strategies 1) the principal as a listener for teachers who convey problems and difficulties in learning at school; 2) the principal as a motivator for teachers provides direct support for teachers to continue to be able to improve their abilities and knowledge in teacher professionalism; 3) the principal as a guide for the teacher to direct the activities carried out after attending the training; 4) the principal as a problem solver by discussing with the teacher to find the best solution in solving problems at school.

Work discipline is the ability of a person to regularly and continuously work according to the rules that apply by not

violating the rules that have been set. A teacher who has high work discipline will continue to work well even if not supervised by the principal. With high work discipline, the teacher will not steal time at work and will follow the rules in the school. Discipline is a very important factor for teachers in their assignments, because with discipline the learning process will run very well, otherwise if the teacher cannot be disciplined then the work will not be organized and organized so that the learning process does not run optimally.

Based on the principal's interview, it is known that any undisciplined teacher will get a direct warning from the principal. To be able to obey the rules that have been set, the discipline of teachers is very important so that the guidance and supervision conducted by the principal determines the results later. Therefore the role of the principal in shaping the discipline of teachers is very important. Discipline is not just a matter of attendance, but also the duties and responsibilities of teachers that must be done and completed on time. So in addition to the presence of the principal also pay attention to the duties and responsibilities of teachers.

Teacher performance in schools is one important factor in achieving the targets and objectives of the school that has been set. Teacher performance can be seen from the daily work of teachers. Teacher performance must also be assessed so that the results can later be used as a measure of organizational success in fulfilling its vision and mission. By evaluating performance there will be efforts to improve it and improvements can be made more systematically. Performance assessment can be in the form of technical, conceptual and interpersonal relationships.

Based on interviews with performance appraisal in the aspect of teacher technical ability at SD Negeri 29 Pulau Rimau, it can be concluded that the use of learning methods, methods or models used in daily learning get guidance and supervision from the school principal. so the teacher is really meant to be able to improve his professionalism in teaching.

The results of interviews that the conceptual ability of teachers in performance appraisal must be done by understanding the situations and conditions that exist in schools. Adjustments to the conditions and problems at school must be done by the teacher so that the learning process is not hampered. The teacher must know how to overcome these problems.

The results of interviews about the ability of teachers in interpersonal relationships, it can be concluded that the ability of teacher collaboration with various parties in the

school environment can help teachers in completing their assignments properly. A professional teacher will not experience difficulties in collaborating with other parties. The principal as the leader must also provide guidance and oversight to the teacher on how to conduct good cooperation in the school environment.

Regarding the factors that influence the supervision and supervision of school principals to improve the discipline and performance of SD Negeri 29 Pulau Rimau teachers, it can be concluded that there are supporting and inhibiting factors. Supporting factors in this study are the education staff, SD Negeri 29 Pulau Rimau teachers have good qualifications and almost 90% of the teachers are civil servants. So that teachers have responsibilities in accordance with the position and mandate given by the government. Then the inhibiting factor is the willingness of teachers to improve the quality is not optimal, besides the lack of communication between teachers and principals makes the principal experiencing difficulties in conducting coaching and supervision. And some teachers in learning also have not been able to master technology such as the use of projectors as learning media.

IV. CONCLUSION

Based on the results of research on the guidance and supervision of school principals in improving discipline and teacher performance at SDN 29 Pulau Rimau, it can be concluded that: 1) Guidance and supervision of school principals is done by conducting class visits, conducting meetings, training, and seeing and supervising how the discipline and performance of teachers. This effort is one of the strategies used by the principal of SDN 29 Pulau Rimau. However, the principal's strategies and activities must be routinely carried out in order to run optimally. Because from the results of the research the principal does not yet have a schedule arranged to conduct supervision and coaching activities for teachers; 2) The picture of the discipline of teacher at SD Negeri 29 Pulau Rimau seems to have run quite well, this can be seen from the teacher absenteeism data that arrived on time. However, learning administration activities still need to be increased again, because in the results of the field, some teachers have not yet completed administrative activities such as the completeness of learning tools; 3) The performance of teachers at SDN 29 Pulau Rimau can be said to have not run optimally, especially during learning. This is made clear by the finding that there are still teachers who have not been able to use learning media such as laptops and projectors. In addition, teachers are also impressed with conventional learning that is more focused on the teacher as the main media; 4) Factors

influencing the guidance and supervision of school principals in SDN 29 Pulau Rimau are the lack of communication between teachers and school principals, making it difficult for school principals to provide guidance and supervision in efforts to improve teacher discipline and performance. In addition, learning problems that are still monotonous because they have not followed the development of science and technology make it difficult for school principals to conduct coaching patterns

ACKNOWLEDGMENT

We would like to express our special thanks and gratitude to Rector Universitas PGRI Palembang, Director of Graduate Program and the teachers of Primary School in Pulau Rimau who gave us the support to do this wonderful project. This project was funded independent. Secondly, we would also like to thank our friends in Management of Education who helped us a lot in finalizing this project within the limited time frame.

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