

Principal's Leadership in Improving Teacher's Work Ethic in Primary School

Slamet Sutoyo¹, Yasir Arafat², Yessi Fitriani³

¹SD Negeri 10 Pulau Rimau,

²Universitas PGRI Palembang,

³Universitas PGRI Palembang



Abstract – The role of a school principal is very important in determining the success of an education. The good and bad of school organization depend on the leadership pattern of the school principal. The principal must be able to build a high work ethic for his employees in this case namely the teacher. This study aims to determine: 1) Principal leadership in improving the work ethic of teachers in SD Negeri 17 Pulau Rimau, 2) Leadership of principals in improving teacher work discipline at SD Negeri 17 Pulau Rimau, 3) Leadership of principals in improving teacher morale at SD Negeri 17 Pulau Rimau. The data source of this study amounted to 10 people, namely the principal, 9 teachers. The research method uses qualitative with the data collection technique is interview. The results showed that: 1) The headmaster's leadership in improving the work ethic of teachers at SD N 17 Pulau Rimau has been done in various ways such as trying to create a conducive work environment, good cooperation for each school component, providing appropriate salaries, communicating and providing adequate facilities for both teachers and students in the learning process, 2) Discipline of work at SD N 17 Pulau Rimau has been implemented by the teacher, but there are still running some who are less disciplined in attendance due to various reasons and interests of each individual, 3) The principal has performed his role for increase teacher morale. This is made clear by support such as trying to create a comfortable learning environment, taking into account the needs of teachers, and providing opportunities for all teachers to improve their competence.

Keywords – Leadership, Work Ethic, Discipline, Passion.

I. INTRODUCTION

Education is the foundation in living everyday life. With education life activities will run more easily. In Law Number 20 Year 2003 concerning the National Education System Article 1 paragraph 1 states that education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual, religious, self-control, personality strength, intelligence, noble character, and the skills needed by him, people who try to develop their own potential through the learning process that is available at the track, level and type of education (Kristiawan et al, 2019; Fitria et al, 2019).

Education is a form of planning to build a good national for human resources and economically. In building education, it is necessary to pay attention to the components contained therein. The main component in education is human resources, because it will shape the quality and quality of education. Human resources which are the main components in an education are a teacher or an expert. In educational institutions such as schools will need human resources. The success of a school depends on how the teacher's performance and the principal's leadership (Andriani et al, 2018; Apriana et al, 2019; Wandasari et al, 2019; Irmayani et al, 2018).

Principals as leaders of educational institutions in schools have a very vital role and influence on the sustainability of learning. The principal must be able to set a good example for his subordinates. So that the principal can foster teachers to be able to work optimally. A job will run well if supported by a high work ethic and good cooperation in every component of the organization. The role of the principal is needed to be able to foster teachers in carrying out their duties and responsibilities properly for the stated purpose (Tobari et al, 2018; Murtiningsih et al, 2019; Salwa et al, 2019; Khasanah et al, 2019).

The principal as a school leader has a special position. Because it is directly related to national education. According to Rivai (2010), it explains that a position describes what is given to those who have that position. The main role as a principal that distinguishes it from other leaders is because the principal is directly related to education. Principal's leadership is based on certain criteria that must be possessed to be able to carry out their duties and obligations as a principal. Further Rivai (2010) explained about what qualities should the principal have? First, the principal must understand what he wants to achieve (vision), and how to achieve it (mission). Second, the principal must have a number of competencies to carry out the mission in order to realize that mission. And third, the principal must have a certain character that shows his integrity (Renata et al, 2018; Sarina et al, 2019; Lian et al, 2018; Risdianto et al, 2020).

Leadership is a process to influence other people or subordinates in carrying out steps and activities in order to achieve common goals. Because of that leadership can be said as a form of action to influence others to follow it for a mutually agreed goal (Purwanti, 2013). The development of enthusiasm for work, harmonious cooperation, interest in the development of education, a pleasant working atmosphere and the development of professional quality among teachers is largely determined by the quality of the principal's leadership. According to Fatah (2011) in the management process involved the main functions displayed by a manager/leader, namely; planning, organizing, leadership and Controlling. The key to the success of schools in developing education is the principal. So the principal must be able to improve and improve the program at school (Fathurrochman et al, 2019).

In addition to the principal, there is an element that is no less important in improving the quality of education, namely teachers. The teacher is a bridge of knowledge for students. It is said to be a bridge because the teacher transfers knowledge and educates students with spiritual values that are in

accordance with a nation's character. The teacher has a heavy responsibility, because the teacher is directly educating, teaching and assessing the activities carried out by students at school. The task of the teacher is indeed very heavy, but it is a very noble task as well. Because the teacher can realize the ideals of students and the ideals of a nation. Therefore, teachers must have four competencies, namely pedagogical competence, personal competence, professional competence, and social competence. Furthermore according to Kristiawan (2017) if teachers and staff have a high work spirit, are creative, are open, then one of the functions of the principal as an education leader to improve the quality of education will run well. This situation is determined by the form and nature of leadership by the principal, so that the teacher becomes professional.

In carrying out their duties, teachers must have a high willingness to work. Without high morale, the learning process will not run effectively and efficiently. Therefore the success of learning depends on the teacher, the teacher must have a good work ethic. In carrying out their duties, a teacher also really needs encouragement and guidance from a leader, in this case that is the principal. because the principal also has a stake in the continuity of education in the school. In addition, the school committee can also evaluate learning activities in order to improve the quality of education.

So the work ethic of teachers can be expressed simply that as an optimal effort a teacher in carrying out their duties and functions as an educator. According to Amirullah (2015) efforts in carrying out their duties and functions as an educator have high morale at work. Teacher's work ethic will have an impact on quality education. We see the weak side of our national education system, with the change of the educational curriculum, then it will directly or not affect the teachers themselves. So that curriculum changes can be a psychological burden for teachers, and may also be able to make teachers frustrated due to these changes. In improving work ethic, teachers are always involved in improving their personal and social quality. If this is fulfilled then success can be obtained more quickly, which is able to create students who are virtuous, have a social and professional character as they are the main goals of education itself.

The intended work ethic of the teacher is the work ethic of the teacher in the learning process, which involves internal conditions such as work discipline, attitudes toward work, work habits, hard work, dedication and loyalty, responsibility, having a strong understanding of learning, which encourages and controlling behavior towards quality of work in accordance with the norms of the teaching

profession. Teacher's work ethic will have an impact on quality education.

Every teacher must have a different work ethic. A teacher who has a high work ethic, then he will carry out his duties and responsibilities with discipline and enthusiasm so as to produce something good too. Likewise with a teacher who has a low work ethic, then he will be lazy and less responsible, half-half in carrying out teacher assignments, and the results will also not be optimal. However, we also cannot blame teachers who have a low work ethic when learning is not successful. Because many factors affect the success of education. Problems in learning sometimes affect the teacher's work ethic, for example facilities and infrastructure in learning. Every problem and solution must be looked for in order to be resolved.

Work ethic is the basis of work. The values contained in the work ethic are cultural values that can shape a person's individual character to be able to give a good performance impact for himself. The teacher's work ethic can be enhanced by the existence of a school driving force, the principal. According to Tasmara (2002) School principals are demanded to continuously improve the effectiveness of the teacher's work ethic the value of various methods and ways to empower teachers in implementing good, smooth and productive learning processes and being able to complete their tasks and work on time. This is the role that the principal must play to be able to influence the teacher in improving the work ethic.

Based on the researchers' observations and initial observations, it is known that the 17 elementary schools in Pulau Rimau are state schools which can be said to have situational leadership. In leadership like this the leadership style will adjust to the development of its members. In reality, the principal's leadership adapts to the situation of the school and the teaching staff always provides encouragement and encouragement.

The principal of SD Negeri 17 Pulau Rimau has a duty and function to increase morale in the sphere of education. The enthusiasm of work that is different in each education staff makes the principal must be able to overcome this by motivating teachers and staff in the school. Changes to the curriculum make teachers have to learn more about the learning procedures that will be delivered to students. Not to mention the teacher must attend training, workshops and continuous competency development. The difference in age at the teacher makes the work ethic different, so there are some teachers who do not have high spirits because they think they are approaching the limits of service. Therefore, it

is necessary for the principal's leadership to maintain enthusiasm and improve the work ethic of the teacher.

In addition, the large number of teachers with the status of Civil Servants (PNS) also greatly affects the work ethic. This is made clear by only 1 educator having PNS status at SD Negeri 17 Pulau Rimau, the rest are honorary educational personnel. So that honorary teachers have a different work ethic than PNS teachers. Based on the experience of researchers as teachers in SD Negeri 17 Pulau Rimau, many honorary teachers have low levels of discipline. This is evidenced by the frequent lateness of coming to school or not even going to school to work for other means of living such as gardening. Because they think that if only working as an honorary teacher is not enough to meet their daily needs.

The role of a school principal is very important in determining the success of an education. The good and bad of school organization depends on the leadership pattern of the school principal. The principal must be able to build a high work ethic for his employees in this case namely the teacher. Based on the background description above, the authors are interested in conducting research under the title "Principal Leadership in Improving the Teacher's Work Ethic in Primary Schools".

II. RESEARCH METHOD

The research method is a method used to solve research problems. This study uses a qualitative descriptive approach, where the problems discussed aim to be able to describe the circumstances or phenomena that exist. This research will understand human problems/social problems, based on a complex order, a holistic picture, arranged in words about the detailed views of the informants and carried out in a scientific setting. Qualitative research is a research procedure that produces descriptive data, in the form of words spoken orally and in writing as well as people's behavior that will be used as data analysis. Research with this mode is done naturally, because it illustrates the true state of a problem. Researchers as the main instrument have the ability to collect data directly or through respondents.

According to Sugiyono (2015) explains five types of approaches in qualitative research, namely phenomenology, grounded theory, ethnography, case study and narrative. This approach is used by the author in order to collect research data in accordance with the problem so that later a conclusion can be drawn from the results of this approach. This study uses a phenomenology approach, meaning that the writer will conduct research according to real conditions in the field based on the events that are related to the role of the principal in carrying out activities and daily activities at

school. of course the main variable is about the work ethic of teachers in schools.

Data collection is all events and things that occur in research. Data collection can be done using certain techniques according to research needs. According to Hasan (2002) there are several ways in data collection, namely questionnaires, interviews, observations, documentation, and content analysis. To obtain primary data in this study used data collection tools in the form of observation, interviews, while the documentation in the form of archives used as supporting data or secondary data. These instruments are used to obtain data about the principal's leadership in improving the work ethic of teachers in SD Negeri 17 Pulau Rimau.

Qualitative data analysis is an effort made by working to organize data, by dividing it into units that can be managed, search and find patterns, find what is important and what is learned, and decide what can be told to others (Moleong, 2010). According to Arikunto (2002) in conducting data analysis it must be adjusted to the research approach or design. In descriptive research the data collected is not numbers, but in the form of words that come from observations, texts, interviews, notes or other documents. To determine the validity of the data required inspection techniques. The technique used is the data validity technique by using triangulation techniques, namely checking the trustworthiness of the data derived from interviews, observations and documentation.

III. RESULTS AND DISCUSSION

According to Chairunnisa (2016) said that leadership is a relationship between people where one of them is a leader who will give influence to others to carry out the tasks and responsibilities given in order to achieve the goals set, while Robbins defines leadership is an effort to influence a group of people towards achieving goals. According to Nurkolis (2005) Leadership is a process to direct and influence someone who is associated with work in an organization. Each unit of the educational institution must have a principal as a leader and is a professional educational staff who are given the task, responsibility and full authority to conduct coaching activities in schools. Through this research it is expected to provide answers about how the principal's leadership in improving the teacher's work ethic. In this connection, we will look for the work ethic of teachers at SDN 17 Pulau Rimau.

Work ethic puts more emphasis on one's ability to work. This ability concerns the quality of personality that can be seen from work. The work of a teacher is to carry out their

duties and responsibilities for the success of a learning process in school. The teacher's work ethic can be enhanced by the existence of a school driving force, the principal. Therefore, the principal is demanded to constantly improve the effectiveness of teacher performance. From the results of the research in the interview the principal has done several ways in improving the work ethic of teachers such as making the work environment comfortable at school, always reminding to work in teams, providing adequate salary or wages for employees, always trying to involve all teachers and staff in take a joint decision, always trying to provide adequate facilities in the teaching and learning process.

From the interview results above, the researcher can conclude that the principal's leadership in improving the teacher's work ethic has been planned and carried out. However, the gap between teachers with PNS and Honorary status makes the work ethic less than optimal. With the same workload but different incomes make some teachers unable to work optimally, such as often being late to school or not even attending school. This problem arises because they want to find other income such as gardening and trading.

Although the efforts of the school principal have been carried out to the maximum, there are still some teachers who have a work ethic that is not maximized. It also cannot be blamed entirely on the principal, because the responsibility and professionalism of the teacher goes back to the individual teacher himself. Do they want to become a quality teacher or just become a teacher as an additional job in their income?

Based on the results of research on the leadership of the principal of SD N 17 Pulau Rimau on improving the teacher's work ethic, there are five points that can be deduced from the principal's response. These five points are: 1) The principal tries to create a comfortable and conducive work environment in the school, this is seen from trying to provide good learning facilities and maintain communication in every component of the school; 2) Always convey the vision and mission that must be achieved through good cooperation between teachers and school principals; 3) Provide an appropriate salary for the satisfaction and quality of learning in school; 4) Always make good communication and every decision for the benefit of the school is taken through mutual consultation; 5) Trying to provide adequate facilities for both teachers and students in the learning process.

The findings of researchers at SD N 17 Pulau Rimau concerning work discipline, that the work discipline of this school has run quite well even though there are still some who lack discipline in attendance due to various reasons and

interests. This cannot be separated from the large number of honorary teachers than civil servants, so honorary teachers feel they need additional work for their lives. The impact is that there are still some teachers who are late and don't even attend school because of other work such as selling, gardening and other family matters.

According to the principal, discipline starts from the principal itself by making it a habit to arrive on time. Because the principal must set a good example, so the teacher will follow the habits of the principal. The principal must be present earlier than the other staff, and return home most recently to ensure that the school environment is safe and controlled. The spirit of work is a basic part of a job. If someone works without enthusiasm, it will not get good results. To get enthusiasm for work requires a high will from within, after having a high will then there are external factors that can increase one's morale. In this study, the external factor is the boss or the principal. the principal as a leader must be able to stimulate the work spirit of the teacher through providing motivation or appreciation.

After conducting research it can be concluded that the leadership of the principal of SD N 17 Pulau Rimau in improving the teacher's work ethic (work spirit and teacher's work discipline) is: 1) The principal as the leader has the responsibility for the success of the school; 2) The principal must be able to create a comfortable learning environment so as to increase the motivation of both teachers and students; 3) The headmaster guides the teacher to be able to improve the quality of education; 4) The principal always pays attention to the needs and desires of the teacher; 5) The headmaster gives the opportunity for all teachers to improve their competencies according to their respective fields; 6) Give permission to participate in every activity such as training or workshops.

Researchers' conclusions on the role of headmaster in improving teacher morale in accordance with Hick's theory that principals are essentially a source of encouragement for teachers, staff and students. Therefore, principals must always be uplifting, confident towards the teachers, staff and students, so that they accept and understand school goals enthusiastically, work responsibly towards the achievement of school goals. From the results of the above study it can be concluded that the principal performs his role well in increasing teacher morale. This is made clear by the support provided by the school principal (Wahjosumidjo, 2010).

IV. CONCLUSION

The work ethics of teachers at SD N 17 Pulau Rimau are different, so good efforts are needed from the school

principal. The principal's strategy in improving the teacher's work ethic has been carried out in various ways such as trying to create a comfortable and conducive work environment, good cooperation between teachers and principals, providing appropriate salaries, communicating and every decision for the school is taken through joint deliberations, and provide adequate facilities for both teachers and students in the learning process. After various methods are carried out, the pros and cons of the work ethic of the teacher just depend on their personalities to carry out their duties.

Discipline of the work of teachers at SD N 17 Pulau Rimau is not optimal, especially the problem of attendance and learning tools. The school principal has made efforts to improve teacher discipline by always warning the problem of attendance, the completeness of the administration of learning and also giving direct reprimands to teachers who are disciplined. But the problem of discipline at SD N 17 Pulau Rimau must indeed be increased again, given the large number of honorary teachers than teachers who are civil servants. So that makes some teachers feel they have different duties and responsibilities than PNS teachers.

The spirit of work is closely related to discipline, if the teacher has a high enthusiasm in working then it will have good discipline too. The principal has made every effort to increase the teacher's morale. This is made clear by the supports provided by the principal such as trying to create a comfortable learning environment so as to increase teacher motivation, pay attention to the needs and desires of teachers, provide opportunities for all teachers to improve their competence through activities such as training or workshops. However, the issue of teacher salaries must be the principal concern of the school principal, because economic opinion factors from work also greatly affect the enthusiasm of teachers in working.

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