



IMPLEMENTATION OF SCHOOL PRINCIPAL MANAGERIAL SUPERVISION IN IMPROVING TEACHER DISCIPLINE AT SMP NEGERI 1 SIMPANG EMPAT

Syakwanah¹, Achyar Zein², Yusnaili Budianti³

¹SMP N 1 Simpang Empat, Indonesia

^{2,3}Universitas Islam Negeri Sumatera Utara Medan, Indonesia

syakwanah714@gmail.com

DOI: <http://dx.doi.org/10.30829/tar.v30i2.3573>

ABSTRACT

Keywords

Implementation of Supervision, Managerial Supervision, Work Discipline

This article aims to reveal how Managerial Supervision improves Teacher Discipline at SMP Negeri 1 Simpang Empat. This research uses qualitative research, with research examining directly in the field. The data collection techniques used by researchers were interviews and observations with teachers and documentation carried out by researchers in the field in order to strengthen the validity of the research data. The results of these findings include five findings: 1) Managerial supervision at SMP Negeri 1 Simpang Empat has been carried out well and in accordance with the goals and roles of the managers themselves, 2) Teacher discipline at the school is in the disciplined category. 3) the driving and inhibiting factors for teacher discipline in this school. Almost all the information that researchers have obtained is that there are two factors, namely from the individual himself (internal) and from leaders, co-workers or other demands (external). 4) Managerial supervision in improving teacher discipline at SMP Negeri 1 Simpang Empat has had very good implications, with the supervision carried out by the principal of teachers. 5) In implementing managerial supervision, school principals have their own steps in controlling the discipline of teaching staff with persuasive actions.

Introduction

The strength of education can be known from the effectiveness of the teaching carried out by teachers. Because through the role of a teacher the direction of student learning will become clearer, including learning strategies in delivering lesson material so that changes in student behavior (cognitive, affective and psychomotor) occur. Through evaluation of the learning process and results, the level of achievement of learning objectives can be determined. In this context it can be understood that: effective teaching requires careful and reflective thinking about what the teacher teaches and the influence of his actions on students' social abilities and academic learning.

For this reason, managerially it is necessary to make efforts to ensure that the implementation of learning is careful and directed according to the reality of the learning carried out by the teacher, so that supervision or supervision of learning becomes a very important activity to ensure the

achievement of objectives through conducive learning. In the field of education, supervision contains the same general concept but is adapted to all activities in each lesson. Learning supervision is part of educational supervision.

Unsatisfactory phenomena in schools are characterized by the low quality of teachers, such as the low learning culture of teachers, principals, supervisors and students who do not reflect competitive excellence. Therefore, the implementation of a quality national education system needs to provide the support of educational resources and educational staff who are professional or of superior quality. Many factors will directly and indirectly determine learning success and educational success. These factors can be classified into three groups, namely hardware which includes study rooms, practical equipment, laboratories, libraries and so on. Meanwhile, software includes curriculum, teaching programs, school management, learning systems and so on. As well as thinking tools (Brainware) that concern teachers, school principals, students and people involved in the educational process.

Teachers are the spearhead in education, therefore teachers must be able to set an example at school, in the community and within the family. Teachers play an important role in the process of forming and developing students' morals. As educators, teachers are not only tasked with delivering certain subjects, but are also required to be able to guide, direct and provide commendable examples so that they can help foster good behavior and noble morals in students in everyday life.

Teachers should ideally be made idols and respected by students, so teachers must be able to take advantage of every opportunity to demonstrate good behavior, be disciplined and instill moral values which are very important for the mental development of their students. The teacher's behavior will give its own color and pattern to the character of students in the future. Exemplary examples shown by teachers will be more easily embedded in student behavior compared to verbal learning. So teachers must have good morals and show a high level of discipline in order to be a role model for their students, so that the educational process carried out can be successful according to its objectives.

Discipline is a tool that managers use to communicate with employees so that they are willing to change behavior and as an effort to increase someone's awareness and availability to comply with company regulations and applicable social norms. Therefore, a disciplined teacher is automatically formed if the teacher is always guided and starts from small things first, then becomes a habit and finally internalized in a teacher.

However, we cannot deny that there are still many teachers who do not care about these requirements, because they do not properly understand their duties as educators. Many teachers think that if the learning process in class has been completed, then their work is finished, and it is not uncommon for them to neglect their teaching duties. The factors that cause this to happen include: First, many become teachers because of economic motives, what they need is wages from teaching, sometimes they are not sincere with the salary they receive, so they try to find additional work at the expense of their main task as educators, and do not want to know the true goals of education; Second, many teachers whose educational background has not been a teacher, which causes them to lack understanding of teacher ethics; Third, teachers' low level of personal discipline, lack of enthusiasm and sense of responsibility for carrying out their duties, lack of love for their work as educators and the belief that primary school children are enough to just teach them to read, write and count.

Research Methods

This study used qualitative research methods. Qualitative research methods are often called naturalistic research methods because the research is carried out in natural conditions where this research will produce discoveries that cannot be obtained using statistical procedures or other methods of measurement. Natural objects are objects that develop as they are regarding

social life, about history, behavior, social activities and so on, are not manipulated by researchers, the presence of researchers does not influence the dynamics of these objects.

And the reason why this qualitative method was used by researchers in this research is that the problems raised by researchers in this research are still general in nature and the truth is not yet known, so researchers assume they are able to find and understand what is hidden behind phenomena which are sometimes something that is difficult to understand satisfactorily. , that's why researchers conduct research using qualitative research methods. Based on the research that the author conducted, the data obtained cannot be quantified as a measurement in this research.

Results and Discussion

Implementation of Managerial Supervision at SMP Negeri 1 Simpang Empat, Asahan Regency.

To create an educational institution, namely a school that is of high quality and capable of being sought after by many people, a leader in an educational institution, namely the principal or manager, must be able to form and develop clear principles and regulations in accordance with the needs of the school he leads, carry out the functions and his role as top management manager in his school is to create work enthusiasm and build a team with persistent and tenacious cooperation between the manager and all teachers and staff who work to create a good work process and be able to achieve educational goals effectively and efficiently in accordance with the stated goals. desired.

Level of Teacher Discipline at SMP Negeri 1 Simpang Empat, Asahan Regency

Discipline is one of the important things that every institution needs to pay attention to, especially school leaders themselves, because by having a high level of discipline from each employee or educator and education staff, the education and learning process in an institution will create a conducive and conducive atmosphere. able to create high performance by greatly influencing the child's affective level, both in terms of physical development and the student's physical development.

Factors Encouraging and Inhibiting Teacher Discipline at SMP Negeri 1 Simpang Empat, Asahan Regency.

Based on the results of the interview above, it can be seen that in creating a skilled and quality school, it produces quality students, able to compete in any aspect who have a clean mentality who can provide an example for children who do not have the opportunity to go to school and are able to compete. With outside school discipline needs to be instilled.

Implementation of Managerial Supervision in Improving Teacher Discipline at SMP Negeri 1 Simpang Empat, Asahan Regency

Teacher work discipline is very important in a school to influence the development of students which aims to provide direct motivation for students and provide role models directly to them. Thus, to improve teacher discipline, the school principal is expected to be able to implement his management function as a manager, namely the supervisory or supervision function.

After collecting data from the research field, several research findings can be put forward. Some of the research findings can be explained as follows:

The first finding is: The application or implementation of Managerial Supervision or better known as supervision carried out by the school principal is one of the very important activities in the process of implementing education and the learning process and is also one of

the supporting factors for whether or not the education management system is moving, especially human resources. Alone.

Supervision is one of the duties of a leader in creating quality human resources in accordance with educational expectations and goals. Supervision is not only carried out by the school principal but can also apply to representatives whose role is to assist with the duties and responsibilities of a leader in the institution.

The second finding is: The teacher discipline that has been created at SMP Negeri 1 Simpang Empat, Asahan Regency is in accordance with the rules that have been made that the principal makes discipline one of the supporting factors for educational success.

Discipline is one of the rules, keys and references for employees to facilitate and realize success. Every individual has a different level of discipline, but in the process of discipline, someone who does any work, especially educators, must always uphold the rules and apply these rules with sincerity without any compulsion because a disciplined teacher will directly influence the students' discipline.

Discipline is a tool that all teachers must believe in themselves and prioritize in their work. The higher the employee's level of discipline, the higher the level of performance they will get, apart from that, discipline is also for the students themselves, meaning that they are able to create students who are able to start all work with discipline because it is known that discipline is indeed an ordinary thing, but it is a very supporting factor in the success of the educational process itself and also in the learning process because the key to achieving success is with discipline and one way to achieve discipline itself is with sincerity and awareness of the individual himself.

Third Finding: What is the driving and inhibiting factor for the discipline of teachers at SMP Negeri 1 Simpang Empat, Asahan Regency, in every activity or work there are bound to be errors which have a cause and effect, whether intentional or unintentional. In discipline for teachers who lack discipline, there are many factors behind it, such as a lack of self-awareness, a lack of sincerity in carrying out their work and a lack of fulfillment of their personal needs which makes teachers have divergent thoughts not only at school but there are still many things they have to do. think about it and it makes them not focus on their work so they only do their work half-heartedly. And for teachers whose level of discipline is high, it is also influenced by several factors including: being driven by the individual himself, work that he really likes so that there are no complaints that he cannot respond to, awareness of his function as an educator and feeling like he is a role model for his students. , demands from the school, as well as fulfilled needs that do not influence his thinking in teaching make him motivated to achieve good performance.

In line with this, Ahmad Muammar in his book entitled *Advanced Human Resource Management* mentions several indicators that influence the level of employee discipline in an organization, including:

- a. Attendance level, namely the number of employees present to carry out work activities in the company which is characterized by a low level of employee absenteeism.
- b. Work procedures, namely rules or provisions that must be obeyed by all members of the organization
- c. Obedience to superiors, namely following what the superior directs in order to obtain good results.
- d. Awareness of work, namely the attitude of someone who voluntarily does their job well, not under coercion.

The fourth finding is: The implementation of managerial supervision in improving teacher discipline at SMP Negeri 1 Simpang Empat, Asahan Regency to create quality education can be measured by the quality of students and also educators, with this the

community is able to judge the graduates produced by an institution certain things that make the school attractive to everyone and provide positive values. If the resulting graduates receive a positive assessment from the community, then this praise cannot be separated from a teacher who provides good education and teaching to these students. An educator having a good level of performance cannot be separated from the intervention of the school principal who guides, directs and supervises every work carried out by the educator.

The fifth finding is: the implementation of the principal's managerial supervision in improving teacher discipline at SMP Negeri 1 Simpang Empat, Asahan district, will definitely encounter obstacles, whether from within the teacher himself or other factors, but as a principal who manages an agency, he definitely has tricks and steps. The steps taken by the school principal in disciplining teachers who are not responsible for their duties are by verbally reprimanding them, reprimanding them in writing and if they are still stubborn then action is taken by submitting a letter of dismissal to their superiors for civil servants and dismissal for non-civil servant teachers.

The aim of supervision carried out by the school principal is to find out where each individual's weaknesses lie and to find out which of them really deserves praise and who still needs direction and guidance. With supervision, teachers are able to be careful in all their work because they feel supervised and also with supervision, teachers must be responsible for all their work.

The principal's job is not only to supervise but also as a resource person to increase knowledge for teachers so that they don't fall behind in technological knowledge by providing opportunities for teaching staff to take part in training both officially and independently and don't forget to also provide guidance every 2 or 3 times a week so that teachers remember their responsibilities as educators in schools who are responsible for educating students so they are able to compete in this era of globalization.

Conclusion

Based on the results of the researchers' findings in the field, the researchers concluded that the implementation of Managerial Supervision carried out by the Principal and the Deputy for Curriculum and Student Affairs worked together very well. This activity is the main focus which aims to help teachers who experience difficulties in the learning process and are able to overcome individual problems themselves which cause their performance levels to decrease.

With supervision, the school principal is advised to be able to evaluate each activity that takes place in a supervised manner in order to correct any errors that occur. Supervision also greatly influences the performance of staff, with supervision, employees want to give their best so that their work results are praised.

The level of teacher discipline at SMP Negeri 1 Simpang Empat, Asahan Regency has achieved very maximum results, namely 80% of the deficiencies are still in the development process. Discipline is one of the keys and is the main factor in the process of providing education. In fact, it is not only the teaching profession that is emphasized that it must be disciplined, but all professions must be disciplined because discipline itself is a reference for employees in determining their steps to produce good performance.

It is recommended that teachers be able to enforce discipline from within themselves because teachers are one of the factors that directly or indirectly influence children's behavior, especially from the child's affective perspective. Factors Encouraging and Inhibiting Teacher Discipline at SMP Negeri 1 Simpang Empat, Asahan Regency. A teacher has a different character, the level of teacher discipline also certainly varies, there are only 2 factors that motivate a teacher: 1) internal, and 2) external, meaning that seen from internal factors, discipline is driven from the

employee's own heart. sincere with the work he does and has a sense of responsibility for the development of his students.

External factors from outside the individual, namely the principal with the rules made by the principal are able to motivate employees to be more careful in all the actions they carry out. Meanwhile, the inhibiting factors themselves are primarily a lack of self-awareness and unfulfilled needs, resulting in employees not fully carrying out their duties in accordance with the demands of their profession.

Managerial supervision in improving teacher discipline at SMP Negeri 1 Simpang Empat, Asahan Regency, in this case supervision greatly influences the level of teacher discipline. Both the discipline of attendance and the discipline of teaching. Supervision carried out by the school principal is able to establish good work between superiors and subordinates. Leaders will always pay attention to their employees through supervision themselves and teachers are also able to find out mistakes that occur. With this managerial supervision, it is recommended that school principals know more about the level of discipline of their employees and know the reasons why some of them cannot be disciplined and this is the attitude that leaders must take in terms of dealing with teachers' problems and providing guidance to them.

The steps taken by the principal in carrying out managerial supervision to improve teacher discipline at SMP Negeri 1 Simpang Empat are in accordance with the main duties of the principal, apart from being firm in reprimanding employees who lack discipline, they also provide regular coaching through briefings twice a week, then the principal continues to monitor work teachers and education personnel with the strategy of setting a good example by disciplining themselves first.

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