



THE STRATEGY OF THE SCHOOL PRINCIPAL IN IMPROVING DISCIPLINE AND MOTIVATION OF TEACHERS AT TK. BA AL-IKHLAS, KRUENG BATEE, AND TKN. TAHFIDZ BAITUL GHAFUR, BLANGPIDIE, SOUTHWEST ACEH REGENCY

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ABSTRACT

The purpose of this research is to describe the strategic management undertaken by the school principal in improving discipline and motivation among teachers at TK.BA Al-Ikhlal Krueng Batee and TKN Tahfidz Baitul Ghafur Blangpidie, Southwest Aceh Regency. This study uses a descriptive research design with a qualitative approach. Data collection techniques involve interviews, observations, and documentation. The subjects of the study are the school principal and the teachers. Data analysis is conducted through descriptive, inductive, and deductive analyses. The formulation of strategies by the school principal to uphold discipline and motivate teachers involves the development of a vision and mission considering both internal and external environments. This is followed by setting goals and targets and determining appropriate strategies. The implementation of these strategies is carried out by elaborating on the formulated strategies in the form of specific activities. Evaluation is conducted through educational supervision of the teachers.

Keywords: *Strategic Management, School Principal, Discipline, And Teacher Motivation*

1. INTRODUCTION

Education plays a strategic role in enlightening the life of the Indonesian nation, as stated in the Preamble to the 1945 Constitution which aims to "enlighten the life of the nation". The National Education System Law (Law No. 20 of 2003) defines education as a conscious and planned effort to improve the abilities of learners. Learning resources include various aspects such as human resources, data, physical, and financial resources. School is an institution that provides instruction under the supervision of teachers. Teachers, as educators, play a crucial role in transferring knowledge, skills, and values to students. Therefore, teacher discipline and motivation are very important in improving the quality of education. The school principal plays an important role in managing the school and improving the quality of education. Strategies used by the school principal to improve teacher discipline and motivation must be appropriate and effective. In this context, the school principal needs to have knowledge about work motivation, which is a condition that drives teachers to achieve their work goals. Work motivation is an abstract concept but can be observed from individual behavior. To achieve the desired learning goals, discipline is also very important. Good discipline can help create routines and structures that help individuals achieve their goals. Overall, discipline and work motivation complement each other and create a productive work environment, building successful careers for individuals. The school principal plays an important role in improving the discipline of teachers and staff. The principal's strategy in improving teacher discipline involves several stages, including:

1. Formulation of Strategy: The principal needs to formulate an efficient and effective strategy to improve the quality of teaching. This involves selecting strategies that support competitive advantages at the industry, business, and functional levels. (Prof. Dr. Cepi Pahlevi and Muhammad Ichwan Musa, 2023)

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2. Strategy Implementation: After formulating the strategy, the next step is to implement it effectively. This includes ensuring that the chosen strategy based on environmental analysis can be executed correctly to achieve the desired goals. (Dr. Dian Sudiantini S.Pd. M.Pd, 2022)
3. Strategy Evaluation: Strategy evaluation is carried out to ensure that the chosen strategy can be implemented properly and achieve the company's goals. This stage involves performance measurement, performance analysis, and reporting of performance results.

In implementing these strategies, the principal also needs to consider important aspects such as work discipline. Teacher work discipline can be improved through positive approaches, such as the positive discipline approach aimed at building positive thinking and behavior among students. In addition, self-discipline and group discipline are also important in creating a disciplined work environment. (Sastrodiwiryono, 2002:192)

Research Objectives

1. To determine the planning of discipline and work motivation of teachers at TK.BA Al-Ikhlal Krueng Batee and TKN. Tahfidz Baitul Ghafur Blangpidie Kab Aceh Barat Daya.
2. To determine the implementation of discipline and work motivation of teachers at TK.BA Al-Ikhlal Krueng Batee and TKN. Tahfidz Baitul Ghafur Blangpidie Kab Aceh Barat Daya.
3. To identify the constraints of discipline and work motivation of teachers at TK.BA Al-Ikhlal Krueng Batee and TKN. Tahfidz Baitul Ghafur Blangpidie Kab Aceh Barat Daya.
4. To evaluate the discipline and work motivation of teachers at TK.BA Al-Ikhlal Krueng Batee and TKN. Tahfidz Baitul Ghafur Blangpidie Kab Aceh Barat Daya.

2. IMPLEMENTATION METHOD

2.1 Research Approach

This study uses a qualitative approach to collect data and information on the implementation of the principal's strategies in improving teacher discipline and motivation. This approach is aligned with descriptive research, which aims to provide systematic and accurate descriptions of phenomena, facts, or events without the need to seek relationships or test hypotheses. In this study, a qualitative approach is used to collect data on the implementation of the principal's strategies in improving teacher discipline and motivation. This approach is in line with descriptive research, which aims to provide a systematic and accurate description of observed phenomena without seeking relationships or testing hypotheses.

2.2 Research Location and Time

In every research activity, the research location is an integral part that cannot be overlooked, as it plays a crucial role in the completeness of the research. Therefore, the researcher chose the research location at TK.BA Al-Ikhlal Krueng Batee and TKN. Tahfidz Baitul Ghafur Blangpidie, Southwest Aceh District, Aceh. This research was conducted from November 1, 2023, to January 31, 2024.

2.3 Research Subjects

The research subjects are a very important part, as they serve as informants for data collection for the completeness of the research itself. The research subjects in this study are the Principal and Teachers at TK.BA Al-Ikhlal Krueng Batee and TKN. Tahfidz Baitul Ghafur Blangpidie, Southwest Aceh District, Aceh.



2.4 Research Instruments

In qualitative research, the primary instrument is the researcher themselves. Researchers must validate their readiness to conduct field research by validating their understanding of qualitative research methods, mastery of the research field, and preparedness to enter the research object, both academically and logistically. Validation is done by the researchers themselves, through self-evaluation of their understanding of qualitative methods, mastery of theories and insights into the research field, as well as their readiness and preparation to enter the field. The instruments used to collect data on the Principal's Strategies in Improving Discipline and Motivation are interview guides, observation guides, and documentary studies. These instruments use formulated questions to obtain answers that serve as qualitative data, ensuring their validity and accuracy.

2.5 Credibility Testing

Credibility testing is conducted to ensure that the data presented is truly credible and valid, leaving no doubt about its accuracy. This step is taken by collecting a quantity of qualitative data (interview results) from one subject compared to another, then analyzing and adjusting it with documentary data, and finally concluding.

2.6 Data Collection Techniques

This qualitative research employs various data collection methods and approaches. The research begins with an orientation phase, where initial surveys are conducted to understand the research problem and establish a solid foundation. This phase involves direct observation over ten days to observe the implementation of the principal's strategies in improving discipline and motivation among teachers. It also includes visits and dialogues (interviews) with the principal and teachers to gain a deeper understanding of field findings. Additionally, documentation studies are conducted to supplement data and information obtained from previous techniques. This involves studying various documents related to the implementation of the principal's strategies in improving discipline and motivation among teachers. The exploration phase follows, aiming to gather more detailed data related to the research focus and objectives. This phase includes repeated interviews with subjects, particularly the principal and teachers, to ensure the accuracy of the data. Finally, the member check phase is conducted to verify the obtained data's credibility. This phase involves confirming the interview results with the subjects to minimize misinterpretations and ensure the data's validity.

2.7 Data Analysis Techniques

Data analysis is a crucial step in the research process. According to Prof. Dr. H. Asep Kartiwa (2015), analysis involves categorizing, sequencing, manipulating, and summarizing data findings to make them easily readable. Data analysis is conducted in three steps: data reduction, display, and conclusion drawing and verification. **Data Reduction** This step involves examining all available data from various sources, such as interviews, field experiences, and documents, to identify the key aspects related to the research focus. Data reduction aims to extract information related to the implementation of the principal's strategies in improving discipline and motivation among teachers. **Display Data** In this step, the key findings are summarized systematically. Data is categorized into patterns, themes, units, or categories, allowing the central themes to be easily identified and given meaning according to the research material. Data analysis and interpretation simplify and transform raw data into concise, meaningful conclusions.

Verification Verification involves testing the conclusions drawn against comparative data from data collection and other supporting sources. This testing is intended to validate the analysis results and ensure that the conclusions are supported. The verification process involves connecting the research findings with theories from experts, especially those related to the principal's strategies

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in improving discipline and motivation among teachers. This process includes checking the data's accuracy from the orientation phase to the final data, and ultimately drawing conclusions to be reported as research results.

3. RESULTS AND DISCUSSION

3.1 Principal's Program to Improve Teacher Discipline and Motivation at TK BA Al-Ikhlal Kreung Batee & TKN Tahfidz Baitul Ghafur Blangpidie.

The research results show that the teacher discipline and motivation improvement program aims to achieve optimal learning processes, ultimately enhancing the school's quality. Each program is designed to ensure that the learning process runs smoothly, effectively, pleasantly, and is oriented towards achieving the school's goals. This can be achieved by encouraging teachers to apply appropriate and effective teaching strategies, thus improving the school's quality. (Haudi, 2021) states: "The learning process is essentially the relationship between teachers and students. The quality of this relationship is largely determined by the educator's personality in teaching and the students' in learning." The learning process is inseparable from the school program and curriculum. It is recognized that good learning also determines the success of implementing programs in an educational institution. Curriculum implementation in schools involves four stages: (1) planning, (2) organizing and coordinating, (3) implementing, and (4) controlling.

Furthermore, the research found that in realizing the program to improve teacher discipline and motivation, the principal employs various positive efforts, such as implementing a democratic leadership style so that teachers do not feel forced to implement the school program. Because to improve the school's quality, there must be participation from all school components. According to (Prof. Dr. Murniati AR & Yusrizal, 2014), "The improvement of education quality at the micro level is greatly determined by management at the school level." Moreover, the program to improve teacher discipline and motivation has been well-designed and consistently implemented by the principal. The success or failure of a school program is greatly determined by the principal's managerial skills. In this context, (Purwanti and Yusrizal, 2014) state: "The principal is responsible for running the school organization. Regarding the role, function, and responsibility of the principal, they should have a high commitment to their work, as well as be professional and dedicated. As a leader in the school, the principal is expected to be able to transform their abilities through guidance, direction, and empowerment to all school members to achieve optimal school goals." Based on the above excerpt, it is clear that the principal plays a central role and has a strategic position in implementing various school programs. Thus, the success of a school's programs is also determined by the effectiveness of the principal's leadership.

3.2 The Principal's Policy in Enhancing Commitment to Teacher Discipline and Motivation at TK BA Al-Ikhlal Kreung Batee & TKN Tahfidz Baitul Ghafur Blangpidie.

The principal, as both a leader and manager, must treat their staff fairly, pay equal attention to them, be friendly, and assign tasks to teachers while considering their individual abilities in research. The research findings indicate that the principal provides guidance and reprimands to teachers who are not performing their duties well. Additionally, they give recognition and appreciation to disciplined, highly motivated, and high-achieving teachers. Regarding indicators of characteristic appreciation for teachers, it is explained by (Prof. Dr. Murniati AR & Yusrizal, 2014) that: "The principal is also expected to use a reward system, as rewards will bring pride and appreciation. Teachers will cooperate with pleasant outcomes. Efforts should be made to collaborate and coordinate with the school committee, the district's education office, non-governmental organizations (NGOs) related to education, and the local community in efforts to improve teacher competence." The research results also show that if the principal instructs teachers to arrive at 7:30 a.m. daily for duty, they comply with the



instruction because the principal of TK BA Al-Ikhlâs Kreung Batee and TKN Tahfidz Baitul Ghafur Blangpidie always acts fairly in assigning tasks and distributing welfare based on the workload of the teachers. The principal regards teachers as working partners who can always be engaged in discussions and can communicate wherever they are, not necessarily in the principal's office. This reflects a principal who is generous and humble, not seeing their position as something to be proud of but as a trust that must be fulfilled, managed, and accounted for both to humans and to Allah SWT.

Another factor affecting teacher commitment is comfort and security in work. The research results show that the principal's leadership style in enhancing teacher commitment includes participatory and consultative leadership styles to ensure all necessary facilities and resources are available to teachers. This means that the principal always discusses the needs of teachers in conducting the learning process, especially regarding textbooks and other media. Furthermore, the research findings indicate that the principal, in enhancing teacher work discipline, implements democratic and participatory leadership styles. Additionally, the principal demonstrates exemplary behavior in enforcing discipline at the school. Regarding attendance discipline at the school, the principal is present before the start of classes and immediately checks the preparedness of teachers and students to begin learning. This step is taken to achieve an optimal learning process. Work discipline is a mental and emotional reaction of individuals to their work. If a leader wants to improve the discipline of subordinates, the principal must pay attention to the welfare of their subordinates in terms of needs and work comfort. By setting an example of discipline to teachers, the principal guides teachers in forming behavior and attitudes of mutual respect among themselves.

It is important for principals to pay attention to these aspects if they want to improve teacher discipline. This is explained by (Dr. Drs. Hafidulloh et al., 2021) citing Mulyasa, stating that: "There are several things that principals must consider in improving teacher discipline, namely: (1) helping teachers develop their behavior patterns, (2) helping teachers improve their behavior standards, and (3) using rule enforcement as a tool." Furthermore, he states that the importance of teacher discipline adds: (1) respect for authority, (2) effort to foster cooperation, (3) the need for organization, and (4) respect for others." The research also shows that if a teacher is often late, the principal adopts a stricter leadership style, directly reprimanding the teacher, taking attendance, and supervising each class. This means that the leadership style applied by the principal is quite effective, enabling the discipline of teachers to be truly controlled, and warnings are given to avoid repetition in the following days. Work discipline issues in an institution are rules and regulations or methods that must be obeyed by every teacher in performing their duties. A good teacher can maintain work discipline in the school, ensuring that the learning activities run smoothly.

Based on the above descriptions, it can be concluded that the principals of TK BA Al-Ikhlâs Kreung Batee and TKN Tahfidz Baitul Ghafur Blangpidie have used very effective leadership styles in improving teacher discipline and have set a good example for the teachers under their leadership. All the styles used to improve teacher work discipline show that the principal has a very high leadership ability. This is also seen in the professional performance of the teachers and their adherence to the rules. Additionally, the efforts of the principals to advise teachers to manage their classes well have been effective. The success of teaching can be seen from class management. (Dr. Muhiddinur Kamal, 2018) states that: "The role of a teacher in class management is very important, especially in creating an interesting learning atmosphere. This is because, in principle, teachers have two main tasks, namely teaching and class management. The first task, teaching, is all efforts to help students achieve learning goals. Conversely, management issues are related to efforts to create and maintain conditions in such a way that the learning process can take place effectively and efficiently to achieve learning goals." Based on the above information, it can be concluded that the principals of TK BA Al-Ikhlâs Kreung Batee and TKN Tahfidz Baitul Ghafur Blangpidie have used effective

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leadership styles to improve teacher discipline. This means that the principals have the ability, skills, and broad insights in applying leadership styles so that teacher discipline and work motivation can be significantly improved. The research findings show that no teacher or subordinate is happy if not given tasks/responsibilities, especially if they try to avoid tasks/responsibilities. Teachers also assert that in carrying out tasks, they are not motivated by fear but by respect, fearing not being able to complete the assigned tasks. (Drs. H. Sofyan Tsauri, 2013) in Morgan (1996: 156) states that: "In a simpler perspective, it outlines three types of leader roles called the 3A, namely:

1. Alighting, Igniting worker enthusiasm with individual goals.
2. Aligning, Aligning individual goals with organizational goals so that everyone moves in the same direction.
3. Allowing, Giving workers the freedom to challenge and change their work methods.

The research results show that the principal answers that to increase the responsibilities of each teacher, we give greater opportunities and authority to teachers according to their respective fields of study. This statement is supported by interviews with teachers who state that the principal provides opportunities for delegation to teachers according to their expertise, such as sending teachers as representatives of TK.BA Al-Ikhlal Krueng Batee & TKN. Baitul Ghafur Blangpidie Kab Aceh Barat Daya to attend workshops or seminars outside the region.

3.3 The Challenges of the School Principal in Improving Teacher Discipline and Motivation at TK.BA Al-Ikhlal Krueng Batee & TKN. Baitul Ghafur Blangpidie Southwest Aceh District

The principal faces various challenges in enhancing teacher discipline and motivation at TK.BA Al-Ikhlal Krueng Batee & TKN. Baitul Ghafur Blangpidie Kab Aceh Barat Daya. Research findings indicate that principals need a variety of techniques and strategies to achieve success in educational institutions. The principal's leadership style in boosting teacher motivation views teachers as partners in the school's success. They strive to motivate teachers by setting high work standards based on quality improvement. It was found that the principal's effectiveness in carrying out their duties significantly impacts the school's success in producing competent outputs, driven by leadership that stimulates motivation in work. A challenge faced is that a small number of teachers still arrive late, causing disruptions to the learning process. This can lead to a lack of motivation for other teachers to arrive on time, affecting their motivation in teaching. This situation underscores the importance of continuous motivation for subordinates.

Another challenge encountered by principals in enhancing teacher discipline and motivation is that some teachers do not fully prepare teaching materials and never use media in their lessons. Similarly, with evaluation activities, some teachers do not conduct them continuously, resulting in discrepancies between what is written in the lesson plans (RPP) and what is actually implemented. The principal must not only focus on improving teacher performance but also consider their needs and aspirations, providing continuous motivation to enhance the school's quality and quantity. Referring to theory and field observations, the principal uses a democratic leadership style to boost teacher motivation, viewing teachers as partners rather than subordinates. This is evident from interviews with teachers, demonstrating a strong sense of respect and self-confidence in performing their duties.

4. CONCLUSION

The conclusion of the research is that the programs implemented by the school principal to improve discipline and motivation among teachers at TK BA Al-Ikhlal Kreung Batee & TKN Tahfidz Baitul Ghafur Blangpidie in Kab Aceh Barat Daya have shown positive results. The principal has used various strategies and leadership styles, especially a democratic leadership style, to motivate teachers and improve the quality of the school. Although there are still challenges such



as teachers arriving late, inadequate lesson preparation, and lack of consistency in evaluation, the efforts of the principal to address these issues have had a positive impact on improving teacher performance and overall school quality.

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