Analysis of Improving Teacher Discipline in Teaching by Superviing the Head of Madrasah MTs Bukhari Labuhanbatu

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Abstract

Penelitian ini bertujuan untuk mengungkapkan bagaimana "Peningkatan Kedisiplinan Guru Dalam Mengajar Dengan Menjalan Supervisi Kepala Madrasah MTs Al Bukhari Labuhanbatu" Penelitian ini menggunakan penelitian kualitatif, dengan penelitian meneliti langsung ke lapangan. Tekhnik pengumpulan data yang digunakan peneliti adalah wawancara dan observasi dengan para guru dan dokumentasi yang dilakukan peneliti di lapangan guna untuk memperkuat keabsahan data hasil penelitian. Maka peneliti menguasai pendekatan empat standart validasi yang terdiri dari: 1) kredibilitas, 2) Transferability, 3) Depenability. Ketegasan untuk mengklasifikasikan data, data yang sudah diperoleh dari hasil penelitian. Hasil temuan ini mencakup empat temuan: 1) Supervisi manajerial di MTs Al Bukhari Labuhanbatu sudah dilaksanakan dengan baik dan sesuai dengan tujuan dan peran dari manajer itu sendiri, 2) Kedisiplinan guru di Madrasah tersebut sudah termasuk kategori yang terdisiplin dari berbagai segi, terutama dilihat dari guru itu sendiri dari tingkat kehadirannya sudah sangat jarang dijumpai adanya guru yang terlambat datang kesekolah dan tepat waktu untuk memulai pembelajaran dan disiplin dalam mempersiapkan perangkat pembelajaran, 3) faktor pendorong dan penghambat kedisiplinan guru di Madrasah tersebut hamper semua informasi yang peneliti dapat bahwa faktor nya itu ada dua yaitu dari individu itu sendiri (internal) dan dari pimpinan, teman kerja atau tuntutan yang lainnya (eksternal) dan 4) Supervisi manajerial dalam meningkatkan kedisiplinan guru di MTs Al Bukhari Labuhanbatu sudah sangat mendapatkan implikasi yang sangat baik, dengan adanya pengawasan yang dilakukan oleh Kepala Madrasah terhadap guru, guru merasa melakukan setiap pekerjaannya dengan hati-hati dan dengan rasa tanggung jawab karena merasa dirinya diawasi.

Keywords: *Disiplin Guru, Supervisi, Kepala Madrasah*

Abstract

This study aims to reveal how "Increasing Teacher Discipline in Teaching by Supervising the Madrasah Principal of MTs Al Bukhari Labuhanbatu" This research uses qualitative research, with direct research into 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. So the researcher mastered the four standard validation approaches consisting of: 1) credibility, 2) transferability, 3) dependability. Firmness to classify data, data that has been obtained from research results. The findings include four findings: 1) Managerial supervision at MTs Al Bukhari Labuhanbatu has been carried out properly and in accordance with the goals and roles of the manager himself, 2) The discipline of teachers in these Madrasas is included in the disciplined category from various aspects, especially seen from the teacher himself from the level of attendance already it is very rare to find teachers who come to school late and are on time to start learning and are disciplined in preparing learning tools, 3) the driving and inhibiting factors for teacher discipline in Madrasas are almost all the information that researchers get that there are two factors, namely from the individual himself (internal) and from leaders, co-workers or other demands (external) and 4) Managerial supervision in improving teacher discipline at MTs Al Bukhari Labuhanbatu has very good implications, with the supervision carried out by the Head of Madrasah towards teachers, teachers feel loyal p his work carefully and with a sense of responsibility because he feels he is being watched.

Keywords:*Teacher Discipline, Supervision, Head of Madrasah*

Introduction

The effectiveness of education can be seen from the effectiveness of the teaching carried out by the teacher.(Yamaha, 2021)Because through the role of a teacher the direction of student learning will be clearer, including learning strategies in conveying subject matter so that changes in student behavior (cognitive, affective and psychomotor) occur. Through the evaluation of the process and learning outcomes can be seen the level of achievement of learning objectives.(Hanum, 2013)In this context it can be understood that: teaching effectiveness requires careful and reflective thinking about what the teacher teaches and the effect of his actions on students' social abilities and academic learning.

For this reason, managerially it is necessary to ensure that the implementation of learning is careful and directed according to the reality of learning

carried out by the teacher, so that supervision or supervision of learning becomes a very important activity to ensure the achievement of goals through conducive learning. In the field of education, supervision contains the same general concept but is adapted to learning activities. Learning supervision is part of educational supervision.(Syafaruddin, 2002)

An unsatisfactory phenomenon in schools is marked by the low quality of teachers, such as the low learning culture of teachers, principals, supervisors and students who do not reflect competitive advantage. Therefore, the implementation of a quality national education system needs to provide support for educators and educational staff who are professional or of superior quality. Standardization of the presence of teachers, staff and education supervisors needs to be met so that the quality of education has an impact on students' learning. In other words, qualified teachers will produce quality student learning so that student learning outcomes reach the maximum degree.

It can be understood that the teacher is not only in charge of teaching,but is responsible for other tasks related to his predicate as a teacher. Peters was quoted by Edy Sutrisno stating that there are three duties and responsibilities of teachers namely: a). teacher as teacher, b). teacher as a guide, c). and the teacher as class administrator. As a teacher, the teacher is in charge of planning and carrying out teaching according to a predetermined program. As a supervisor the teacher is tasked with providing assistance to students in solving the problems they face. Here the teacher acts as an educator who is not only concerned with imparting knowledge, but also regarding personality development and the formation of student values. And as class administrators, teachers are in charge and responsible for management in general.(Sutrisno, 2007)

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

Discipline is a tool that managers use to communicate with employees to make them willingto change a behavior as well as an effort to increase awareness and availability of a person complying with company regulations and applicable social norms.(Sutrisno, 2010)

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 pay attention to 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 assignments have also been completed, 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 extra by sacrificing their main task as educators, and do not want to know about the true purpose of education; Second, many teachers have educational backgrounds that have not been in teacher training which causes a lack of understanding of teacher ethics; Third, the teacher's low self-discipline attitude, lack of enthusiasm and sense of responsibility to carry out tasks, lack of love for work as an educator and there is still an assumption that for elementary school children it is enough just to teach them to read, write and count.

According to Singodimedjo quoted from Edy Sutrisno, the factors that affect the discipline of an employee are: (1) the size of the compensation, (2) whether there is an exemplary leader in the organization, (3) whether there are definite rules to hold on to, (4) the courage of the leader in taking actions, (5) whether there is leadership oversight, (6) whether there is concern for employees, (7) habits that support the establishment of discipline are created.(Purwanti, 2013)

Teachers are a component of educational resources that require educational supervision services to determine the level of ability they have. The success of a teacher is certainly inseparable from a professional who understands what problems the teacher is facing. Educational supervision functions to supervise and improve the teaching and learning process carried out by teachers. The Madrasah head as an educational leader is the person most

responsible for the success of education in his school. Madrasah heads have many duties and responsibilities, one of which is in the field of educational supervision.

The Madrasah head in his position as supervisor is obliged to guide teachers to become good educators and teachers. For teachers who are already good so that their quality can be maintained and for teachers who are not good it can be developed to be better. Meanwhile, all teachers, both those who are competent and those who are still weak, must strive to be up to date in the learning process and the material being taught.

Supervision is a coaching to teachers for improvementlearning activities at school.(Herabudin, 2009)

In coaching learning, there are three important things, namely (1) coaching in the framework of preparing learning tools, from program preparation, syllabus development, making learning implementation plans (RPP), assessor designs and follow-up plans. (2) learning process activities, (3) learning assessment. Therefore the Head of Madrasah as a supervisor can supervise teachers in the context of coaching teachers so that teachers are disciplined and responsible for the tasks that must be prepared as educators for learning activities.

It's just that at the present time the implementation of managerial supervision in education has not been able to meet expectations, that is, not all teachers can be supervised by the Madrasah Head. Supervision in Indonesia is very concerning, such as the lack of awareness of the Madrasah Head of his main duties and functions (TUPOKSI) as the Head of Madrasah whose function is also as a supervisor.

This is as explained by Supardi. The head of the Madrasah is responsible for organizing educational activities, the Head of the Madrasa as a supervisor must be able to exercise control over teachers with the aim of increasing the ability of the teaching profession and the quality of the learning process so that it takes place effectively and efficiently. The role of the Madrasah Principal as a supervisor is very important in managing and advancing the school. Supervision is also important to be carried out by the Madrasah Principal because it can provide assistance to teachers and education staff in schools to jointly realize school goals and national education goals.(Arikunto et al., 2015)

In addition to supervising the performance of school personnel so as not to deviate from the

mutually agreed rules. So that all educational processes or activities that take place in schools actually go according to the existing rules, are parallel and harmonious, without any deviation effects that occur. And in the end there will be an increase in the quality of schools in a better direction.

Method

1. Place and time of research

This research was conducted at MTs Al Bukhari Labuhanbatu and when the research was carried out from September 2022 to October 2022

2. Research subject

In this study the subjects were the Madrasah Head, WKM I Curriculum and the teachers in the institution.

3. Data collection technique

To collect data from the field, research will use data collection tools. The data collection tools used in this study are as follows:

a. Observation

This observation is carried out in order to reveal the meaning of an event from a certain setting which is an essential concern of the research and to obtain additional information from the results of interviews and documentation.

b. Interview

The research conducted by the researcher used the unstructured interview method, meaning free interviews where the researcher did not use systematic and complete interview guidelines for data collection. The interview guide used is only an outline of the problems to be asked.(Sugiyono, 2019)

c. Documentation

Documents are records of past events. Documentation can be in the form of writing, pictures, or monumental works of a person or object under study that are related to the focus of the research.

d. Triangulation

Source triangulation means to get data from different sources using the same technique. . If this technique is carried out by the researcher, the researcher actually collects data while at the same time testing the credibility of the data, namely checking the credibility with various data collection techniques and various data sources.

4. Data analysis technique

Moleong cited by Salim and Syahrum in his book Qualitative Research Methodology argues that

data analysis is also intended to find elements or parts that contain smaller categories of research data. The newly obtained data consists of field notes obtained through observation, interviews and document studies at Islamic boarding schools which must be analyzed first so that the meaning can be known by compiling data, linking data, reducing data, presenting data, drawing conclusions/verifying during and after data collection. This analysis takes place circularly and is carried out throughout the study.(Syahrum, 2015)

5. Data Validity Testing Plan

To strengthen the validity of research data and to maintain research validity, the researcher refers to the four validation standards suggested by Sugiyono in his book Combination Research Methods which consist of:

a. Test the credibility of the data (trustworthiness) to make the processes, interpretations and findings more reliable in this study, namely by: a) a long attachment, namely researchers and those being studied in leading activities carried out by general leaders in Islamic boarding schools, namely carried out in a slow manner so that collection of data and information about the social situation and research focus will be obtained perfectly, b) persistence means observing ways of leading by the general leadership in carrying out tasks and cooperation by actors in research locations to obtain reliable information, c) conducting triangulation, that is, information obtained from several sources is cross-checked and between interview data and observation data and documents.Similarly, examining data from various informants, d) discussing with colleagues who do not participate in research, so that research will get input from other people, f) adequacy of references, namely in this context the researcher develops written criticism to evaluate the goals that have been formulated, g) analysis of negative cases, meaning analyzing and looking for cases or circumstances that refute the research findings, so that there is no evidence that rejects the research findings.means analyzing and looking for cases or circumstances that refute the research findings, so that there is no evidence that disproves the research findings.means analyzing and looking for cases or circumstances that refute the research findings, so that there is no evidence that disproves the research findings.(Syahrum, 2015)

b. Transferability test, meaning that this transfer value relates to the question, to what extent the research results can be applied or used in other situations, this value depends on the user, to what extent the research results can be used in other contexts and situations.

c. The dependability test means that other people can repeat/replicate the research process. If the research process is not carried out but the data is there, then the research is not reliable or dependable. For this reason, dependability testing is carried out by conducting an audit of the entire research process. The method is carried out by an independent auditor or supervisor to audit the entire activity of researchers in conducting research.

d. Confirmability test, means testing the results of research, associated with the process carried out. If the research results are a function of the research process carried out, then the research meets the comfirmability standard. In research, don't let the process not exist, but the result is there.(Sugiyono, 2019)

This means that researchers conduct research/observations with matters relating to managerial supervision in improving the discipline of teachers in achieving performance effectiveness at MTs Al Bukhari Labuhanbatu. Proof in writing either from the results of interviews, observation, documentation or triangulation, so that the level of confidence in the research results found can be achieved in accordance with the wishes of the researcher.

Results and Discussion

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

First finding is: In this regard, the Managerial Supervision of MTs Al Bukhari Labuhanbatu which was carried out by Mr. Dahrin and also the Deputy for Curriculum and Student Representatives in developing MTs Al Bukhari Labuhanbatu. quality and quality of education by producing quality students. By emphasizing the rules that are applied and have been socialized to all elements in MTs Al Bukhari Labuhanbatu both for teachers and for students, there is no reason students can blame their teachers for mistakes regarding discipline, namely attendance.

The second finding is: Teacher discipline that has been created at MTs Al Bukhari Labuhanbatu in accordance with the rules made that the Madrasa Head makes discipline one of the supporting factors for the success of education. Discipline is one of the rules, keys and references for employees to launch and realize success. Each individual must have 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 affect the discipline of students.

Third Finding: The motivating and inhibiting factors for the discipline of MTs Al Bukhari Labuhanbatu teachers in every activity or work there are bound to be errors that do exist as a result, whether intentional or unintentional. In discipline for teachers who lack discipline there are many background factors such as lack of self-awareness, lack of sincerity in carrying out their work and lack of fulfillment of their personal needs which makes the teacher have a split mind not only at school but there are still many things they have to do. think about and it keeps them from focusing 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 moved by the individual himself,

Fourth finding is: Implementation of managerial supervision in improving teacher discipline at MTs Al Bukhari Labuhanbatu to create quality education that can be measured from the quality of students and also educators, with this the community is able to judge from the graduates produced by a particular institution that makes schools/madrasas able to interest everyone and provide positive values. If the graduates produced get 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 who has a good level of performance cannot be separated from the intervention of the Principal who guides, directs and supervises every work carried out by the educator.

Conclusion

Based on the findings of researchers in the field, the researchers concluded that increasing teacher discipline in teaching by carrying out the supervision of the Madrasah Head of MTs Al Bukhari Labuhanbatu, in this case, supervision greatly affects the level of teacher discipline. Both the discipline of attendance and teaching discipline. Supervision carried out by the Head of Madrasah is able to establish good work between superiors and subordinates. Leaders will always pay attention to their employees with the supervision itself and the teacher is also able to find out the mistakes that occur.

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