

Discipline of the School Principal in Shaping Teacher Motivation

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ABSTRACT

This study aims to explain and describe the discipline of school principals, its implementation, and its impact on teachers' motivation. The research was conducted qualitatively using a case study approach. Data was collected through interviews, observations, and documentation. Data processing: condensation, data presentation, and conclusion drawing. Data validity: technique triangulation and source triangulation. The research results show that the principal demonstrates excellent performance in motivating teachers, conducting evaluations, serving as a role model, and creating a positive climate. The assessment of handling complaints, classroom supervision, and open communication achieved an average score of 3.87, reflecting good performance, but with room for improvement. Teachers feel that the principal's discipline supports their work, with an average score of 4.0, and they have respect and trust in the principal (score 4.4). However, the score of 3.6 indicates variation in opinions regarding the influence of discipline on teachers' professionalism.

Keywords: Discipline, Teachers, School Principal, Teaching

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A. INTRODUCTION

In the teaching and learning process, teachers need to have a specific motivational influence to achieve the desired educational goals (Badrus, 2018). Discipline is a character trait that must be developed because it is essential in shaping other positive characters, especially considering the many deviant behaviors that violate disciplinary norms in society today (Bisri & Ulfa, 2021). In a broader context, discipline helps control impulses and momentary desires that may conflict with moral values or social norms. By internalizing the values of discipline, individuals tend to be more responsible in fulfilling their roles in society. This helps build trust and respect for others, as well as demonstrate dedication to the goals and principles believed in. Therefore, the development of discipline not only impacts personal individual development but also has the potential to strengthen social structures and collective ethics in society.

Discipline is crucial because it reflects the extent to which teachers comply with regulations, so with discipline in teaching, the learning process can take place effectively and efficiently (Fadilah & Aziz, 2023). Teacher discipline significantly affects their performance, as well as their professionalism; in addition, both simultaneously influence the teacher's performance (Rosmawati et al., 2020). Therefore, teachers need to foster student learning

motivation and are expected to be creative in igniting the learning spirit in order to achieve optimal learning outcomes (Siti, 2015). In the educational context, the role of a teacher is not only as an instructor but also as a facilitator who motivates and inspires students to learn. Strong learning motivation is the key to achieving optimal learning outcomes. Teachers need creativity in designing interesting and relevant learning strategies, so they can effectively stimulate the students' learning spirit.

Motivation is the internal force that drives and ensures the continuity of learning activities and is a non-intellectual psychological factor; a person with high intelligence can fail if they lack sufficient motivation to learn (Ariyanti, 2018). Motivation is essential because it encourages individuals to work hard and enthusiastically to achieve high productivity, and instilling motivation essentially involves embedding values; therefore, communication and routine coaching are key (Simarmata, 2014). The results of calculations show that self-need satisfaction is not significantly related to teaching motivation, while connectedness and competence needs satisfaction are significant, which is expected to help teachers in remote areas develop their potential and teaching effectiveness (Hanggara et al., 2019). The research findings show that in the second cycle, teacher attendance discipline increased to 75%, and it was concluded that this improvement could be achieved through the implementation of the Reward and Punishment system (Puarto, 2017). The study results also indicate that work motivation and teaching ability positively affect student achievement, with a greater effect when both are combined (Fatmasari, 2014).

The performance of the school principal in improving the quality of education significantly influences the quality planning that involves all components, quality control with evaluations including teachers (Nurhayati et al., 2022). To improve teacher attendance discipline, the principal sets an example by being on time, optimizing discipline regulations, collaborating with capable teachers for supervision, and coordinating with daily duty officers from the teachers and administrative staff (Suraya & Kasman, 2022). The leadership of the school principal and teachers' work discipline have a significant effect both partially and simultaneously on teachers' performance, with teachers' work discipline contributing the most at 0.086, and both variables explaining 41.3% of teachers' performance (Wahyudi, 2021). The principal implements various strategies to enhance teachers' discipline, including providing rewards and punishments, introducing innovations, high motivation, direction and guidance, and persuasive approaches (Aslam et al., 2023). The principal's discipline and the teachers' work motivation significantly influence their performance, where the higher the principal's discipline and the teachers' work motivation, the better the teacher performance; conversely, the lower both, the worse the teacher performance (Yulia, 2021).

This study aims to explain how the discipline of the school principal can enhance teachers' teaching motivation at two different locations, namely SDN Waru Barat 6 Pamekasan and SDI Marwanatul Ulum Sampang. This research aims to describe the principal's discipline towards teachers' motivation and its impact on teaching motivation. Through this multi-site study, it is expected to provide insights into the crucial role of the school principal's discipline in creating a supportive environment and motivating teachers, as well as providing recommendations for best practices that can be applied in other schools.

B. RESEARCH METHOD

The research on the discipline of the school principal in enhancing teachers' teaching motivation was conducted using a qualitative method with a case study approach at SDN Waru Barat 6 Pamekasan and SDI Marwanatul Ulum Sampang. The purpose of this study is to deeply understand how the discipline of the school principal influences teachers' teaching motivation at these two schools. Data collection was carried out using three main techniques: interviews, observations, and documentation.

Interviews were conducted to obtain direct perspectives and experiences from the school principal and teachers regarding discipline and motivation. Two types of interviews were carried out: open and closed interviews. The open interviews were conducted face-to-face with 6 informants (the school principal and teachers), while closed interviews were conducted with 5 teachers using a questionnaire to deepen the research findings, utilizing a Likert scale as the basis for decision-making.

Observations were made to directly monitor the implementation of the school principal's discipline and their interactions with teachers within the school environment. Documentation involved the collection of written data, such as meeting notes and performance reports, to support the findings from the interviews and observations.

The data processing involved data condensation, data presentation, and conclusion drawing. Data condensation was carried out by filtering relevant and important information, data presentation focused on organizing the information to facilitate analysis, and conclusion drawing included interpreting the research results to understand the impact of the school principal's discipline on teaching motivation.

To ensure the validity of the data, triangulation techniques were used, namely, technique triangulation (using various data collection methods) and source triangulation (collecting data from various sources) to increase the validity of the findings. With this approach, the research aims to provide a comprehensive and accurate picture of the influence of the school principal's discipline on teachers' motivation.

C. RESULTS AND DISCUSSION

1. Discipline of the School Principal

The discipline of the school principal plays a crucial role in shaping the teaching motivation of teachers at SDN Waru Barat 6 Pamekasan. As the primary leader, the principal is responsible for creating a supportive and productive environment for all educators. Through disciplined leadership, the principal of SDN Waru Barat 6 Pamekasan ensures that all aspects of the teaching and learning process run smoothly. Additionally, the principal routinely holds meetings or consultations for the evaluation and improvement of teachers' performance in teaching. Through these meetings, the principal identifies existing shortcomings and provides effective solutions to address the weaknesses observed in teachers' teaching performance. This approach makes the teaching and learning process smoother and more effective, and any arising issues can be immediately addressed.

The principal of SDN Waru Barat 6 Pamekasan also identifies areas that need improvement and implements necessary steps to address weaknesses in the teachers' performance. The principal can motivate staff and teachers to improve their performance, but



this success also depends on individual responsibility in fulfilling their rights and obligations to improve teaching quality and student learning outcomes, with adequate facilities and the principal's role as the main supporter and motivator (Fanani et al., 2018).

Discipline by the principal of SDN Waru Barat 6 Pamekasan plays an important role in shaping the teaching motivation of teachers. The principal must instill discipline in themselves as it becomes the main example for the teachers and students. The discipline shown by the principal of SDN Waru Barat 6 Pamekasan includes setting clear rules, emphasizing the importance of punctuality, and demonstrating high responsibility. By showing consistent discipline, the principal of SDN Waru Barat 6 Pamekasan is able to create a positive example that will be followed by both teachers and students. To ensure that teachers' motivation and discipline remain high, the principal regularly engages in opinion exchanges with teachers, such as during monthly meetings. This exchange of opinions is important for identifying existing problems, providing feedback, and collaboratively seeking solutions to improve teaching quality and the learning atmosphere. The principal's communication to enhance professionalism, discipline, and responsibility among teachers is carried out through direct or written messages, setting an example, and coordinating with committees, supervisors, and the Education Office for effective and efficient solutions (Fatimah et al., 2015).

The school environment at SDN Waru Barat 6 is a place where all parties, both teachers and students, play an important role in creating a productive learning atmosphere. With strong discipline from the principal, it is expected that a supportive environment will be created that encourages motivation for everyone to achieve optimal learning outcomes. A disciplined principal not only manages but also inspires the entire school community to work better and more productively. The principal plays a crucial role in determining the quality and success of learning by being a visionary instructional leader, supporting the professional development of teachers, creating a conducive learning environment, using data for improvement, and building relationships with the community so that every student can reach their full potential (Sidik, 2024).

To deepen the research findings, based on the results of closed interviews (distributing questionnaires to 5 teachers), the following data was obtained:

Table 1. Research Data on the Discipline of the School Principal

Indicator	Teacher1	Teacher2	Teacher3	Teacher4	Teacher5	Average
Does the principal always motivate teachers to teach?	4	5	4	5	4	4.4
Does the principal hold meetings for evaluation and improving teacher performance?	3	4	4	5	4	4.0
Has the principal been a good role model for teachers?	5	5	5	4	5	4.8
Has the principal created a positive	4	4	5	5	4	4.4

climate in the school?

Total Average

4.4

Instructions **for Filling Out:** 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), 5 (Strongly Agree). Decision Range: 0.0 – 1.0 (Strongly Disagree), 1.1 – 2.0 (Disagree), 2.1 – 3.0 (Neutral), 3.1 – 4.0 (Agree), 4.1 – 5.0 (Strongly Agree). The results from Table 1 show that the principal at SMA Darul Quran Al-Wafa received highly favorable perceptions from the teachers regarding leadership and school management. The average scores for the indicators of motivation, evaluation meetings, role model, and school climate were 4.4, 4.0, 4.8, and 4.4, respectively, all of which fall within the "Agree" category. This indicates that the principal has been successful in motivating teachers, holding evaluation meetings, serving as a role model, and creating a conducive environment. Overall, the teachers are highly satisfied with the principal's performance in supporting the teaching and learning process.

2. Implementation of the Principal's Discipline in Shaping Teacher Motivation

The implementation of the principal's discipline at SDN Waru Barat 6 Pamekasan in shaping teacher motivation involves several interconnected key aspects.

First, the principal routinely collects monthly data and feedback or complaints from each teacher. This process is conducted through meetings to find solutions collectively. By listening to teachers' inputs and addressing the challenges they face, the principal can improve the work atmosphere and ensure that any shortcomings can be effectively addressed. This collegial communication approach is crucial for building awareness and encouraging teachers' psychological involvement, thereby creating a school climate conducive to knowledge sharing among teachers (Sururi et al., 2020).

Second, the principal of SDN Waru Barat 6 Pamekasan sets a good example through concrete actions, such as regularly monitoring the teaching and learning activities (KBM). The principal's role as a supervisor is vital in overseeing teachers through monitoring, coaching, and improving pedagogical competencies, especially in integrating technology and managing online learning content to enhance the quality of teaching (Maheswara & Windasari, 2022).

Third, the principal of SDN Waru Barat 6 Pamekasan acts as the primary motivator influencing the enthusiasm and performance of teachers. As a motivator, the principal can demonstrate through various aspects, such as religious activities not covered by Herzberg's theory, showcasing achievements and encouragement, recognizing accomplishments, promoting educational experiences, delegating authority for motivation, fostering harmonious interactions among individuals, providing a comfortable teaching schedule, offering incentives, improving facilities, and implementing a student reward and punishment system (Dzaky, 2016).

In efforts to improve teachers' abilities, the principal of SDI Marwanatul Ulum Sampang plays a crucial role in several aspects. First, the principal is responsible for planning effective lessons. This includes developing teaching strategies that not only align with the curriculum but also consider the specific needs of both teachers and students. With a well-prepared plan, the principal ensures that teaching and learning activities align with the desired educational objectives. The principal's role as a manager is essential in enhancing teachers'



performance, even when facing obstacles such as difficulty in managing time, a lack of awareness of competencies, and unfinished tasks by teachers (Nurati et al., 2022).

Second, the principal of SDI Marwanatul Ulum Sampang actively supervises the teaching process at the school. This includes direct monitoring of teaching and learning activities and providing the necessary support to improve teaching quality. The principal monitors the implementation of lesson plans and provides feedback to teachers to enhance their teaching methods and student learning outcomes. The success of the principal's monitoring performance relies on revealing managerial activities, whether good or poor, through clear evaluations, performance assessment rules, and proper reporting, as the principal plays a central role in school management (Wartomo & Harahap, 2022).

Third, the principal of SDI Marwanatul Ulum Sampang fosters interpersonal relationships among teachers. The principal encourages open communication, cooperation, and mutual support among teachers. With strong interpersonal relationships, the principal creates a positive work environment, which in turn contributes to optimal academic performance by students under their guidance. A principal who effectively performs their role can enhance the educational quality of the institution by studying quality aspects for school development, which includes innovations such as improving school facilities and striving to achieve the status of a learner-centered organization. For example, implementing a daily reading program in the hall to promote reading and enhance students' knowledge and character (Sutikno et al., 2022).

Next, based on the results of closed interviews for the research on the implementation of the principal's discipline in shaping teacher motivation (distributing questionnaires to 5 teachers), the following data was obtained:

Table 2. Data on the Implementation of the Principal's Discipline

Indicator	Teacher1	Teacher2	Teacher3	Teacher4	Teacher5	Average
Does the principal accept teacher complaints?	3	4	3	4	4	3.6
Does the principal frequently supervise in the classroom?	4	4	3	5	4	4.0
Does the principal maintain open communication (not closed off) with teachers?	4	4	5	4	3	4.0
Total Average						3.87

Instructions for Filling Out: 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), 5 (Strongly Agree). Decision Range: 0.0 – 1.0 (Strongly Disagree), 1.1 – 2.0 (Disagree), 2.1 – 3.0 (Neutral), 3.1 – 4.0 (Agree), 4.1 – 5.0 (Strongly Agree). The research findings on the principal's discipline at SMA Darul Quran Al-Wafa reveal several important conclusions. First, regarding the acceptance of teacher complaints, the score of 3.6 indicates that most teachers feel the principal is relatively open to complaints, although some feel less responsive in addressing them. Second, the score of 4.0 on classroom supervision suggests that the principal is quite active in monitoring the quality of teaching in the classrooms. Third,

on the indicator of open communication, the score of 4.0 shows that the majority of teachers feel there is good communication with the principal. With an overall average of 3.87, the principal received a good rating, but there is still room for improvement, particularly in responding to complaints and increasing the frequency of supervision.

3. The Impact of School Principal's Discipline on Teacher Competency

The discipline implemented by the school principals at SDN Waru Barat 6 Pamekasan and SDI Marwanatul Ulum Sampang has a significant impact on improving teacher performance. Consistently applied discipline creates a more organized and productive work environment. Within the school environment, the impact of the principal's discipline on teacher competency can be directly observed from their performance. The principal's personal competency, such as being a role model and effective communicator, is the foundation for other competencies. The principal has demonstrated good discipline, which has built trust and respect among the teachers. The correlation between school leadership and school quality shows a strong relationship with significant impact, as does the discipline of teachers on school quality, which also has a substantial effect. Other variables also make significant contributions (Ngadi et al., 2020).

To encourage and improve teacher performance, the principal actively conducts supervisory activities. By regularly supervising, the principal can provide constructive feedback, identify areas requiring improvement, and offer the necessary support for the teachers' professional development. Through these activities, the principal not only functions as a supervisor but also as a key motivator in improving teacher performance at the school. The principal's efforts to enhance the quality of education involve various programs, such as charity, sermons, extracurricular activities, the school literacy movement, daily hadith, morning dhikr, flagship programs, and the implementation of the Teacher Learning Program (PGP) with team motivation, regular managerial meetings for evaluation and solutions, discipline enforcement, routine coaching, awarding certificates and recognition in the school bulletin board, and consistency with policies to face challenges such as teacher rotation and changes in organizational structure (Atik et al., 2020).

Furthermore, based on closed interview results for the research on the impact of the principal's discipline on shaping teacher motivation (through surveys sent to 5 teachers), the following data was obtained:

Table 3. Research Data on Principal's Discipline Implementation

Indicator	Teacher1	Teacher2	Teacher3	Teacher4	Teacher5	Average
Do teachers work regularly and productively?	4	4	3	5	4	4.0
Do teachers have trust and respect for the principal?	5	4	4	4	5	5.4
Do teachers feel their professionalism increased after being disciplined by the principal?	3	4	4	3	4	3.6



Total Average	4.0
Instructions: 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), 5 (Strongly Agree). Decision: 0.0 – 1.0 (Strongly Disagree), 1.1 – 2.0 (Disagree), 2.1 – 3.0 (Neutral), 3.1 – 4.0 (Agree), 4.1 – 5.0 (Strongly Agree). The research results indicate that teachers at SMA Darul Quran Al-Wafa generally work regularly and productively, with an average score of 4.0, reflecting discipline in their work and quality teaching. An average score of 4.4 shows that most teachers have a high level of trust and respect for the principal, creating a healthy relationship for effective cooperation. Although the average score of 3.6 indicates that most teachers feel their professionalism has increased after being disciplined, there are varying opinions among the teachers. Overall, teachers feel productive and respectful toward the principal, though there is still room to improve the impact of discipline on professionalism.	

D. CONCLUSION

The principal at SMA Darul Quran Al-Wafa performs very well in motivating teachers, conducting evaluations for performance improvement, serving as a role model, and creating a positive climate at the school. All indicators show high scores, reflecting the level of teacher satisfaction and support for the principal's leadership. The principal at SMA Darul Quran Al-Wafa receives positive feedback from teachers regarding the acceptance of complaints, classroom supervision, and open communication. The overall average score of 3.87 indicates that the principal is quite successful in these three aspects, with the majority of teachers feeling that the principal is responsive to complaints, frequently supervises classes, and maintains open communication. However, there is still room for improvement, particularly in increasing responsiveness to teacher complaints and improving the frequency of supervision to make it more regular. Overall, teachers at SMA Darul Quran Al-Wafa demonstrate good performance and discipline in their work, with an average score of 4.0. The majority of teachers feel respect and trust toward the principal, as reflected in the score of 4.4, indicating a positive relationship between the principal and teachers. However, although the discipline applied by the principal is perceived to impact teacher professionalism, the score of 3.6 indicates that there is still variation in opinions regarding the extent of this impact on professionalism improvement.

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CONTRIBUTION OF SERVICE IMPLEMENTERS

Researcher 1: Conceptualizer, Data Processor, and Verifier

Researcher 2: Research Methodology and Data Verification

Researcher 3: Data Collector, Report Writing

Researcher 4: Data Collector

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