Principal's Leadership in Improving Teacher Discipline

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Abstract: The purpose of this study is to understand Principal's Leadership in Improving Teacher Discipline and it is investigated under the focus: (1) factors needed by principals to influence teacher discipline effectively, (2) techniques are used by headmaster to improve teacher discipline, (3) the process of teacher motivation in improving the discipline, (4) the reward and punishment systems applied by the principal to improving teacher discipline, and (5) the process of monitoring the implementation of teacher discipline. This research used a qualitative approach with a case-study design. Data collection techniques which were applied are: (1) in-depth interview, (2) observation, and (3) documentation. The results of this study are presented as followings. (1) Factors needed by principal to influence teacher discipline effectively are: a) education background, b) work experience, c) a positive model, d) awareness of the role and responsibility as a school leader, e) professional character. (2) Techniques used by headmaster to apply teacher discipline are: a) reminding, b) discussion, c) meeting, d) evaluation, e) communication f) the letter, and g) the reward and punishment. (3) The process of teacher motivation in improving the discipline are: a) good involvement and communication, b) training programs, c) accepting suggestions/discussion, d) the outbound activity, e) getting involved with all school activities, f) celebrating all special holiday, both national and religious holidays, g) staff promotion, and i) the bonus salary. (4) the reward and punishment systems applied by the principal to improvee teacher discipline are: a) appraisals, b) a prize and a certificate of appreciation, c) bonus salary, d) discussion about the problem, warning letters, and dismissing letter, and e) salary suspension and salary decreases. (5) The process of monitoring the implementation of teacher discipline are: a) management system/organizing structure, and b) direct and indirect supervision.

Key Words: principal's leadership, teacher discipline, elementary school

A qualified human resource cannot be separated from the greatness of leadership applied in an organization. Leadership is a process which contains aspects of influence, and cooperation, and it is aimed at achieving common goals of the organization. Arifin (2004: 23) stated that leadership has a central role in an organization's dynamics of life. Leadership acts as locomotive for every human resources and any other resources in an organization. Based on that statement, it is understood that the success of a school as an organization led by a school headmaster depends on leadership.

Principal's leadership performance is the efforts done by the principal, and the result he/she has achieved in implementing school management to reach the goals of education by being effective, efficient, productive, and accountable. Therefore, a principal has a very important role in school management so that it is in parallel with public demand and progres-

sion of era; especially, in the progress of science, technology, culture, and arts. The importance of headmaster's leadership has to be stressed more especially in its accordance with educational policy that has become the goal of the school.

In terms of principal's leadership, one of the roles of a principal is to motivate teachers to reach achievements. Those achievements are: (1) students can easily understand the lesson, (2) making the students become champions on science tournaments outside school, (3) showing professionalism on relevant activities outside schools.

Among many researches on the subject of Effective Headmaster's Leadership, Blumberg and Greenfield (1980) in Arifin (2008:10) found that the characteristics of effective headmaster are classified in 8 typologies, which are: the organizer, the value-based juggler, the authentic helper, the broker, the humanist, the catalyst, the rationalist, and the

politician. Austin's research (quoted by Sergiovanni, 1987) also found that the school that has high achievements of students and teachers has a headmaster that involved directly in teaching program. Meanwhile, Rutter (quoted by Sergiovanni, 1987) in Arifin (2008: 11) concluded in his research that a headmaster is the key of success in the enhancement of teachers' quality, and students' output.

Leadership is a leader's way of influencing his/ her subordinates' behavior to be able to cooperate and work productively to reach the organization's goals. A Leadership style that diminishes the involvement of subordinates in making decisions will create disharmony between leaders and subordinates.

Leadership is one of the factors that determine the success in implementing School-Based Management. As it is explained in Nurkolis (2005:152) there are at least 4 reasons why leadership occurs, they are: 1) many people need leader figure, 2) in some situations, a leader needs to represent his/her group, 3) as a risk taker when there are some pressure on the group, 4) as a power bearer. School-Based Management gives discretion to the headmaster to manage all potencies by involving all the stakeholders to upgrade the quality of the particular school. Because of this vast authority, a leader figure becomes very important.

A good leadership will surely give a great impact on the success of reaching the goals because a leader has an influence on the performance of the people he/she leads. The ability to influence a group of people to reach their goal is a part of leadership. A leadership concept has a very close relationship with the concept of Political Power. With political power authority, a leader has an instrument to influence the behavior of the people he/she lead. There are some sources and forms of Political Power, they are: forced power, legitimate power, power by birthright, power by achievement, power by reference, power by information, and power by relation (Toha, 1990: 323).

Leadership style is an attitude, gesture, or manners that are chosen by a leader in his duty of leadership. Every leader may have a different style that distinguishes them from the others. Style can also be different depending on a situation and condition of leadership. Leadership style is a norm of behavior that is used by someone when he/she is trying to influence/affect other people's behavior.

Anak Saleh Elementary School is one of islamic schools located in Malang City, East Jawa, Indonesia and it is designed to provide children the fundamentals of faith, morals, knowledge and skills to become a good Muslim. This school is one of the favorite primary schools in Malang City because of its excellent quatlities in term of achievements including the result of national examinations, graduates, disiplines in teaching and learning process, as well as the every natural school area and facilities. Malang Anak Saleh Elementary School is the best qualified elementary school which was classified as the top grade; A in the year of 2011 in Malang. Moreoever, this school has a lot of qualified and well-experienced teachers who holds a degree in Education Training from any university in Indonesia.

The implementation of leadership by the principal at Anak Saleh Elementary School is that the principal has created the schedule for each teacher to come early and greet students in front of the school before the class starts and the principal also tries to perform her roles as teachers do and there is also another regulation for all teachers or staff when they come to school, teachers has to check their attendance by pressing their finger on the check clock to show their presence; otherwise, they are considered as absent.

METHOD

This study was conducted at Anak Saleh Elementary School, Malang. It focused on obtaining a general description of teacher discipline which is influenced by the principal's leadership. This study used a qualitative approach This study has characteristics corresponding to qualitative research in that 1) the natural setting is the direct source of data, and the researcher is the key instrument in the data collection, 2) the data produced is descriptive (in words) rather than numuric, 3) the study is more concerned with the process than results, 4) the data are analyzed inductively, and 5) the meaning is of essential concern (Fraenkel & Wallen, 1993: 381: Bogdan & Biklen, 1998: 4-7).

As mentioned earlier, the purpose of this study is to discover how the principal's leadership improves or influences teacher discipline in one school called Anak Saleh Elementary School. Therefore, this study used a case study design. This is in line with Suracamad (Arifin, 1996) who stated that a case study appraoches to the matter by including an attention to an intensive detailed case. That is, the researcher attempts to observe, to analyse symptoms within a single organizational unit to deepen the focus of the study to reveal more details in the study. This study

used a case study on a few variables that were determined before the researcher conducted the study.

A case study design is a form of qualitative research design which seeks to describe a setting, object or event in details and depth (Bogdan & Biklen, 1998). The selection of design is done with careful consideration of researcher; 1) to investigate the phenomenon that exists and that can be appicable in the real life, 2) in the design, it can be used with a variety of data sources as much as possible.

The focus of this study is on portraying the principal's leadership in improving teacher discipline in Anak Saleh Elementary School. More specifically, it is intended to describe: (1) factors needed by principals to influence teacher discipline effectively; (2) techniques used by headmaster to improve teacher discipline; (3) the process of teacher motivation in improving the discipline; (4) the reward and punishment systems applied by the principal to improve teacher discipline; (5) the process of monitoring the implimentation of teacher discipline.

There are some procesdures which are involved in conducting this qualitative study (Fraenkel & Wallen, 1993: 381-382). First, the phenomenon studied is identified since the focus of this present study on describing or portraying the principal's leadership in improving teacher discipline as the context of this study is in Anak Saleh Elementary School. Second, the particpants involved in the study are recognized. The participants in the study constitue the sample staff; a principal and teachers who are selected to be observed and interviewed. Third, data are collected. The data of this study were not collected at the end of study as in the case of quantitative study. Instead, the collection of data in this study was an ongoing process, in the that researcher continually observed and interviewed the subjects and analyzed the relevant documents in order to gain the relevant data. Forth, data are analyzed. Analyzing data in a qualitative research basically involves analyzing the information obtained from various sources into a coherent description of what have been observed or discovered. In this study, the data analysis relied heavily on the description of the results of observation and interview concerning the focus of the study. Finally, the conclusion is drawn. In qualitative research, the conclusion is drawn continually throughout the course of a study. In this study the researcher formulated his interpretation as he went along with his study. In other words, the conclusion of this study was intergrated with other steps in the research process. The conclusion was not only based on what the researcher had seen or listened but also on his interpretations of those results of observation and interview.

RESULTS & DISCUSSION

The section of this study is going to be described in accordance with discussion about the research findings on the basis of the existing relevant literature and the discussion is presented in line with each answer of the research focus as follows.

Factors Needed Principals to Influence Teacher Discipline

From the research findings, it is evident that the principal's leadership is very important for the school's success. The principal is a functional teacher who is given tasks to lead a school and to use every resource in that school to reach determined goals and leadership is always employed by the principal and leadership is the ability of how a leader influences subordinates in order to achieve goals of organization and in accordance with this research findings from Anak Saleh Elementary School Malang, factors needed by the principal to lead the school effectively, the principal badly need the effective leadership that comes form some criteria: 1) the background of the leader: It is intended that the existing leadership at school has provision obtaining from the prior leadership training, 2) work experience: It is concerned that a leader can carry out her duties properly and understand her tasks well because she has previous work experiences, and 3) awareness of her role as a school leader: the principal provides a good example not only in words but also in actions so that the school leader can guide or direct the subordinates through an good example for ones who are led.

The finding is in line with Wahjosumirdjo (2002: 83), who stated 'head' can be interpreted as leader in an organization or an institution. While 'School' is an institution where knowledge is given and taken. Thus, it can be simply defined that School Headmaster is "a functional teacher which is given a task to lead an institution where there are teaching-learning processes, or where there are interactions between teachers who give lessons, and students who take lessons" and it is also accordance with Daryanto, (2005: 80) who defined School Headmaster as a school person that has responsibility on all school's tasks and activities. A school headmaster has a full

authority and responsibility in executing every education activities on the school environment where he/she leads. A school headmaster is not only responsible for academic fields, but also for every activity, situations and conditions of school's environment, and also in relationships with the surrounding society and neighborhood and this is supported by Liphan and Rankin (1985: 55) stated that the effective and successful school is almost always determined by the principal's leadership as a key to its success. Criteria for an effective principal is the ability to create a conducive atmosphere for students to learn, for teachers to engage and grow personally and professionally, and the entire community to give supports and high expectations (Dubbin, 1991). If a school principal can meet the three criteria above, he can be called as an effective principal and the school can be considered as a successful school.

This finding is also in line with Hoy and Miskel (200: 392) who stated "Leadership is a process of social influence in which one person is able to enlist the aid and support of others in the accomplishment of a common task." According to this opinion, a leader of the school influences the member of the organization or school based on their function and position in the organization as a school principal as the principal of Anak Saleh Elementary School with her position as the principal always tries to influence the teacher to follow all the school regulation or discipline to achieve goals of the school.

The findings is also supported by Robbins (2008) who stated that leadership is an ability to influence people in reaching certain goals. This is parallel to a statement of Danim (2008: 204) which stated that leadership is every act that is performed by an individual or a group giving guidance and directions to other individual or other group which is incorporated to it, in reaching certain goals that were pre-determined previously.

Principally, a leader is a person that has ability in influencing other people's behavior on their work, by using authority or power. The power is referred to the ability to direct and influence subordinates regarding their jobs and tasks (Fattah 2008: 88). According to the these opinions, to be a good leader/principal, the leader need the good leadership to influence subordinates to achieve the common goals of the organization or school.

The finding is also in line with Pidarta (1988: 173) who is an effective leader according to is a leader that has high points in both of 2 (two) Leadership Dimensions, so a leader that has a high perform-

ance on planning and management functions. Those 2 Leadership Dimensions are presented as followings. (1) Task oriented leadership. This is a leadership that emphasize only in the accomplishment of the subordinates without considering the talent, competency, motivation, interest, communication, and welfare of the subordinates. This kind of leader doesn't keep up with the development and progression of his/her surroundings. This makes the organization becomes obsolete and out of date. (2) Human Relation oriented leadership. This kind of leadership only emphasizes on the development of the personnel, their satisfactory, motivation, cooperative, relation, and their welfare. This leader assumed that if all the personnel are well-treated, the goals of the organization will be accomplished. In reality, humans are not always have good intentions, even if they are well-treated. This will create setbacks.

Therefore, a good leadership is a leadership that integrates these two leadership dimensions. By integrating and developing these dimensions, the leadership will be effective, and the organization will reach its goals on target. Because an effective leadership is able to run its management functions greatly, including well-executing all its plans. An effective leadership will always use a cooperative relation with its subordinates in reaching the organization's goals. By doing this, a leader will get support and assistance in thoughts, spirit and motivation, also energy from subordinates that will create common motivation, togetherness, and unity. This leads to a better delegation and problem solving that will be a great benefit for the progress of education planning. This education task that was performed by an effective leader is mentioned by Cunningham in Pidarta (1988: 175) as continuum of plans and management: 1) manager discusses with subordinates, 2) manager was helped and assisted by subordinates, 3) manager is helped and assisted by subordinates to gain best way of solving problem, 4) manager's action is approved by subordinates. Based on the the definitions of leadership and school principal as mentioned above, the principal is a head teacher who is given responsibility to lead a school, to use every resource in that school to reach determined goals. Leadership plays the important role in improving the school achievement and determine the success of the school and leadership is the ability of how a leader influences the subordinates to achieve the goals of organization in accordance with the research findings in Anak Saleh Elementary School Malang.

Techniques Used by the Headmaster to Improve Teacher Discipline

The findings from Anak Saleh Elementary School about techniques applied by the shcool principal to improve teacher discipline: (1) reminding; she always keeps reminding of all teachers of being aware of the value of the discipline and of following all rules of the discipline to become a good teacher, 2) discussion; she always tries to meet with teachers whenever they have problem with the discipline to help them with the solution, and 3) meeting technique; it is held on every Friday and the principal always uses it to check the implementation of the teacher discipline and give evaluation of the teacher performance. The fiding is in line with Goods (1945) who stated in the dictionary of education explained that the meaning of discipline as (1) the process or the results of driving or controlling of desire, courage, or interests in order to attain goals or to attain any effective and reliable acts; (2) finding selected ways to act firmly, actively, and self driven in spited facing any restrictions or disorders; (3) controlling students' behavior directly and authoritarian by punishment or rewards; and (4) a branch of knowledge. This is also parraleled with French (in Yuliatiningsih, 1994: 23) who stated that discipline has so many different meanings than it needs to be defined before it is discussed. To some it means submissiveness to order and control; to some it means to drill; to some it means training through behavior and is called good or bad discipline as the behavior is approved or disapproved. At times it may properly be anyone or a combination of these different concepts.

The definition above explained that the discipline contains of various different meanings, such as controlling, as training, training by punishment and suffering and also means consciously to plan any behavior and called as good discipline or bad discipline as approved behavior or disapproved behavior. In the discipline, it is important to internalize any appreciative behavior to authorities, to internalize any cooperative behavior and a need to organize, also to internalize appreciative behavior to others.

The finding is also supported by Soeharsono and Revianto (1987) who mentioned there are four indicators of working discipline, namely: (1) the organization's members obey and fulfill the work requirement applied, (2) they obey rules and orders, (3) they follow orders/instructions from leaders, and (4) the discipline becomes a behavior for every member of the organization in increasing cooperative work. Based on the definitions and indicators of the working discipline implemented above, it could be concluded that the employee's working discipline will have strong impacts on the organization's success in achieving their goals efficiently.

As rewards and punishments are used as a technique which is employed by the principal in order to improve the employee's attitude and behavior that deviate both physically and mentally. Therefore, the finding is in line with Hazli (2002:30) who defined the concept of the reward as a prize and a sanction in the working situation: the prize shows the acceptance of behavior and action, while the sanction shows the rejection of behavior and action. This is parraleled with Wahyuningsih (2009) who defined the reward as a prize for something which is achieved by someone, while the punishment is the sanction for something that is not achieved and different punishments are given to people beause each person have different perceptions and opinions in applying the punishment. From the definition and the research findings, discipline plays a key role in directing the employees or determining the organization's success and it is employed by the leader or manager to improve the employee's performance.

The Process of Teacher Motivation in Improving the Discipline

From the research findings from the principal's leadership related to the process of teacher motivation in improving teacher discipline in Anak Saleh Elementary School, it can be said that there are four important ways which influence the process of teacher motivation, namely: 1) good involvement and communication with all teachers as a big family; it is a key that can make teachers get motivated to follow all rules of teacher discipline what are asigned by the school, 2) accepting suggestions; it is intended to motivate all teachers by making them feel they can decide or show their voice to propose what they want rather than they feel forced to do, so the activity or new plan is done in the democratic way, 3) training programs; it is aimed at motivating teachers by providing the career development for teachers and the school always provides workshop or seminar regularly inside the school, and 4) the bonus slary; they teacher feels motivated by more salary given to teachers as a result of a good discipline.

The findings are supported with Reksohadiprojo and Handoko (2000: 252) stated: "Motivation is personal needs of someone which support the individual desire to do certain activities for achieving their goals. Meanwhile, according to Wexley and Yukl (1992: 113) "Motivation is a condition which is background for individuals to obtain certain goals. The limitation of this definition views motivation from an aspect of individual needs". Based on the several definitions above, it can be concluded descriptively that job motivation is a positive impetus to a teacher work, to working condition and working situation and also their working environment. The motivation is an object that is important for the manager. In this context, she is is the principal, since the manager has to work hard with and through others. The manager needs to understand the behavior of people in order to influence them to work effectively in accordance with the organization or school's goals.

The finding is also line with Herzberg (1959) in Reksohadiprojo and Handoko (2000: 259) stated that there are two factors which influence the working motivation of people in an organization, namely: "(1) *Job Satisfaction* which is related to the job contents and (2) *Job Dissatisfaction* which is related to the working conditions. The satisfaction is called as motivators; meanwhile, *dissatisfaction* is called *hygiene factor.* Thus, the two theoretical terms suggested by Herzberg are known as two-factor motivation theory or *hygiene motivation theory.* Hygiene factors are not a job satisfaction, but on the contrary, they are a source of job dissatisfaction. The factors are: working conditions, interpersonal relationship, salary, supervision and so on. The reform of hygienic factors will reduce or eliminate the job dissatisfaction but they will not create job satisfaction. The hygiene factors alone cannot lead to the motivation but they also needed proving as the motivation factor of a source of job satisfaction that can motivate people toward their work. These factors are: achievement, promotion, recognition, and responsibility. So, in short, the hygienee factor (often called intrinsic factors) influence the job dissatisfaction. The hygiene factors help the individuals to eliminate displeasure while the motivator makes individuals enjoy their work. Based on the theories above, it can be concluded that the job situations and the job contents in an organization are very important in influencing the job motivation of one's work. Basically, the emerging of motivation is caused by two factors namely internal/ intrinsic factor is a factor inside of a person while the external factor is factor in outside of a person called extrinsic. Internal/ intrinsic factors can be personality, attitudes, experiences, and education or several expectations, goals that reach the future; meanwhile, extrinsic factors can be emerged by several sources, could be caused of the leader's influences, colleagues, etc".

The Reward and Punishment Systems Applied by the Principal to Improve Teacher Discipline

From the above research findings from the principal and the teachers about system reward and punishment which are employed in Anak Saleh Elementary School, it is evident that the school principal uses rewards both physically and unphysically to improve the teacher discipline; she uses words like 'thank you, good job, and other appraisals and she also gives a prize and a certificate of appreciation as a reward technique to motivate teachers and some disciplined teachers are also sent to join any national and international seminar and conference with support from the school. Furthermore, to improve teacher discipline in the school, the punishment is also employed by the principal through discussion with teachers who break any rule of school discipline, warning letters, and dismissing letter.

The finding is supported by Francisca (2006: 2) who defined rewards as a gift or bonus that is given to people for their achievements. Rewards can take many forms. One of the simplest forms of rewards is in word such as " praise". This is parraleled with Raharja, (2006: 10) who stated rewards are usually used to control the working hours of people in the organization. From this definition, rewards take the form as a bonus or a prize and other motivated words; appraisals and this is consistant with the finding from this study about the reward which it is used to improve the teacher discipline in the school by the principal of Anak Saleh Elementary School.

The finding is in line with Gouillart and Kelly (in Prog, 2006: 12) who stated that the expected reward will be given as a consequence of what they have done and it will fundamentally change the human behavior. The reward is used by the leader to control and motivate the subordinates to improve their performance or result of thier work. The reward will be given to subordinates based on thier result of their work and thier good behavor during performing their tasks and in terms of giving rewards to the employee,

the leader can motivate them to work harder to achieve the organization's goals. As in this context of this study , the principal uses rewards as a motivation for all teachers to encourage them to do their best to follow the discipline which is related to their responsibility and duty as a proffessional teacher.

The findings about the punishment is supported by Abu Nur Ahmadi and Uhbiyati (1991:150) who suggested that the punishment is an action of the deliberately dropping sorrow to others, both in terms of the aspects of materials and the spirituality of others who have weakness of ourselves; therefore, we take a responsibility for protecting and guiding them. This definition is consistent with the result of the research findings as the pricpals tries to adviod using the punishment to any teacher who have any problem with the discpline but sometimes she still does in the purpose of controlling or guiding teachers to be in a good bahavor in order to achieve the school's targets in providing knowledge to students.

The finding is also parraleled with Ngalin Purwanto (1988: 238) who divided a punishment into two kinds of punishments. (1) Preventive Punishment: The Punishment which is carried out with the intention or without violation. The punishment is intended to prevent the violation, so that the punishment is applied before the violation is committed. For example, commands, prohibitions, surveillance, and treaty and warning. (2) Repressive Punishment: The Punishment which is used when there are a violation and sins done by someone. Therefore the sentence come as consequence of doing bad things.

The meaning of this is in accordance with the punishment system which the the punishment is being employed by the principal of Anak Saleh Elementary School. She usually uses some techniques to prevent teachers from making any mistake with the discipline; for expample, she tries to discuss and remind them of their responsibilities as a teacher before she applied any punishment to them. On the other hands, if any teacher still makes a mistake with this discipline after the discussion or warning; finally, they are going be fired.

Basically, both systems above are equally necessary in motivating persons organizations, including in motivating employees to achieve the company's goals. Both system reward and punishment are a reaction from the leader toward the performance and productivity of his subordinates: the punishment for the bad performance and reward for the good performance. If we view them based on their func-

tions, both are opposite to each other, but they are equally aimed at making a person better and also at motivating employees in their work.

The Process of Monitoring the Implementation of Teacher Discipline

From the findings above, it is appearant that monitoring is the systematic collection and analysis of the information as a the implementation of a plan is in progress and it can be done through the system managment or by the leader himself. It is aimed at improving the effiency and effectiveness of employee's performance in the organization or school. It is based on targets set and activities planned during the planning phases of work. It helps to keep the work on track, and can let the manager or leader know when things are going wrong. If done properly, it is an invaluable tool for good managment, and it provides a useful base for evaluation. It enables the leader to determine whether resources he/she has available are sufficient and are being well used, whether the capability the leader has is sufficient and appropriate and whether the leader is doing what he/she planned to do. According to the results of the interview with the principal of Anak Saleh Elementary School, to monitor the implementation of the teacher discipline, she makes a management system/organizing structures to monitor and evaluate the colleague's performance in the school (the discipline can be checked systematically as the school organization: a principal, vice principal, teacher coordinator, team leader (class teacher) and assistant teacher). Besides, the principal also do the supervision by herself to check all the process of the implementation of teacher discipline (the principal does the supervision into the classroom by herself: planned and unplanned visit and the principal checks the teacher discipline through the vice principal or teacher coordinator).

CONCLUSION & SUGGESTION

Conclusion

Based on the data of research findings, and the discussion of each focus, the researcher can continue to present the conclusion as follows.

(a) Factors Needed by Principals to Influence Teacher Discipline Effectively. The principal can influence teachers effectively through some criteria: 1) the background of the principal: It is intended that

the existing leadership at school and provision obtaining from the prior leadership training or education, 2) work experience: It is concerned that a leader can perform her duty and understand her tasks well because of the contribution of her previous work experience, and 3) being a positive role model: the principal always tries to the best to influence teachers; 4) being aware of the role and responsibility as a school leader: the principal provides a good example not only in words but also in actions so that the school leader can guide or direct the subordinates through giving a good example, and 5) it is also influenced by a professional character of the principal.

(b) Techniques are Used by the Headmaster to Apply Teacher Discipline. To apply to discipline to teachers, there are some techniques employed by the principal: 1) reminding; the principal always keeps reminding of all teachers of being aware of the value of the discipline and of following all rules of the discipline to become a good teacher, 2) discussion; the principal always tries to meet with teachers whenever they have problem with the discipline to help them with the solution, and 3) meeting; it is held on every Friday to discuss about the problem and the principal always uses it to check the implementation of the teacher discipline, 4) evaluation: the principal evaluates the teacher performance and gives suggestions, 5) communication: the principal usually tries to build a good relatiohsip with all teachers, 6) reminding letter: the principal uses the letter as a technique to remind teachers of their implementing discipline , and 7) the reward and punishment: the principal use them to motivate and strenghten the discipline.

(c) The Process of Teacher Motivation in Improving Teacher Discipline. In terms of the process of teacher motivation in improving teacher discipline, it can be concluded that there are processes employed by the principal namely: 1) good communication and involvement: the principal has a good communication with all teachers as a big family and also get involved with all school acitivites. By doing so, teachers get motivated to follow all rules of teacher discipline 2) discussion and acceptance of suggestions; all teachers have rights to decide or propose what they want rather than they feel forced to do, so the activity or new plan is done in the democratic way, 3) training program; it is aimed at motivating teachers. The school always provides workshop or seminar regularly to teachers to improve their profession, 4) the outbound activity: it is given to teachers and all staff in order to motivate them, 5) celaberating all special

holiday, both national and religious holidays, 6) promoting staff, and 7) the bonus salary.

(d) The Reward and Punishment Systems Applied by the Principal to Improve Teacher Discipline. The findings about reward and punishment systems employed by the principal to improve teacher discipline can be portrayed that the principal uses rewards both physically and unphysically to improve teacher discipline; she uses words like 'thank you, good job, and other appraisals and bonus salary, a prize, and certificate of appreciation. Furthermore, some teachers are also sent to join any national and international seminar and conference because of their good performance; similarly, to strengthen teacher discipline, the punishment is also employed by the principal through discussion with teachers break any rules of school discipline, warning letter, dismissing letter, salary suspension and decrease.

(e) The Process of Monitoring the Implementation of Teacher Discipline. From the findings from Anak Saleh Elementary School, it can be concluded that in order to monitor the implementation of the teacher discipline, the principal makes a management system/organizing structures for controlling teachers and staff's activities and evaluating the colleague's performance. Besides, the principal also does the supervision both planned and unplanned by herself to check all the process of the implementation of teacher discipline.

Suggestion

From the findings of the study, the researcher obtained a number of thoughts and reflection on the recommendation for people whose work is related to the education field. They are as follows.

(a) For Principals. 1) Principals should examine all the potential teachers need to improve toward a competitive performance. 2) Principals should motivate teachers to use any approach that is relavant toward the school culture. 3) Principals need to improve subordinate performance through relationship-oriented behavior by cooperation and good communication with all people in schools and communities for achieving the best performance measured on the success of students achieving good learning outcomes. 4) There should be consistent between the success of outstanding teachers and the promise of rewards.

(b) For Teachers. 1) Teachers should be willing to develop their potential to the competitive achieve-

ment and it can be done with real efforts by increasing the quality of continuous professionalism through attending various professional development activities: seminars, workshops, and even continue their education to a higher level. 2) Teachers should dare to show their innovative ideas to the principal with respect to academic and non-academic activities. 3) Teachers need to consider discipline a part of their responsibilities as a teacher and they need to be disciplined in teaching time, their teaching task: good lesson plans with planning the use of materials.

(c) For School Committee. School committees can use the findings of this study to determine how effective the teacher's role in relation to teacher discipline is. This understanding will be useful for creating the awareness of the importance of school committees in improving teacher discipline for achieving the school's targets.

(d) For Future Researchers. 1) Researchers who are interested in the topic of this study would be able to develop and dig deeper aspects related to principal's leadership, teacher motivation, and teacher discipline. 2) The findings of this study can be used as a reference in the field of Education Management which is primarily related to increasing teacher performance.

(e) For Ministry of Edcuation of the Researcher's Country (Cambodia). The results of this study can be used as an input to improve teacher performance for improving the quality of education, in order to prepare human resources who are capable of responding to challenges of globalization and responsible for building the country and can also be used as a shared experience about this partnership with the country (Indonesia).

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