

The Influence of Principal Performance and Teacher Work Discipline in Increasing the Quality of Education

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ABSTRACT

The purpose of this study was to investigate how teachers' work discipline and the principal's performance at SMP Negeri 3 Bireuen contribute to an improvement in education quality. The authors used qualitative methods in this study. The results of the study found that there were 3 roles of the principal in SMP Negeri 3 Bireuen that affected the quality of education, the first was that the principal coordinated all employee staff and also the teacher council in carrying out activities, involving all components, explaining the goals to be achieved, forming committees, conduct monitoring and hold deliberations before carrying out activities. Second, the Principal conducts performance evaluations, compares actual performance with targets, holds monthly meetings, sets specific performance standards, provides rewards and punishments, giving directions to employees, asking for reports after activities and always providing motivation to employee staff and the teacher council. Third, the Principal makes continuous improvements, supervises every semester, provides training and education to teachers and staff, conducts student tutoring during off-school hours and works closely with parents of students. As a result, the principal's performance as a leader can improve the quality of education at SMP Negeri 3 Bireuen. In the meantime, SMP Negeri 3 Bireuen's education quality is also impacted by teacher discipline's impact on education quality.

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Education plays a crucial role in the effort to educate the nation's life because it can cultivate faithful and pious Indonesians with noble character, knowledge, and skills through high-quality education. Humans will be able to express themselves more fully through education. "The development of the potential of students so that they become human beings of faith, devoted to God Almighty, have noble character, are knowledgeable, capable, creative, independent, and become citizens of a democracy and accountable." are the stated objectives of the national education system, which are outlined in Law Number 20 of 2003."

The role of education staff in enhancing the quality of education in schools is, in this case, the most significant factor. Teachers and principals play this role. The empowerment of all school components as learning organizations based on their primary tasks and functions within the program structure is referred to as school effectiveness. The goal is for students to learn and achieve predetermined results, namely competence. According to Supardi (2013), an effective school is one that, in order to effectively and efficiently achieve the school's vision, mission, and goals, has a good management system that is open, accountable, and able to empower every important part of the school, both internally and externally.

The chief is an instructor practical staff who is given the undertaking of driving a school, where the educating and growing experience is done or where connections happen between educators who give illustrations and understudies who get examples. In this instance, the principal's ability to manage the educational staff in schools is largely responsible for the success of education. One aspect of education that influences teacher performance in enhancing school education quality is the principal.

As a school manager, the principal has authority over resources to achieve goals through predetermined commands or decisions. According to Rohiat (2010), school principals must fully comprehend management as a tool for effectively and efficiently managing owned resources to achieve objectives. The manager's actions in managing school resources will be heavily influenced by the principal's competence (skills). The optimization of resources or management and control is school management. The best option for creating a school that is independent and has high excellence is to maximize resources for school empowerment.

As a result, a school management system of high quality that is capable of continuous development and improvement and can satisfy all students is required to improve the quality of education in schools. When creating a syllabus, a teacher must consider the students' circumstances, particularly in terms of cognitive, effective, psychomotor, and appropriate learning methods, as well as goals that must be met in a certain amount of time.

However, the reality is that a number of factors contribute to the poor quality of education provided by schools, including: standardization, efficiency, and effectiveness of teaching. The low competence of educators and staff, facilities and infrastructure, teacher welfare, student achievement, opportunities for educational equity, the relevance of education, and the high cost of education are additional special issues in education.

SMP Negeri 3 Bireuen is a public junior high school in Bireuen Regency that provides instruction for junior high school students. According to the applicable curriculum, all compulsory subjects are covered in the lessons. This school has showing staff educators who are skilled in their branches of knowledge with the goal that they are of great and become truly outstanding in Bireuen Regime. Based on the preceding background, the authors are interested in analyzing "the effect of the performance of school principals and teacher work discipline in improving the quality of education at SMP Negeri 3 Bireuen" to ascertain how school principals and teachers are managed to improve education quality.

REVIEW OF LITERATURE

Education Management

Because it refers to the arrangement of human resources, curriculum, facilities, learning resources, and funds as well as efforts to dynamically achieve school institutions' goals, education management is part of the school management process. Education Management is a method for organizing and managing educational resources like students, staff, communities, curriculum, financial support, infrastructure and facilities, administration, and environment.

The process of planning, organizing, directing, and supervising schools to achieve predetermined educational objectives is known as school management. As the school manager, the principal holds a predetermined position in the school structure. Learning management is one of the school's management priorities for the principal.

Principal Performance

The etymology of the term "performance" refers to "the act of performing," "working appearance," "performance," and "carrying out a job or work behaviour." Performance can be interpreted as work performance, work performance, or work performance, as stated by the Directorate of Education Personnel. (Educational and other, 2008).

Mullins (2015) argues that there are several other variables that underlie leadership effectiveness, namely (1) Leadership characteristics, (2) Types of leadership power, (3) Characteristics of subordinates, (4) Relationship between leaders and groups,

(5) Type and nature of the organization, (6) Types of tasks that can be achieved, (7) Technology, (8) Organizational structure and management systems, (9) Types of problems and the nature of the leader's decisions, (10) The nature and influence of the external environment, (11) Social structure and organizational culture, (12) As well as the influence of national culture. Patras (2017) explaining leadership behavior is the starting point of early behavioral leadership theory centered on leader behavior and not on personality characteristics. It is believed that the behavior of leaders directly influences the effectiveness of the work groups of both teachers and education personnel.

Because this has a significant relationship to student learning outcomes and thus improves the quality of education in the school, the principal is an instructional leader who focuses on the quality of teaching in schools by continuing to make improvements that enable all school members, including teachers and education staff, to carry out their duties and responsibilities as well as possible (Sutrisno et al, 2010).

In this instance, the principal must have three types of skills in order to be successful in his role as a leader. These three skills are conceptual, which include the ability to comprehend and operate organizations, human skills, which include the ability to collaborate, inspire, and lead, and technical skills, which include the ability to use knowledge, methods, equipment, and techniques to complete a particular task (Mulyasa, 2014).

Thus, effective Principal leadership is more fundamental to tasks which will ultimately result in a positive assessment of work success. In addition, effective principal leadership is based on people and places teachers, administrative staff, education staff and students in their respective proportions, which has an effect on better work effectiveness. Effective Principal leadership should also manifest a task orientation and view teachers, administrative staff, and students as a determining part of educational success (Hidayah, 2016).

Discipline of Teacher Performance

An attitude of obedience to behaviour and actions that are in accordance with written and verbal company policies is discipline. Discipline is essentially the capacity for self-control, which entails refraining from doing things that are incompatible with or contrary to a predetermined objective and supporting and safeguarding a predetermined objective (Alma et al, 2003).

Work discipline refers to a teacher's perception of his or her own personal attitude toward order and self-regulation in the workplace without causing harm to himself, others, or the environment (Husna, 2017).

Handoko argues that management activities to carry out organizational standards is the definition of discipline. Discipline is an activity carried out to provide motivation to employees so they can apply standards and regulations that are enforced so as to prevent work irregularities. Discipline is also interpreted as a form of employee self-control in a work team in an organization and regular work implementation and shows the maximum level of sincerity (Turan, 2017).

Consequently, work discipline has a significant importance for organizations/foundations, with work discipline in every representative it will make an establishment further developed, in light of the fact that representatives who have discipline in doing work will actually want to finish the responsibilities in the establishment, albeit not straightforwardly. Seems like an ideal job. However, an employee will become more proficient in his work over time (Komaria and Triatna, 2016).

Quality of Education

According to Juliantoro (2017) the ability of educational institutions to use educational resources to maximize learning competence is a measure of education quality. The Education Quality Assurance System (SPMP) is an entire part of the education management function, which is tasked with evaluating quality standards as stipulated in the policy. By assessing the performance of educational institutions, the quality of study programs, and the quality of the education system, SPMP activities are geared toward continuous quality improvement. SPMP is a policy tool that is seen as capable of making policy implementation effective in achieving accountability of educational units to the wider community.

The quality of education can be improved in five main ways, namely (1) how the Principal leads; (2) students as centres; (3) teacher participation; (4) dynamic curriculum; (5) extensive network of cooperation. Principals must master and understand the vision and mission of work clearly, work seriously, have high work motivation, be sincere in work, provide maximum service, and have strong work discipline. The strategy that is usually applied is to position students as learning centres, so that their competencies can be explored, so that schools can find out the potential of students (Danim, 2007). In preparing professional staff, education is needed that produces graduates with high academic achievement. The quality of graduates is very important to consider, so that education as the spearhead of producing professionals plays an important role (Nurhayati, 2021).

In addition to preparing professional staff, one way to improve education quality is to use learning media to achieve learning objectives effectively. Learning objectives cannot be achieved because using inappropriate learning media. The use of media must also take into account the school's infrastructure, student numbers, and learning objectives in addition to adapting to teaching materials (Safitri, 2021). As a result, high-quality education is urgently required because new sciences, which in turn lead to new sub-sciences and even more specialized knowledge like specializations, are advancing science's development (Nurhayati, 2021).

METHODS

The authors used qualitative methods and library research in this study. Analysing theories or relationships between variables derived from books and journals, both offline in libraries and online through sources like Scholar Google and other online media. The use of a literature review in qualitative research must adhere to methodological assumptions. As a result, it must be applied inductively to avoid influencing the researcher's questions. The exploratory nature of qualitative research is one of the main reasons for doing so (Limakrisna & Ali, 2016).

DISCUSSION

The Influence of the Principal's Performance to Improve the Quality of Education at SMP Negeri 3 Bireuen

School program planning is necessary for raising educational standards. The preparation of a series of actions to be carried out in order to achieve organizational or institutional goals while taking into account resources that are provided or available is the purpose of school program planning, which describes the function of school program planning so that it is systematic. Additionally, planning is the process of making efficient and effective use of limited resources to achieve established objectives. The curriculum, various learning tools, teaching time, and learning process will all be directly influenced and determined by school management.

The principal is a manager in the school, he must be responsible for planning, implementing, and evaluating changes and improving teaching programs in schools. According to Rohiat (2010), leadership behaviours that have placed an emphasis on change include both change in school management and leadership. To put it another way, a leader exemplifies leadership behaviour when he or she contributes to the development of new policies, goals, structures, and procedures.

The principal is a leader whose job it is to make good learning happen. When he or she is leading, the principal should be focused on learning. In carrying out their responsibilities, learning leaders focus on curriculum, PBM, assessment of learning outcomes, teacher development, and fostering a pleasant learning environment for both teachers and students. A set of skills are necessary for learning leadership, including the formulation of learning objectives, the direction and guidance of curriculum development, the improvement of PBM, the evaluation of teacher performance, the development of teacher professionalism, the construction of learning communities, and the implementation of continuous improvements and the construction of learning communities (Herawan, 2017b).

As a result, the quality of education at SMP Negeri 3 Bireuen is greatly influenced by the principal's performance: First, in order to fulfil their responsibility as a quality planning principal, the principal must coordinate all employee staff and the teacher council in the execution of activities that involve all components, explain the objectives to be achieved, establish committees, carry out monitoring, and hold deliberations prior to executing activities. Second, the Principal is in charge of quality control by conducting performance evaluations, comparing actual performance to goals, holding monthly meetings, establishing specific performance standards, rewarding and punishing employees, giving employees direction, requesting reports after activities, and always providing motivation to staff and teachers. Third, the role as quality improvement by the Principal is by making continuous improvements, supervising each semester, providing training and education to teachers and staff, conducting student tutoring during off-school hours and working with parents of students. As a result, the principal's performance as a leader can improve the quality of education at SMP Negeri 3 Bireuen.

The Impact of Teacher Performance Management on Enhancing Education Quality at SMP Negeri 3 Bireuen

The first line of defences in enhancing education quality is the teacher. Teachers are human resources for education management, contributing to the development of high-quality individuals through education. As one of the human resources, educators and education staff are staff who play an important and strategic role, particularly in efforts to improve the quality of education due to their daily interactions with students.

The discipline of teacher performance cannot be separated from improving the quality of education at SMP Negeri 3 Bireuen. In this case, teacher discipline in work greatly influences the quality of education because discipline can be a driving force for the will and desire to work according to the standards and limits set so that it is clear that discipline should be owned by a teacher to ensure that learning goes smoothly. The facts found in this study teachers at SMP Negeri 3 Bireuen have implemented work discipline by applying several things, including (1) coming to school on time, (2) being at school until class time ends, (3) not delaying work, (4) Provide student progress reports on time.

With the discipline of teacher performance, this is related to teacher professionalism in teaching. Professional educators, as defined by Law No.14 of 2005 imposes the following obligations on educators (1) Create lesson plans, implement effective learning processes, and evaluate learning outcomes; (2) Improving academic qualifications and skills in a sustainable manner in accordance with advancements in art, science, and technology; (3) Act impartially and without discrimination based on students' gender, religion, ethnicity, race, physical condition, or family and financial background in the classroom; (4) Adhere to the rules and regulations, religious and ethical values, as well as the teacher's code of ethics.

As a result, a professional teacher will have a wide range of knowledge and a number of skills that can help him carry out his responsibilities. Despite the fact that they claim to be in the same workplace and hold the same position, professional teachers have different attitudes. Professional teachers constantly strive to raise teacher quality and update their competencies to the best of their ability.

This is related to the opinion conveyed by (Yantara et al., 2015) that a teacher's performance can be considered good if the teacher is able to master and develop lesson material, be creative in delivering learning, demonstrate high commitment to teaching tasks, be disciplined at work, collaborate with all school members, and have a personality that is a role model for students. That teacher professionalism has a very positive and significant effect on teacher performance.

So, with that, the impact of educator execution discipline to work on the nature of training is definitely, both during the time spent educating and learning exercises in class, understudy scholarly accomplishment or progress for schools. All of this can be realized because the teacher has professionalism in carrying out his mandate and is disciplined and there must be control from the principal.

CONCLUSION

The author's findings from the research indicate that the quality of education in SMP Negeri 3 Bireuen is influenced by teacher performance and discipline during the implementation of the school management program. In this case, there are 3 roles for the principal in SMP Negeri 3 Bireuen which affect the quality of education, the first is that the principal coordinates all employee staff and also the teacher council in carrying out activities, involving all components, explaining the goals to be achieved, forming

committees, conduct monitoring and hold deliberations before carrying out activities. Second, the Principal conducts performance evaluations, compares actual performance with targets, holds monthly meetings, sets specific performance standards, provides rewards and punishments, provides direction to employees, ask for reports after activities and always provide motivation to staff employees and the teacher council. Third, the Principal makes continuous improvements, supervises every semester, provides training and education to teachers and staff, conducts student tutoring during off-school hours and works closely with parents of students. Thus, in SMP Negeri 3 Bireuen the quality of education can increase with the effectiveness of the principal's performance as a leader.

Meanwhile, the influence of teacher discipline in improving the quality of education also affects the quality of education in SMP Negeri 3 Bireuen. The facts found in this study teachers at SMP Negeri 3 Bireuen have implemented work discipline by applying several things, including (1) coming to school on time, (2) being at school until class time ends, (3) not delaying work, and (4) provide student progress reports on time.

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