

Implementation of Principal Academic and Managerial Supervision of Elementary School Teacher Discipline

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Abstract

supporting and inhibiting factors of elementary school teacher discipline on the geometry material content. This type of research uses descriptive qualitative type. This research was conducted in schools. The subjects in this study were the Principal and Teachers. Data collection techniques using observation and interview techniques. The data analysis technique uses the Miles, Huberman, and Saldana model which consists of data collection, data condensation, data presentation, and drawing conclusions. Testing the validity of the data using triangulation of methods and theoretical. Based on the results of the research and discussion obtained, the conclusions in this study are: Implementation of Academic and Managerial Supervision of School Principals on Teacher Discipline. Principals and teachers carry out academic supervision when learning refers to aspects, namely: planning, implementation, and feedback. The planning process begins with the coordination of the supervision team, namely the principal, communication of objectives, and administrative preparation. Academic supervision is carried out through assessments by principals and teachers. Feedback is given in the form of discussions and awards for outstanding teachers. Aspects of assessment in the supervision and managerial of the principal include learning management, learning innovation, and attitudes and behavior. The process of implementing academic supervision during learning includes the planning, implementation and evaluation processes to foster teacher discipline towards school administration and responsibilities as teachers.

Keywords: *Supervision, Managerial, Teacher Discipline*

1. Introduction

The teacher is a component that really determines the success of education. so that teachers are always in the spotlight when problems occur in the world of education. The position of the teacher in the world of education is as the frontline and central to the implementation of the learning process, so related to teacher performance, totality, dedication, and loyalty as an educator and printer of Human Resources (HR) provisions are needed.

Law No. 14 of 2005 concerning Teachers and Lecturers Article 1 states that teachers are professional educators with the main task of educating, teaching, guiding, directing,

training, assessing and evaluating students in formal early childhood education, basic education and secondary education. The content of this law is clearly very meaningful, because it aims to: (1) Raise the image and dignity of teachers, (2) Increase the responsibility of the teaching profession as teachers, educators, trainers, mentors, and learning managers, (3) Empower and empower the teaching profession optimally, (4) Provide welfare guarantees and protection for the teaching profession. Through the birth of this law, it is hoped that it will be able to provide an umbrella and legal basis for the realization of professional teachers, prosperous and protected teachers. Article 20 of Law No. 14 of 2005 also explains that in professional duties, teachers have the following obligations: 1) Plan lessons, implement quality learning, and

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assess and evaluate learning outcomes; 2) Improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology and art; 3) Act objectively and non-discriminatory on the basis of considerations of gender, religion, ethnicity, race and certain physical conditions, or family background and economic status of students in learning; 4) Upholding statutory regulations, laws, and codes of ethics for teachers, as well as religious and ethical values; and 5) Maintaining and fostering national unity and integrity

Teachers have many tasks, both bound by the service and outside the service in the form of devotion. The task of the teacher is not only as a profession, but also as a humanitarian and social task. The three tasks carried out by the teacher must take place in a balanced manner between one task and another. Each field of the teacher's duties has many obligations that must be carried out by the teacher.

The task of the teacher in the humanitarian field means that the teacher must be able to place himself as a second parent for students. Teachers must also be able to understand the soul and character of their students, and to make that happen it takes a long time. So, as a teacher, you must be able to understand all the characteristics of students so that everything that is planned and expected by the parents of students can be achieved optimally.

In carrying out the tasks as described above, the teacher must have a disciplined attitude, so that all tasks can be carried out properly and in accordance with the objectives. Moreover, in the task of teachers as a profession really requires a high level of teacher discipline. In the task of the teacher as a profession, the teacher is very responsible for the implementation of learning. Learning is a face-to-face activity between teachers and students to transfer knowledge from teachers to students

and vice versa in order to achieve the learning objectives that have been set.

Discipline is another factor that can improve teacher performance. According to (Dessler, 2000), "discipline is a procedure that corrects or punishes a subordinate because a rule or procedure has been violated." unwritten and capable of carrying out and not evading to accept the sanctions, if the members of the organization concerned violate the duties and authorities given.

Without good discipline, it is difficult for organizations to achieve optimal results. Discipline must be enforced in a school organization, because without the support of good employee discipline, it is difficult to realize its goals.

Academic Supervision

Etymologically, academic supervision consists of the words supervision and academic. The term supervision comes from two words, namely "super" and "vision". In the language of supervision can be interpreted as looking from above, with expertise so as to be able to see something that might not be seen normally. A supervisor does have a position above or has a position that is more than the person he supervises. Meanwhile, semantically, essentially the content contained in the definition of something depends on the person who defines it.

(Komariah, 2004) stated that etymologically the term supervision or in English called supervision is often defined as supervision.

In line with this opinion, (Komariah, 2004) explain that there are several supervision substances, namely; a) Activities from superiors in the form of seeing, observing, and assessing and supervising from above on the realization of activities or work results of subordinates, b) An effort made by adults who have a higher view in the form of knowledge, skills and attitudes to help those who need guidance, c) An activity to transform various

innovative views so that they can be translated into measurable activities, d) A professional guidance carried out by supervisors so that teachers can demonstrate professional performance.

According to (Blandford, 2000) states that supervision helps schools and tries to find problems and solve them. While (Syaiful Sagala, 2009), suggests that supervision is assistance and guidance given to teachers so that they learn continuously, seek to improve the quality of their learning, jointly improve the learning process by selecting and revising educational goals, learning models and methods, learning materials, and evaluation of learning, to improve the quality of learning, in order to obtain maximum results.

The Nature of the Principal's Managerial Competence

Sagala (2009) states that "competence is a set of knowledge, skills, and behaviors that must be possessed by school principals in carrying out their duties and responsibilities. The principal will be a determinant in achieving the success of educational institutions. The principal is the chosen person in the school who is believed to meet the criteria to carry out the mandate to carry out his duties.

The principal as a manager in educational institutions also needs to have three basic intelligences, namely professional intelligence, personal intelligence and managerial intelligence in order to work together and do things with other people..

Currently, there are still many factors that hinder an educational institution to progress and develop, both in terms of physical, such as the facilities and infrastructure owned by each educational institution, as well as non-physical which are real obstacles, such as the human resources they have. The principal must be able to manage the school so that it can progress and develop. Principal leadership is very important, because the principal is the

driving force for all school resources. School leaders are resources who are described as people who have high expectations of their subordinates, know a lot about the tasks of their subordinates, and determine the school atmosphere.

The principal is the key to the success of the school. To be able to carry out good leadership, carry out their duties and play their roles, school principals need to have high motivation to support the programs that have been formulated. Motivation needs to be owned by the principal, because motivation will be a driving force for someone to carry out the work. The motivation of the principal will give birth to positive behavior so that it can achieve school success.

School institutions that function as places of education, should have a good dedication to attract parents to entrust the education of their sons and daughters in these schools. The success of managing an institution (school) is supported by the insights, attitudes, and skills of the education staff. Therefore, steps to develop the capacity of education personnel in schools must be carried out. One of the strategic steps that can be taken is to improve the work ethic of educational staff in terms of recruiting and sharing job descriptions.

School resources must be utilized optimally so that they can make a positive contribution to the achievement of educational goals. Educational staff need to be mobilized through the creation of a conducive work climate, namely a work climate that encourages educational staff to work more actively and creatively. This will direct educational staff to activities that are positive, exciting and will significantly increase work productivity

Teacher Discipline

Work discipline is an attitude and behavior of a person who shows obedience, obedience, loyalty, order and order to company or

organization regulations and applicable social norms.

According to (Rahmat & Kadir, 2017) that "discipline is basically a management action to encourage members of the organization to comply with various provisions and regulations that apply within an organization." (Siagian, 2015) said that discipline is a management action to encourage members to meet various needs that must be met by members of the organization. Discipline is developed through.

Discipline is the most important operative function of HR management because the better the employee discipline, the higher the work performance he will achieve. Without good employee discipline, it is difficult for agencies to achieve maximum results.

Hasibuan defines work discipline as "a person's framework and willingness to wait for all organizational regulations and applicable social norms". Awareness is the attitude of a person who voluntarily waits for all the rules and is aware of his duties and responsibilities. Willingness is an attitude, behavior and actions of a person in accordance with organizational regulations, both written and unwritten.

The definition put forward by Hasibuan regarding work discipline, it can be seen that work discipline is an awareness and willingness that every employee must have in complying with all regulations and norms that exist in the agency or company. With good discipline in an employee, regularity will be formed, so that it can assist the company in achieving the goals that have been set. In addition, according to Davis in Mengkunegara stated that: "Discipline is management action to enforce organization standards". Based on Davis' opinion, work discipline can be defined as the implementation of management to reinforce organizational guidelines. Furthermore, (Handoko, 2003) suggests that:

"Discipline is a management activity to implement organizational standards".

This will encourage work enthusiasm, work spirit, and the realization of organizational goals/agencies, employees, and students. Therefore, every leader always tries to make his subordinates have good discipline. A leader is said to be effective in his leadership, if his subordinates are well disciplined. To maintain and improve good discipline is a difficult thing because many factors influence it.

In addition to supervision, school principals also need to carry out their managerial duties, especially supervising the implementation of teacher duties. The principal as the top manager in the school will design programs, make policies, and lead the implementation of decisions in schools. (Kunandar, 2011) explains that the principal as a manager must be able to manage so that all potential schools can function optimally. This can be done if the principal is able to perform management functions well, including: (1) planning; (2) organizing; (3) direction/control; and (4) supervision.

In this case, teachers are expected to be aware of their duties and responsibilities. In addition to the teachers themselves who must be aware of and improve their discipline, the school, especially the principal, also needs to strive for teachers to have good performance in carrying out their duties. Efforts that need to be made to discipline teachers are through coaching from the principal through supervision and supervision.

Based on the problems above, the authors try to review and solve the problems of implementing academic and managerial supervision in elementary schools.

2. Method

This study uses a phenomenological approach, because the data analysis is presented verbally, to obtain comprehensive information.

Components in qualitative research methods include, among others; reasons for using qualitative methods, research places or locations, research instruments, informants and research data sources, data collection techniques, data analysis techniques, data validity testing plans (Sugiyono, 2010).

The qualitative research method that the researcher uses in this research is the reason that the complex, dynamic and unclear social situation is captured by quantitative research methods. In addition, the use of this qualitative method is intended to understand in depth the Principal's Academic and Managerial Supervision of the Discipline of elementary school teachers.

The instruments in this study were observation, interviews and documentation. In this study, humans are needed as researchers because humans can adjust according to environmental conditions, therefore the instrument or research tool is also the researcher himself. Qualitative researchers as human instruments, have the function of determining the focus of research, selecting informants, as data sources, collecting data, assessing data quality, analyzing data, interpreting data and making conclusions on their findings (Sugiyono, 2010). The whole process in conducting research is the researcher himself.

Data collection techniques are the most important step in research, because the main purpose of research is to obtain data. Data collection techniques in qualitative research generally use observation, interviews and documentation studies (Iskandarwassid, 2008). Thus, without knowing the data collection techniques, researchers will not obtain data that meets the established standards. The data collection techniques used include interview, observation and documentation studies, all of which are related to the implementation of the Principal's Academic and Managerial Supervision of Teacher Discipline.

The data analysis technique used in this study is a data analysis technique with an interactive analysis model (interactive model) proposed by Miles and Huberman (Sugiyono, 2015) covering three stages, namely: data reduction, data presentation, and drawing conclusions or verification. In qualitative research, data validation is a very important factor, because without validating data obtained from the field, it will be difficult for a researcher to account for the results of his research. In terms of validating data, researchers use the triangulation method, namely checking data from various sources in various ways and at various times.

3. Result and Discussion

The results in this study indicate that the Implementation of Principal Academic and Managerial Supervision of Teacher Discipline based on the results of previous research shows that (Hikmah et al., 2022) with the title Development of a Model for Principal Academic Supervision Based on Teacher Working Groups to Improve Pedagogic Competence of Elementary School Teachers, states that the system This teacher professional development emphasizes professional service assistance based on the needs of teachers in the field in order to improve the quality of education.

The main activities in elementary schools in order to realize school goals are learning activities where all activities in schools lead to the achievement of efficiency and effectiveness of learning. To achieve this goal, teacher discipline needs to be improved. The role of the principal as a supervisor is one of the factors that influence teacher discipline. In his role as a supervisor in the school, the principal must be able to influence and direct all those involved in the educational process, namely the teacher in order to achieve learning goals. In his leadership, the principal must be

able to understand, overcome and improve existing deficiencies related to learning activities carried out in schools. Supervision will be realized if a school principal can provide instructions to his subordinates, conduct supervision and motivation so that it can lead to satisfaction for teachers.

This is expected to improve the discipline of the teacher himself. Supervision carried out by the principal to the teachers is carried out regularly and on a scheduled basis with the hope that the teacher is able to improve the learning process carried out. In the process, the principal monitors directly when the teacher is teaching. The teacher designs learning activities in the form of a lesson plan then the principal observes the learning process carried out by the teacher. The description above is in line with research conducted by (Indria Latriyani, 2013) entitled *The Effect of Principal Supervision and Compensation on Teacher Teaching Performance in Public and Private Elementary Schools in Sukabumi City*. In the study that concluded there was a positive influence between the supervision of the principal on teacher discipline.

Based on the interview data that has been obtained, the process of implementing supervision during learning includes the planning, implementation, and feedback processes. The supervision planning process begins with coordinating with the academic supervision team, in the context of learning, communication is carried out regarding the purpose of supervision, both with the supervision team and the teacher concerned. After that, the principal's supervision prepares a supervision sheet with sub-assessment aspects that are adapted to the characteristics and learning standards in elementary schools. The implementation of supervision during learning is carried out either directly meeting face to face with the teacher which is carried out by the teacher in the classroom. The

process of providing feedback is no longer carried out by means of discussions with the principal. Overall, the implementation of supervision during learning in schools has fully adopted the three processes as implemented in learning supervision, namely planning, implementation, and feedback.

The feedback process has not been implemented, while the planning process and implementation process according to the supervision instrument carried out by the principal, as expressed by (Syaiful Sagala, 2009), suggests that supervision is assistance and guidance given to teachers so that they learn continuously, trying to improve the quality of learning, jointly improve the learning process by selecting and revising educational goals, learning models and methods, learning materials, and evaluation of learning, to improve the quality of learning, in order to obtain maximum results.

The results of this study also show that the principal in carrying out the supervision and managerial of the principal is very good because the principal is the most important person in a school, because the principal is the key to the development and improvement of a school. The indicator of the success of the principal is when the school is functioning properly, especially if the learning achievement of students can reach the maximum in improving teacher discipline through supervision and the ability of the principal as a leader to provide innovation and positive directions for the common good. This is in line with the opinion of (Salmia, 2020) which states "the principal must have a leadership spirit, managerial ability, have high innovation and creativity so that the school he leads advances rapidly..

To realize an effective school, a principal is needed who is not only a personification figure of the school, but also understands the purpose of education, has a vision of the future and is

able to actualize all existing potential into a synergistic force to achieve educational goals. Principals who have good managerial skills must be able to organize school activities based on current conditions leading to better conditions. Therefore, it is highly demanded that the principal's ability to design school development plans, distribute activities, motivate and foster school staff in carrying out their duties every day, as well as measuring and assessing the performance of their staff.

Based on the results of research that occurs in supervision, it can be explained by other factors besides the managerial ability of the principal, such as the ability of teachers to develop their professionalism, the availability of supporting facilities needed in the learning process, moral and material support from school leaders. As a professional teacher in the field of education, he always strives to develop his ability to various innovations in learning activities, make improvements and adjustments to the development of science and technology, as well as find solutions to various problems encountered in learning in compiling administrative supervision equipment.

In the implementation of the learning process, a teacher really needs various supporting facilities that are relevant to learning materials, both in the form of learning devices and media to support and facilitate students' understanding of the material taught. Teachers also always try to find and find the best learning activities, but all of these It really depends on the availability of supporting facilities needed in the learning process as one of the supporting factors in the learning process at school.

In fostering and developing the discipline of a teacher, moral and material support is a very decisive factor. The provision of motivation and appreciation from school leaders for various teacher efforts in improving teacher discipline will have a positive impact in the

context of developing supervision and managerial principals. In addition, the provision of various learning equipment in accordance with the needs of teachers in each subject will further spur teachers to do their best in achieving the learning objectives that have been set which are arranged in the supervisory and managerial instruments of the principal. The description above illustrates that the increase in teacher discipline in the implementation of learning tasks does not solely depend on the managerial ability of the principal, but is also largely determined by other factors, both originating from the teacher himself and from his environment. A conducive work environment and a pleasant working atmosphere will greatly support the development of teacher discipline. Teachers need to be given the opportunity to develop themselves while receiving guidance and direction from school leaders. In other words, the development of teacher discipline in carrying out their duties every day is largely determined by the managerial ability of the principal.

The principal shows his responsibility as a manager through supervision activities that are carried out to see and assess how the activities and tasks are carried out by the teacher. In order to develop teacher discipline. As the principal who is responsible for leading the entire school, the principal carries out activities that can improve teacher discipline, which if there are teachers experiencing problems or obstacles in carrying out their duties as teachers, the principal conducts training activities for teachers. (Mulyasa E, 2007) details the duties and functions of the principal as an educator, a school principal must have the right strategy to improve the professionalism of the education staff in his school; The function of the principal as a manager must have the right strategy to empower education personnel through

collaboration, provide opportunities for education personnel to improve their profession and encourage the involvement of all education personnel in various activities that support school programs. The principal's managerial ability is shown in his ability to manage the fundamental functions of management as follows. First, the ability to prepare school plans for various levels of planning. Second, being able to lead teachers and staff in the context of optimal utilization of human resources. From the explanation above, the principal in carrying out his managerial competence is to increase teacher discipline. First, the principal does planning in advance, in which the planning is adjusted to the needs of teachers in improving teacher discipline. Second, the implementation in which teachers participate and include teachers in training, workshops, and other studies to improve discipline and discussions or meetings to overcome difficulties faced by teachers. Third, the principal supervises the teacher to see how the professional competence of the teacher in teaching or the learning process is.

The implications for the implementation of the principal's managerial duties are in good condition, namely in terms of planning, organizing, evaluating and leadership. Meanwhile, teacher discipline is also in good condition which includes aspects of learning preparation, learning process, evaluation. This gives an illustration that the supervision and managerial of principals and teacher discipline, this can be seen from all managerial aspects when principals routinely request reports on the implementation of their duties during teaching to be evaluated according to or not with the curriculum, this has an impact on teacher discipline, because to can be responsible for their duties while teaching to the principal in compiling an assessment of carrying out their duties properly such as making the necessary documents such as

syllabus, lesson plans, KKM and the teacher's daily agenda book.

In addition, the principal also always monitors the implementation of teaching teachers by always holding regular meetings every week to discuss related teaching and learning processes that have been running so as to make teacher discipline become enthusiastic, and teachers carry out seriously to support the success of a school program, according to research results. Muhammad Selamat, with the title "The Influence of Academic Supervision Competence and Managerial Supervision of School Supervisors on Teacher Performance (Quantitative Descriptive Study at State Junior High Schools in Banjar City)". The research was conducted by the person concerned for the purpose of his thesis at Galuh Ciamis University in 2009. The results of this study indicate that: first, the competence of managerial supervision and academic supervision has an effect on teacher performance with a relatively high relationship, and other variables that have a high influence on teacher performance. are teacher discipline, teacher motivation, infrastructure, learning experiences, and others.

In fostering teacher discipline there are inhibiting and supporting factors both internal and external. The inhibiting factor by the school principal was overcome by never getting tired of proposing to the local government through the education and culture office for the addition of state teachers and there was an incentive for honorary teachers while the obstacle where teachers lived far from the school was given motivation to leave the house early. than usual to improve the discipline of elementary school teachers. For supporting factors, both internal and external, the principal optimally utilizes the potential of teachers who are disciplined to be rewarded even if it is just a compliment. Meanwhile, the

committee that actively participates in monitoring the discipline of principals provides financial rewards. Principals as school leaders who have roles as educators, administrators, supervisors, innovators and motivators, principals in fostering teacher discipline try to take actions that give birth to a willingness to work with enthusiasm and confidence in their subordinates. Principals dare to act decisively to enforce teacher discipline. Principals dare to give sanctions or reprimands for teachers who violate discipline through a persuasive approach because teacher discipline plays a very strategic role in supporting educational outcomes. Based on the results of these studies, the opinion of experts related to teacher discipline according to (Salmia, 2020) provides an understanding of discipline as an orderly state in which people who are members of an organization are happy to comply with existing regulations. According to (Indria Lastriyani, 2013) the purpose of discipline or discipline is to train obedience so that time and work effectiveness can be achieved. With the achievement of work effectiveness and time efficiency, it means that discipline is the key to success. Because with discipline, people believe that discipline brings benefits as evidenced by self-discipline.

The results of the study indicate that the discipline of teachers in elementary schools is classified as very good, it can be seen from the discipline of time, discipline in enforcing the rules, and the discipline of attitudes carried out by teachers in order to improve academic supervision. The higher the level of teacher discipline, the more managerial principals and teacher discipline in schools will increase.

4. Conclusion

Principals and teachers in elementary schools, that academic supervision during learning in schools refers to aspects consisting of three stages, namely: planning, implementation, and

feedback. The planning process begins with the coordination of the supervision team, namely the principal, communication of objectives, and administrative preparation. Academic supervision is carried out through assessments by principals and teachers. Feedback is given in the form of discussions and awards for outstanding teachers.

Principal managerial includes learning management, learning innovation, and attitudes and behavior. The process of implementing academic supervision during learning includes the planning, implementation and evaluation processes to foster teacher discipline towards school administration and responsibilities as teachers..

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