

MAXIMIZING TEACHER DISCIPLINARY BEHAVIOR THROUGH RESPONSIBLE LEADERSHIP, A CORRELATIONAL STUDY

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ABSTRACT

This research is to study the correlation between responsible leadership of school principals and discipline of PKn (Civics) teachers at Al-Ashar Elementary School Pinang Sub-district, Tangerang City. Although there is a lot of study about the correlation between leadership and discipline, this study focuses on responsible leadership as opposed to “ordinary” leadership. The study used a correlation method where responsible leadership of school principals was used as an independent variable and discipline of PKn (Civics) teachers as the dependent variable. Thirty out of 35 teachers in the population were used as a random sample. Hypothesis testing was conducted using product moment. The study found that there is a positive correlation between the responsible leadership of school principal and Civics teachers at Al-Ashar Elementary School Pinang Sub-district, Tangerang City.

Keywords: Leadership, Responsibility, Discipline.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui secara empiris hubungan antara kepemimpinan Kepala Sekolah yang bertanggung jawab dan perilaku disiplin Guru PKn di SDI Al-Ashar, Kecamatan Pinang, Kota Tangerang. Meskipun sudah banyak kajian tentang hubungan kepemimpinan dan disiplin, penelitian ini menekankan pada kepemimpinan yang bertanggung jawab yang belum dilakukan oleh peneliti lain terutama berkenaan dengan disiplin guru PKn. Penelitian ini menggunakan metode korelasi dengan menghubungkan dua variabel yang diteliti, yaitu kepemimpinan Kepala Sekolah yang bertanggung jawab sebagai variabel bebas dan disiplin mengajar guru sebagai variabel terikat. Sampel penelitian ini sebanyak 30 yang dipilih secara acak dari populasi sebanyak 35 orang. Instrumen penelitian yang digunakan untuk mengumpulkan data variabel bebas (X) adalah menggunakan angket skala perilaku dan variabel terikat (Y) menggunakan angket skala sikap. Uji hipotesis dilakukan dengan product moment. Hasil penelitian menyatakan bahwa terdapat hubungan positif antara kepemimpinan kepala sekolah yang bertanggung jawab dan disiplin mengajar guru PKn di SDI Al-Ashar, Kecamatan Pinang, Kota Tangerang.

Kata kunci: Kepemimpinan; Tanggung Jawab; Disiplin

INTRODUCTION

School principal plays an important role in school management. He or she leads all school resources (man, money, facilities, and methods) to the development and success of learning activities by establishing and practicing good leadership. The school principal as an organizational leader is the one who makes the final decision to solve all educational problems at the school level. He or she is one of the several, in addition to factors relating to instructional activities who is responsible for school performance. School principal together with teachers implement a learning process to achieve school objectives. A teacher is an individual who is responsible for running all activities relating to the learning process. To function his or her roles, a teacher has to interact well with the superordinate - school principal. The role is to create a conducive and dynamic situation for maximizing student learning. To materialize this learning objective, disciplined behavior is required to support their performance by building good communication with the school principal. On this account, a school principal is supposed to directly raise teacher professionalism and expand teacher success in improving instruction. Creative and joyful learning, together with teacher discipline is one of the expected conditions for a teacher to be able to well perform their roles in the classroom. One of the requirements in order for teachers to be able to communicate with the school principal is teacher discipline.

Responsible school principal leadership will influence the development of mutual trust and respect in building teacher work discipline. These two variables are regarded as closely correlated factors. In his or her position as a superordinate of teachers, the school principal might become a role model in practicing discipline by demonstrating good attitude and responsibility in managing school, which in turn it increases teacher discipline in implementing instruction. A responsible school principal can be seen from his or her daily work style in carrying out managerial routines such as practicing good communication with teachers, compliance with school policies, implementing school supervision and giving rewards to those who have high performance.

Good communication creates a good work climate for teachers. Responsible work style and behavior serve as a good example for teachers. Good supervision and rewards from school principals act as motivating factors for teachers to promote work performance. A responsible school principal is indicated by work consistency and orderliness in line with school predefined policies. Teacher discipline is reflected in teaching professionalism. Nevertheless, based on current observation at Al-Ashar School at Pinang Sub-district, the school is not yet implementing a responsible leadership. This situation consequently results in some degree of indiscipline behavior among teachers. School principals changed school policies without consultation with teachers, assigned teachers with tasks out of their responsibilities, teachers often come late to school, teachers come to a classroom without preparation and do not use the appropriate medium of instruction. Based on this observation the researcher hypothesizes that indiscipline behavior is closely correlated with the absence of principal responsible leadership. This preliminary finding inspires the researcher to conduct a study about the

correlation between school principal responsible leadership and teacher discipline at Al-Ashar Elementary School, Pinang Sub-district – Tangerang City.

This study identified several problems pertaining to what is the nature of school principal responsible leadership; what activities are specific to responsible leadership; what are the indicators of teaching discipline; and is there any correlation between responsible leadership and teaching discipline?

The study limited itself to the managerial authority of a school principal in leading and organizing school activities seen from the existing policies. In the meantime, the study investigated the discipline of civics teachers during the implementation of learning activities in the classroom. This research sought to uncover the correlation between responsible school principal leadership and the discipline of civics teachers. The study might be useful to increase the knowledge of student research practices and enrich literature review in the related studies. The study might also be useful to improve teacher discipline and school leadership.

Danim (2006, p 205) defined leadership as an individual or group conducts to coordinate and orient the followers either as a group or individuals within an organization to achieve the predefined objectives. An individual who carries leadership function at least has the qualities: believe in one god, high intelligence, physically strong, knowledgeable, self-confident, can work in a group, just and wise, assertive and initiating, be able to make a decision, emotionally stable, healthy, and protective.

Wunarsih (2009) mentioned that even the smallest organization needs a leader. A leader is an individual that can make a decision and ensure that the interest of its member can be well fulfilled. Leadership is held by an individual and not by collectives. And to guarantee the implementation of decisions a leader is needed.

A leader to be successful in running an organization has to meet specific requirements in order not to bring the organization into chaos. According to Indrafachrudi (1998), a leader must be able to work together with others for the benefit of others. Soekanto (2005) believed that leadership is an ability to influence others so that they will behave as expected by the leader. Muliono (1999) argued that leadership is an individual's thinking or acting skill and capacity to influence other behaviors either of higher position or of the same level with the purpose of converting individualistic and egocentric behavior into organizational behavior.

School as an educational organization needs a leader to achieve its objectives. Education in Indonesia follows a unique and traditional model of Indonesian culture i.e. "Ing Ngarso Sung Tulodo", meaning that a leader serves as a model for followers; "And Ing Madya Mangun Karso", meaning that a leader should participate in activities to spark the motivation of the subordinates. Tut Wuri Handayani, meaning that a leader has to push subordinates from the back (Permadi, 1998).

School leadership deems it necessary to regard academic, psychological, mastery of educational science and leadership aspects. School leader functions to manage and put into order activities related to the learning process in school. A school principal has also the authority to evaluate the performance of teachers (Wunarsih, 2009). Public Elementary school principal is responsible for the implementation

of educational activities, administration, school personnel development and the empowerment of educational facilities (Directorate General of Basic Education, 1999). A school principal must be a teacher possessing academic qualification and competence, have at least 5 years of teaching experience. He or she must be able to be a learning agent based on laws, have the spirit of entrepreneurship and be able to lead teachers (Suryadi, 2004). Permadi (1998) contended that being a leader, the school principal is responsible for the implementation of several school activities such as management of school administration, and the development of educational personnel.

A leader has a share in actualizing group objectives and is responsible for the implementation of matters defined by the group. A leader is obliged to take over the responsibility for actions taken by his or her members. Consciously or unconsciously, a leader is responsible for his or her sub ordinate's actions (Walgito, 2003). Meaning that the school principal is a figure who is responsible for all activities. This implies that school principal influences school positively, becomes a dynamic change agent improving school condition. Syarief (1999) pointed out the following four principles to establish an active work situation. First, giving teachers logical motivation in order for teachers to work better. Second, providing correct and accurate guidance to accomplish a task. Third, providing assistance when teachers face difficulties. Fourth, guiding teachers to accomplish their tasks. Meanwhile, responsible leadership shown by a school principal can give a direct impact on teacher performance to achieve a high quality of school objectives.

Mar'at (2002) stated that school principal is expected to have clear vision and targets, be able to induce team and self-motivation, build character and integrity, create communication system and empower all components to accelerate the achievement of goals. As manager and leader, the school principal is responsible for the improvement of learning as well as teaching discipline. He or she must have much care about learning problems encountered by teachers. (Supriono, 2003). Further, he mentioned that the relationship between the school principal and teachers should be harmonious and strong. The relationship is built by a collegial system so that it does not consider themselves as subordinate and superordinate. This type of relationship creates a climate of openness in delivering ideas which in turn have consequences on learning (Supriono, 2003). The responsible school principal will develop a dynamic team to work with teachers, build trust, dynamic work situation and climate together with the nurture of high learning ethos. Success and failure of school are partly dependent upon responsible leadership (Wunarsih, 2009). In fact, responsible school principal leadership is the school principal capacity to organize and manage the school in relation to teaching and learning activities which is consistently implemented and executed under predefined rules and decisions.

Soecipto (1999) defined discipline as attitude and behavior and action which are consistent with organizational rules or workplace both written and unwritten. In the meantime, Usman (2001.) stated that discipline is the whole individual or group's mental attitude in the form of behavior based on the understanding of rights and obligations about the value of responsibility.

In implementing his or her task and function, a professional is required to work with discipline.

Discipline is the manifestation of personal responsibility in his or her profession. The teaching profession needs high discipline to ensure the success of teaching and learning processes. The fulfillment of rights will affect the obligation. Teachers will show their discipline if their rights are met in advance. Hasibuan and Moedjiono (1999) remarked that teaching is the creation of a milieu system that enables the learning process to occur. According to Syah (1999), teaching is organizational or environmental activities that have a close connection to the learning process.

Suradinata (2002) commented that discipline relates to obedience and the process of controlling which is closely tied to rationality and consciousness and maturity. It consists of four main aspects: mental attitude, knowledge about behavior, behavior, and combination of mental attitude and social values. Teacher discipline relates to mental condition namely mental willingness and consciousness. In the classroom, teacher discipline affects the implementation of teaching and learning processes. In fact, if a teacher owns a strong discipline to teach, he or she can overcome all the problems he or she encounters. Teacher discipline is required in order to succeed in students' learning. Teacher discipline begins from an inner mental condition.

Djamarah (2000) argued that a teacher is a person who gives knowledge to students, authorized and responsible to develop students individually or in a group school or out of school activities. According to Usman (1999), teaching is a profession that requires special skills. A professional teacher needs to meet a particular requirement such as mastering matters related to teaching and education besides other knowledge gained from a certain period of training. Meanwhile, a teacher in a formal institution is directly mandated by society and be responsible to hold a teaching position. Therefore, in addition to meeting teaching standards and emotional maturity, the teacher has to fulfill also a heavier social responsibility - individual and job requirements.

Wunarsih (2009) argued that teachers not only conduct teaching but also educating students. In conducting these processes, a teacher needs strong determination in addition to high professionalism. Usman (1999) further maintained that the teacher should fully understand the scope of teaching and apply discipline in the classroom. Teaching and learning processes consist of a series of teacher and student mutual involvement, occurring in an educative situation to achieve particular objectives. This mutual interaction is the main precondition in order learning process to happen.

Discipline will develop if it is supported by will and capacity as required by the job. Teacher discipline will produce processes that help student learning. Discipline is something that relates to teachers' orderliness during the implementation of the teaching process by following several responsible steps. The main prerequisite for discipline is both mentality and capacity. Capacity will not develop if it is not supported by mentality. Hasan (2003) contended that discipline must go in accordance with the existing rules and guidelines accompanied by good teaching abilities. And the good performance has to meet among others the following qualities:

- a. Having a performance standard in his field of profession.
- b. Demonstrating high discipline (following rules procedures in his or her related profession).

c. Making efforts to improve his or her quality through work experience and learning media.

Some other external factors that might support the growth of teacher discipline are the following:

- a. An environment that supports the learning process.
- b. Harmony in work relation and communication among school components.
- c. School values that provide incentives for teachers.
- d. Expansion of learning facilities.
- e. Improvement in teacher welfare and physical and psychological teaching condition.

Teacher discipline among others is affected by external and internal factors, these two factors influence teacher discipline. Bad external factors such as inappropriate leadership will influence internal factors such as low work ethos. Teacher discipline will develop if the teacher feels that his or her endeavor is valued and supported by the work environment. External factors influencing teaching discipline are work and school environment, and management of the school. Therefore, the development of teaching discipline can be conducted by the school principal because the school principal is responsible for teachers' performance and is authorized to supervise and evaluate them.

Made (1999) stated that to improve educational staff and teacher motivation, a school must make teachers feel that teaching is their inner obligation to serve as moral, social and intellectual responsibility. Consequently, teachers will value their responsibilities more than money and therefore teachers deserve recognition and high value based on their professionalism and their dedication.

In addition to external factors such as valuing and support from the outside school environment, teacher discipline is also influenced by teacher internal factors. As already mentioned above, teacher internal drive and idealism to the teaching profession as a kind of moral responsibility must also be continuously maintained. Nevertheless, teachers need to be satisfied first before they can demonstrate their discipline.

The school community, particularly school principal has to maintain teacher work ethos to assure school image and to raise the quality of education and learning processes continuously. Poor teacher performance such as fatigue, weariness, stress, low productivity, poor services, high absenteeism, and turnover are examples of problems related to discipline (Danim, 2006). It can be concluded that teacher discipline is an orderly behavior and professionalism with responsibility.

In the era of the School Base Management System, schools have been assigned responsibility for self-managing. In this context, the school principal has full authority to run the school. School Base Management makes school leadership a decisive factor for school development. A school principal is a person who is responsible for managing, administering, and making policies concerning all aspects of teaching and learning processes as well as the quality of education. Within such a big role of the school principal that he or she can play, the concept of responsible leadership is applied in this study.

Finally, responsible school principal leadership has consequences on teacher discipline. Responsible leaders in implementing their tasks among others are shown by the consistency between

policies and implementation. And teacher discipline will well flourish under the responsible leadership of the school principal. The improvement of teacher discipline will develop under external support and motivation. In this matter, responsible school principal leadership becomes one of the predicted factors affecting positively civics teacher discipline. Responsible school principal leadership will directly support the creation of conditions to promote teacher discipline. It concludes that there is a relationship between responsible school principal leadership and teacher discipline. The worse school principal leadership the worse teacher discipline will be. And the better school principal leadership, the better civics teacher discipline will be. Based on the fore mentioned description, the researcher believes that there is a correlation between responsible school principal eldership and civics teacher discipline.

This study proposes the following hypothesis: there is a positive correlation between responsible school principal leadership and teacher discipline of civics teacher at Al-Ashar Elementary School Pinang Sub District Tangerang City.

METHODS

The purpose of this study is to obtain empirical data on the correlation between the leadership of school principal and teacher discipline at Al- Ashar Elementary School Pinang Sub District of Tangerang City. The study has been conducted for three months since Mei 2009. This is a quantitative research using descriptive analysis, correlating one dependent variable “teacher discipline” and one independent variable “responsible school principal leadership”. Using 30 sample teachers out of 35 teachers of Islamic Al-Ashar Elementary School. Samples were taken using simple random technique by means of Likert Scale instruments with 5 option questionnaire (always = 5; often = 4; sometime = 3; ever =2; and never = 1).

Statistical hypothesis:

$H_0: p = 0$

$H_1: p \neq 0$

Notes: $H_0: p = 0$ No correlation

$H_1: p \neq 0$ there is a correlation

$\alpha = .05$

This study used the following Product moment formula:

$$r = \frac{N \cdot (\sum XY) - (\sum X) \cdot (\sum Y)}{\sqrt{\{N \cdot \sum X^2 - (\sum X)^2\} \cdot \{N \cdot \sum Y^2 - (\sum Y)^2\}}}$$

FINDINGS AND DISCUSSION

The research found that the highest score of the first variable (independent variable) responsible school principal leadership equals to 99 and the lowest equals to 82, mean score equal to 91.6; mode

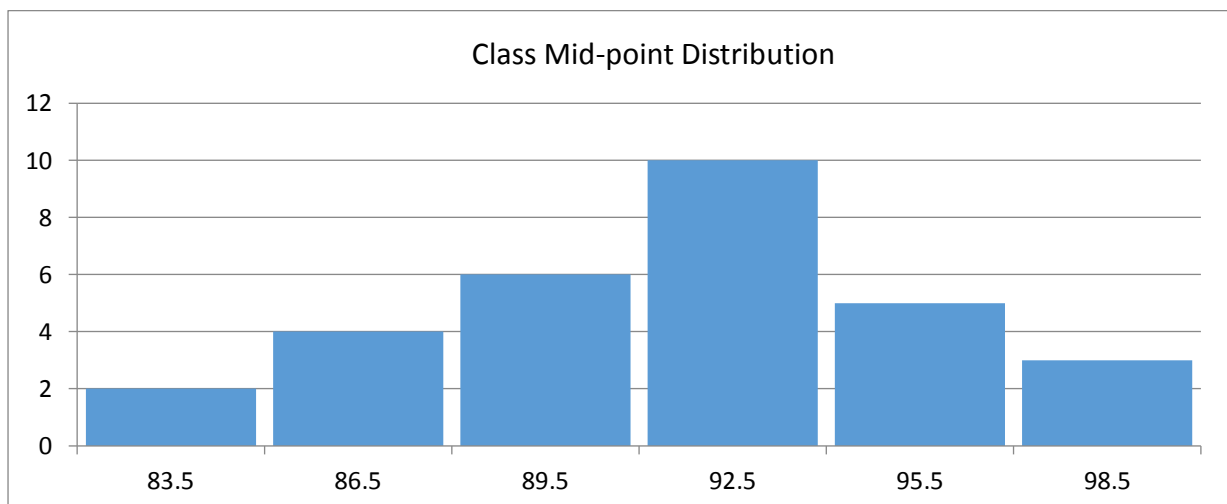
and median equal to 91.8 and 91.4 respectively and standard deviation equals to 4.1. A more detailed description can be seen in the following frequency distribution table of leadership.

Table 1. Frequency Distribution of Leadership (X)

Interval	Frequency	Class Mid-Point	Percentage
82-84	2	83.5	6,67%
85-87	4	86.5	13,33%
88-90	6	89.5	20%
91-93	10	92.5	33,33%
94-96	5	95.5	16,67%
97-99	3	98.5	10%
Σ	30		100%

Visual distribution of the above scores can be seen in the following column chart.

Figure1. Column chart of Responsible Leadership



Overall, this research indicates that the highest frequency is in the class mid-point of 92.5 with a score equals to 10 as high as 33.3%.

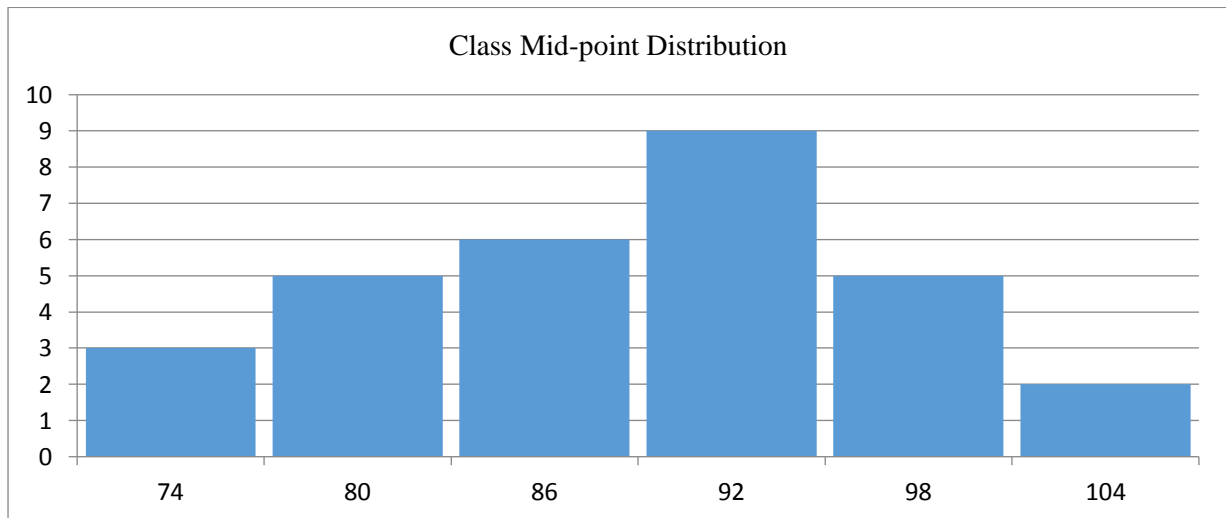
Also, the research found that the highest score of the second variable (dependent variable) teacher discipline equals to 104 and the lowest equals to 71, mean score equals to 88.8; mod and median equal to 91.1 and 89.2 respectively and standard deviation equals to 8.5. A more detailed description can be seen in the following frequency distribution table of discipline.

Table 2. Frequency Distribution of Discipline

Interval	Frequency	Class Midpoint	Percentage
71-76	3	74	10%
77-82	5	80	16,66%
83-88	6	86	20%
89-94	9	92	30%
95-100	5	98	16,66%
101-106	2	104	6,68%
Σ	30		100%

Visual distribution of the above score can be seen in the following column chart.

Figure 2. Column Chart of Teacher Discipline



Overall, this research indicates that the highest frequency is in the mid-point of 92 with score equals to 9 as high as 30%.

Test of normality of X variable (Responsible Leadership) using 30 respondents under alpha equals .05 showed that the distribution is normal. Test of normality of Y variable (Teacher Discipline) using 30 respondents and alpha equals .05 also showed that the distribution is normal. Test of linearity shows that F equals 2.34 which is lower than F table (2.48) indicating that the simple regression of Teacher Discipline and School Principal Responsible Leadership is linear.

Hypothesis testing used product-moment correlation using a sample of 30 and alpha .05 showed that there is a significant positive correlation between Responsible School Principal Leadership and

Teacher Discipline as indicated by “r” equals to .49 and “r table” equals to .361 ($r > r \text{ table}$). T-test using the same sample and level of significance showed that the correlation between school principal responsible leadership and teacher discipline is significant as shown by $t > t \text{ table}$. Further analysis showed that responsible school principal leadership contributes as much as 24.01 % to teacher discipline. Based on this observation it can be concluded that the proposed hypothesis is accepted meaning that there is a positive correlation between responsible school principal leadership and civics teacher discipline at the Al-Ashar Elementary School in Pinang Sub District.

CONCLUSION AND RECOMMENDATION

The study concludes that there is a positive correlation between school principal responsible leadership and civics teacher discipline at Al Ashar Elementary school at Pinang Sub District. As pointed out by the data analysis, the correlation is relatively low (the coefficient is under .5). However, the correlation is significant to be generalized to its population. This means that the increase in responsible school principal leadership will be followed in the improvement of civics teacher discipline. It is hoped that by the improvement of teacher discipline in implementing instruction, student learning will in turn improved. The contribution of responsible school principal leadership contributes a very low percentage (as low as 24%) to civics teacher, meaning that 76% of other factors contribute to teacher discipline. This means that school has to explore other factors such as teacher training, job satisfaction and adherence to the use medium of instruction to improve teacher discipline. Even the correlation between school principal leadership and teacher discipline is relatively low. The role of responsible leadership in shaping teacher discipline cannot be demeaned. In addition, teachers are recommended to promote cooperation among teachers and school principal in improving teacher discipline.

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