

Principal's Strategy in Developing Student's Discipline

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Abstrak

Salah satu cara mengukur kemampuan kepala sekolah dalam memimpin sekolahnya adalah dalam mendisiplinkan siswa. Tujuan penelitian ini adalah untuk mengetahui strategi kepala sekolah dalam menumbuhkan kedisiplinan siswa di SMP Negeri 23 Palembang dan apa saja faktor pendukung dan penghambatnya. Metode penelitian yang digunakan adalah metode kualitatif. Informan dalam penelitian ini yaitu kepala sekolah, wakil kepala sekolah, guru, siswa dan masyarakat. Teknik pengumpulan data melalui metode observasi, wawancara, dan dokumentasi. Teknik analisis data menggunakan reduksi data, penyajian data, verifikasi, dan pengecekan keabsahan data. Hasil penelitian menunjukkan bahwa kepala sekolah dalam menumbuhkan kedisiplinan siswa di SMPN 23 Palembang memiliki beberapa strategi, yaitu: (1) adanya aturan tata tertib yang jelas; (2) memberikan teladan yang baik kepada peserta didik; (3) memberikan pembinaan; (4) komunikasi dengan wali murid; dan (5) memberikan sanksi kepada peserta didik yang melanggar aturan tata tertib sekolah. Melalui strategi yang dilakukan kepala sekolah tersebut dapat menumbuhkan kedisiplinan siswa.

Kata kunci: strategi, kepala sekolah, kedisiplinan siswa

Strategi Kepala Sekolah dalam Menumbuhkan Kedisiplinan Siswa

Abstract

One way to measure the principal's ability to lead his school is to discipline students. The purpose of this study was to determine the principal's strategy in fostering student discipline at 23 Palembang Junior High Schools and what are the supporting and inhibiting factors. The research method used is a qualitative method. Informants in this study were principals, vice principals, teachers, students, and the community— data collection techniques through observation, interviews, and documentation methods. The data analysis technique uses data reduction, data presentation,

verification, and checking of the validity of the data. The results showed that the principal in fostering student discipline at 23 Palembang Junior High Schools had several strategies, namely 1) the existence of clear disciplinary rules; 2) providing an excellent example to students; 3) providing coaching; 4) communication with parents of students, and 5) give sanctions to students who violate the rules of school rules. Through the strategy carried out by the principal, it can foster student discipline.

Keywords: *strategy, principal, student's discipline*

1. INTRODUCTION

The national development priorities as outlined in the National Long-Term Development Plan 2005-2025 (Law No. 17 of 2007) include, among others, creating a society with noble character, morality, ethics, culture, and civility based on the Pancasila philosophy. One of the efforts to realize this is by strengthening national identity and character through education (Mustajib & Muna, 2021). Education is the learning of knowledge, skills, and habits of a group of people that are passed down from one generation to the next through teaching, training, or research. The success of character education in schools, of them, is by fostering the disciplined character of students. In this case, the principal helps students develop patterns of behavior, raise standards of behavior, and implement rules of conduct as a tool to enforce discipline. Discipline is part of the ongoing process of education. This matter success is felt when a principal uses effective disciplinary procedures to help students change their behavior patterns (Mustajib & Muna, 2021).

In educational organizations, the principal is one of the most important components in improving the quality of education, because the principal has the responsibility to advance the education he leads (Syarifuddin et al., 2019). This includes

creating disciplined schools so that they can create good, comfortable, peaceful, and orderly institutional conditions (Rahmawati, 2008). Principal's role (Zulfah & Sholeh, 2021) is very necessary to cultivate discipline in their students while at school because the principal acts as a central force that is the driving force of school life and must understand their duties and functions for the success of the school, and have concern for staff, teachers and students (Rahmawati, 2008). So it can be concluded that the role of the principal referred to in this study is the role of the principal as a manager (Rosyadi & Pardjono, 2015) in charge of planning, organizing, setting rules, and controlling the efforts of members of the organization in order to achieve the goals to be achieved.

The principal should be able to plan programs so that student discipline increases and the school's vision is achieved, namely the realization of a generation that is skilled, diligent, diligent, disciplined with noble character and excels in achievement (Astuti & Nurkolis, 2021). Discipline in students is very important because with discipline all work will go well. An effective educational institution (Fauziah, 2017) will be realized if it is supported by school human resources consisting of school principals, teachers, and high-performing administrative staff in carrying out their duties.

(Rahmawati, 2008). In educational institutions, the current principal plays a major role in the success of the organization (Maimun, 2017). Many organizations realize that the human element in an organization can provide a competitive advantage (Latifah, 2015). In this case, of course, they will make goals, strategies, and innovations and achieve organizational goals. Therefore, the principle is one of the most vital elements of the organization (Prihatin, 2014)

The ways that a leader can do to form a discipline, namely by way of drafting must involve teachers, administrative staff, student representatives, and representatives of parents of students (Rohman, 2020). By participating in drafting, it is hoped that they will feel responsible for the smooth implementation of the design, which must be in accordance with the mission and mission of the school's goals (Prihatin, 2014). That is, the design must be described starting from the school's goals. The design should be short and clear so that it is easy to understand. The draft must contain a list of prohibited attitudes and their sanctions. Sanctions given must be educational and have been agreed upon by students, teachers, and representatives of parents (Panjaitan et al., 2019).

Rules that have been mutually agreed upon must be disseminated, for example through meetings, notification letters, and school magazines so that all relevant parties understand them, and activities related to student activities must be directed towards the formation of school discipline (Mandraguna & Supriadi, 2020). Discipline is something that is urgent in carrying out every rule at school or outside it. Discipline comes from the word discipline which means order, obedience, and obedience to rules,

regulations, and so on (Departemen Pendidikan Nasional, 2008). Discipline or discipline at this time has become a very popular word with the inclusion of discipline in the character section that must be instilled in every student in the learning process and outside the classroom. As the circular of the Minister of Education and Culture of the Republic of Indonesia, the term discipline is an important part of the 18 characteristics that must be developed by educational institutions from kindergarten to high school for each student (Musfah, 2017).

The term discipline is an adaptation of the English language, namely "discipline" which means training in mindset, character, and efforts to develop a mindset that is intended to create obedience and obedience to orderly and orderly behavior. Discipline is obeying the rules in force (Tim Dosen Administrasi Pendidikan UPI, 2015). Discipline is obedience to respect and implementation, a system that requires people to submit to the decisions of orders or applicable regulations. Then discipline is a person's awareness and willingness to obey all applicable rules and norms (Nopitasari & Krisnandy, 2018).

Thus it can be concluded that discipline is a person's willingness or obedience to obey the rules, regulations, and norms that have been made by leaders and teachers based on the awareness and willingness of each student (Motoh, 2021). Discipline education is very much needed and needed especially in schools for the sake of and teachers should be able to set an example first, so that students will indirectly follow and feel the benefits of discipline exemplified by teachers in schools. Therefore, if the principal and teachers can be

disciplined in the school, then realizing discipline to the students in the school will be easy (Ansori et al., 2021). The problem of student discipline becomes very meaningful for the progress of the school. An orderly school will always create a good learning process. On the other hand, in an undisciplined school, the conditions will be much different from a disciplined school (Istikomah, 2016).

Based on the indiscipline that occurred, the basis of the problem was the student's personality who lacked a sense of responsibility for the rules set at school. According to Rochmah, irresponsible behavior in students such as lazy behavior, postponing work, looking for excuses when the work is not done, or does not collect assignments (Rohmah, 2016). Wardhani also added that there are two obstacles experienced by students so that they take indiscipline actions, namely: 1) Students do not understand the rules that have been given by the teacher; 2) Students know the rules but pretend not to know them (Wardhani, 2017). Discipline behavior is closely related to the character of students. If students are embedded in a disciplined, honest, responsible, and caring character, the Indonesian nation will be far from crimes, corruption, and other immoral acts to produce a nation that is advanced, peaceful, and prosperous (Fadhilah et al, 2020). Therefore, by having a disciplined character, students will have a life that has a positive impact on the Indonesian nation.

Violations that occur are considered normal and correcting such a situation is not easy. This requires hard work from various parties to change it, especially the principal who plays a very important role in disciplining students. The problem of student indiscipline can have a bad

impact on students and the school environment. Ningsih stated that the effect that occurs if students are not disciplined at school is that student achievement can decrease and learning activities cannot run well (Ningsih & Widiharto, 2014).

Lickona in Rachman & Agustian also said that students' undisciplined actions are an obstacle in terms of morality which is getting more serious and increasing from year to year. If this is allowed, students' bad behavior will run rampant so that it can harm themselves and others (Rachman & Agustian, 2016). Therefore, to overcome the problem of student indiscipline, it takes the hard work of the teacher in order to encourage disciplined students. One way to measure the principal's ability to lead his school is to discipline students (Aunurrahman, 2014). Discipline can be used as a barometer and the principal has a big role in running and implementing it as well as possible (Syaeba, 2017). The function of discipline in a school is intended so that all students are willing to voluntarily fulfill and obey all applicable rules and regulations without any coercion (Matondang, 2018). Then, these rules are applied through teachers to students, if the teachers are able to implement the rules that have been set by the principal to be able to control themselves and fulfill all applicable norms, then this can be used as the main capital to determine the achievement of goals (Aristowati, 2014).

Research conducted by Dela Sintiya Lutfi shows that the existence of school principals in educational institutions has a vital role in developing and leading quality educational institutions because the principal is one

of the keys to the success of educational institutions in the process of school activities. The results of his research indicate that 1) planning the principal's leadership strategy in improving the discipline culture of students at MAN Kota Batu and linking it with existing theories; 2) The strategy used by the principal in improving the disciplined culture of students (Lutfi, 2020). Another study conducted by Sopian Ansori, et al., showed that in realizing student discipline, school principals applied discipline theory, namely self-concept, communication skills, providing logical and natural consequences, value clarification, transactional analysis, reality therapy, discipline integration, behavior modification, conduct disciplinary challenges. This researcher concludes that the principal has manifested student discipline based on theory, but there are still problems in the application of this discipline, namely the Drop Out by the principal, which should be coaching by the principal for students who violate so there is no need to Drop Out (Ansori et al., 2021).

Other research conducted by Murniyati, shows that 1) the principal's strategy in disciplining students is carried out by planning in creating empathetic behavior, organizing by prioritizing good communication, implementing learning discipline activities, coaching and monitoring teacher performance, providing motivation, giving awards and evaluation of learning disciplinary activities. (2) The inhibiting factors for the principal's strategy in disciplining students include limited information received by students, different student backgrounds, and teacher limitations. (3) The supporting factors for the principal's strategy in disciplining students include: ensuring and finding

adequate teaching staff, the role of educators, communicating with students' parents, educational media, and the educational environment (Murniyati, 2019). Strategies for fostering student discipline at 23 Palembang Junior High School have been implemented, such as establishing student and teacher discipline rules. The principal also provides an example for students and teachers to arrive early and welcome students, as well as see the neatness and punctuality of students entering school. Discipline must be instilled in students because there are still many violations committed by students such as arriving late, not participating in ceremonial activities in an orderly manner, not wearing clothes, and many more (Mustajib & Muna, 2021).

To find the novelty of this research, the researcher conducted a literature review of previous studies. The first research was conducted by Febria Kurniasih and Hadi Wijaya, which showed results that school principals carried out their role in improving student discipline using the principal's competencies, namely managerial competence, entrepreneurial competence, supervisory competence, and social competence (Kurniasih & Wijaya, 2019). The second study was conducted by Dela Sintiya Lutfi, which showed results that the principal's strategies in improving the disciplined culture of students were 1) setting an example; 2) reminding students to always obey the rules; 3) cooperating with teachers to supervise students; and 4) instilling discipline through reading the Qur'an and praying *dzuhur* in the congregation (Lutfi, 2020).

The third study conducted by Sopian Ansori, et al., showed that in

realizing student discipline, the principle applied the discipline theory proposed by Reisman and Payne in E. Mulyasa, namely self-concept, communication skills, providing logical and natural consequences, value clarification, transactional analysis, reality therapy, integrated discipline, behavior modification, and performing disciplinary challenges (Ansori et al., 2021). The difference between the research conducted by Febria Kurniasih and Hadi Wijaya and this research is the theory used to analyze the research results. Meanwhile, the difference between this study and the research conducted by Dela Sintiya Lutfi is the strategy stages used by the principal. Meanwhile, the difference between this study and the research conducted by Sopian Ansori, et al. is a theory used in disciplining students.

Based on the literature review above, it can be concluded that this research has never been carried out by previous researchers, either the research location or the theory used in analyzing research results related to the principal's strategy in fostering student discipline. Based on the results of initial observations at 23 Palembang Junior High School, it shows that the principal has carried out his duties properly such as establishing school rules and determining strategies for disciplining students, as well as setting an example for a discipline such as his example coming first then students and teachers to provide and supervise students who arrived late and saw the neatness of students in dressing. The principal is also fully capable of doing actions that give birth to a willingness to work with enthusiasm and confidence towards the teachers, staff, and students, plus the principal is able to cooperate with

others, and motivate, teachers, staff, and students. However, there are still students who violate school rules. Where there are still students hanging around outside the school during class hours, some students also go home before it's time to go home, there are still students who are not well-dressed in the school environment and there are still students who smoke in school.

Based on the previous statement, it means that student discipline is not in accordance with the wishes. In connection with the above symptoms, the authors are interested and willing to find out more by conducting scientific research on "The Principal's Strategy in Developing Student Discipline at 23 Palembang Junior High School."

2. METHOD

This research was conducted at 23 Palembang Junior High School. The research was conducted from February 2022 to June 2022. This study was a qualitative approach, which was to understand what phenomena were experienced by the research subjects. This type of research was descriptive research, which did not provide treatment, manipulation, or change of independent variables, but describes a condition as it is (Sugiyono, 2013).

In this study, there are several techniques used in collecting data, namely observation, interviews, and documentation. Observations are made to obtain information about human behavior, as it happens in reality (Herdiansyah, 2014). An interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a particular topic. The interview used in this study is an unstructured interview where the implementation is freer than a structured interview (Sugiyono, 2013).

While documentation is data collection by flowing or taking data from records, documentation, and administration by the problem under study (Moleong, 2018). In this study, there are several techniques in data analysis, namely data reduction, data presentation, and conclusions or verification.

3. FINDINGS AND DISCUSSION

Principal's Strategy in Developing Student Discipline

a. Strategy Formulation

1) Strategy Formulation Steps

Based on the results of interviews, it can be seen that the principal's strategy in growing student discipline at 23 Palembang Junior High School is that before determining the right strategy, the strategy is formulated first. The strategy formulation process went through several detainees such as deliberation which was attended by the deputy principal, teachers, and the community. In addition, the approach taken by the principal includes an individual approach and an exemplary approach so that each program that is set is in accordance with the school's vision and mission. Based on the results of observations, it can be seen that in the strategic planning process. The principal conducts consultations first by involving all school members. Through the meeting, a program of school activities will be determined from the results of environmental observations, both from within the school and outside the school. This observation will make it easier to find out the strengths and weaknesses that exist in the institution in fostering student discipline.

Based on the results of interviews, observations, and documentation that have been carried out by researchers, it is concluded that in formulating the strategy, a

deliberation or committee meeting is carried out first which is followed by the principal, vice-principal, teachers, and the community, where there will be a decision which will be affixed. On the walls of the school regarding student discipline that is in accordance with the school's Vision and Mission, while prior to determining the formulation of the strategy, an individual approach and an exemplary approach are carried out, meaning that the principal must set an example for school residents to be disciplined.



Figure 1. *Principal's meeting with teachers and staff of 23 Palembang Junior High School*

These results are in accordance with the results of research conducted by Dela Sintiya Lutfi. According to her, strategic planning is carried out on the basis of the principal's initiative and is discussed in a meeting with the school committee. The results of the deliberation are described in the form of school rules, the school's vision, and the mission (Lutfi, 2020). These results are also from the results of research conducted by Ahmad Wafi. According to him, the principal's strategic planning in fostering student discipline must be done through deliberation with the school committee. Then the results of the deliberation are compiled into school rules, the school's vision, and mission (Wafi, 2017). These results are also in line with the results of research conducted by Julhardi A. Nursin. According to him, the principal's strategic planning in fostering student

discipline through deliberation with the school committee (Nursin, 2018).

2) Strategy Formulation Approach

Based on the results of observations, the researchers observed that in planning the disciplinary strategy, the principal first took several approaches, both from internal institutions and external institutions. The principle assumes that the approach taken will make it easier to find out the strengths and weaknesses that exist in the institution and this will facilitate the process of planning the strategy that is set. Based on the results of interviews, observations, and documentation that have been carried out by researchers, it is concluded that there are two approaches taken by the principal, namely the individual approach and the second an exemplary approach. These results are from research conducted by Al-Hafiz Nazri. According to him, the principal needs an individual approach in planning strategies to find out the causes or reasons for students violating school rules. At the same time, the exemplary method needs to be done to make the principal a good role model for students so that self-discipline grows. (Nazri, 2020).

These results are also from research conducted by Ahamd Wafi. According to him, the principal needs an individual approach as a strategy for growing student discipline. Factors that can affect student discipline can be identified when taking a unique approach. While the exemplary approach is used as a motivation for students to cultivate student discipline (Wafi, 2017).

b. Strategy Implementation

Implementation is often also called actuating, this word comes from

the Latin word actuating. Mobilization is a relationship with subordinates to be able to understand and understand the division of work that is effective and efficient (Kristiawan et al, 2017).

1. Rules of Conduct

Rules and regulations are elements of discipline that are included in preventive education tools. Rules are standards or standards that are general and must be met by students. While order is a series of rules that must be obeyed in a situation or a certain life orde. Based on the results of observations, it is known that the rules of conduct in schools, one of which is that the teacher and students are already in the classroom five minutes before the learning hour begins. Meanwhile, students who have a picket schedule must arrive early and the picket assignments have been completed before the learning hours begin.

Based on the results of interviews, documentation, and observations, we can conclude that there are many rules that must be obeyed by teachers and students including obeying school rules and regulations, arriving on time according to a predetermined schedule, fighting with friends, prohibited from bringing cellphones to school, leaving the class must ask permission from the teacher who teaches, it is forbidden to bring sharp weapons and other behaviors that are considered to violate school rules. This study's results are from the research conducted by Wahyuni. According to him, student discipline does not just appear but must be based on the enforcement of rules in the form of school rules. All school members must carry out enforcement of this rule. (Wahyuni, 2019).

This study's results are also from the effects of research

conducted by Febria Kurniasih and Hadi Wijaya. According to them, principals in planning strategies to discipline students must use the principal's role as supervision. The role of the principal as a supervisor can be carried out through an individual and exemplary approach to evaluate whether the strategies carried out previously are appropriate or not (Kurniasih & Wijaya, 2019).

2. Exemplary

Based on observations, to foster student discipline, one of the principal's strategies is to provide examples, because exemplary is the behavior and attitude of school principals, teachers, and education staff in providing examples of good deeds, so it is expected to be a role model for students to emulate. Based on the results of the interview, it is known that one of the principal strategies of 23 Palembang Junior High School to foster student discipline is to set an example by coming to school on time and leaving last while supervising students and other teachers. Based on the results of interviews, observations and documentation, it can be concluded that the principle of 23 Palembang Junior High School has provided a good example. he is a firm figure, disciplined, and great at managing anything, he always guides teachers and students if someone makes a mistake. He is also an exemplary figure for his discipline, craftsmanship, tidiness, and courtesy.

3. Coaching

From the results of the interview above, it can be observed that parents also play an important role in educating their children, if their children often fight against the teacher

at 23 Palembang Junior High School and do not want to listen to the teacher's advice, it is the parents who take that role again. This method is very effective. The results of this study are from research conducted by Obi Faizal Aziz. According to him, discipline is a child's self-control to recognize and correct wrong behavior. The purpose of the discipline carried out by school principals, and parents is not punishment but to teach children to be responsible for what they do and what the consequences of that behavior are on others (Aziz, 2017).

4. Communication with Guardians

A pleasant atmosphere in learning will be very successful if it is supported by the family of each student, because with family support, the mood or mental condition of students will affect their learning. Based on the results of interviews, it can be seen that parents are part of the family closest to children, which will greatly help success or a happy atmosphere in learning, because of the attention and affection of parents. children will have motivation in learning. How to educate children in the family, is very influential on children. If education in the family considers the child to be nothing, the result will be that the child will become a person who always feels inferior, and lacks self-confidence. On the other hand, if the child is given an education by fosters self-confidence, the child will grow up with confidence. So full support from the family will be very big in helping to create a conducive and pleasant environment.

Based on the results of the interviews, it can be seen that the principal urges and invites parents to always coordinate, and monitor the

discipline of students at home. So that the school and the guardians of the students cooperation to maintain the discipline of the students because if the school only sets the rules, but the students when they are at home are not supported by their parents, then the discipline will not be formed in the students.

5. Penalty

Based on the results of the interviews, it can be concluded that the principal's strategy in disciplining students at 23 Palembang Junior High School is carried out by planning to cultivate student discipline, providing an example by prioritizing good communication, implementing learning discipline activities; coaching, appreciation and evaluation of learning discipline activities.

The Principal's Strategy Factors in Realizing Student Discipline

In carrying out his role as an administrator in charge of student management and teaching, of course, he often encounters obstacles, big or small, but no matter how heavy the obstacles experienced by the principal to foster student discipline, it must still be done to achieve school goals. There are supporting factors and inhibiting factors in growing student discipline at 23 Palembang Junior High School based on the results of interviews, observations, and documentation that have been carried out as follows.

1. Supporting Factors

The factors that support the principal in realizing student discipline include as in the following.

a. The Role of Educators

Based on the results of interviews, observations, and

documentation, it is known that active learning is learning that involves all students who take part in teaching and learning activities. Do not let any students feel marginalized, which will make students' interest and motivation to learn less. The position of the teacher teaches discipline as a dialogue partner, as a partner, struggling with students to solve problems. Relationships like this will have an impact on the harmonious relationship between teachers and students. Students will be open in dealing with any problems, and the teacher feels obliged to solve the problems of his students.

b. Educational Media

Based on the results of interviews, it can be observed that a teacher who is always dealing with students in the teaching and learning process every day will certainly know more about the needs that must be met to support teaching and learning activities. The teacher's ability to apply suitable methods and teaching aids is very much needed in the teaching and learning process. Ideally a teacher is required to be able to create new teaching aids that are suitable for the existence of the students he is facing. Based on the results of the interview, it can be observed that the media is an important ingredient in changing student behavior so that this is the way that 23 Palembang Junior High School teaches students to be good discipline.

c. Equipment and Infrastructure

Facilities and infrastructure are supporting factors to create comfortable student learning, and satisfaction, speed up work processes, increase productivity and of course higher quality results.

d. Parental Concern

Based on the results of the

interview, it can be observed that parents also play an important role in educating their children, if their children often violate school rules, then the supervision of students will run better.

2. Inhibiting Factor

a. Improper use of technology

Based on the results of interviews, it is known that technological advances make it easy for students to use cell phones. However, this has a lot of negative effects, namely students use cell phones to play games or to access social media, not to study. In addition, parents do not supervise their children in using cell phones.

b. Student Influence

Based on the results of interviews, it can be concluded that the inhibiting factor in disciplining students themselves is the influence of friends who often violate school rules, making students who were previously always disciplined, but because of the influence of students who are not disciplined, these students are also undisciplined.

CONCLUSION

Based on the results of research conducted by researchers at 23 Palembang Junior High School, the researchers concluded several research results as follows.

The principal of 23 Palembang Junior High School has implemented several strategies to foster student discipline, namely 1) the existence of clear and comprehensive disciplinary rules; 2) the principal providing an example such as arriving early; 3) providing guidance so that students always obey the rules of school rules; 4) communication with parents of students, and 5) giving sanctions to students who violate school rules and

regulations. The above strategy has been quite effectively implemented by the principal of 23 Palembang Junior High School because in the last few years there have been many changes. Factors supporting the principal's strategy in fostering student discipline, namely: 1) the role of educators; 2) educational media; 3) equipment and infrastructure; 4) parental care. While the inhibiting factors, namely 1) the use of technology that is not right on target, and 2) the influence of friends.

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