

# The Effect of the Headteacher's Supervision on Teachers' Work Discipline in State Secondary Schools throughout the Pariaman Tengah District

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## ABSTRACT

This research is motivated by problems in the work discipline of teachers, the reality in the field shows that there are problems such as teachers who have not fully worked according to procedures, lack of work ethics, and facilities that have not been used properly. In addition, the supervision of school principals as an effort to develop discipline is also considered to have not been carried out optimally. This study aims to find out whether there is a significant influence between the principal's supervision of teachers' work discipline in State Junior High Schools in Central Pariaman District and how much this influence contributes. This study uses an associative quantitative approach with experimental methods. The research population includes all State Junior High School teachers in Central Pariaman District totaling 109 people, with a sample of 88 teachers determined through *proportionate random sampling techniques*. Data was collected using a closed questionnaire instrument with a Likert scale that has been tested for validity and reliability. The data analysis technique used was a simple linear regression analysis with a significance level of 5% (0.05). The results of statistical analysis show that there is a positive and significant influence between the principal's supervision of teachers' work discipline.

This is evidenced by the significance value of the hypothesis test

of 0.001 ( $p < 0.05$ ) and the calculated  $t$  value of 3.318 which is greater than the  $t$  of the table of 1.662. Based on the determination coefficient (*R Square*) test, the principal supervision variable contributed 11.4% to teachers' work discipline, while the remaining 88.6% was influenced by other factors that were not studied. Descriptively, the level of teachers' work discipline is in the category of "Quite High" (78.62%) and the implementation of supervision of the principal is in the category of "Quite Good" (76.80%). These findings reinforce the theoretical assumption that consistent and structured supervision by school principals plays an important role in improving teacher discipline.

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## 1. INTRODUCTION

Education is the main key in building and producing competent human resources for the achievement of a nation's progress. Teachers bear a great burden of responsibility in an effort to improve the quality of education because teachers are used as the front line in the implementation of the educational process, especially in terms of learning (Dewi, 2017). The quality of education is good or bad depends on the work discipline that teachers have in carrying out their duties and roles. When teachers do not show good work discipline, then every effort to improve the quality of education will not be achieved with optimal results (Madin, 2021).

A teacher can be considered professional if he is able to show his discipline in work. This is in accordance with Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers

and Lecturers 2005 about Teachers and Lecturers, that teachers are professional educators who must carry out their professional duties competently and responsibly. Recently, the work discipline of teachers has received a lot of attention in the educational environment, especially because discipline is an important part of nation building. A high level of discipline is required to effectively implement national education goals (Sapitri & Gistituati, 2023).

Seeing this, every teacher is required to always maintain and improve the work discipline they have, so that their duties and functions as a teacher can be carried out effectively and efficiently. In the realm of education, work discipline for teachers is a crucial aspect in efforts to improve the quality of education (Atmojo, 2022). However, various existing studies show that there are obstacles that are obstacles in fostering and improving teachers' work discipline. This is influenced by several factors, including: (1) the low motivation possessed by each teacher causes a loss of commitment in maintaining work discipline (Srinawati & Achmad, 2020); (2) Inconsistent and indecisive leadership of school principals hinders the formation of a culture of discipline among teachers (A'yun, 2023); (3) Poor work ethic and personality competence of teachers can form an undisciplined attitude at work (Scott, 2020); (4) An uncondusive school culture can also weaken teachers' work discipline (Suriadi et al., 2025); (5) Weak and inconsistent implementation of principal supervision makes teachers undisciplined in their work (Rahman, 2021)

So, in an effort to coach and improve teachers' work discipline, efforts are needed that should be made by a school principal. One of the many efforts that can be made by the principal in his managerial competence is through supervision activities that aim to ensure that teachers work with the principle of discipline (Afridah, 2023). The principal has an important position in ensuring that every teacher is disciplined in doing his work in accordance with his professional duties (Sahilan et al., 2025)

Based on preliminary observations of pre-research conducted at State Junior High Schools in Central Pariaman District consisting of three schools, one of the efforts made by school principals in coaching and improving teachers' work discipline is through supervision activities that are carried out systematically and structured. However, based on the initial monitoring that was carried out directly in the field, there were a number of problems that reflected the imperfect implementation of supervision by the principal and the weak work discipline of teachers.

From the aspect of supervision, the obstacles that arise include the limited time owned by the principal so that it hinders efforts to develop teacher work discipline, and the implementation of supervision activities is not carried out according to the planned schedule, which indicates the weakness of the planned planning. In addition, the supervision activities carried out by the principal are not carried out in accordance with the procedures and supervision carried out only to fulfill formalities, without any follow-up in the form of corrective actions directed from the results of supervision. Some school principals were also found to only rely on written and oral supervision reports from the deputy principal without conducting inspections and direct visits in supervising the teacher's work.

Meanwhile, from the aspect of teacher work discipline, several problems were also found that showed that teachers were not fully disciplined in their work. This can be seen from the data of the report on teacher work discipline development by the principal that teachers of each school are often late in school attendance. In addition, some teachers lack discipline in their work procedures by not following up on the results of supervision by the principal. Furthermore, problems were also found in terms of the use of learning tools (facilities) that violated the SOP (Standard Operating Procedure) in their use. In addition, in terms of discipline regarding work ethics, there are still some teachers who tend to cover up their weaknesses in learning.

Based on the various findings of these problems, it can be seen that the implementation of school principal supervision has not been running optimally and on the other hand, teacher work discipline is also still low. However, it is not empirically known whether the teacher's weak work discipline is really influenced by the implementation of principal supervision. Therefore, this study is needed to statistically examine the influence of school principals' supervision on teacher work discipline.

## **2. METHOD, DATA, ANALYSIS**

This study is a research with a type of quantitative research that is associative experimental, using a causality approach to examine the causal relationship between two variables, namely the principal's supervision of teacher work discipline in State Junior High School in Central

Pariaman District. According to Kusumastuti et al., (2021) Experimental associative research with a causality approach is research that focuses on examining the causal influence between two or more variables. Population is the object to be studied, according to Sugiyono (2023) Population is a whole object that is targeted to be studied that has certain characteristics with its function as a source of data in a research. The population in this study is all teachers of State Junior High Schools in Central Pariaman District with a total of 109 teachers

The sample is considered a derivative of the population, according to Veronica et al., (2022) A sample is a specific part of the subject taken from the entire population in the study and is considered capable of representing the characteristics of an existing population. The sampling technique used in this study is proportional random sampling without involving the division of strata in the population. The samples taken were calculated using the slovin formula with an error level of 5%, so that the sample taken from the calculation of 88 State Junior High School teachers in Central Pariaman District.

### 3. RESULT AND DISCUSSION

#### Result

##### Description of Teacher Work Discipline Data

The collection of data related to teacher work discipline was obtained from a questionnaire distributed with 36 items of statement items to 88 teachers who were respondents. From the results of the questionnaire collected, the highest score obtained from the respondents was 165 and the lowest score was 115. Based on the results of data processing from SPSS 26, an average score of 141.53, median 142, mode 145, and standard deviation of 12.76 were obtained.

Table 1. Description of Teacher Work Discipline Data

No	Indicator	Quantity		
		Average	TCR	Classification
1.	Work By Procedure	3,96	79,20%	Quite High
2.	Work ethically	3,98	79,71%	Quite High
3.	Proper Use of Learning Facilities	3,84	76,96%	Quite High
Results		3,93	78,63%	Quite High

Based on the results in the table above, the indicator with the highest score was achieved by ethical work with an average score of 3.98 and a percentage of 79.71%. Meanwhile, the indicator with the lowest score is the good use of learning facilities with an average score of 3.84 and an achievement percentage of 76.96%. In general, if summed up from the overall indicators of teacher work discipline, the average indicator of teacher work discipline is 3.93 with a percentage of 78.63% which is in the category of quite high.

##### Description of School Principal Supervision Data

Data collection for the principal supervision variable was carried out by distributing a questionnaire consisting of 38 statement items to 88 teachers as respondents. From the results of the questionnaire collected, the highest respondent score was 178 and the lowest score was 115. Based on the results of data processing from SPSS 26, the average score was 145.92, median 144, mode 160 and standard deviation 18.60.

Table 2. Description of School Principal Supervision Data

No	Indicator	Quantity		
		Average	TCR	Classification
1.	Standard-setting	3,86	77,29%	Pretty Good
2.	Measurement	3,85	77,07%	Pretty Good
3.	Comparison	3,84	76,93%	Pretty Good
4.	Corrective Action	3,79	75,95%	Pretty Good
Results		3,84	76,81%	Pretty Good

Based on the results of the description according to the table above, the indicator with the highest score was achieved by the standard-setting indicator with an average of 3.86 and the

percentage was 77.29%. Meanwhile, the corrective action indicator is the lowest indicator with an average score of 3.79 and a percentage of 75.95%. Of all these indicators, if totaled as a whole, the average principal supervision indicator is 3.84 with a percentage of 76.81% which is in the category of quite good.

### **Discussion**

Based on the results of the data analysis, the overall level of teacher work discipline achievement after calculation was 78.62% which was in the "Quite High" category. This shows that the teacher's work discipline is at a balanced level, with not too high and not too low. However, the achievement rate of work discipline still needs to be increased, because with the high work discipline shown by teachers, it will produce a domino effect that has an impact on everything such as teacher performance, teacher productivity and existing quality will also increase. Basically, all indicators do need special treatment to be improved to be better. It's just that for the lowest indicator, namely the good use of learning facilities, it must be prioritized first. According to Abdullah (2017) Efforts made to increase compliance and responsibility of teachers in utilizing learning facilities are by training for teachers in utilizing facilities, academic supervision in assisting teachers and making rules or policies so that teachers can be responsible in utilizing learning facilities. Proper use of learning facilities means meeting clear criteria, demonstrating the use of learning aids in an effective, efficient, and in accordance with learning objectives, so as to support the learning and teaching process optimally (Damanik, 2019)

Based on the results of the analysis of existing data, the supervision of school principals in State Junior High Schools in Central Pariaman District is already at the level of the "Quite Good" category with a percentage of 76.80%. These results show that the supervision of the principal is in accordance with expectations, although it is still in the intermediate category. However, with these results, the supervision of the principal still requires serious attention because the good or bad work discipline shown by the teacher depends on how well the supervision is carried out by the principal. Furthermore, it is also known that the stages of corrective action that are part of the supervision process have problems and have not been effectively carried out so that the supervision carried out by the principal becomes weaker, this stage of corrective action is a crucial and very important part to form work discipline for teachers (Daulay et al., 2022). Without this part of corrective action in the supervision process, the supervision carried out is useless (Darmansah, 2022). This should be taken seriously by making various efforts to strengthen the capacity of school principals in carrying out the stages of corrective action as the final part of supervision, the way it is done such as school principals must always intensively participate in managerial training in terms of supervision and collaborate with external supervisors in strengthening the corrective action phase in supervision (Apiyani, 2024)

Based on this, the results of a simple linear regression analysis obtained through a partial test (t-test) that The significance value of the hypothesis test was 0.001 ( $p < 0.05$ ) and the t-value of 3.318 was greater than the t of the table 1.662 and the R Square determination coefficient of 0.114 shows that there is a positive and significant influence between the X variable on Y, which is interpreted as the influence with a percentage of 11.4%. Furthermore, from the results of the data analysis, it was obtained that every addition of 1 unit to the supervision of the principal, can provide an increase in teachers' work discipline by 0.231. And vice versa, when the principal's supervision is reduced by 1 unit, it is certain that the teacher's work discipline will decrease by 0.231. The value of the regression coefficient listed in the hypothesis test is also in a positive state so that the influence between X and Y is positive and significant. Thus, the theory proposed by Henry Fayol in Asnil et al., (2023) Regarding the influence of school principal supervision on teacher work discipline, it can be empirically proven to have an effect through the results of this study.

## **4. CONCLUSION**

Based on the results of descriptive statistical analysis and the results of simple linear regression that has been carried out in this study, conclusions can be drawn for several things. Descriptively, the work discipline of teachers in State Junior High Schools in Central Pariaman District is in the category of quite high, with a percentage achievement rate of 78.62%. Meanwhile, the supervision of school principals is also in the category of quite good with a percentage of 76.80%. There was a positive and significant influence of 11.4% between the principal's supervision

of teachers' work discipline, where when the principal's supervision increased, it was also followed by an increase in teachers' work discipline.

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