



LEADERSHIP MANAGEMENT OF THE PRINCIPAL TOWARD THE DISCIPLINE OF TEACHER HUMAN RESOURCES AT SDN 163 MAGA LOMBANG

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*Principal Leadership Management;
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Abstract

This study aimed to examine the principal's leadership management in improving teacher human resource discipline at SDN 163 Maga Lembang, identify the strategies implemented to enhance teacher discipline, and analyze the supporting and inhibiting factors affecting its implementation. This study employed a qualitative approach with a descriptive research design. Data were collected through interviews, observations, and documentation, and were analyzed using the stages of data reduction, data display, and conclusion drawing. The findings revealed that the principal implemented transformational and persuasive leadership through managerial functions, particularly planning and organizing. The planning function was carried out by communicating the school's vision, mission, goals, and regulations to all teachers, while the organizing function was implemented through task delegation, coordination, open communication, continuous guidance, and supervision. To improve teacher discipline, the principal adopted several strategies, including the implementation of reward and punishment systems, regular briefing sessions, the use of attendance systems or attendance logbooks, and professional development programs through various training activities. The successful implementation of these strategies was supported by the principal's commitment, effective communication, clear school regulations, and consistent coaching practices. However, several challenges remained, including the limited disciplinary awareness of some teachers and constraints encountered in carrying out their professional responsibilities. The study concludes that principal leadership management implemented in a systematic, communicative, firm, and human resource development-oriented manner contributes significantly to improving teacher discipline and fostering a positive work culture that supports the enhancement of educational quality at SDN 163 Maga Lembang.

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1. INTRODUCTION

Based on the results of a recent study conducted by the Indonesian National Commission on Human Rights (Komnas HAM), four educational emergency conditions were identified in Indonesia, one of which concerns the low quality of teachers and the uncondusive learning environment in schools (Nadlir, 2018). The low quality of teachers can be observed through several indicators found in practice, such as teachers' lack of discipline in entering classrooms on time, arriving late at school, frequently being absent from class without clear reasons, easily leaving during teaching hours, failing to prepare instructional materials, and demonstrating a lack of innovation in the teaching and learning process. This situation is undoubtedly alarming and detrimental to students. Likewise, the learning environment is often less supportive due to inadequate school facilities and infrastructure. Schools that are still in the developmental stage are generally unable to fully provide various facilities to support classroom teaching and learning activities. Teachers with limited human resource capacity often encounter



difficulties in overcoming these infrastructure constraints, ultimately making students the victims of educational shortcomings (Inom et al., 2022).

In general, according to Law Number 20 of 2003 concerning the National Education System, national education functions to develop individuals' capabilities and shape the character and civilization of a dignified nation in order to educate the nation's life. It aims to develop students' potential so that they become individuals who believe in and are devoted to Almighty God, possess noble character, are healthy, knowledgeable, competent, creative, independent, democratic, and responsible citizens. Considering these objectives of national education, it is essential to establish ethical educational institutions supported by high-quality human resources (Suparlan, 2022).

One of the educational components that plays a crucial role in improving the quality of education and establishing ethical educational institutions within the school environment is the principal.

The leadership role of the principal in improving the quality of education in a school is highly significant. The principal serves as the cornerstone for ensuring the continuity and quality assurance of education within the school under their leadership. Therefore, principals are expected to be innovative in enhancing the quality of education in their schools.

The Ministry of National Education (Depdiknas) explains that one of the standards of effective principal leadership is the development of professionalism and the management of human resources (Basri, 2014, p. 64). Professionalism should begin with the principal and be accompanied by the professionalism of teachers and school staff so that it can be implemented and serve as an exemplary model for students. Human resource management must be carried out continuously to produce professional school stakeholders. In today's educational landscape, education requires strong leadership more than management. Likewise, schools need leaders rather than merely managers. Consequently, a leader who possesses an effective leadership style will contribute to making the school better and will even be capable of producing professional teachers and staff in their respective fields.

Leadership is an inherent characteristic of a leader. Every leader possesses leadership qualities that serve as the foundation for carrying the significant responsibility of achieving an established vision and mission. Leadership refers to the ability and efforts of an individual in a leadership position to influence others to implement predetermined plans in order to achieve organizational goals effectively and efficiently (Basri, 2014, p. 11). A professional principal will undoubtedly translate the school's vision and mission into concrete actions, one of which is by introducing innovative paradigms in leadership management.

A professional principal operating within the new paradigm of educational management can generate positive impacts and fundamental changes in reforming the educational system within the school, particularly in improving educational quality (Basri, 2014; Mulyasa, 2005). Therefore, it can be argued that the quality of education in a school largely depends on how effectively and efficiently the principal manages the institution.

One of the efforts that principals can undertake to improve the quality of education in their institutions is by enhancing teacher discipline. Principals are responsible for ensuring teachers' successful performance in improving students' academic achievement. Unfortunately, empirical evidence indicates that one of the obstacles preventing professional principals from improving educational quality is low work productivity (Mulyasa, 2005, p. 72).

The causes of low work productivity include poor work ethic and weak discipline. One indicator of this problem is the low academic and non-academic achievement of students (Mulyasa, 2005, p. 76).

Based on the preliminary observations conducted at SDN 163 Maga Lombang, it was found that teacher discipline, as an essential component of the school's human resources, still requires greater attention. This is evident from the fact that some teachers continue to arrive late, delay the completion of instructional administrative tasks, and inconsistently comply with school regulations. Such conditions undoubtedly affect the effectiveness of the learning process and the achievement of the school's educational objectives.

Within the context of educational management, the principal plays a central role as both a leader and a manager responsible for managing and directing all school resources, including teachers. The principal's leadership extends beyond merely issuing instructions; it also encompasses planning, organizing, implementing, and supervising teacher discipline. Based on preliminary observations, the principal has made efforts to enforce regulations and provide guidance regarding work discipline. However, their implementation still faces several challenges.

Considering these issues, the first step that principals should take to improve the productivity of educational personnel is to strengthen discipline. Improving discipline is essential for creating a conducive school climate that motivates employees, fosters a positive work culture, and establishes a culture of discipline among educational personnel in carrying out their duties at school (Mulyasa, 2005, p. 80). When teachers consistently comply with school rules and regulations and perform their duties with discipline, their performance will improve. This improvement will be reflected in greater learning effectiveness within the allocated instructional time, thereby creating a more conducive learning environment. Such disciplinary conditions are also expected to positively influence students' learning achievement, resulting in continuous improvements not only in academic performance but also in non-academic outcomes, such as student behavior.

Appropriate principal leadership management can influence teacher discipline, which in turn functions optimally to improve the quality of education in accordance with the intended objectives. The selection of appropriate leadership approaches and management skills, combined with suitable strategies, enables leaders to achieve the vision and goals they have established (Wijaya, Purnomolastu, & Tjahjoanggoro, 2015). Therefore, it is crucial for leaders to select and continuously develop an appropriate leadership model as a strategic approach to achieving the school's established goals.

Discipline has become a critical issue in the field of education and requires immediate attention. This disciplinary problem has become increasingly complex because empirical evidence indicates that teachers frequently neglect work discipline. This can be observed from teachers' attendance patterns, as many still arrive late, are absent from school during working hours, or leave before the official end of the workday. Teachers also frequently postpone their responsibilities without clear justification. Attendance formalities remain a significant challenge for principals, as these issues directly affect teachers' work performance. It is in this context that the principal's ability to manage the school effectively must be evaluated. Teacher performance, which should serve as a source of professional pride, needs to be revitalized and continuously encouraged.

The selection of an appropriate leadership management approach to examine its influence on teacher discipline requires further investigation. Therefore, the researcher is interested in conducting a study entitled "Principal Leadership Management and Teacher Human Resource Discipline at SDN 163 Maga Lombang."

2. RESEARCH METHOD

This study employed a qualitative approach with a descriptive research design. The qualitative approach was used to gain an in-depth understanding of the phenomenon of principal leadership management in improving the discipline of teacher human resources at SDN 163 Maga Lombang. Through this approach, the researcher was able to obtain direct information from the research participants regarding the principal's leadership style, coaching strategies, and disciplinary enforcement efforts implemented within the school environment.

The descriptive research design aimed to systematically, factually, and accurately describe the principal's leadership practices and their impact on teacher discipline. Using this method, the researcher sought to present the actual conditions occurring in the field based on the results of observations, interviews, and documentation, thereby providing a comprehensive understanding of the relationship between principal leadership management and the level of discipline among teacher human resources.

3. RESULT AND ANALYSIS

Result

This chapter presents the findings of the study on the principal's leadership management in relation to the discipline of teacher human resources (HR) at SDN 163 Maga Lombang. The findings aim to describe the actual conditions observed in the field, particularly regarding how the principal implements leadership management functions to improve teacher discipline and the various strategies employed to establish a culture of discipline within the school environment.

This study employed a qualitative approach with a descriptive research design; therefore, the data are presented in a systematic, in-depth, and field-based narrative. The primary focus of this study was to understand how the principal's leadership management was implemented to improve teacher human resource discipline, the strategies employed by the principal to foster a culture of discipline, and the factors that support and hinder the implementation of such leadership management.

In the data collection process, the researcher employed several techniques, namely interviews, observations, and documentation. Interviews were conducted directly with the principal as the primary informant and with teachers as supporting informants to obtain in-depth information regarding the implementation of leadership management, strategies for improving teacher discipline, and the various challenges encountered. Furthermore, observations were conducted to directly examine the condition of teacher discipline, the implementation of school regulations, and the forms of guidance provided by the principal. Documentation was used as supporting data, including teacher attendance records, school regulations, the principal's work programs, meeting minutes, and other documents related to the focus of the study.

The collected data were then analyzed using the qualitative data analysis model, which consisted of data reduction, data presentation, and conclusion drawing. During the data reduction stage, the researcher selected and categorized data relevant to the research focus. Subsequently, the data were presented in descriptive narrative form to facilitate understanding of the relationships among the findings. The final stage involved drawing conclusions through a continuous verification process, ensuring that the research findings possessed a high level of credibility and accurately reflected the actual conditions in the field.

The presentation of the research findings in this chapter is organized according to the research questions established in this study, namely: (1) How does the principal's leadership management influence the discipline of teacher human resources at SDN 163 Maga Lombang? (2) What strategies does the principal employ to improve teacher human resource discipline at SDN 163 Maga Lombang? and (3) What factors support and hinder the principal in improving teacher discipline at SDN 163 Maga Lombang? Each finding is analyzed and discussed with reference to the theories of management, leadership, and human resource management presented in Chapter II, thereby providing a comprehensive discussion capable of addressing the research objectives scientifically.

Principal's Leadership Management in Relation to Teacher Human Resource Discipline

Based on the interview with the Principal of SDN 163 Maga Lombang, it was found that the principal implemented transformational and persuasive leadership management in improving teacher human resource discipline. According to the principal, success in improving teacher discipline depends not only on the enforcement of rules but also on the leader's ability to provide exemplary behavior, conduct guidance, establish effective communication, and carry out continuous supervision.

The interview results indicated that, prior to implementing teacher disciplinary development, the principal first conducted planning by communicating the school's vision, mission, objectives, and regulations to all teachers. The principal ensured that every teacher understood the applicable rules so that they would have clear guidelines in carrying out their duties and responsibilities as educators.

These findings indicate that the principal has implemented the planning function as proposed by George R. Terry, namely establishing objectives, policies, and the steps to be taken before activities are carried out. Through clear planning, teachers understand the standards of discipline that must be observed, enabling the implementation of their duties in a more structured manner.

In managing teacher discipline, the principal not only established regulations but also coordinated all teachers to ensure that they understood their respective duties, responsibilities, and roles in supporting the development of a culture of discipline within the school. The principal fostered open communication, thereby creating harmonious working relationships between the leadership and teachers. Teachers were provided with opportunities to communicate the challenges they encountered in carrying out their duties so that problems could be resolved collaboratively.

These findings indicate that the principal implemented the organizing function, namely organizing working relationships, assigning roles, and coordinating organizational members to achieve the school's objectives effectively.

Principal's Strategies for Improving Teacher Human Resource Discipline.

Based on the interview with the Principal of SDN 163 Maga Lombang, it was found that the principal implemented various strategies to improve teacher human resource discipline. These strategies were carried out through educational, persuasive, and continuous coaching approaches, enabling teachers to develop greater awareness in fulfilling their duties and responsibilities as educators. The principal stated that several strategic measures had been implemented, including the provision of rewards and punishments, the conduct of morning briefings, the use of digital attendance

systems or attendance logbooks, and the enhancement of teacher professionalism through various training activities.

The interview findings revealed that one of the strategies implemented by the principal was providing rewards to teachers who demonstrated a high level of discipline. These rewards included verbal praise and priority in the assignment of certain responsibilities. Conversely, teachers who violated school regulations received punishments in the form of verbal or written warnings according to the severity of the violation. According to the principal, the provision of rewards and punishments aimed to motivate teachers to become more disciplined in performing their duties.

Based on these findings, the researcher considers the reward-and-punishment strategy to be a form of disciplinary development intended to foster motivation while also providing a learning experience for teachers. This strategy is consistent with leadership theory, which emphasizes that leaders should recognize good performance while simultaneously taking corrective action in response to violations.

Principal's Strategies for Improving Teacher Human Resource Discipline at SDN 163 Maga Lombang

Based on the interview with the Principal of SDN 163 Maga Lombang, it was found that the principal implemented several strategies to improve teacher human resource discipline. These strategies were implemented gradually through the provision of rewards and sanctions, regular briefing sessions, the utilization of attendance systems, and the enhancement of teacher professionalism through various competency development activities. These strategies aimed to cultivate teachers' awareness and sense of responsibility in carrying out their duties in a disciplined manner.

The principal explained that one of the strategies involved providing rewards to teachers who consistently demonstrated high discipline and punishments to teachers who violated school regulations. The rewards included verbal appreciation and the assignment of greater trust or priority in carrying out specific responsibilities. Meanwhile, teachers who violated school rules received verbal or written warnings according to the seriousness of the violation.

Based on these findings, it can be understood that the provision of rewards and punishments constitutes a strategy for increasing teachers' motivation to comply with school regulations and for fostering a sustainable culture of discipline.

Analysis

Principal's Leadership Management in Relation to Teacher Human Resource Discipline

Based on the interview with the Principal of SDN 163 Maga Lombang, it was found that the principal implemented transformational and persuasive leadership management to improve teacher human resource discipline. The principal explained that efforts to improve discipline began with a planning process involving the communication of the school's vision, mission, objectives, and the regulations that must be observed by all teachers. The principal ensured that every teacher understood the standards of discipline and their responsibilities as educators so that they could perform their duties in accordance with the established objectives. Furthermore, the principal planned disciplinary development programs through the preparation of supervision schedules, attendance evaluations, and periodic teacher coaching activities.

These findings indicate that the principal implemented the planning function as proposed by George R. Terry, namely the process of establishing objectives, formulating policies, determining work programs, and designing the steps required to achieve organizational goals. Planning constitutes the fundamental function of management because it serves as the guideline for implementing all organizational activities. In the context of this study, the planning carried out by the principal was intended to establish a culture of discipline through the formulation of clear regulations, the provision of guidance to teachers, and the implementation of structured coaching programs.

The findings of this study are also consistent with the opinion of Chairilisyah (2019), who argues that discipline is a condition developed through a process of habitual behavior reflecting obedience to regulations and supported by self-control. Through effective planning, the principal not only established rules as a form of administrative supervision but also sought to instill teachers' awareness of complying with regulations based on professional responsibility. This demonstrates that teacher discipline at SDN 163 Maga Lombang was developed through a systematic process beginning with careful planning, followed by teachers' understanding of regulations, and ultimately the continuous establishment of a culture of discipline.

Based on these findings, the researcher argues that the principal's success in improving teacher human resource discipline cannot be separated from the principal's ability to formulate clear and well-directed plans. Effective planning provides teachers with guidance in carrying out their responsibilities so that discipline emerges not merely because of regulations but also because of the development of awareness and responsibility as professional educators. Therefore, the planning function in the principal's leadership management plays a crucial role as the initial step in establishing teacher human resource discipline at SDN 163 Maga Lombang.

Principal's Strategies for Improving Teacher Human Resource Discipline

Based on the interview with the Principal of SDN 163 Maga Lombang, it was found that the principal implemented various strategies to improve teacher human resource discipline. These strategies were implemented through educational, persuasive, and continuous coaching approaches, enabling teachers to develop greater awareness in carrying out their duties and responsibilities as educators. The principal explained that several strategic measures had been adopted, including the provision of rewards and punishments, the implementation of morning briefings, the use of digital attendance systems or attendance logbooks, and the enhancement of teacher professionalism through various training activities.

The interview findings indicated that one of the strategies implemented by the principal was to provide rewards to teachers who demonstrated a high level of discipline. These rewards included direct verbal praise and priority in the assignment of specific responsibilities. Conversely, teachers who violated school regulations received punishments in the form of verbal or written warnings according to the severity of the violation. According to the principal, the provision of rewards and punishments was intended to enhance teachers' motivation to perform their duties with greater discipline.

These findings are consistent with the opinion of Bistak Sirait (2008, p. 11), who states that discipline is an attitude of respect, obedience, and compliance with applicable regulations, both written and unwritten, accompanied by a willingness to accept the consequences of any violations. In the context of this study, the implementation of rewards and punishments by the principal constituted a form of disciplinary development intended to cultivate teachers' compliance with school regulations. Rewards encouraged teachers to maintain disciplined behavior, whereas punishments served as a developmental mechanism enabling teachers to recognize their mistakes and avoid repeating similar violations.

Furthermore, the findings of this study are consistent with the opinion of Rivai (2018), who explains that work discipline is a managerial instrument used to establish communication with employees so that they are willing to modify their behavior while increasing their awareness of and willingness to comply with all organizational regulations. According to Rivai, the implementation of discipline is not merely intended to impose sanctions on individuals who violate regulations but also serves as a developmental process to enhance responsibility, professionalism, and the performance of organizational members.

Therefore, the reward-and-punishment strategy implemented by the Principal of SDN 163 Maga Lombang functions not only as a mechanism for recognizing achievement and enforcing regulations but also as an effort to foster teachers' motivation, responsibility, and awareness regarding the importance of discipline in carrying out their duties as educators. This strategy demonstrates that the principal has implemented leadership management oriented toward human resource development through a firm, fair, and educational approach, thereby creating a culture of discipline that supports the improvement of educational quality within the school.

4. CONCLUSION

Based on the findings of this study on Principal Leadership Management and Teacher Human Resource (HR) Discipline at SDN 163 Maga Lombang, the following conclusions can be drawn: The principal's leadership management in relation to teacher human resource discipline at SDN 163 Maga Lombang has been implemented effectively. The principal applies transformational and persuasive leadership through management functions, particularly planning and organizing. The planning function is carried out by communicating the school's vision, mission, objectives, and regulations to all teachers, while the organizing function is realized through task delegation, coordination, open communication, and continuous guidance. The implementation of these management functions has successfully fostered teachers' awareness of carrying out their duties in a disciplined and responsible manner.

The principal's strategies for improving teacher human resource discipline are implemented through various educational, persuasive, and sustainable approaches. These strategies include the provision of rewards and punishments, the implementation of regular briefing sessions, the use of attendance systems or attendance logbooks, and the enhancement of teacher professionalism through various training activities. These strategies are intended not only to enforce school regulations but also to cultivate teachers' motivation, responsibility, and a culture of discipline within the school environment, thereby encouraging teachers to perform their duties professionally.

The success of improving teacher discipline is influenced by both supporting and inhibiting factors. The supporting factors include the principal's commitment, effective communication between the principal and teachers, the existence of clear regulations, and the consistent implementation of coaching and guidance. Meanwhile, the inhibiting factors include the need for some teachers to further improve their disciplinary awareness, as well as various challenges encountered in carrying out their duties that may affect their level of discipline. Nevertheless, the principal continuously conducts evaluation, guidance, and supervision to minimize these obstacles.

Overall, this study demonstrates that principal leadership management implemented in a planned, communicative, firm, and development-oriented manner is capable of improving teacher human resource discipline and fostering a positive work culture to enhance the quality of education at SDN 163 Maga Lombang.

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