

Efforts of the Head of Madrasah in Disciplining Teachers MI Al Ihsan III B Agung Damar Pakamban Daya Pragaan Sumenep

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Abstract

*An effective madrasa head will certainly affect teacher performance, so that teachers will be more enthusiastic in carrying out their duties and responsibilities as well as their obligations as teachers. This is because the teacher feels that he is getting attention, a sense of security and recognition for his achievements. This study aims to determine the inculcation of discipline in teachers. The aspect studied is the Efforts of the Madrasa Head in Disciplining Teachers MI AL IHSAN III B Agung Damar Pakamban Daya Pragaan Sumenep. In this study the method used is a qualitative method. The subjects of this study were the head of the madrasa and TU. Data collection is carried out through observation, interviews and documentation. The data analysis technique used is data reduction and conclusion. Researchers use **source triangulation** to obtain data validity. The research results obtained show that the head of the madrasa has tried to discipline teachers at MI AL IHSAN III B Agung Damar Pakamban Daya Pragaan Sumenep. These efforts include: 1. Rule-making is provisions that have been set to regulate a person's behavior in an organization, institution or community group. 2. Teach habits that are taught in madrasas. 3. Punishment means a form of loss and pain that is inflicted on someone who makes mistakes, resistance or violations as a reward or retribution.*

Keywords: *Efforts of the Head of Madrasah in Disciplining Teachers.*

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INTRODUCTION

Human life cannot be separated from the field of education. Education has a very important role in the development of human life. National Education is a goal that will be achieved by the entire Indonesian nation. Education is an important and considered staple in human life. Therefore, it is very natural and appropriate that the field of education is included in realizing the goals of national development, namely a just, prosperous, prosperous society born and mental, material and spiritual.¹ Humans need education that is very concerned in Indonesia, in addition to other fields, Education is a means to educate the life of the nation of education in life.

In general, humans experience 3 types of educational environments, namely "informal education that humans experience in the family environment, formal education that takes place in the school environment, and non-formal education that humans will experience in the environment where they live in the community environment". In formal education, children will be given various kinds of knowledge by educators so that later it is hoped that human beings will be born with quality, noble knowledge, creativity and knowledge.

As expected in the goals of national education as stated in the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System Chapter II Article 3, namely: "National education functions to develop abilities and shape the character and civilization of a civilized nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who have faith and devotion to God Almighty, noble, healthy, capable, creative, and become Democratic and responsible citizens".²

The head of the Madrasah is the highest leader in the Madrasah, his leadership pattern will greatly affect the progress of the Madrasah.³ The success of an educational institution is highly dependent on the leadership of the head of the Madrasah because the head of the Madrasah plays the role of the leader of the Madrasah, so he must be able to bring his institution towards the achievement of a goal that has been set. The leadership of a good Madrasah head certainly greatly affects the achievement and failure of the goals of the organization he leads, because leaders have an influence on the performance of employees in an organization they lead. The ability to influence an organization to achieve a goal is part of leadership.

As a leader, the head of the madrasah must have the ability to lead the Madrasah as a whole. In the regulation of the Minister of National Education no. 13 of 2007, it is explained that the competence of the head of the Madrasah must be shown in daily activities which include:

¹. Dimiyati, learning and learning, (Jakarta: Pt, Renika Cipta, 2001) 137

². Department of Culture of the Republic of Indonesia Law No. 2 of 2003, *concerning the national education system* (imager umbarabandng 2003) 4

³Nurkholis, *School-Based Management*, (Jakarta: Pt.grasindo, 2005) 154

1. Personality competencies, such as noble morals, open mind, able to control themselves and have talents and interests as educational leaders.
2. Pedagogical competence, namely the ability to carry out his duties and functions as the head of the Madrasah, such as preparing plans, developing madrasah organizations, managing school resources, managing facilities and infrastructure, managing and developing curriculum and learning, as well as the ability to monitor, evaluate and report.
3. Entrepreneurial competence, namely the ability to create innovation, and have a strong motivation to succeed in managing learning resources.
4. Supervision competence, namely the ability to provide guidance to teachers, education staff and students in order to improve teacher professionalism. Social competence, namely the ability to cooperate with related agencies and organizations and the community for the advancement of the school.⁴

Discipline is a person's awareness and willingness to obey and comply with all applicable rules and social norms in Madrasah. This means the awareness of the attitude of a person who voluntarily obeys and complies with the rules and is aware of his duties and responsibilities. The meaning of willingness is an attitude, behavior and deeds of a person that are in accordance with the written regulations or not. Discipline is essentially the ability to control oneself not to do an action that is not in accordance with and contrary to something that has been determined. Discipline cultivation needs to know the elements of discipline so that school principals can easily apply and make decisions in disciplining teachers. There are several important elements in discipline that need to be applied by educators both at home and at school, namely: rules, habits, punishment. Discipline has a very important function to be instilled in everyone in the madrasah, both teachers and students so that teachers realize that with discipline the teaching process will be more optimal. The functions of the discipline are as follows:

1. Organizing life together
2. Build personality
3. Train a good personality
4. Coercion
5. Punishment
6. Creating a conducive environment.

Discipline in life, if studied in particular, aspect by aspect will produce ethics as norms that apply in society, including in relationships with the surrounding environment. For example, ethics in the relationship between children and parents, teachers, how to dress and various other manners.

There are several processes that need to be considered in the establishment of discipline, as stated by Soegeng Prijodarminto that the formation of discipline can be done by several processes, namely:

⁴. Ministry of National Education, *Regulation of the Minister of Education*, (Jakarta: 2007) 2-5

1. Discipline will grow and can be fostered through training, education, cultivating habits and examples.
2. Discipline can be instilled through each individual and the smallest unit, organization or group.
3. Discipline is processed through coaching from an early age, from a young age starting from the family and education.
4. Discipline is easier to enforce when it arises from self-awareness. Discipline can be exemplified by superiors to subordinates.

In the formation of this discipline, it turns out that it must go through a very long process. Starting from an early age in the family and continuing to the school environment. Important things that need to be considered in formation include self-awareness, obedience, pressure, punishment, example, and training.⁵

Teachers are professional educators in the education sector who must be equipped with a number of competencies to support professionalism as teachers. To achieve optimal teaching goals, teachers are required to master abilities both theoretically and practically. Teaching is a profession not just a job, but also a special job that produces the next generation of the nation with the main personality, because the teacher's job is not only to deliver subject matter but also to educate the ethics of students.⁶ The teacher's task is very noble, namely to educate the community from illiteracy and ignorance of insight and behavior.

Teacher discipline is very important to pay attention to, because teachers are a job to give birth to the next generation of the nation who are knowledgeable and have good personalities. If the teacher's discipline is not considered, the teaching objectives will not be optimal.

There are so many factors that can affect the level of teacher discipline, one of which is the head of the madrasah. The firmness and consistency of the head of the madrasah greatly affects the discipline of teachers. If the head of the madrasah is consistent and also firm in implementing the rules, then the teacher's desire to behave indispenier will be reduced.

Based on the above considerations, the researcher is very interested in conducting research on the madrasah with the title "The Efforts of the Head of Madrasah in Disciplining Teachers MI AL IHSAN III B Agung Damar".

METHOD

Sugiyono said that "This research method is basically a scientific way to get an overview of data with certain purposes and uses.⁷ Based on this, there are four keywords that need to be considered, namely, scientific method, data, purpose, and use. This study uses a qualitative descriptive approach. This descriptive approach describes

⁵ . Soegeng Prijodarmintp, *Discipline Tips for Success* (Jakarta: Abdi 1994) 15

⁶Kunandar, *a provincial teacher imp; Curriculum Evaluation at the Education Unit Level and Success in Teacher Certification*, (Jakarta: Raja Grapindo, 2009) 54

⁷Sugiono, *Qualitative Research Methods, Qualitative and R&D* (Bandung, CV.Alfabeta, 2014) 2

systematically, accurate facts, and characteristics of the informant or location of the object as well as the local subject regarding a certain area regarding various characteristics and certain factors.

The qualitative research method can be interpreted as a research method based on the philosophy of post positivem or exploitative, used to research the natural condition of objects, where the researcher is the key instrument, a data collection technique that is carried out simultaneously. The results of qualitative research emphasize the meaning of generalization.

The location of this researcher at MI Al Ihsan III B Agung Damar is located in Pakamban Power, Pragaan District, Sumenep Regency as the location of the researcher for the following reasons:

1. MI Al Ihsan III B Agung Damar is one of the schools that has never been researched into problems.
2. The location is close to the place of residence so that the research location is easy for researchers to reach, this will support the smooth running of the research process.

MI Al Ihsan III B Agung Damar is a public madrasah so researchers are interested in how to apply it. Data that the author will use in the research:

1. Primary data is data obtained directly from the object of research.
2. Secondary data is data obtained from other sources as a complement to the research.

The data source is the subject from which the data is obtained. The main sources of data in qualitative research are words and actions, the rest are additional data such as documents and others. The data was obtained from the Principal, Vice Principal, Teachers, TU, Students, the Community at MI al Ihsan III B Agung Damar, and also data was obtained from documentation and books relevant to the research.

RESULTS AND DISCUSSION

A. Efforts of Madrasah Heads in Disciplining MI AL IHSAN III B Agung Damar Teachers

A madrasah head must of course realize that the central point of the madrasah goal is to provide educational programs that are planned to meet the needs related to education, the needs of the community and the individual of teachers. Teachers are actively and continuously involved not only in the teaching process but also in madrasah activities. Teacher activity coaching is part of the effort or activity to provide guidance, direction, improvement, direction to the teacher's mindset, mental attitude, behavior and skills.

Discipline is very important for teachers so that the head of the madrasah must be able to foster disciplined behavior in teachers, especially self-discipline so that the expected goals are achieved.

From the results of research conducted at MI AL IHSAN III B Agung Damar, the researcher found that there were several efforts made by the head of the madrasah in teacher discipline.

The head of the madrasah invites teachers to obey the rules of the madrasah by reminding at every opportunity, this is in accordance with the competence of the head of the madrasah. This competency is included in professional competencies that are basically closely related to the head of the madrasah as a leader, the head of the madrasah as a work climate, and the principal as a supervisor.

The form of cooperation carried out by the head of the madrasah is: making madrasah regulations, including teachers in the madrasah program, and being involved in various activities that have been planned. In terms of policies carried out by the head of the madrasah are in accordance with the functions and duties of the head of the madrasah, this is in accordance with the theory in his book Wahjosumidjo who said, the head of the madrasah in carrying out policies has carried out his duties as a manager.⁸

Indeed, what is done by the head of the madrasah is in accordance with a head of the madrasah as a manager, but what the head of the madrasah does has not achieved maximum results, perhaps because the head of the madrasah as a manager is not yet there, or maybe because the other teachers have not carried out their duties and optimally, and furthermore, the researcher seems that there may not be more active supervision to manage their respective tasks.

In providing advice and direction on the importance of discipline, the head of the madrasah gave motiv in the form of advice to teachers. In this case, the duties of the head of the madrasah have been carried out by the head of the madrasah MI AL IHSAN III B Agung Damar as a motivator. As in his book, Syamsul Kurniawan said that the head of the madrasah as a motivator wants to have a strategy that can provide motivation and encouragement to education staff and madrasah residents in carrying out various tasks.⁹

Based on this, the head of the madrasah MI AL IHSAN III B Agung Damar has done his job as a motivator with teacher motivation about the importance of discipline, encouraging teachers to be disciplined, and giving directions so that teachers get used to living a disciplined life, come on time to the madrasah and obey other rules in the madrasah.

In supervising or supervising the head of the madrasah MI AL IHSAN III B Agung Damar usually goes around from class to class to observe teaching activities and teacher discipline. This is in accordance with the duties of the head as a supervisor as stated in his book, Murip Yahya said that the head of the madrasah as a supervisor can be carried out by holding class visits.¹⁰

⁸Wahjosumidjo, *the leadership of the head of the madrasah*, (jakarta: PT. Raja Grafindo Persada 2005).94

⁹Samsul Kurniawan, *Character Education*, (Yogyakarta: Ar- Ruzz Media, 2016).121

¹⁰Murip Yahya, *education professional*, (Bandung: CV Pustaka Setia, 2013)121

Based on this, the head of the madrasah performs his duties as a supervisor by conducting class visits so that the teaching process can run smoothly and effectively. Being a supervisor is not only about supervising but also having to be able to correct, analyze, plan, and be better in the future.

One of the efforts of the head of the madrasah in enforcing discipline in the madrasah is by giving punishment to teachers depending on the magnitude of the violation committed. This is in accordance with the head of the madrasah as a supervisor. As stated in his book Syamsul Kurniawan, the head of the madrasah as a supervisor is to provide input to education personnel who still feel that they need to be improved, fostered, and acted on their abilities and skills.¹¹ This action is to prevent deviations.

Based on this, the head of the madrasah has performed his duties as a supervisor by giving punishment to teachers who violate so that teachers do not commit violations and make them more obedient to the regulations that apply in the madrasah environment.

B. Teacher Discipline at MI AL IHSAN III B Agung Damar

In disciplining teachers, the head of the madrasah implements regulations on discipline that apply in the madrasah, one of which is clothing. Almost every day a teacher in uniform is found. For example, batik uniforms are worn on Wednesdays and Thursdays.

Discipline is an obedience and godliness of an educator in carrying out all rules or rules that have been enforced in the madrasah with full awareness from within. Because teachers are one of the keys to success in the learning process in the classroom.

Discipline is very important for teachers, because it must be instilled continuously in teachers. If the discipline is instilled continuously, the discipline will become a habit for teachers. Teachers who succeed in their respective fields generally have high discipline, on the other hand, teachers who fail are generally undisciplined.

So it can be concluded that teacher discipline is a form to help the character of a good teacher considering the rapid technological advances at this time in an intense or continuous manner so that teachers feel accustomed and orderly in carrying out the tasks held by the madrasah.

Because the success of the madrasah does not lie in how grand the building is, but the success of the madrasah can be seen if the madrasah is able to educate teachers in a better direction and always obey every regulation that applies in the school

CONCLUSION

After conducting research and discussion on the efforts of the head of the madrasah in disciplining the teacher of MI AL IHSAN III B Agung Damar, it can be concluded as follows:

¹¹Syamsul Kurniawan, *Character Education*, (Yogyakarta: Ar-Ruzz Media, 2016) 123

1. The efforts made by the head of the madrasah are by enforcing a code of ethics to prevent various violations of madrasah rules and provide motivation regarding acting in daily life
2. The head of the madrasah at MI AL IHSAN III B Agung Damar Pekamban Daya is tasked with regulating and supervising within the madrasah environment. Where the efforts of the head of the madrasah are a very important component in realizing the goals of good education.
3. The discipline of MI AL IHSAN III B Agung Damar's teacher has gradually improved. Although the head of the madrasah minimizes not to violate the rules, there are still some teachers who are not disciplined. The head of the madrasah to be more in directing teachers to be professional.

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