

## DEVELOPMENT AND SUPERVISION OF THE SCHOOL PRINCIPLE TO IMPROVE THE DISCIPLINE OF INTEGRATED ISLAMIC ELEMENTARY SCHOOL TEACHERS, LENEK DISTRICT, LOMBOK TIMUR REGENCY

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**Abstract:** This study aims to describe principals' coaching and supervision to improve SDIT Aikmel teachers' discipline. The research method is qualitative data collection by conducting interviews, observation, and documentation. The data analysis used in this research is data condensation, data display, and conclusion. Checking the validity of the data is done by credibility, transferability, dependability, and confirmability test. The results of this study indicate that the coaching carried out by the principal shows very significant results. This is because the principal has succeeded in creating harmonious relationships in interpersonal relationships, analyzing the needs of teachers, developing strategies used, and assessing and revising activity programs. Furthermore, the principal's efforts are helping teachers to plan and develop learning programs. The principal's supervision is carried out with individual supervision techniques by conducting class visits, group discussions, and training.

**Keywords:** Coaching; Discipline; Supervision

### INTRODUCTION

Education is a planned, conscious effort to create an attractive learning atmosphere with a good learning process so that students can develop their potential and have spiritual strength, self-control, personality, intelligence, noble character,

and skills (Komprit, 2015). A planned and organized educational process can increase the capacity and capability of human resources. Qolbi & Hamami (2021) say that education has a vast complexity of meaning. Education is not limited to providing material, but education is a process of a person's behavior or a particular group formed through conscious efforts in the form of learning and training.

An educator is a human resource who needs continuous guidance and training to develop his competencies (Mulyani & Jamilus, 2021).

Improving the quality of education can be seen in the quality of human resources in schools. The principal plays a vital role as a leader in fostering and developing education personnel and teaching staff at school.

The function of principal coaching is to see the quality of the principal's competence in carrying out school management activities, including monitoring the learning process carried out by teachers who produce a quality learning process in carrying out their duties. This follows the expectations of parents of students, the government, and society, that schools are institutions on which parents, communities, and governments depend, mentally, spiritually, and emotionally, with knowledge and skills.

Coaching by the principal is carried out if the teacher experiences obstacles and difficulties in solving problems. The role is to help teachers to solve problems by providing work motivation. In addition, supervision is essential for principals as part of providing assistance and services to teachers to improve their professionalism.

From the point of view of the world of education, supervision is an activity to provide guidance and motivate teachers professionally (Nurdin & Sibaweh, 2015). The function of principal supervision is to assess a teacher to make a policy and make good decisions and maintain the order and rules that exist at school so that it is possible to minimize the problems that occur.

In addition, the principal will play an essential role in guiding and fostering teachers if a problem is found. These problems are resolved together to realize a good work order and the continuity of learning that is expected to run well through mentoring and coaching. The coaching in question provides assistance to solve problems found while carrying out their duties and responsibilities (Purwanto, 2019).

Discipline is a series of behaviors illustrating the value of obedience, obedience, order, and loyalty formed in a process. Rivai (2009) states that teacher discipline in carrying out professionalism in their fields is essential, especially teacher professionalism in realizing the vision.

SDIT Aikmel is one of the first educational institutions to bear Integrated Islam (IT) in the East Lombok Regency area, especially those still consistently taking part in improving human resources in the East Lombok region. It is all

inseparable from the active role of the principal as manager, administrator, supervisor, leader, innovator, and also as motivator of the school. The principal, in carrying out his duties, will find problems that will be faced, among others, the lack of understanding of the principal about the duties and responsibilities he must carry out, especially those that have been regulated in the regulations, resulting in the role of the principal is not maximized in terms of managerial, entrepreneurial development and supervision in schools. Conditions like this require the management skills of a principal who carries out his role as a manager in shaping proper coaching and supervision to maintain and improve teacher discipline to realize the quality of education at SDIT Aikmel. Based on the explanation above, the researcher is interested in digging up information and knowing more deeply through related research on how the principal's coaching and supervision improve the discipline of SDIT Aikmel teachers.

## **METHODS**

This research uses a qualitative approach, which uses an interpretative and naturalistic approach in answering research problems.

The data collection procedures that researchers use are direct observation and interviews. Direct observation is an activity of direct observation of the symptoms under study and the conditions at the research location. At the same time, interviews are oral question-and-answer activities between two or more people directly or in chat and conversation to obtain information related to the research focus using interview procedures. The

informants of this study were the Principal with the initials HM and ten teachers with the initials AM, AS, MY, HM, JH, AS, RS, AZ, SR, and MD.

The data analysis technique is a process of systematically searching and compiling data obtained from interviews and field notes or other materials related to the focus of research so that the data obtained can be easily understood and the findings can be used as information for others. Miles, Huberman & Saldana (2014) suggest the steps of data analysis techniques: data condensation, data display, and conclusion drawing.

## **RESULT**

### **Principal Coaching**

The findings of this study describe the coaching conducted by the Principal of SDIT Aikmel. Principal coaching as a supervisor in each school is certainly different, depending on the situation, conditions, and responses needed. However, coaching is carried out following the rules and systems regulated in the education law in Indonesia. The following are the findings of the Principal's coaching at SDIT Aikmel.

#### **a. Academic Guidance**

The following are the results of an interview with the Principal regarding the academic Guidance provided to teachers at SDIT Aikmel.

Providing academic Guidance to teachers is always a routine program carried out at school in the form of directions, appeals, and specific methods. Academic Guidance given to teachers is delivered at specific meetings once a week, every Thursday. (HM, personal communication, 2022).

Researchers also interviewed teachers to assess how principals implemented the academic Guidance.

Academic Guidance in this school includes at the beginning of the semester. Lesson units, curriculum, and even textbooks are guided so teachers can teach effectively. Teachers receive adequate academic Guidance because, at the beginning of the school year, this Guidance is critical. This condition is a manifestation of educational institutions that obey existing rules. The academic Guidance conducted at the school is the most awaited thing by the teachers here. Because this direction and information are significant for the continuity and direction of learning that teachers must bring (AM, personal communication, 2022).

From the results of the interviews above, the researcher concluded that academic Guidance carried out by the Principal using the stages of creating harmonious relationships, analyzing needs, developing strategies, assessing, and revising, namely as an effort to assist teachers in:

1. Planning and compiling semester programs
2. Create a lesson unit program
3. Discuss and organize classroom activities and management
4. Determine, and prepare materials and learning resources that will be used in the next semester
5. Discuss and determine the activities of students during the next semester that will be passed, for example, extracurricular activities.
6. Plan teaching evaluations every week.

Activities classified as academic Guidance carried out by the Principal for teachers at SDIT Aikmel can be concluded

that the Principal has provided academic Guidance to teachers.

### **b. Non-academic Guidance**

Supervisors or principals carry out non-academic guidance in overcoming and responding to problems arising from violations of regulations and personality. One is by activating and providing counseling services arranged by the school. Meanwhile, non-academic guidance is also the birth of assertiveness and regulations made by counselors in addressing these problems. The following is the principal's statement regarding non-academic guidance to teachers at SDIT Aikmel.

Every time there is power, there must be effort, meaning that for every problem, there must be an effort to solve the problem. Teachers will encounter many obstacles in carrying out their duties. For example, some children are often late and children who do not want to learn. In cases like this, non-academic guidance will be given, for example, by involving the help of other teachers, such as counseling teachers or student bodies. Providing non-academic guidance sometimes it is done by participating in solving problems or providing solutions to the teacher concerned. For example, there is a direction from the principal to give sanctions to students who are late (HM, personal communication, 2022).

Meanwhile, according to the teachers regarding the provision of non-academic guidance in this school is as follows:

Teachers can solve not all problems. Teachers also really need guidance and assistance from the principal in this matter. Moreover, regarding severe

things, teachers need the principal to intervene directly (AM, AS, MY, HM, JH, AS, RS, AZ, SR, and MD, personal communication, 2022).

At another time, the researcher also interviewed other teachers for information in terms of providing non-academic guidance by the principal.

For the principal, if there is no non-academic guidance from the principal, it is challenging for teachers because there are so many problems at school. At the same time, teachers are also required to be able to deal with them (HM, personal communication, 2022).

On a different occasion, one teacher's statement about non-academic guidance, namely:

Non-academic guidance provided by the principal is always given even though only one is facing difficulties. However, solutions and non-academic guidance are conveyed to all teachers so that all teachers also get clear guidance (JH, personal communication, 2022).

Based on the information collected, the researcher concludes that non-academic guidance provided by principals at SDIT Aikmel goes through the stages of creating harmonious relationships, analyzing needs, developing strategies, and assessing and revising to provide assistance to get solutions for teachers to overcome difficulties in the classroom.

### **Principal Supervision**

The findings of this study will describe the supervision carried out by the Head of SDIT Aikmel. The supervision of the Principal, a supervisor in each school, is certainly different, depending on the situation, conditions, and responses needed. However, supervision is carried

out according to the rules and systems set out in the education law in Indonesia.

**a. Individual Technique**

As it is known that this pattern is one of the supervision techniques carried out by principals in carrying out supervision in schools. To find out the facts and data, the following are the results of interviews with school principals, namely classroom visitation

The interview results obtained from the principal stated that: The easiest way to assess teacher discipline in this school is to visit the classroom directly to find out the overall condition of the classroom (HM, personal communication, 2022).

In addition, on the same occasion, the principal explained that his actions have a specific purpose for the school he leads. The following is her statement:

Classroom visits are conducted to assess and see the teacher's preparation and ability to master the class during the learning process (HM, personal communication, 2022).

Classroom visit is to determine the discipline of teachers' performance in carrying out their teaching duties in the classroom. This visit also shows how disciplined the teacher is and anticipates obstacles. Thus, the principal, as a supervisor in conducting supervision, can provide input for solutions for teachers who face obstacles in the classroom while teaching.

Furthermore, this attitude will also be analyzed for its impact on the teacher concerned who received a visit while carrying out teaching duties in the classroom. This is to determine whether the principal's actions in conducting visits

have a tremendous impact.

The principal routinely conducts classroom observations and visits and sees firsthand how the teachers are doing in their respective classes (AS, personal communication, 2022).

In order to be more balanced between the facts and information obtained by researchers in the field, interviews were also conducted with different teachers. The following are the results of the interview.

Indeed, the principal often observes and visits the classroom to check and supervise the teachers who teach in the classroom (RS, personal communication, 2022).

Another teacher but with the same interview theme also stated that:

To assess the discipline of teachers teaching in class, the principal is done directly by visiting each class (AZ, personal communication, 2022).

Thus, the principal conducts supervision by visiting the classroom and observing the teaching and learning process directly. In the following interview, a teacher said:

The principal in the context of conducting classroom visits has the aim of conducting supervision or monitoring so that the results of observations are not only to assess the personality of the teacher but to provide input and solutions so that the teacher becomes better at teaching (SR, personal communication, 2022).

Many things can be obtained and benefits from this monitoring. In addition, this monitoring can be used as motivation so that the discipline of teachers' teaching performance must be stable, not only when the principal visits, because teachers cannot know when the principal visits the class. The following interview clarified.

"Teachers must be ready at all times to show good performance in teaching because the principal comes without the knowledge of the teacher concerned (HM, personal communication, 2022).

On the same occasion, another teacher also said:

Like it or not, this condition must be lived, but for teachers, this monitoring is beneficial because the principal's visit, who is felt to be teaching less, gets attention to improve it (AM, personal communication, 2022).

From the interviews conducted above, the researcher concluded that one of the supervision carried out by the Head of SDIT Aikmel is by conducting regular class visits

#### **b. Group technique**

In the explanation above, the Principal conducted supervision with unique techniques. In addition, the Principal's technique in conducting supervision is the group technique. As the term is known, it is a technique of identifying teacher personalization in groups or teams. To carry out these tasks, principals can conduct supervision during the following:

##### **1. Meeting**

Meetings held at SDIT Aikmel provide space and time facilities for teachers to express all appreciation, thoughts, and opinions and then find an agreement that the meeting participants can accept. For more details, the following is a description of the data contained in the school related to meetings conducted and led by the Principal.

When discussing a problem, program, or something related to the

interests of the school, there must be an opportunity for teachers who want to give their opinions and aspirations and are never limited (HM, personal communication, 2022). Meetings are always used to showcase skills, abilities, and part of performance discipline because, just like teacher competence, it is a social competence where teachers must be able to communicate with colleagues and other people (HM, personal communication, 2022).

From the above statement, all teachers have the same opportunity to express their opinions in meetings and gatherings. The quality of teachers was seen at the meeting. For more depth, the researcher also summarized the information and the results of interviews with teachers at SDIT Aikmel.

In the meeting, teachers are free to express their opinions and problems. The Principal is open to receiving and listening to teachers' aspirations and opinions in meetings. In these meetings, what is essential to implement in this school is a poll that produces acceptable and agreed results so that no one is silent. Everyone participates in the meeting. During the meeting usually begins with direction and guidance from the Principal. After that, each person discusses and shares their opinions on the issues discussed (AM, personal communication, 2022).

From the results of the interviews that have been collected and described above, the meeting held by the Principal is not only one-way, but the meeting is very open and flexible. Every teacher has the right and responsibility to participate in reaching the desired meeting agreement.

## 2. Group Discussion

One of the characteristics of an excellent educational institution is the occurrence of significant academic activities. Therefore, the Head of SDIT Aikmel, held an internal discussion forum within the school. Group discussions produce positive things. This discussion program is essential and aims to discuss learning and development processes.

One of the needs of teachers is to know the development of the world of education. If they only rely on schools, it still needs to be improved. Therefore it is advisable to form group discussions to discuss one example of a group of teachers or the same material. Group discussions that are formed are flexible, not only in specific groupings. Fellow teachers here are also in groups discussing learning at school. Even though they are in different groups, but still discuss so that they complement each other (HM, personal communication, 2022).

The creation of discussion forums, both in subject groups and groups between teachers, is also formed here. This system is excellent if carried out optimally and thoroughly. However, the following interviews have been conducted with SDIT Aikmel teachers to prove the course of this discussion activity.

When the new school year arrives, each teacher also gets the responsibility of different classes so that the teacher understands the characteristics of the children in the class. The teacher forms a discussion forum to provide input and ask questions so that the teacher understands better. As a teacher, I also experience obstacles, for example, different subject matter. One way to respond is to ask for help from other teachers who understand

better. And besides that, consultation is also carried out regarding learning methods (AM, personal communication, 2022).

## 3. Training

Training and upgrading are the programs whose implementation is usually directly the responsibility of the Center and specific regions. The principal, in this case, is only the person who is obliged to monitor and encourage the training results. Concerning this, the principal stated in the interview that there is training and upgrading every time. The school always sends at least a few teachers to represent it—especially improvements in learning development. A few teachers only attend this training. The concerned teachers shared with other teachers who did not attend the training, especially the upgrading material for improving teacher professionalism (HM, personal communication, 2022).

To support the principal's statement, researchers also interviewed teachers. They asked about training and upgrading and how they have been implemented so far. The following is the presentation:

Upgrading and training teachers will improve quality, develop potential, and, most importantly, add insight. Training and upgrading are held around the local area, and volunteer teachers can participate. Furthermore, the principal is usually very supportive (AM, personal communication, 2022).

From the description above, it is clear that the principal motivates and encourages teachers to develop their professional competencies through upgrading and training. The principal

always facilitates every teacher who wants to attend training and upgrading.

## DISCUSSION

Education is an effort to educate, guide, foster, influence, and direct knowledge. Thus, education can be done formally or informally. Quality education is expected to produce superior Human Resources, not only from an academic aspect but also from a non-academic aspect, to help solve every problem faced and to live in a society that is constantly experiencing development. (Herabudiman, 2009).

The balance between academic and non-academic development is critical to provide a place for the various potentials of an educator. The role of the principal is essential in motivating every teacher to have the courage to actualize their potential. Future success is not only determined by academic achievement. Teachers are also directed to develop balanced academic and non-academic abilities. Cultivating character is very important to strengthen the spirit of culture and nationalism (Pratiwi & Roesminingsih, 2021).

Among the crucial roles played by a school principal is to carry out academic and non-academic guidance for teachers. In contrast, the implementation of academic and non-academic guidance carried out at SDIT Aikmel is as follows:

First, the principal conducts academic guidance to teachers. In order to develop and implement all of its capabilities, school principals are required to carry out their duties and responsibilities as supervisors to provide academic guidance to educators and education staff. Among the academic

development carried out by the principal is to carry out Supervision, namely observing, supervising, guiding, and stimulating activities carried out by other people to improve the learning process (Mukhtar & Iskandar, 2009).

Supervision activities by the principal evaluate teacher performance. Activities carried out by the principal in carrying out coaching are academic supervision activities. Supervision activities are used to encourage learning through growing teacher abilities. Supervision encourages teachers to be more empowered and more effective, and teachers become more satisfied in carrying out their work. The school principal must be able to guide teachers efficiently, instill self-confidence, guide professional research, and make the teachers cooperative.

*Academic coaching* is an action taken to help teachers develop professionalism in learning. This success will be better if the principal's academic supervision ability is carried out to evaluate teacher performance in managing the teaching and learning process and assist teachers in improving teacher professional abilities following the Teacher and Lecturer Law (Suparno, 2016).

Based on the observations of researchers, the principal at SDIT Aikmel has carried out academic guidance through the following stages: creating harmonious relationships, analyzing needs, and developing strategies for assessing and revising activity programs as an effort to assist teachers in the process of preparing for supervision activities, namely by preparing teachers to develop learning tools which are used during the learning



process such as planning and compiling semester programs, creating study unit programs, discussing and managing class activities and management, determining how to prepare to learn resource materials every semester, discussing and determining student activities and planning teaching evaluation activities once a week which is all part of the principal's efforts to improve the work discipline of teachers within SDIT Aikmel.

Furthermore, the principal provides non-academic guidance. A teacher has a dual role in his school, namely as a teacher and an educator. Everyone has a specific potential, which, if further developed, will become a trademark, even adding value to himself in front of others. In turn, this added value can have a high selling point so that the person will get a proper award for the achievements or successes that have been achieved. These awards can be in the form of material, social status, proper position, and various other positive evaluations the community gives.

Therefore, among the efforts made by the principal in providing non-academic guidance to teachers is to help provide solutions for teachers to overcome difficulties in class. So far, the principal has carried out non-academic guidance by carrying out several stages, namely by creating a harmonious relationship between the principal and the teacher to get to know the teacher's potential. Furthermore, the principal tries to understand and explore the potential of the teachers, trying to fulfill some of the needs needed by the teacher in the form of motivation, direction, and how to solve problems correctly.

Supervision is one function in the management of an organization.

Supervision is said to be important because, with good supervision, it will undoubtedly produce satisfactory goals, both for the organization itself and its workers.

The importance of successful supervision by supervising to improve the quality of education will undoubtedly increase the guidelines for implementing the supervision plan prepared by the school principal. This situation assumes that supervision is an aspect that must be considered in education management but must be considered in education management. However, it should be realized that supervision is often a forgotten aspect of actual activities at school (Bakri, 2022).

The school principal will encourage an increase in academic quality related to the creation of better learning conditions through academic forms (Kodariah et al., 2016). This aims to provide services to school principals to improve the quality of educational institutions and make it easy for them to manage institutions effectively and efficiently (Saleh, 2020).

In his role of supervising the school principal SDIT Aikmel uses unique techniques. A technique is a way or method of doing certain things. *Supervision techniques* are methods or methods used to achieve specific goals, both related to solving teacher problems in teaching, problems with school principals in developing institutions, and problems related to the quality of education (Admin, 2020).

According to Suharsimi Arikunto (2004), what is meant by individual techniques in supervision activities is assistance that is carried out independently

by supervisors, both inside and outside the classroom. The point is to provide individual guidance. Prasojo (2011) suggests that the particular supervision technique is the implementation of individual teacher supervision. The supervisor here only deals with a teacher, so the quality of learning will be known from the results of this supervision. Individual supervision is supervision carried out by a supervisor to a teacher or administration in the world of education in the context of coaching and assisting in optimizing work achievement and performance.

Based on the results of the researchers' observations, it is illustrated that the head of SDIT Aikmel used particular techniques, including conducting class visits and classroom visits, namely occasional visits made by a principal school supervisor to see or observe a teacher teaching. The aim is to observe how the teacher teaches and whether it meets the appropriate didactical or methodical requirements. In other words, to see what deficiencies or weaknesses still need improvement.

Furthermore, the principal makes observation visits to teachers from a school who are deliberately assigned to see or observe a teacher demonstrating ways of teaching a particular subject. For example, how to use new tools or media, such as audio-visual aids, and how to teach with specific methods, such as sociograms, problem-solving, panel discussions, fish bowls, and discovery methods.

The group supervision technique is coaching several teachers by one or several teachers. Some teachers who generally have relatively the same qualifications receive coaching from a

supervisor or several supervisors who usually have different specialties (Made, 2009). Each of these supervisors provides material or discusses something different, all related to one another. Alternatively, it could be specific topics to be discussed from various points of view by each supervisor.

Based on researchers' observations, the group technique is supervision carried out in groups. Some of the activities carried out by the head of SDIT Aikmel in applying this technique include Holding meetings and a school principal carrying out his duties based on a prepared plan. Including holding periodic meetings with teachers, in this case, meetings in the framework of supervision activities. The meetings held by the school principal are not only one-way but are very open and flexible. Each teacher has the right and responsibility to participate in reaching the desired meeting agreement. The study results illustrate that school principals' meetings are related to work program meetings, curriculum development, extracurricular activities, and discussions of problems that developed at that time.

Next, the principal held a group discussion. Group discussions can be carried out by forming groups of teachers in the same field of study. The supervisor or principal provides the necessary direction, guidance, and suggestions in each discussion. Discussion forums have also been held, although due to limitations during the pandemic, group discussion forums have only been held at schools and are limited to teachers at SDIT Aikmel. The principal's directions and advice are solutions that are very helpful in solving problems during discussions between teachers. Discussions were held to discuss

things that are currently developing and must be known by teachers in the world of education.

Finally, the school principal held in-service training. This technique is carried out through upgrading or workshops, for example, upgrading for teachers in specific fields of study and managing and guiding the implementation of follow-up training results.

## CONCLUSIONS

It can be concluded that the school principal did coaching to improve teacher discipline at SDIT Aikmel. The coaching is carried out through the stages of creating harmonious relationships in interpersonal relations, analyzing the needs of teachers, developing strategies used, and assessing and revising activity programs, namely as an effort to assist teachers during academic and non-academic guidance. Furthermore, the principal's supervision aims to improve the discipline of SDIT Aikmel teachers with individual and group techniques.

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