

Enhancing Organizational Development through Principal Leadership to Improve Teacher and Staff Work Discipline

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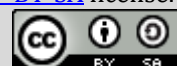
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ABSTRACT

This research aims to detail and explain the role played by the principal in improving the work discipline of teachers and employees at particular private high school in Yogyakarta, Indonesia. The method used in this study is descriptive qualitative research using purposive sampling techniques. In this context, school principals are faced with five main tasks that must be completed in order to improve the work discipline of teachers and employees at the school. Apart from that, there are also two problems faced by school principals in trying to achieve this goal. The research results show that the principal at the school has the responsibility to plan and communicate effectively, direct collaboration between staff, design learning programs, manage school facilities and finances, and create a supportive school environment. One of the obstacles faced is the lack of discipline shown by teachers and employees in completing their tasks. This shows the need for appropriate action from the school principal to overcome this problem in order to improve performance and discipline in the school environment.

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Introduction

Nowadays, the role of schools as organizational entities in the realm of formal education is increasingly widely recognized [1]. In this organizational structure, humans are the core element that influences all aspects of activities. This involves a number of key actors, including the principal who acts as the main leader, teachers who deliver lesson material, students who are the focus of learning, and administrative staff who manage various aspects of school operations. According to [2]. This overall dynamic has a significant impact in facilitating the teaching and learning process.

Indonesia has a unique view and philosophical foundation in developing its education system [3]. Through the Ministry of National Education, the government is primarily responsible for educational development at the national level. The aim of this step is to improve the overall quality of the education system, by taking an approach appropriate to the local situation and needs of society. In this way, Indonesia seeks to ensure that education is not only a means of transferring knowledge, but also a tool for strengthening cultural identity, promoting social inclusion, and building a generation that can maintain the richness and diversity of local culture while competing at the global level.

In order to ensure effectiveness in the educational process, teaching staff who have high quality and a strong level of discipline are needed [4]. As stated by [5], the role of competent leadership in school management is crucial in creating an environment that supports the creation of the required discipline. The findings revealed by [6] highlight the importance of innovation in the context of school leadership, which has a direct impact on the level of work discipline and performance of teachers. Therefore, renewal and innovative approaches in school leadership are crucial aspects to consider in efforts to increase the effectiveness of the educational process.

However, this school faces challenges in improving work discipline. Reform policies often ignore leadership that encourages innovation and emphasize technical aspects [7]. It is very important to pay sufficient attention to teacher performance and other factors that influence low work discipline, as they can have a negative impact on the overall quality of education [8].

Some problems that are often faced in the work environment include non-compliance with established rules, where employees may not always follow the guidelines or policies that have been set by the institution or organization [9]. Additionally, lack of adherence to set times is also a common problem, where some individuals may be frequently late or do not adhere to set schedules. In addition, inconsistent teacher presence during class hours can also be a challenge, where some teachers may be absent or not present regularly, which can disrupt the

learning process and harm students. Increasing the level of work discipline for both teachers and employees is a significant challenge in the educational environment. However, through effective leadership, as will be explained in this article, this can be overcome and achieved.

Material And Methods

A. Work Discipline

Work discipline is an important aspect in the world of work that is directly related to organizational efficiency, effectiveness and productivity. Work discipline includes employee behavior in complying with the rules, procedures and norms set by the organization. According to [10], discipline is a tool used by managers to change employee behavior in such a way that they comply with established work standards and regulations. Research on work discipline focuses on the factors that influence discipline, the impact of discipline on performance, and strategies for improving discipline in the workplace.

Several findings have identified various factors that influence work discipline, including leadership, work environment, motivation, and reward and sanction systems. An effective leadership style can influence employee discipline levels. A conducive, safe and comfortable work environment can encourage employees to comply with applicable rules and procedures [11]. High work motivation is often related to a good level of discipline, and a fair and consistent system of rewards and sanctions can influence work discipline.

Work discipline has various positive impacts on organizations, including increasing productivity, work quality, and reducing turnover [12]. Good discipline can increase work efficiency and effectiveness, so that organizational productivity increases. Organizations with good levels of discipline tend to have lower employee turnover rates due to a stable and orderly work environment [13]. By understanding and implementing the right strategy, organizations can increase employee discipline which will ultimately increase productivity and work quality.

B. Teachers and Employees

Teachers and employees have a crucial role in various sectors, especially in education and industry [14]. Teachers act as educators who shape the younger generation, while employees contribute to the operations and success of the organization. A deep understanding of the factors that influence their performance and well-being can help improve organizational effectiveness and the quality of services provided.

Teachers are responsible for teaching, guiding, and inspiring students [15]. They not only transfer knowledge, but also shape students' character and social skills. According to [16], teacher quality is the most significant factor in determining student learning outcomes. Employees, on the other hand, play a role in supporting daily operations and achieving

organizational goals [17]. Therefore, it is important for organizations to understand and meet the needs of their employees.

Several factors that influence teacher performance include qualifications and training, motivation and job satisfaction, as well as support and work environment. Teachers who are highly qualified and receive ongoing training are more likely to provide effective teaching [4]. Intrinsic and extrinsic motivation can influence a teacher's dedication to their work. Teachers who are satisfied with their work tend to be more enthusiastic and committed [18]. An effective leadership style can increase employee morale and performance. Inspirational and supportive leaders tend to have more productive teams [19].

Professional development for teachers includes training, workshops and career development programs aimed at improving their skills and knowledge. According to [20], effective training can enrich teaching practices and improve student learning outcomes. Continuous professional development programs are also important to maintain teacher motivation and job satisfaction. Additionally, professional development can help employees deal with changes and challenges in their jobs.

Teachers and employees have a vital role in the success of education and organizational operations [21]. Understanding the factors that influence their performance and well-being can help in designing strategies to increase productivity and job satisfaction. Continuous professional development, a conducive work environment, and adequate support are key elements in improving teacher and employee performance.

C. Principal Leadership

The principal's leadership plays an important role in determining school success and student achievement. Effective school principals can create a conducive learning environment, increase teacher and student motivation, and encourage innovation in teaching practices [22]. A deep understanding of the role and responsibilities of the principal can assist in developing effective training programs and supportive policies.

The leadership style applied by the school principal can influence the school climate and the performance of teachers and students [23]. Transformational leadership focuses on inspiring and motivating teachers and students to achieve common goals. Transformational school principals strive to increase commitment and performance through a clear vision and strong relationships [24]. Principals who employ this style encourage collaboration and involvement, which can increase a sense of ownership and commitment to school goals [25].

Material and Methods

This research was conducted at a particular private high school in Yogyakarta, Indonesia using qualitative descriptive methods as the main approach. In the data collection process, various methods were used, including field research, literature study, observation, interviews, and documentation. Data analysis was carried out by applying an interactive approach developed by Miles and Huberman. This approach includes steps such as collecting data regularly, simplifying data to make it easier to understand, presenting data in a structured manner, and drawing conclusions based on previous findings.

Results and Discussion

The principal is the highest ranking person in the school community and has great influence that often shapes the course of the institution [26], [27]. In order to motivate, guide and direct the school community and other related parties to achieve certain goals, the principal's leadership includes various actions and strategies. Principals must have a variety of skills to lead schools well. Good communication skills, technical expertise in educational matters, sharp analytical skills, a strong work ethic, and a clear vision of the school's future are some examples of these skills [28].

As the highest leader, a school principal is responsible for overseeing and protecting all school assets. Ref. [29] said that school principals must have leadership values when they work. The presence of school principals at every level of education is very important [30]. This is because the school principal holds authority centrally and acts as the highest leader who determines the school's success in achieving the set goals. In relation to the successful achievement of educational goals, school management is largely determined by the existence of the school principal. The principal is closely related to the school's management capabilities [31].

A person in office has to do what they have to do [32]. This also applies to the duties and obligations of a school principal. As leaders in the education system, school principals have a very crucial role in improving the quality of education in their schools. The role of school principals is very crucial in achieving school goals because their leadership significantly influences work morale, teamwork, the creation of a conducive work environment, interest in educational progress, and the development of teacher professionalism. Based on this, the principal has the ability to carry out his duties as principal well. Through involvement and acceptance, teachers can set and define school goals and make plans [33].

Three main skills are required by a school principal. First and foremost are technical skills, which include knowledge of the methods, processes, procedures, and techniques required to complete a specific task, as well as the ability to use the infrastructure and facilities

available to support that task. Human skills, which include the ability to understand human behavior in certain situations. Apart from these abilities, a school principal must also have the ability to inspire teachers, students and employees to achieve the goals that have been set, as well as provide the necessary suggestions and input.

As an educator, the principal must understand four types of values which include mental values related to attitudes and character, moral values related to teachings about actions, attitudes and moral obligations, and physical values related to body condition [34]. Therefore, there are two main things that a school principal must consider in his role as an educator, namely the purpose of his behavior as an educator and how this role is carried out. According to [35], the main goal of behavior as an educator is aimed at teachers or other functional staff, administrative staff, and students.

The author interviewed ten teachers and employees, and they found that the principal as an educator has a very important role in improving learning at school. Therefore, educators are expected to be innovative, highly motivated, and noble. All these things can be achieved if the teacher is satisfied with his work. If teachers' needs are met, teachers will have positive values and attitudes to carry out their work to improve education. Teachers use questions and answers, assignments, and discussions to teach students. The principal hopes that this method can train students' courage to voice their opinions.

School principals are expected to be good examples for teachers, employees, students and the community because they are the main educators. The success and achievements of a leader can be seen from their relationship with the implementation of school activities and productivity. Ref. [36] states that school principals are responsible for providing direction and example to teachers, staff, students, and other school members in their capacity as educators. They must have the ability to instill, promote and enhance at least four values. First, is mental training related to character and mental attitude. School principals have the responsibility to create an educational environment where every employee can carry out their work appropriately, proportionally and professionally. For this reason, school principals need to pay attention to facilities, infrastructure and learning resources so that teachers can carry out their teaching duties better. Second, is moral training which includes teachings about good and bad behavior. The school principal is responsible for developing educational staff regarding norms and values that are appropriate to their respective duties.

Understanding the role of an educator does not only involve understanding lexical definitions, but must also be seen in the context of the meaning of education, educational goals, and implementation strategies [37], [38]. Lexically, an educator is someone who provides training in morals and intelligence to change the attitudes of individuals or groups through teaching or practice. The principal tries to improve teacher performance in learning, through
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three main activities. First, they assist teachers in planning and implementing learning programs, assessing student learning outcomes, and developing enrichment and learning improvement programs. Second, they provide examples of good learning models by analyzing lesson materials, annual programs and plans. Therefore, a school principal, in his role as an educator, must be an example for teachers, staff and students in his daily activities.

As a school leader, the principal must have a good understanding and ability to manage various aspects, including the curriculum, student administration, archive management, and school facilities and infrastructure [39]–[41]. To ensure school administration runs well, this activity must be carried out carefully and organized. As a committee member, the school principal is also involved in managing funds because increasing teacher competency is part of the costs that must be managed well. So, school principals must carry out their duties carefully, honestly and transparently in managing the financial aspects of the school, so as not to arouse suspicion from staff, the community and parents of students.

The research results found that 18 teachers and employees of the school must be able to plan and manage school finances. To achieve optimal educational goals, things that are considered more important must be prioritized when carrying out activities at school. However, the school principal has not been able to carry out his administrative responsibilities in this situation properly. Principals need to be more transparent and address more modest needs, as demonstrated by their inability to talk about financial administration and the fact that most teachers and employees are not involved in such conversations, which can give rise to social jealousy in the school environment.

The principal inspires teachers and employees to be actively involved in work and complete it according to established procedures and methods [42]. They realize that motivation has a very important role in the educational context. By providing this motivation, teachers and employees will feel motivated or enthusiastic to carry out their duties well and achieve common goals. When teachers and employees feel positively motivated, they will work conscientiously and show greater interest, attention, and desire to be involved in their work and responsibilities.

As a motivator, the principal inspires all students to complete school assignments well and correctly [43]. This is reflected in the way they create a comfortable working environment at school and encourage the emergence of new ideas. The principal's ability to manage the work atmosphere involves various aspects, such as creating harmonious working relationships with fellow teachers, building good relationships between the school and its environment, and creating an atmosphere of togetherness in the school.

The principal also has the responsibility to provide regular direction and guidance to staff, understand the tasks that must be carried out by each teacher, provide moral support to

those who face problems at work, and create an orderly atmosphere and provide a sense of security in the school. One of the strategies used by school principals to motivate and direct teacher performance is the application of the principles of reward and punishment. In this context, awards are given as encouragement to increase positive and productive activities. It is important for these awards to be openly linked to employee performance so that every employee has the opportunity to achieve them [44].

On the other hand, punishment is used to reduce undesirable behavior from occurring again [45], [46]. This includes providing warnings when assignments are not completed on time, teacher absences without permission, or behavior that violates the rules. Meanwhile, good performance is recognized and rewarded, while constructive criticism is provided if necessary to improve teacher performance. Thus, school principals play an important role in building a conducive working atmosphere and motivating teachers to excel through a combination of appropriate rewards and the application of fair punishments.

In an effort to improve the performance of teachers and employees, the principal of the school faces a number of challenges. The lack of teacher discipline in managing school schedules is one of the main obstacles. Certain teachers leave their children from school, abandon lessons they have taught, or take their children back to school, disrupting the teacher's lesson time. There are teachers who repeat this behavior even though they have been verbally reprimanded. In addition, school principals realize that educational facilities and infrastructure are very important for the educational process, and the success of educational programs is greatly influenced by optimal utilization and management. As a result, it is very important for school principals to address the lack of infrastructure and facilities at school.

Conclusion

The principal has the responsibility to effectively improve and create a conducive environment. The principal is responsible for encouraging teachers to achieve school goals. As main managers, they must be ready and able to utilize all school assets to improve the school's vision, mission and goals. In other words, the level of performance of teachers and employees is influenced by the high motivation factor of the school principal. Obstacles faced include a lack of discipline among teachers and employees in carrying out their duties, as well as constraints in facilities and infrastructure. It was found that problems in the teacher association were not completely resolved, and management and all leaders must have a good attitude in working together to optimize organizational resources. Therefore, it is recommended that the Sleman District Education Office increase public understanding of government policies related to the the teacher association program, especially for high school economics subjects. Steps that can be taken include providing clearer and more detailed

knowledge to teachers about MGMP policies, increasing budget allocations for outreach, and involving all levels of teachers, school principals, and leadership elements in the Education and Culture Office in formulating activities. Regarding economic learning management, several problems were found such as objectives that had not been implemented optimally, lack of monitoring of the teacher association activities, and supervision that did not provide adequate improvements in teacher administration. Therefore, it is recommended that the Sleman District Education Office increase the work motivation of teachers, school principals and supervisors by providing opportunities for education, training and technical guidance related to their work.

Conflict of Interest

The authors declare that there is no conflict of interest.

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