

ANALYSIS OF THE MANAGERIAL COMPETENCE OF THE MADRASA HEAD IN IMPROVING THE QUALITY OF TEACHER DISCIPLINE AT MIN 52 BIREUEN

Nurul Afifah¹, Syahrizal², Yuliza³

ristyafifah17@gmail.com¹, syahrizal@iainlhokseumawe.ac.id², yuliza@iainlhokseumawe.ac.id³

IAIN Lhokseumawe

ABSTRAK

Manajerial kepala madrasah sangat penting karena melibatkan berbagai aspek yang mempengaruhi keberhasilan dan kualitas pendidikan di madrasah. Hasil pengamatan yang dilaksanakan menunjukkan bahwa MIN 52 Bireuen berperan dalam memberikan pendidikan formal kepada anak-anak usia dini dan dasar dengan pendekatan keagamaan yang kuat. Namun masih ada guru yang belum menjalankan tata tertib yang ada di madrasah, dimana masih ada guru yang tidak melaksanakan kedisiplinan madrasah. Penelitian ini mengeksplorasi lebih dalam terkait dengan kompetensi manajerial kepala madrasah dan efektifitas manajerial kepala madrasah dalam meningkatkan kualitas kedisiplinan guru di MIN 52 Bireun. Metode penelitian menggunakan metode kualitatif deskriptif. Teknik pengumpulan data melalui observasi, wawancara dan dokumentasi. Hasil penelitian menunjukkan bahwa: Pertama, Kepala Madrasah di MIN 52 Bireuen memiliki kompetensi manajerial yang baik dalam meningkatkan kualitas kedisiplinan guru. Adanya perencanaan yang dilakukan oleh kepala madrasah setiap awal tahun ajaran. Kemudian dalam pengorganisasian, tugas-tugas dibagi sesuai keahlian dengan struktur organisasi yang jelas. Kebijakan kedisiplinan diterapkan secara konsisten dengan pelatihan, motivasi, dan penghargaan untuk guru, serta pemantauan ketat melalui absensi PUSAKA dan face id. Kepala madrasah juga aktif melakukan pengawasan dan evaluasi berkala. Kedua, Kompetensi manajerial kepala madrasah di MIN 52 Bireuen sangat efektif dalam meningkatkan kedisiplinan guru. Kepala madrasah menunjukkan kepemimpinan yang inspiratif dan menjadi teladan, mendorong guru untuk mengikuti perilaku disiplin tersebut.

Kata Kunci: Kompetensi Manajerial, Kepala Madrasah, Kedisiplinan Guru.

ABSTRACT

The managerial role of the madrasah head is very important because it involves various aspects that affect the success and quality of education in the madrasah. The results of the observations carried out show that MIN 52 Bireuen plays a role in providing formal education to early and basic children with a strong religious approach. However, there are still teachers who have not carried out the rules in the madrasah, where there are still teachers who do not implement madrasah discipline. This study explores more deeply related to the managerial competence of the madrasah principal and the managerial effectiveness of the madrasah principal in improving the quality of teacher discipline at MIN 52 Bireun. The research method uses descriptive qualitative method. Data collection techniques through observation, interviews and documentation. The results showed that: First, the madrasah head at MIN 52 Bireuen has good managerial competence in improving the quality of teacher discipline. There is planning carried out by the madrasah head at the beginning of each school year. Then in organizing, tasks are divided according to expertise with a clear organizational structure. Discipline policies are implemented consistently with training, motivation, and rewards for teachers, as well as strict monitoring through attendance PUSAKA and face id. The madrasah head is also active in conducting periodic supervision and evaluation. Second, the managerial competence of the madrasah head at MIN 52 Bireuen is very effective in improving teacher discipline. The madrasah head shows inspirational leadership and becomes a role model, encouraging teachers to follow the disciplinary behavior.

Keywords: Managerial Competence, Head master, Teacher Discipline.

INTRODUCTION

The phenomenon of teacher discipline in education today can vary depending on the context and purpose. Teacher discipline can be a very important aspect that must be considered (Susanto, 2016). In some places, teacher discipline is a major focus with the implementation of strict rules and policies to ensure that teachers adhere to high standards of ethics and professionalism (Syukur, 2024). However, elsewhere the challenges of maintaining teacher discipline are more complex (Sonia, 2019). Teacher discipline is a concept that not only includes the implementation of technical aspects of educational tasks, but also includes values, attitudes, and behaviors that are used as examples for students (Noviansah, 2020). Highly disciplined teachers provide positive role models, assist in shaping learners' character in line with expectations, and ensure the smooth and effective learning process (Karso, 2019).

Teacher discipline is the main foundation in the development of a quality school (Nurhalimatussadiyah dan Darmiyanti, 2023). When teachers demonstrate high discipline, they not only establish a positive school culture, but also improve the effectiveness of teaching and learning (Saputri, Istiqomah, dan Yunita, 2024). By maintaining punctuality, adherence to rules and integrity in carrying out educational tasks, teachers help create a structured and safe learning environment for all school members (Syukur, 2024). In addition, teacher discipline also contributes to maintaining the school's reputation and credibility in the eyes of the community, attracting prospective students and parents to join, and gaining strong support from various parties (Sudirjo et al. 2023).

In this view, teacher discipline is not only an administrative requirement, but also has a significant impact in creating an educational environment that is conducive to the growth and development of students. Through teacher discipline, educational institutions can ensure that the goals of national education, namely educating the nation's life and developing the whole person, can be achieved optimally (Ilham, 2019). For this reason, it is necessary to have a leader who is able to direct and guide teachers to be able to improve the quality of discipline in madrasahs without any coercion and pressure so that teachers are more comfortable in doing so. The leader in question is the head of the madrasah, because the head of the madrasah is the main spear that leads the running of the madrasah (Febrianti, 2019).

In realizing teacher discipline, madrasah heads are required to have managerial competence because managerial competence is closely related to the management, supervision and development of human resources. the ability to motivate, empower and develop individuals in the madrasah environment is not just an additional aspect but the main foundation in achieving the best performance (Abrori et al. 2020). Managerial competence can be viewed as an art that encapsulates leadership and management skills (Muspawati 2020). If we look at it from a more dynamic point of view, managerial can be considered as the interweaving of creativity in guiding and managing resources to achieve desired goals (Susanto, 2016). This term summarizes the madrasah head's ability to coordinate, inspire, and direct teachers towards better discipline. Not just managing, but also cultivating and shaping success together with intelligence and expertise. The madrasah principal is not only in charge of leading the madrasah, but the madrasah principal's job is to ensure that all activities in the madrasah run well. The madrasah principal has many duties and responsibilities in educational activities in madrasah, starting from making difficult decisions to running an activity in teaching, to achieve the goals set in education (Saihu, 2020).

There are many studies that have examined teacher discipline which is influenced by how the leadership of madrasah principals either with their managerial competence or

others. One of them, such as research conducted by Lia Riyani, shows that there is a strong and significant positive relationship between the managerial competence of madrasah principals and teacher discipline (Riyani, 2020). Likewise, research conducted by Musri that a leader must be able to plan each of his actions in a structured manner because it will affect the attitude of his subordinates (Musri, 2020).

MIN 52 Bireuen is one of the public madrasah ibtidaiyah in Bireuen Regency. This madrasah plays a role in providing formal education to children of early and basic ages with a strong religious approach. This madrasah plays an important role in shaping character and personality based on Islamic teachings. MIN 52 Bireuen also has a curriculum that is adjusted to national education standards and involves various extracurricular activities to develop students' potential in various fields, such as arts, sports and others. Thus, MIN 52 Bireuen strives to create a supportive and comprehensive learning environment to ensure the optimal development of children in Bireuen Regency. To fulfill the vision of MIN 52 Bireuen as an educational institution that prioritizes the formation of students' character and personality based on Islamic teachings and creates a conducive learning environment, teacher discipline plays an important role. Teacher discipline includes aspects of punctual attendance, thorough preparation of materials, and quality teaching implementation. In addition, adherence to madrasah rules, such as in terms of appearance and behavior in the madrasah environment, as well as upholding professional ethics in interactions with students, colleagues, and parents of students is also important.

However, it is unfortunate that there are still teachers who have not implemented the rules in the madrasah, where there are still teachers who do not implement madrasah discipline by often arriving late to school or class without clear reasons, some are even often absent without proper notice, not preparing lesson materials, not completing administrative tasks on time or not following procedures in the implementation of school activities. In addition, undisciplined teachers also show a less professional attitude in interacting with students and coworkers. This kind of attitude can create a learning atmosphere that is not conducive and disruptive to student development and the performance of other teachers.

The behavior of teachers who do not comply with discipline in the madrasah is a test for the managerial competence of a madrasah head. In dealing with this situation, the madrasah principal must be able to manage the problem wisely and take appropriate steps to maintain the smooth operation of the madrasah. By integrating these managerial competencies, madrasah principals can manage the challenges of undisciplined teacher behavior more effectively, thus maintaining a conducive and productive learning environment for all madrasah members. Based on the above phenomenon, the researcher is interested in researching "Analysis of the Madrasah Principal's Managerial Competence in Improving the Quality of Teacher Discipline at MIN 52 Bireuen". The objectives in this study are to explore and analyze in depth the managerial competence of the madrasah principal in improving the quality of teacher discipline and to explore the effectiveness of the madrasah principal's managerial competence in improving the quality of teacher discipline at MIN 52 Bireuen.

METHOD

The research method in this writing is using descriptive qualitative research methods (Novita et al. 2022). The data obtained came from the results of field studies (field research) and literature review (library research). The author will review various literature such as books, journal articles, print and online media and other sources that have a

correlation with the themes discussed. This method serves to see the managerial form to the madrasa in improving the quality of discipline of educators / teachers. In this study there are informants, namely the head and teachers of MIN 52 Bireun. To produce valid data, there are 2 (two) types of data, namely primary data and secondary data (Sugiarto, 2015), efforts to collect data using observation, interview and documentation methods (Sugiyono, 2017). The techniques used in analyzing data are: 1) collecting data, 2) reducing data, 3) presenting data, and 4) drawing conclusions (Raco, 2010).

RESULTS AND DISCUSSION

To improve the quality of teacher discipline in madrasah, madrasah heads need to implement a strategic and planned managerial approach. The managerial of madrasah principals is a series of tasks and responsibilities that must be carried out by madrasah principals to ensure that the madrasah functions properly and achieves the desired educational goals. This includes managing various operational and strategic aspects of the madrasah. Effective madrasah principal managerial involves a combination of various skills such as leadership, planning, resource management and good communication. By carrying out these responsibilities professionally, the madrasah principal can ensure that the madrasah runs efficiently and is able to provide quality education to students.

The managerial role of a madrasah head plays a very important role in creating a quality and effective educational environment. A madrasah head not only acts as a leader, but also as a manager of various operational and strategic aspects of the madrasah. This managerial role includes many interrelated dimensions, all of which contribute to the achievement of educational goals and institutional development.

Managerial Competence of Madrasah Heads in Improving the Quality of Teacher Discipline

Based on the observations of researchers at MIN 52 Bireuen, the madrasah head has carried out various plans in the implementation of teacher discipline by holding a meeting at the beginning of the new school year to formulate various collective agreements including agreements in disciplinary regulations. The division of tasks provided by the madrasah head in collaboration with the head of curriculum in making learning rosters and various other activity schedules. even in its implementation is also inseparable from the attention of the madrasah head by continuing to supervise teachers in the implementation of activities, to evaluations that are carried out continuously in order to get the best results in improving the quality of teacher discipline at MIN 52 Bireuen.

As for the managerial process carried out by the madrasah head, it is carried out in several stages, among others:

Planning

In this stage, the madrasah head prepares madrasah planning at the beginning of each new school year by holding a meeting with each madrasah member. This is reinforced by the results of an interview with the Head of Madrasah that:

“...We start planning for teacher discipline by collecting preliminary data on teacher discipline and setting goals such as reducing tardiness. Then we develop a discipline policy, involve teachers in the preparation, and socialize the policy...At the beginning of each learning year, a joint meeting will be held with the committee and all members in the madrasah which will discuss each plan with mutual agreement on a feasible program that will run in the madrasah later, in the meeting a conclusion will be obtained about the rules and agreements, the discipline discussed includes the implementation of tasks properly, discipline of attendance, discipline for picket teachers, and sanctions that will be obtained if you violate discipline in the madrasah...” (Interview with the Head of Madrasah MIN

52 Bireuen)

This statement was also reinforced by the statement of the Deputy Head of the Madrasah that:

“...In establishing a regulation, the head of the madrasah will hold a joint deliberation with all members involved at a meeting at the beginning of the academic year...” (Interview with Deputy Head of Madrasah MIN 52 Bireuen)

From the results of the interview above, it can be concluded that there is a structured plan in the process of implementing education, especially in the area of improving the quality of teacher discipline. This is of course a management stage carried out by the school principal as leader to create superior human resources. The same thing is also reinforced by the teacher's statement that:

“...Preparing the agenda and determining the program is usually carried out at the beginning of the learning year by establishing a joint agreement in making regulations related to discipline that will operate in the madrasah...” (Interview with Teacher at MIN 52 Bireuen)

The results of the interview above also explain the planning process carried out in the madrasah. This process is certainly a reference to the implementation of learning which cannot be separated from the role and management of the leadership (madrasah head). Planning is the basis for determining the next program with careful planning, a program will run well. The results of the study also found that the rules regarding teacher discipline agreed upon include the implementation of tasks properly, discipline in attendance for all madrasah members, discipline for picket teachers, as well as sanctions that will be obtained if they violate discipline in madrasah to be able to continue to be remembered later in the process of traveling activities in madrasah.

Organizing

In implementing the teacher discipline program that has been planned previously, the madrasah principal has distributed tasks to teachers according to their expertise in the organizational structure of the madrasah. The results of interviews with the deputy head of the madrasah and teachers are as follows:

“...The Head of Madrasah organizes the division of labor of the members through the madrasah organizational structure with the field of expertise of the teacher, then the Head of Madrasah manages the activities of its members in the implementation of their work...” (Deputy Head of Madrasah MIN 52 Bireuen).

“...The Head of Madrasah has delegated his duties to the deputies in accordance with their respective fields, such as the task of the deputy head of the curriculum to check and collect the completeness of the teacher's administration at the beginning of the new school year. Likewise, the duties of other deputies, but the Head of Madrasah still checks whether the tasks given to each deputy are carried out or not...” (Interview with Teacher at Madrasah MIN 52 Bireuen).

“...The managerial ability of the madrasah head in organizing activities at the madrasah is very visible from how the organizational structure at the madrasah is managed. Through a clear structure, madrasah heads assign staff according to their areas of expertise and provide specific direction in carrying out their duties. The madrasa head cannot work alone, so he collaborates with work partners such as the madrasa committee...” (Interview with Teacher at Madrasah MIN 52 Bireuen).

The organizational structure in the madrasah is used for the division of teacher duties so that it will be more directed and structured in carrying out activities in a disciplined manner. There are various activities that can be done by the Head of Madrasah in developing themselves as leaders to be able to improve the quality of teacher discipline

with the existing organization in madrasah. This is as the result of an interview with the Head of Madrasah that:

“...In developing and improving the quality of teacher discipline, I first do self-development by participating in various training activities organized by the government for the development of each Madrasah Head. There are also several forums for cooperation among fellow Madrasah Heads such as several organizations that are joined by every Madrasah Head in Bireuen District in order to share experiences in leading madrasah...” (Interview with the Head of Madrasah MIN 52 Bireuen).

The results of the research above can be concluded that with activities such as training for madrasah heads, it is possible to develop the individual abilities of leaders so that they are able to manage their members well and provide support and motivation.

Implementation

In leading teachers, the madrasah head also motivates teachers by organizing regular meetings to discuss goals and challenges experienced by teachers in each activity. As the results of the interview with the Head of Madrasah said that:

“...I lead and motivate teachers and staff by organizing regular meetings to discuss goals and challenges, providing support in the form of training, and recognizing and rewarding their achievements. I also ensure there is room for feedback and open dialog, and create a positive and collaborative working environment. Discipline policies are consistently and clearly applied. By providing the necessary training to help teachers understand the rules...” (Interview with the Head of Madrasah MIN 52 Bireuen).

The Madrasah Head's statement above is also reinforced by the following statement by the Madrasah Deputy Head:

“...The madrasa head continues to provide motivation for teachers to continue to improve the quality of their discipline. Teachers are even given the opportunity to discuss the challenges they experience...” (Interview with Deputy Head of Madrasah MIN 52 Bireuen).

The madrasah head sets a good example for its members in discipline by developing their potential well, namely by motivating teachers to continue to improve the quality of their discipline by providing training on time management, qualified managerial skills also make the madrasah head a role model and reflection for teachers and all madrasah members, so that directions and rules can be more easily followed by all members. In the implementation of every activity in the madrasah, the Head of Madrasah will carry out several policies in improving the quality of teacher discipline in the madrasah. As explained in an interview with the Head of Madrasah, he said that:

“...At our school we have two online attendances, namely PUSAKA attendance and Face ID to determine the teacher's attendance schedule. For teacher discipline in teaching, the madrasa head has also prepared a teacher learning roster in determining the teaching schedule and distribution of teaching tasks...” (Interview with Teacher at Madrasah MIN 52 Bireuen).

The madrasa head has established online attendance to support teacher time discipline, and to improve the quality of teacher discipline, the madrasa head has also prepared the distribution of teachers' daily teaching schedules in the form of teacher learning rosters which divide teachers' tasks and schedules for teaching.

Supervision

In the course of ongoing disciplinary activities, of course it will not run smoothly as there are still teachers who sometimes violate disciplinary rules, therefore supervision is really needed from the madrasa head as a leader who enforces disciplinary rules at MIN 52 Bireuen as per the results of an interview with the madrasa head:

“...If a teacher is late or there are other things that are not in accordance with the rules, I will immediately ask the teacher concerned about the problem directly. I can see in the Ministry of Religious Affairs attendance recap about ASN attendance and in the Face id attendance for honorary teachers and ASN. If there are teachers who still do not implement the attendance regulations, I will make direct and gradual warnings both verbally and with written warnings. with the enactment of these absences, teachers must be present at the madrasah on time to fill in attendance on schedules that have been determined by the system and cannot be manipulated...” (Interview with the Head of Madrasah MIN 52 Bireuen).

The Madrasa Head's statement above is supported by the results of the researcher's interview with the teacher that:

“...If we are late at the madrasah, the head of the madrasah will call us personally either via WhatsApp chat or direct call, usually the head of the Madrasah will immediately ask us about the problem directly...” (Interview with Teacher at Madrasah MIN 52 Bireuen).

The Head of Madrasah in supervising the discipline of teachers he makes a special notebook for teachers who violate discipline, so that it will be easy to supervise who are teachers who often violate which later every teacher who commits an offense will be written down the name and the violation he did. Then the initial stage of the madrasah head will make a reprimand in the form of a personal chat with the teacher or a direct verbal reprimand by calling the teacher to his room. This applies to every teacher who commits a violation in carrying out disciplinary duties towards teaching and learning activities in MIN 52 Bireuen.

Thus, from the results of observations, interview statements and documentation above, it can generally be said that the Head of Madrasah MIN 52 Bireuen has good managerial competence and has also implemented how to become a manager in leading and how to make appropriate decisions on teacher discipline in the madrasah. Teacher commitment and discipline are the main keys in building a quality madrasah. MIN 52 Bireuen has shown positive steps in improving teacher commitment and discipline through explanations and agreements of madrasah rules, mutual reminders between teachers, and direct reprimands from the madrasah head.

The Effectiveness of Madrasah Principal's Managerial Competence in Improving the Quality of Teacher Discipline

Based on observational data collected by researchers, the effectiveness of the managerial competence of the madrasah head in improving the quality of teacher discipline at MIN 52 Bireuen can be seen from several aspects. Namely from how the madrasah head shows inspirational leadership by being a role model for each member he leads. Then in terms of discipline and commitment, the madrasah head encourages teachers to imitate these positive behaviors. Observations also show that the madrasah principal has effective communication skills, this can make it easier for the madrasah principal to convey expectations and discipline standards to teachers. Regular supervision and evaluation of teachers' performance, including assessment of their discipline, is also consistently carried out by the madrasah principal, who is always helpful in monitoring and improving the quality of teacher discipline at MIN 52 Bireuen.

In addition, the principal has provided motivation and rewards to teachers who show good performance and discipline. Training in improving the quality of discipline provided also plays an important role, as teachers gain the necessary skills and knowledge to improve the quality of their discipline in time management. A good madrasah principal is able to lead by example, showing high discipline so that teachers feel encouraged to

imitate him. By communicating clearly, principals can convey rules and expectations about discipline to teachers. In addition, by regularly monitoring and assessing teacher performance, the madrasah head can ensure that all teachers remain disciplined in their duties. This is in line with what the madrasah head explained that:

“...To ensure that the plan that has been developed can be implemented effectively, I start by dividing the plan into specific tasks according to the teacher's ability, such as making a learning schedule, a schedule for ceremonial coaches, a schedule for literacy and murajaah mentors, as well as assisting students to read yasin every day in rotation before class starts and assigning responsibilities to each member of the madrasah...” (Interview with the Head of Madrasah of MIN 52 Bireuen).

The statement of the Head of Madrasah above is also supported by the results of interviews with teachers who stated that:

“...The madrasah principal makes various schedules in each different activity. The schedule can be a reference in teacher discipline, it can also encourage teachers to be more disciplined by following the schedule of activities in the madrasah...” (Interview with Teacher at Madrasah MIN 52 Bireuen).

The results of the interview above can be concluded that the system for distributing schedules for each teacher's activities carried out by the madrasah head can be a strategic planning in supporting the discipline of teachers' time and administrative discipline. In this planning, the madrasah head makes several innovations such as digital attendance applications, teacher attendance and tardiness can be monitored in real-time. This system not only facilitates monitoring, but also provides higher transparency and accountability.

“...To improve teacher discipline, we have implemented several innovations, including an online reporting system that makes it easier to monitor attendance and performance....” (Interview with the Head of Madrasah of MIN 52 Bireuen).

The interview above can be concluded that the online attendance system in the madrasah can encourage all teachers to be present on time and comply with the predetermined schedule, so as to create a more disciplined and professional work environment. Furthermore, in improving the quality of teacher discipline, the madrasah principal also divides the duties of teachers according to their respective fields and expertise. As the results of the researcher's interview with the Deputy Head of Madrasah stated as follows:

“...At the beginning of each learning year the teacher will submit the lesson plan (lesson plan) to the head of curriculum to be checked for the completeness of teaching materials in accordance with the field of study taught must be prepared by the teacher before the learning takes place later, checking the completeness of the teacher's administration is carried out thoroughly to ensure that each teacher is ready to teach for the next year...” (Interview with Deputy Head of Madrasah MIN 52 Bireuen).

Teacher discipline in the academic field, such as in collecting learning tools at the beginning of the new learning year, is carried out by the head of the madrasah curriculum. Every disciplinary policy in the madrasah is implemented in accordance with existing regulations and what has been agreed upon. The madrasah principal continues to be consistent in improving the quality of teacher discipline. By making himself an example and role model in discipline he can be a motivation for all madrasah members in improving discipline at MIN 52 Bireuen. Self-awareness and responsibility for discipline can help teachers to improve the quality of their discipline. Any training that motivates teachers to improve the quality of their discipline is also often held at MIN 52 Bireuen with direct supervision and evaluation by the madrasah head. The madrasah head always monitors teacher attendance and the implementation of teacher duties through an online

attendance system, he also makes direct observations at the madrasah by observing the teaching and learning activities of teachers by going around during the teaching and learning activities to find out whether teachers are still indiscipline against existing regulations. Then after that the madrasah principal will be able to make decisions on what he should do to improve teacher discipline.

The madrasa principal builds a good relationship between all members of his madrasah by using persuasive communication where this communication can influence a person's nature either directly or not, for teachers who still often violate the madrasa principal will give a warning but on the other hand for teachers who often or show a high level of quality discipline will get praise from the madrasa principal. As the results of the researcher's interview with the madrasah head as follows:

“...Yes, in our madrasah we give awards to teachers who show high discipline. This award can be in the form of recognition by giving praise to the person concerned either in meetings or at events in the madrasah...” (Interview with the Head of Madrasah MIN 52 Bireuen).

The madrasa head also takes various steps to improve teacher discipline at MIN 52 Bireuen. The form of appreciation given can make teachers feel cared for and loved by the care shown by the madrasa head to each of his members. As the results of the researcher's interview with the head of the madrasa are as follows:

“...When I find disciplinary violations by teachers, I take several corrective steps. First, I have a meeting with the teacher concerned to discuss the offense and listen to his or her explanation. Second, I give a written warning in accordance with madrasah policy. If the violation persists, I may impose stricter sanctions, such as a delay in promotion or deduction of allowances. In addition, I also provide additional guidance and training to help the teacher understand the importance of discipline and how to improve his or her behavior...” (Interview with the Head of Madrasah MIN 52 Bireuen).

Punishment by the madrasah head for teachers who violate the existing disciplinary regulations at MIN 52 Bireun is also a form of affirmation that discipline is important to implement. It is not just a mere regulation that can be underestimated. Completeness of teacher administration is one form of teacher discipline that must be carried out. This can be communicated well from members to superiors to get the best way and solution to the regulations against teachers and how to deal with violators to be able to assess how effective the discipline of the rules that apply in the madrasah.

The efforts made by the Head of Madrasah in building disciplinary habits through the attendance of PUSAKA and Face ID for all teachers are the right steps in improving the quality of teacher discipline in madrasah. Although at the beginning of its implementation teachers may feel pressured, with consistency and the right approach, this disciplinary habit can become part of the madrasah culture. In addition, the Head of Madrasah is also able to establish clear policies and procedures related to discipline. With good leadership and effective management, the Head of Madrasah can create a disciplined and professional work environment for teachers at MIN 52 Bireuen.

CONCLUSION

Based on the results of the research that has been carried out, two conclusions can be drawn, namely as follows:

1. The Head of Madrasah at MIN 52 Bireuen has good managerial competence in improving the quality of teacher discipline. This is evidenced by the planning carried out by the madrasah head at the beginning of each school year by involving all

madrasah members to compile and agree on disciplinary rules. Then in organizing, tasks are divided according to expertise with a clear organizational structure and effective task delegation. The disciplinary policy is implemented consistently with training, motivation and rewards for teachers, as well as close monitoring through attendance PUSAKA and face id. The madrasah principal also actively conducts periodic supervision and evaluation to ensure task implementation. The commitment and managerial competence of the madrasah head have created a good disciplinary culture, positively impacting on the quality of education at MIN 52 Bireuen.

2. The managerial competence of the madrasah head at MIN 52 Bireuen is very effective in improving teacher discipline. The madrasah head shows inspirational leadership and becomes a role model, encouraging teachers to follow the disciplinary behavior. Effective communication and regular supervision through an innovative digital attendance system, the madrasah head is able to ensure teacher performance and discipline. Strategic planning and organizing tasks according to teachers' expertise help improve teachers' teaching readiness and adherence to schedules. The madrasah principal also involves teachers in decision-making through deliberation, rewards those who are disciplined, and applies sanctions for violations. Overall, this effective leadership creates a disciplined and professional work environment at MIN 52 Bireuen.

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