

EFFORTS OF THE SCHOOL PRINCIPAL TOWARDS TEACHER DISCIPLINE AT SDN ANEUK BATE

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ABSTRACT

An effective principal will certainly affect teacher performance, as well as 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 gets attention, security and recognition for his achievements. This study aims to determine the role of school principals in teacher discipline. The aspect studied is the principal's efforts in disciplining teachers at SDN Aneuk Bate, the method used is descriptive qualitative method. The subjects of this research were principals and teachers. Data collection was done through observation, interviews and documentation. The data analysis techniques used are data reduction, data presentation and conclusion drawing. The researcher used source triangulation to obtain data validity. The results obtained show that the principal has tried to discipline teachers at SDN Aneuk Bate, these efforts include making rules, teaching habits, sanctioning punishment for teachers who violate, giving rewards and consistency, but in its implementation and implementation have not been fully implemented.

Keywords: *Principal's Role, Discipline, Qualitative descriptive method*

1. INTRODUCTION

The low quality of human resources is a fundamental problem that can hinder the education process, one of the causes of the low quality of education in Indonesia is the low quality of teachers. Human resources are one of the sharpest highlights in the implementation of learning activities in the world of education, teachers play a role in improving intelligence in the younger generation, in order to achieve the quality and professionalism of teachers in carrying out their duties as educators. Discipline is one of the important human resource management functions in education and is the key to realizing goals, because without discipline it is difficult to realize maximum educational goals. Therefore, the structuring of human resources needs to be pursued gradually and continuously through a quality education system. In the context of educational institutions, the role is carried out by the principal. The role of the principal is a determining factor in the educational process that takes place in schools. The role of the principal as a team leader or school manager is very important. The good and bad quality of education in a school is closely related to the role of the principal in controlling all the potential that exists in a school as a function in management (A.G. Sujon, 2015). The principal as a stakeholder of the teaching and education personnel of his school requires high quality standards, expectations and performance. In addition, he must be convinced that the school's vision must emphasize high standards of graduation. In facilitating teaching and learning activities (KBM). His role is not only to master the theories of the role, more than that a principal must be able to implement his abilities in the real application of theory. For this reason, a principal is required to have a thorough knowledge of

education. The principal is the sole leader in the school who has the responsibility and authority to organize, manage and organize activities in schools in order to achieve educational goals. The principal is one of the components of education that plays the most role in improving the quality of education, as stated in article 12 paragraph 1 of PP 28 of 1990 that the principal is responsible for the organization of educational activities, school administration, coaching education personnel and utilization and maintenance of facilities and infrastructure. The success of education in schools is largely determined by the success of the principal in managing and empowering all citizens in the school, including in the development of teachers and staff.

2. LITERATURE REVIEW

Teacher and staff development is a job that must be done by the principal in educational personnel management, which aims to utilize teachers and staff effectively and efficiently to achieve optimal results, but still in a pleasant condition. The role of the principal in improving teacher discipline can be done through fostering work discipline, providing motivation and appreciation, establishing good working relationships, providing and fulfilling welfare, providing self-actualization and self-development needs, and giving permission to attend training (Wahyudi, 2016). The problem of teacher discipline is very influential for the implementation of the education process. If the principal can carry out his role optimally both as a manager, leader, administrator and school supervisor then these things can be minimized because the principal is the driving force for the success of school goals. The principal as a supervisor has the function of supervision, development, evaluation, and looking for ideas and innovations in the overall implementation of education in the school environment he leads. It is not easy and success is not necessarily as expected. Principals also have a function as a manager that requires planning, organizing, implementing, leading and trying to control members and empowering the potential of the organization in achieving goals (Agus Sujanto, 2012). The role of the principal is not in the form of mere direction, but emphasizes providing motivation as a trigger that inspires teachers so that the initiative and development of teacher creativity optimally increases discipline. Teachers are required to innovate in academic and pedagogical skills. Thus, the role of the principal as an educational leader requires development because it indirectly affects teacher activities in order to improve teacher performance. METHODS This type of research is a qualitative descriptive study that seeks to fully explain the role of the Principal of SDN Aneuk Bate in improving teacher discipline. This research is categorized in the type of qualitative descriptive research, because the data is explored in depth not only limited to numbers but trying to explore the meaning of phenomena and

circumstances so that it can be described clearly. The main subject of this research is the Principal of SDN Aneuk Bate, and other secondary sources include; vice principal of curriculum, head of library, head of laboratory, subject teachers, administrative staff or employees. Data collection techniques in this study were carried out in three ways, namely: observation, interviews, and documentation. The data analysis technique is through the process of data reduction, display and verification. Analysis of the data collected is related to the role of the principal of SDN Aneuk Bate in efforts to improve teacher discipline.

3. METHODS

This type of research is descriptive qualitative research that seeks to explain in full the role of the Principal of SDN Aneuk Bate in improving teacher discipline. This research is categorized as descriptive qualitative research, because the data is explored in depth not only limited to numbers but trying to explore the meaning of phenomena and circumstances so that it can be described clearly. The main subject of this research is the Principal of SDN Aneuk Bate, and other secondary sources include; vice principal of curriculum, head of library, head of laboratory, subject teachers, administrative staff or employees. Data collection techniques in this study were carried out in three ways, namely: observation, interviews, and documentation. The data analysis technique is through the process of data reduction, display and verification. Analysis of the data collected is related to the role of the principal of SDN Aneuk Bate in efforts to improve teacher discipline.

4. RESULTS & DISCUSSION

From the results of the Principal's statement about the description of teacher work discipline at school regarding teacher attendance at school is in accordance with the duty schedule and expectations, because teachers are aware of their respective duties and responsibilities. Teacher attendance in teaching at school is one of the control tools to see teacher discipline towards time. This attendance is always recapitulated every month. In terms of working time, in accordance with the collective agreement to enter starting from 7.15, and a tolerance of 15 minutes, considering the distance traveled by teachers to school is quite far, without reducing the time of learning hours at school. So far, there have been no problems in terms of working time, teachers can come on time to teach, even if they are unable to give news or permission. For compliance with the rules, teachers have no difficulty in implementing them, whether it is the rules that have been set from the office or the rules that we make together, we always maintain commitments such as the uniform used, being the master of ceremonies we have set according to the agreement. Furthermore, the researcher began to extract information, in which the researcher here asked the principal about how the principal invited teachers to be disciplined, the first thing he did was by setting an example first, such as arriving early to school, then being disciplined in dressing, being on time in class to carry out the teaching and learning process. In terms of communicating with teachers, the principal establishes good and harmonious communication opportunities, such as during breaks the principal always tries to be in the teacher's room, even if it's just to say hello. Furthermore, the results of interviews with teachers about how the principal invites teachers to discipline is by being an example or exemplary attitude such as arriving early, if

there is garbage, do not hesitate to pick it up and sweep it, then always neatly dressed. On every occasion, the principal always takes the time to communicate with staff and teachers, just asking about the teacher's condition, and joking around. Furthermore, the results of interviews with administrative staff about how the principal invites teachers to be disciplined is by giving examples such as always arriving early, always on time to enter the class when carrying out the learning process. That way all school personnel also become motivated to try to come on time. Communicating well with administrative staff and teachers, if there are no guests he always goes to the teachers' room during breaks, to chat, or discuss, always providing enlightenment, motivation and encouragement so that we work and do our best for the progress of the school. Based on the results of observations made by the principal in inviting teachers to improve discipline is during routine meetings, the principal appealed to teachers and administrative staff to always arrive early, and complete tasks on time, and not forget to always fill in the teaching agenda and attendance. Based on the results of interviews with principals, teachers and administrative staff, it can be concluded that the efforts made by principals in motivating teachers to improve work discipline are always encouraging and praising teachers in carrying out tasks at school, as well as giving rewards to those who are diligent, and for those who are not diligent are also given sanctions or reprimands, then providing opportunities to attend training held both inside and outside the school that can improve teacher competence or professionalism. The results of the interview with the principal about the principal's obstacles in efforts to improve teacher work discipline are the different characters of the teachers, some are diligent, and commitment to the rules that have been made together. There are still teachers who are not disciplined and not committed. The obstacle is like when the principal appoints to be the master of ceremony, there are still teachers who are not willing to be the master, with various reasons. Furthermore, the results of interviews with several teachers about the principal's obstacles in efforts to improve teacher work discipline are that there are still teachers who avoid being given assignments for various reasons. This all goes back to the mental discipline and commitment of the teacher, if he is mentally disciplined, then he will be disciplined, such as being assigned to be a ceremonial coach, if it is his turn to be a coach, he always looks for reasons to avoid. From some of the results of the interview excerpts above, it can be concluded that the efforts made by the principal in overcoming obstacles in improving teacher work discipline are by taking a personal approach, through good communication and providing motivation, guidance and opportunities for teachers to be able to show their abilities if given tasks and responsibilities and always obey the rules that have been made together. In addition, the efforts made by principals in improving teacher discipline are (a) schools have a well-managed order control system such as attendance, teaching agenda books, learning devices, (b) providing exemplary discipline in attitude and behavior, (c) requiring teachers to fill out class agendas and fill out absence books circulated by picket officers, (d) at the beginning of school, the principal and teachers make an agreement on disciplinary rules, (e) minimize the opportunity for teachers to leave the class. Thus, teacher discipline in learning activities is well maintained, the atmosphere of the learning environment is safe and controlled so that students can achieve optimal learning achievement.

From the results of the literature above, the effort to improve teacher performance is to pay attention to the application of the principal's role. principals as leaders carry out various tasks such as educator, administrator manager, supervisor, leader, innovator and motivator. The main role of the principal is to build leadership capacity in schools in the creation, maintenance of vital, independent, and authentic learning groups.

1. The Principal's Role in Improving Teacher Discipline at SDN Aneuk Bate.

The principal plays an important role in mobilizing his subordinates. In mobilizing teachers, the principal of SDN Aneuk Bate has his own style, the role style of the principal is very influential on the level of success of an educational institution. The role style needed in schools is a role style that is able to push towards a better direction, through an effective role style, a principal can improve and improve teacher performance in accordance with the goals, expectations, vision and mission carried out through the school. If the principal performs the role style effectively and continuously to all teacher activities at school, it will create a more professional work environment for teachers. The role style applied by the principal in order to improve teacher discipline at SDN Aneuk Bate, namely the democratic role style. According to Ngalim Purwanto in the book administration and supervision of education, a democratic role is a pattern that views humans as capable of directing themselves and strives to provide opportunities for members to grow and develop and act on their own through their participation in controlling themselves in making decisions Leaders guide and provide opportunities for groups to take part in the decision-making process. A democratic leader's view of others is more optimistic and positive and less authoritarian. He or she supports interaction among group members by motivating them to determine group policies and activities themselves. The democratic role style is a leader style that gives broad authority to subordinates. Every problem always includes subordinates as a whole team. In a democratic role, the leader provides a lot of information about the duties and responsibilities of his subordinates. In carrying out his duties, he is willing to accept, even expect opinions and suggestions from his group. He also has confidence in his members that they have the ability to work well and responsibly. He always tries to build the enthusiasm of group members in carrying out and developing their work power by fostering a sense of kinship and unity. The democratic role is people-oriented, and provides efficient guidance to its followers. The strength of the democratic role does not lie in the "person or individual leader", but the strength lies in the active participation of each group. The democratic role values the potential of each individual as well as listening to the advice and suggestions of subordinates. It also recognizes the expertise of specialists in their respective fields who are able to utilize the capacity of each member as effectively as possible at the right moments and conditions. The democratic role is often referred to as the group developer role (Bambang Prasetyo, 2007).

Based on the explanation above and based on the results of interviews, observations, and documentation of researchers with the principal and 2 teachers that the principal of SDN Aneuk Bate in increasing teacher discipline uses a democratic role style, where we know that this democratic role style does not make decisions on

its own will but on joint decisions, it can be seen that the principal of SDN Aneuk Bate together with teachers in implementing or carrying out the rules of discipline, and if there is one teacher who does not carry out the rules of discipline, the teacher gets a punishment which is also the result of joint deliberation. In addition, an example of a principal who uses a democratic style where the principal of SDN Aneuk Bate in encouraging teachers to always be disciplined at school never uses force, even though he does not use force or autocratic style, the principal of SDN Aneuk Bate is respected by teachers and staff, besides that the principal always sets an example of discipline in time and work, If there is one teacher who does not prepare the lesson plan according to the specified time, the principal always calls and asks first why it can be late, not immediately scold and punish as characterized by an autocratic role style, motivating teachers and staff to be able to work better, in deciding a policy or decision it is the result of a joint decision not from the principal's decision, and also involves all school residents, school committees and parents in school meetings. The role style of the principal of SDN Aneuk Bate is also the same as stated in the book Education Management, that the role style of the principal of SDN Aneuk Bate includes a democratic role style that is oriented towards subordinates, in making decisions as far as possible the teachers are invited to participate, based on a deep belief that the participation of teachers in the decision-making process will better ensure that the teachers will have a greater sense of responsibility in implementing the decisions taken, because they feel and know that the decision is their decision too, so that way the teachers will uphold the school rules and regulations to be carried out with full awareness. The role of the principal of SDN Aneuk Bate in leading using a democratic style can be seen from 4 types of teacher discipline, namely:

a. The Democratic Role of the Principal in Improving Time Discipline

According to M. Said, discipline is to train compliance so that time and work effectiveness can be achieved. By achieving work effectiveness and time efficiency, discipline is the key to success. Because with discipline people believe that discipline brings benefits as evidenced by the discipline of their regularity. Timeliness in school for each teacher is one of the conditions for obtaining better results, both for himself and for students (Binti Maunah, 2010). Time discipline for teachers in teaching is something that greatly affects student achievement in learning, a teacher must be a role model for each student. Meanwhile, according to Imam Soejono, time discipline is an attitude or behavior that shows obedience to working hours which includes the presence and compliance of employees during working hours and employees can carry out tasks on time and correctly. As an educator, a teacher must have high discipline in complying with the norms or regulations set by the school, which will certainly facilitate the learning process to achieve goals. Because one of the teachers' code of ethics is to carry out their duties and professions with discipline and a sense of devotion in accordance with the theory above, it can be seen that the principal of SDN Aneuk Bate in mobilizing teachers for discipline, namely before the bell is rung (in time) must be at school or around 07:45 WIT. In addition, in applying discipline to teachers, there are rules of discipline from the school that must be obeyed by all teachers as a reference in

maintaining time, in leading and mobilizing teachers, the principal's role style can influence the attitudes and behavior of the teachers, in this case the target is teachers who are expected to maintain time and to always be present according to the specified hours from the school. Based on the explanation above, the author can conclude that the principal of SDN Aneuk Bate in implementing discipline for teachers by making rules of discipline to be able to attend school before the bell is rung because as we know that punctuality at school for each teacher is one of the conditions for obtaining better results, both for himself and for students, the attitude to always be present at all times is a sign of discipline for teachers in teaching.

b. According to Tu'u, discipline is often related and integrated with the terms discipline and order. The term order means a person's compliance in following rules or regulations because it is driven or caused by something that comes from outside himself.

In contrast, the term discipline as obedience and obedience that arises because of awareness and encouragement from within that person. Enforcement of discipline is a way for schools to make all school members obey the applicable rules. Teachers who have discipline are teachers who obey the rules in carrying out their duties and obligations as teachers, students who have high discipline will form good characters. Schools that enforce discipline are expected to become quality schools, because with the concept of discipline everything that has been formulated as the direction of school improvement becomes easier to achieve the planned goals (Darwis. A, 2018). In accordance with the above theory, it can be seen that the principal of SDN Aneuk Bate in enforcing the rules at school, that every regulation made is a shared responsibility, which means that it must be carried out and obeyed together because the regulation is a joint policy, if someone does not carry out the rules that have been made then that person will get sanctions, the sanctions are also a collective agreement, namely if someone is 5 minutes late for a lesson then a teacher is fined 5 thousand rupiah for one lesson hour and the money is used for the needs of the school work unit (UKS).

Based on the explanation above, the author can conclude that the principal of SDN Aneuk Bate together with the school community carries out the agreed regulations, not only students who obey school regulations but teachers and employees must also follow school regulations, teachers also play an important role in enforcing school regulations. In addition to the indicators of discipline are rules or regulations, punishment is also a way that aims to prevent bad actions or attitudes, for example there are teachers who are late to come with punishment or sanctions for teachers who are late, it can minimize teachers who lack discipline. In addition to enforcing the rules to be present at school before the bell is rung, the principal of SDN Aneuk Bate is also sometimes involved in enforcing the rules for students who are late, namely by giving punishment in the form of picking up trash and cleaning the school yard. And if there are students who are more than 5 times late, the principal will write to the parents of the student and call them to school to discuss the student's problem so that improvements can be made so that they are not late again. So here it is clear that the style of the principal's role in trying to make disciplined school citizens by carrying out together the rules that have been agreed upon together.

c. The Democratic Role of the Principal in Improving Attitude Discipline.

According to T Rusyandi, attitude discipline or in other words controlling one's own actions, because it is the beginning of managing the behavior of others. teacher or employee discipline is a willing attitude in complying with all the rules and norms that exist in carrying out their duties as a form of responsibility for the education of their students, because after all a teacher is a mirror for his students (Daryanto, 2018). The attitude of disciplined teachers will give color to much better educational results. In accordance with the theory above, it can be seen that the principal of SDN Aneuk Bate in mobilizing teachers for discipline, the principal sets an example for teachers by starting from the principal himself and from the smallest things such as the principal's presence earlier than other teachers and can carry out the duties of the principal not to procrastinate but to do it immediately so that this behavior triggers teachers to follow the habits exemplified by the principal to his subordinates. Based on the explanation above, the author can conclude that the principal sets a positive example for his school by instilling disciplinary values starting from the principal himself, as we know that the principal is a role model and is an example of exemplary for his school community, one of which is an attitude in discipline that must be imitated by teachers, if the principal is highly disciplined then his teachers will also follow to be highly disciplined. So with the discipline of the principal, if a teacher arrives late, the teacher should feel reluctant and ashamed of the principal.

2. Principal's Strategy in Improving Teacher Discipline at SDN Aneuk Bate

Hadari Nawawi suggests that the principal's strategy in fostering and guiding teacher discipline is an activity that aims to direct all people in the cooperative group organization to do things that are in accordance with the instructions to be achieved. From the explanation above, it can be concluded that the direction given to teachers who carry out their respective activities and responsibilities. The guidance and direction given must be continuous so that all activities are always directed towards achieving the goals that have been implemented. Based on the explanation above, it can be seen that the principal's strategy in improving teacher discipline at SDN Aneuk Bate has been effective, various strategies have been taken by the principal in an effort to improve teacher discipline at SDN Aneuk Bate.

The principal's strategy in improving discipline has 4 categories, namely: a. Principal's Strategy in Improving Time Discipline The first strategy carried out by the principal in improving teacher discipline is classroom supervision activities. As stated by Hendiyat Soetopo in the book *The role and supervision of education that: Supervision is all efforts of school officials in leading teachers and other officers in improving teaching including stimulating, selecting the growth and development of teachers and revising educational goals, teaching materials, teaching methods and teaching evaluations.* Supervision is a routine activity carried out by the principal once every semester. Where the purpose of supervision is to see how a teacher teaches, whether the learning process is in accordance with what is formulated in the lesson plan, then the methods used by a teacher in teaching, the materials used

in the learning process and to assess the extent of the teacher's ability to teach, if it is still said to be lacking then improvements are made. This is also stated in the book *Educational Administration* by M. Ngalim Purwanto, explaining that supervision is: seeing or reviewing or examining carried out by the superior party on the realization of the activities and work of subordinates. Supervision carried out by the principal can be in the form of classroom visits with the aim of assessing the teacher's ability as an educator and helping the teacher make improvements so that the teacher's performance can be even better. Meanwhile, according to E. Mulyasa, 2004. in the book *School Organization and Classroom Management* that: The purpose of the class visit is to assess the activities of teachers as educators and teachers in their respective fields and student learning, in order to assist them in improvements where necessary. Classroom visits are assessed to show the ability of teachers to teach and students, then provide assistance more focused on providing information about various deficiencies and encouraging them to improve. In addition, through class visits, principals can establish cooperation with teachers while providing information in a family manner about weaknesses that must be corrected in teachers and students in improving discipline, so that the urge to make improvements is not from outside but from themselves. The second strategy carried out by principals in improving teacher discipline is that principals and teachers make an agreement on discipline rules (Elizabeth B. Hurlock, 2014). The principal as the person responsible for the quality of learning in schools must formulate disciplinary rules, formulate rules so that teachers, employees and students guide the rules set so that school discipline will be good. As stated by Sondang P. Siagian in the book *Human Resource Management* that: Discipline is an action that encourages employees to obey various applicable regulations and meet predetermined standards, meaning that through clarity and explanation of the desired patterns of attitude, action and behavior of each member of the organization, prevention is sought lest employees behave negatively. In accordance with the theory above, it can be seen that the second strategy of the principal of SDN Aneuk Bate in encouraging teachers to come before the bell is rung, namely by making a joint regulation that teachers must come before the bell is rung, and if there are teachers who are not disciplined, they will be given a penalty. The formulation of disciplinary regulations is intended to increase a sense of shared responsibility for implementing discipline, apart from teachers being obliged to follow school discipline regulations, teachers are also role models for their students, before students who must be disciplined far from it, the teacher must first be disciplined. From the explanation above, the author can conclude that one of the principal's strategies in improving teacher discipline is by making an agreement on disciplinary rules together, where the contents of the rules are made together and agreed upon together. In accordance with the regulation that teachers must come to school before the bell is rung or 15 minutes before the bell is rung. So if there is a teacher who does not obey the agreed rules then the teacher will get a punishment, the punishment is also agreed upon together, for example, if there is a teacher who is 5 minutes late when the lesson has started then the teacher is subject to a fine, namely paying 5 thousand rupiah calculated for one lesson hour. Another strategy carried out by the principal is to implement a rewards and punishment system at school, where rewards and punishments can motivate and improve teachers who violate the rules at school. As

stated by Bambang Nugroho in the book *Reward and Punishment* that: Reward is a reward, gift, appreciation or reward that aims to make someone become even more active in their efforts to improve or improve the performance that has been achieved. Meanwhile, according to Mangkunegara in the book *Human Resource Management* that: Punishment is the threat of punishment which aims to improve the performance of subordinate violators, maintain applicable regulations and teach lessons to violators. In accordance with the above theory, it can be seen that the provision of rewards and punishments is closely related to the implementation of teacher discipline both in time and in teaching and learning in class, because by giving rewards to disciplined teachers it will be able to motivate these teachers to always be disciplined in any case, and by giving punishment it can improve the performance of teachers who have not been disciplined by giving reprimands, guidance, direction and punishment. From the explanation above, the author can conclude that the principal of SDN Aneuk Bate in improving teacher discipline has implemented rewards and punishments at school, teachers who show satisfactory work performance and disciplined teachers in carrying out teaching and learning process activities, the principal gives awards to these teachers, for example, thanks conveyed by the principal at the teacher meeting and when the principal provides guidance at the flag ceremony, then also given some kind of goods such as headscarves, bags and caps. And for teachers who have not shown work performance and are still lacking discipline, they are given punishment in accordance with the collective agreement, namely payment of fines according to the hour count.

b. Principal's Strategy in Improving Discipline

Enforcing Rules Enforcement of discipline is part of and integrated with efforts to build a culture of ethical behavior of disciplinary attitudes, both in the school environment and outside the school environment. The most important activity in testing the effectiveness of the discipline is in its implementation, the discipline that has been prepared if it is not carried out is tantamount to the absence of rules. Mulyasa said that schools make rules that must be obeyed by school residents, especially teachers, employees and students, these rules include discipline for school entry and return times, school attendance and other rules. With increased discipline, it is expected to increase the effectiveness of learning hours in accordance with the predetermined time (Hendayat, et al, 2008). In accordance with the theory above, that the principal of SDN Aneuk Bate in increasing the discipline of enforcing rules can be seen from teachers who are late in coming will get a punishment that is educational in nature from the principal, and the punishment is based on an agreement resulting from deliberations between the principal and the teacher. Then it can also be seen from teachers who neglect their main duties, such as not making lesson plans, the teacher will be called to the principal's room to be given a reprimand and direction, not directly giving a reprimand in front of other teachers, which is the principal's way of enforcing discipline characterized by a democratic style. From the explanation above, it can be concluded that the method mentioned above can make teachers to be able to keep time to become disciplined teachers, because the attitudes, behavior, and actions of principals and teachers should be models

and role models for upholding orderly and disciplined behavior in schools.

c. Principal's Attitude in Improving Discipline

According to Moenir, discipline is an attitude that must exist in all individuals, because discipline is the basis of one's behavior which has a big influence on everything, both personal affairs and common interests. To have a high level of discipline in doing something, it takes practice with self-awareness of the importance of a disciplined attitude so that it becomes a foundation not only when working, but also in everyday behavior. In accordance with the above theory, it can be seen that the principal of SDN Aneuk Bate in improving the discipline of attitudes provides a good role model for teachers, such as arriving earlier than teachers so that teachers can imitate the disciplined attitude applied by the principal. In addition, the principal also always conveys the importance of being disciplined in the implementation of the flag ceremony. As stated by M. Ngalim Purwanto that the principal is a very influential leader in the school environment that is his responsibility. So it is clear that the existence of a principal in leading a school can affect school members, if the principal shows his disciplinary role, school members, especially teachers, will be motivated and feel reluctant if they are late and are given a reprimand by the principal and if the principal shows an undisciplined attitude, the teachers will also be undisciplined, before the subordinates must be disciplined long before that the principal must be disciplined in order to set a good example for his school members in order to achieve a better quality of education because it starts from a disciplined attitude. From the explanation above, the author can conclude that the principal of SDN Aneuk Bate in improving discipline is said to be good, it can be seen from the disciplinary attitude exemplified by the principal, arriving earlier than the teacher can motivate the teacher and encourage the teacher to follow the habits exemplified by the principal.

3. Principal Constraints in Improving Teacher Discipline at Aneuk Bate Primary School.

Every activity is inseparable from obstacles, based on the results of research and interviews, there are several obstacles for principals in improving teacher discipline, the first of which is seen from: a. Principal's Obstacles in Improving Teacher Discipline Time Teachers who live far from school make the teacher late getting to school, because the distance between the school and the house takes about 30 minutes on the road, not to mention that during the rainy season the roads flood and sometimes get to school by ignoring teaching time for up to 15 minutes and the impact of the absence of the teacher in the class, the children in the class are neglected and the children are noisy, going in and out of class and disturbing other classes that are learning. b. Principal's Obstacles in Improving Discipline Enforcing Rules Teacher participation, there are still one or two teachers who are lacking in carrying out the agreed rules, there are still teachers who arrive late, there are teachers who are still negligent in preparing learning tools such as lesson plans and syllabuses and the methods used in learning still use old methods so that when teaching it looks a little stiff. This can be seen when the principal conducts classroom supervision. c. Principal's Obstacles in Improving Attitude Discipline Different teacher characters.

The difference in character is one of the obstacles of the principal, because to understand how to deliver directions and reprimands to each teacher is very difficult, there are teachers who once directed or reprimanded are immediately embarrassed, reluctant to the reprimand given by the principal and do not repeat the same thing again and there are also teachers who are not sensitive to reprimands. This can be seen when the principal reprimands teachers who are often late.

5. CONCLUSION

Conclusion For this reason, the researcher presents the following conclusions:

1.) The principal's efforts to influence teachers to improve teacher work discipline at SDN Aneuk Bate, 2.) The principal's efforts to motivate teachers to improve teacher work discipline at SDN Aneuk Bate are by always encouraging teachers in carrying out their duties at school, as well as providing rewards and those who are not disciplined are also given sanctions or reprimands, 3.) The obstacles experienced by principals in efforts to improve teacher work discipline at SDN Aneuk Bate are the different characters of teachers, some are diligent, and commitment to the rules that have been made together. 4.) The principal's efforts to overcome obstacles in improving teacher work discipline at SDN Aneuk Bate are by taking a personal approach, through good communication and providing motivation then guidance and opportunities for teachers to be able to show their abilities if given tasks and responsibilities and always obey the rules that have been made together.

Suggestions

The researcher's suggestions are: 1.) In providing teacher motivation, it is hoped that the principal will give awards to teachers who successfully complete tasks on time, the award will give rise to teacher confidence and confidence. 2.) Teacher work discipline should be further improved, so that education personnel are able to provide optimal performance. While the discipline applied to students is expected to be able to create order and order in running or following learning. 3.) Principals in dealing with undisciplined teachers, should be more assertive in giving punishment as punishment or sanctions, giving achievement assessments to measure their performance and loyalty to the school. 4.) The principal's efforts to overcome obstacles in improving teacher work discipline at SDN Aneuk Bate should try to foster teacher self-confidence, and give orders according to ability or ability and adapted to their skills.

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