

The Influence of the Teacher's Role, Principal Leadership, and School Rules on Student Discipline in Middle Schools

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Abstract: School discipline is an effort that is consciously directed and organized to carry out the assigned tasks and can be accounted for according to their abilities; these efforts are realized to create school efficiency and achieve educational goals properly. This study aimed to determine the effect of teachers, principal leadership, and school discipline on student discipline. The research method used was quantitative. The subjects of this study were 8th & 9th-grade students of SMP Takhasus Al-Qur'an Sunan Gunung Jati Ba'alawy Semarang with a total population of 79, so the sampling used saturated samples because it was less than 100. The data collection method used a questionnaire that was tested for validity and reliability. The results of this study determined the influence of the variable role of teachers, principal leadership, and school discipline on student discipline.

Keywords: student discipline, teachers' roles, principals' leadership, school rules.

INTRODUCTION

The institution of education has regulations; with school regulations, it is hoped that students can know, appreciate, and carry out their duties and responsibilities as students (Utaminingsih, 2023). School regulations are rules of conduct where school staff, teachers, and students who are members are happy to submit and obey the laws that have been set (Arianto, 2015). Complying with school regulations is very important so the principal, teachers, and other administrative staff can follow and work with discipline. Prastowo & Setyowati (2022) stated that all school staff who follow the rules and work with discipline make students disciplined too. Apart from that, it has a positive influence on their learning, so that students are more advanced, students must be disciplined in studying, both at school, at home, in the library, so that students are disciplined, teachers and other staff must also be disciplined (Aini, 2019).

Students who are not disciplined or violate school rules will impact their learning. Discipline must be cultivated in children's hearts so that they have the tools to control themselves (Nurdiana, 2015). With efforts to instill discipline in children, educational success may be achieved because of the disruption and obstacles to students' learning activities and their behavior. School discipline is an effort that is consciously directed and organized to carry out assigned tasks and can be accounted for under one's abilities;

this effort is realized to create school efficiency and achieve educational goals well (Santika et al., 2022).

Discipline is significant for the progress of an institution. An example is an educational institution in a school because a school is a place where students can study formally, as well as a place or institution designed or created for teaching students at school. School discipline aims to create security and comfort for students and learning activities (Tinmaz & Lee, 2020). Discipline is vital in the educational process; therefore, schools must have rules that must be followed and implemented by every teacher and student, and the laws enforced by the school become the basis for discipline (Utaminingsih et al., 2023).

In school, the person who plays a crucial role in educating children is the teacher. It can be said that teachers are the second educators after the parents of a child or student (Bhutoria, 2022). In schools, teachers are the main focus when carrying out learning. An educational institution or school is not called an institution if it does not contain an educator or teacher (Suwarjo et al., 2022)

The task of a teacher is not just to transfer knowledge to students but also to direct and shape good personalities, especially Islamic Religious Education teachers (Oktaviani Hidayat et al., 2019). The role of a teacher is not just the transfer of knowledge, but the most important thing is the transfer of character. With Islamic

Religious Education, it is easier for an ordinary teacher to instill Islamic values in children because daily learning materials contain positive values that direct children in a better direction (Utaminingsih & Puspita, 2023).

However, apart from teaching and forming children's character with this approach, teachers are currently busy with administration, which must be completed every month; because of this, teachers pay less attention to students' daily attitudes at school (Santika et al., 2022). Syaifudin et al. (2017) states that factors that cause teachers to experience difficulties building interpersonal relationships with students include a lack of effective communication, empathy, a sense of humor, positive reinforcement, familiarity, an accepting attitude, and inappropriate approaches .

Apart from the approach teachers take to students, the school principal's leadership also influences the formation of discipline in these students. One of the main emphases in education today is the demand that educators be more responsible for improving their students' performance (Safitri et al., 2023). As a result, leadership tasks in school teaching activities have developed into the principal's main task or role. Apart from his role as an administrator, the principal also plays the role of the highest decision-maker in the school and has the right to impose sanctions on students who violate the rules or regulations at the school (Safitri et al., 2023). Discipline is one of the means of forming a personality in family, school, and community environments. In instilling discipline, schools play the role of influencing, encouraging, controlling, changing, fostering, and forming certain behaviors by the values taught and exemplified (Samek et al., 2014)

Takhasus Al-Qur'an Middle School Sunan Gunung Jati Ba'alawy Semarang is a school that requires all students to study and memorize the Al-Qur'an (Ayati, 2018). The boarding school activities are pretty busy, causing many students to be late. Researchers have conducted pre-research to follow students' activities from waking up to going to sleep again. From the pre-research, it can be seen that male students are more likely to be late, with 20 late students and only eight diligent students (Hidayat & Khaq, 2024). Meanwhile, for female students, it has been ensured that everyone obeys the rules by leaving on time and no one is late (Mujahidin, 2018).

The principal said, "Several factors influence students' lateness, so they cannot be 100% blamed. We have given sanctions in the form of positive things such as writing Yasin, reading prayers, and always being warned not to be late, even though all the rules that have been set have not all been implemented; however, "warnings are always given."

Apart from that, the head of student affairs also gave a response, "We will give punishment to students who are late because many factors cause students' tardiness; the first factor is the students themselves, the second is because of the situation and conditions, for example, such as a lack of water so they are late for bathing, or because of the activities carried out at the Islamic boarding school. We have a boarding school environment full of activities, so there are bound to be boarding school activities that are getting delayed. However, we always remind students continuously so that they can leave on time," student affairs, said.

Another response from one of the teachers was almost the same, "Yes, it is humane, also because the children live in an Islamic boarding school where activities are full until that evening, so they have to be late, but that does not mean we do not give any sanctions, we always remind them and punishment according to the existing rules but not excessively, and for students to be able to change, it is not instantaneous, we provide continuous motivation so that they are not late, that is also a form of warning and sanction."

From the interview results, it can be concluded that many factors underlie students being late for school, which is 100% not the student's fault. However, the boarding school supervisor also plays a role because some school activities are busy. The activity hours are late, so students must queue to shower immediately. It was also late; apart from that time, the lack of water was also a problem.

Fitriani & Suyanto (2015) states that some influences on students' lack of discipline are due to a lack of communication with parents, environmental influences, and students' lack of self-awareness. Therefore, it is necessary to instill the values of obedience, order, and loyalty. Meanwhile, previous research conducted by (Akuno, 2015) and (Kalkan et al., 2020) stated that teachers and schools positively influence student discipline when students do their daily activities at school, so teachers as motivators are essential in forming students' disciplinary character, and teachers provide motivation.

Moreover, encouragement to students in the form of awards/praise, being open to student's work, providing a form of competition, and giving punishment to students who are not disciplined in school order (Akuno, 2015).

Two factors can improve student discipline, namely internal and external. Internal factors for increasing student discipline include disposition, awareness, interest and motivation, and mindset (Earlyanti & Andi, 2019). Meanwhile, external factors include the teacher's role, the school principal's leadership, and the school's rules. Students can obey all school regulations well if internal and external factors are balanced (Samek et al., 2014). However, the reality is that up to now, the two are not balanced; the existing rules are only a prerequisite as a guideline, and many students still commit violations by underestimating the existing rules (Sudarmin et al., 2023).

The existence of the phenomenon of gaps and research gaps makes the topic of student discipline exciting to be discussed in more depth considering the current developments in students' character which is increasingly declining. Regarding urgency regarding discipline or responding to other problems, if discipline is underestimated or seen as short, it will have an ongoing negative impact.

METHODS

This research type is associative causal research with problem characteristics that ask about the cause-and-effect relationship between two or more variables. Based on the research data obtained, this research is quantitative because the data used is in the form of numbers, which will then be processed to determine the role of teachers, the leadership of the principal, and school rules on student discipline at Takhassus Al-Qur'an Middle School Sunan Gunung Jati Ba'alawy Semarang. The population in this study were junior high school students in grades 8 and 9, totaling 79 students, where the instrument was measured by validity and reliability tests. The

data collection technique uses a questionnaire with a form distributed via a link by giving a score to the questionnaire's answer. Data processing and analysis techniques go through several stages, namely: descriptive statistical analysis method, classical assumption test (normality test and linearity test, multicollinearity test, heteroskedastic test, multiple regression analysis), research hypothesis test (F test or simultaneous test, t-test or partial test), coefficient of determination (simultaneous determination coefficient, partial determination coefficient).

FINDINGS AND DISCUSSION

Finding

Takhassus Al-Qur'an Middle School Sunan Gunung Jati Ba'alawy Semarang is a school that requires all students to study and memorize the Al-Qur'an. The boarding school activities are busy, causing many students to arrive on time. Researchers have conducted pre-research to follow students' activities from waking up to going to sleep again. From the pre-research, it can be seen that male students are more likely to be late, with 20 late students and only eight diligent students. Meanwhile, for female students, it has been ensured that everyone obeys the rules by leaving on time and no one is late. In matters of student discipline, the role of the teacher and the school principal's leadership is the main thing that must provide direction to continually remind and give sanctions to students who are still late and have yet to be disciplined. Apart from the role of teachers and principals, all students must be reminded frequently of the rules created and implemented by all students. However, in reality, these things still need to be implemented optimally. Therefore, the results of this study will be explained as follows.

1. Descriptive Analysis Results

Analysis Results are presented in Table 1.

Table 1. Descriptive Analysis Results

<i>Descriptive Statistics</i>					
Variable	N	Min	Max	Mean	Std. Deviation
Teacher's Role	79	63	98	75,36	5,242
Principal Leadership	79	41	50	47,38	3,685
School Code of Conduct	79	42	86	53.83	4,818
Student Discipline	79	29	90	36,24	3,367

2. Normality Test

The normality test result is presented in Figure 1.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual	
N		86	
Normal Parameters ^{a,b}	Mean	.0000000	
	Std. Deviation	2.19503114	
Most Extreme Differences	Absolute	.093	
	Positive	.055	
	Negative	-.093	
Test Statistic		.093	
Asymp. Sig. (2-tailed) ^c		.063	
Monte Carlo Sig. (2-tailed) ^d	Sig.	.062	
	99% Confidence Interval	Lower Bound	.056
		Upper Bound	.069

Figure 1. Normality Test

Based on Figure 1, the normality test results with the calculation of Kolmogorov-Smirnov Asymp. Sig. Student discipline regression equation Asymp. Sig. 0.063, the significance value is above 0.05. This means that the residual data of the student discipline equation studied is normally distributed; because the normality assumption test has been fulfilled,

the statistical technique of equation with regression can be used.

3. Linearity Test

The result of the linearity test is presented in Table 2.

Table 2 Linearity Test

No	Independent Variable	F	Sig
1	Teacher's Role	3,342	0,001
2	Principal Leadership	42,143	0,001
3	School Code of Conduct	1,402	0,155

Based on Table 2, the results of the three variables have unequal significance values because the variables of teacher role and principal leadership <0.05 and school discipline <0.05, as well as the F table. From this difference, teacher role and principal leadership variables do not have a linear relationship to student discipline. In

contrast, the school discipline variable has a linear relationship to student discipline.

4. Multicollinearity Test

The multicollinearity test result is presented in Table 3.

Table 3. Multicollinearity Test

No	Independent Variable	Tolerance	FIV
1	Teacher's Role	0,587	1,705
2	Principal Leadership	0,566	1,767
3	School Code of Conduct	0,845	1,183

Based on Table 3 shows that the tolerance value is > 0.10 and FIV < 10 , which means that the independent variables do not contain multicollinearity.

5. Heteroscedasticity Test

The result of the heteroscedasticity test is presented in Figure 2.

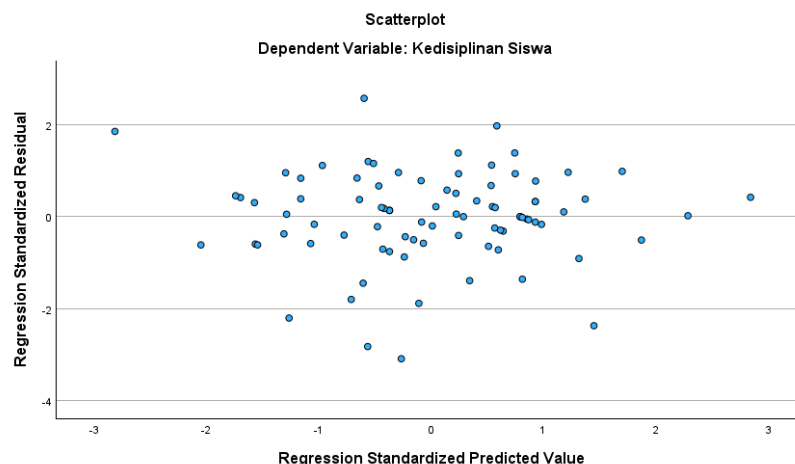


Figure 2. Heteroscedasticity Test

The scatterplot graph shows that the points spread randomly on the Y-axis, both above and below zero. This can be explained by the fact that there is no heteroscedasticity in the regression model.

6. Multiple Regression Analysis Test

The result of Multiple Regression is presented in Figure 3.

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.245	3.910		.574	.567		
	Peranan Guru	.385	.063	.658	6.143	<.001	.587	1.705
	Kepemimpinan Kepala Sekolah	-.267	.087	-.333	-3.053	.003	.566	1.767
	Tata Tertib Sekolah	.212	.055	.346	3.881	<.001	.845	1.183

a. Dependent Variable: Kedisiplinan Siswa

Figure 3. Multiple Regression Analysis Test

Figure 3 shows that the multiple regression equation obtained is $Y = 2.245 + 0.385X_1 + -0.267X_2 + 0.212X_3 + e$

7. F or Simultaneous Test

The simultaneous test is presented in Figure 4.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	333.538	3	111.179	22.261	<.001 ^b
	Residual	409.544	82	4.994		
	Total	743.081	85			

a. Dependent Variable: Kedisiplinan Siswa

b. Predictors: (Constant), Tata Tertib Sekolah, Peranan Guru, Kepemimpinan Kepala Sekolah

Figure 4. F or Simultaneous Test

Based on Table 7, the F-test results show that the independent variables simultaneously affect the dependent variable. With the results of F count $22.261 > F$ table 3.10 and a significance value of less than 0.001 < 0.05 . The variables of teacher role, principal leadership, and school

discipline jointly affect student discipline so that it is accepted.

8. T or Partial Test

The result of partial tes is presented in Figure 5.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.245	3.910		.574	.567		
	Peranan Guru	.385	.063	.658	6.143	<.001	.587	1.705
	Kepemimpinan Kepala Sekolah	-.267	.087	-.333	-3.053	.003	.566	1.767
	Tata Tertib Sekolah	.212	.055	.346	3.881	<.001	.845	1.183

a. Dependent Variable: Kedisiplinan Siswa

Figure 5 T or Partial Test

Based on table 8 shows that the results of the t-test or partial test for all independent variables on the dependent variable are all accepted.

9. Simultaneous Coefficient of Determination

The simultaneous coefficient of determination result is presented in Figure 6.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.670 ^a	.449	.429	2.23482

a. Predictors: (Constant), Tata Tertib Sekolah, Peranan Guru, Kepemimpinan Kepala Sekolah

b. Dependent Variable: Kedisiplinan Siswa

Figure 6. Simultaneous Coefficient of Determination

Based on Table 9, the simultaneous determination coefficient test (R²) results show that the Adjusted (R²) value is 0.429. This means that the role of teachers, principal leadership, and

school discipline influences 42.9% of student discipline. In contrast, other variables outside the regression model influence the remaining 57.1% in this study.

10. Partial Determination Test

The result of the partial determination test is presented in Table 3.

Table 3. Partial Determination Test

No	Independent Variable	Partial
1	Teacher's Role	0,242
2	Principal Leadership	- 0,071
3	School Code of Conduct	0,151

Discussion

Based on Table 10, the partial determination test (r^2) results can be seen in the correlations-partial column. Based on the partial contribution of each variable, the values obtained are equally influential. These results also support by Jong et al. (2015), that the role of the class teacher as a motivator is vital in shaping the character of student discipline. The teacher provides motivation or encouragement to students through appreciation/praise, is open to student work, provides a form of competition, and punishes students who are not disciplined in school order (Wagner & Ruch, 2015). The role of the teacher as a mentor is to guide students through learning guidance and social and personal guidance (Hasibuan et al., 2023). Guiding students is not only during learning but also during literacy activities. Meanwhile, the inhibiting factors for student discipline character building are internal and external (Baehaqi & Murdiono, 2020).

Descriptive analysis of student discipline gets a mean score of 36.24, including shallow criteria. The role of teachers, in general, gets a mean score of 75.36, including low criteria; principal leadership, in general, gets a mean score of 47.38, including very high criteria, and school discipline, in general, gets a mean score of 53.83, including very high criteria. In addition, there is also an influence of 24.2% of the teacher's role on student discipline, there is an influence of the principal's leadership of 7.1% on student discipline, and there is an influence of school discipline of 15.1% on student discipline at Takhassus Al-Qur'an Ba'alawy Junior High School in Gunung Jati Semarang. It means that the role of teachers, principal leadership, and school discipline all have a positive effect on student discipline (Fahmi et al., 2018), so the more the implementation of the components carried out by teachers and principals and their regulations (Dwikurnaningsih & Hartana, 2018).

It will also have an impact on student discipline (Putri & Dasalinda, 2023).

CONCLUSION

The study conducted at Takhassus Al-Qur'an Sunan Gunung Jati Ba'alawy Junior High School in Semarang reveals that student discipline is influenced by multiple factors, including the roles of teachers, principal leadership, and school regulations. Descriptive analysis shows that student discipline has a mean score of 36.24, indicating very low criteria, while the roles of teachers, principal leadership, and school regulations score 75.36 (low), 47.38 (very high), and 53.83 (very high) respectively. The findings indicate that the teacher's role accounts for a 24.2% influence on student discipline, principal leadership for 7.1%, and school discipline for 15.1%. These results underscore the significant positive impact of these factors on student discipline, highlighting the necessity for enhanced implementation of disciplinary components by teachers and principals to foster better student behavior and compliance with school rules.

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