

The use of technology in learning can improve discipline

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Submission date: 16-Mar-2022 03:48PM (UTC+0700)

Submission ID: 1785506188

File name: The_use_of_technology_in_learning.pdf (462.76K)

Word count: 3194

Character count: 17578

The use of technology in learning can improve discipline

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Abstract. This study aims to determine how much influence the leadership style has on the discipline of public SD teachers in Jati District, Kudus. The research approach used is quantitative research the population of this study were 278 civil servant teachers of SD Negeri in JatiSubdistrict, Kudus Regency. 74 samples were taken using random sampling technique. The data collection method used was a questionnaire method. prior to the data analysis, the validity and reliability tests were conducted, the classical assumption tests were then carried out with regression analysis (T) and multiple regression (F). The results showed that the principal's leadership style had an effect on the discipline of public elementary school teacher in JatiKabupaten Kudus as evidenced by the t count of 3.143 which was greater than the t table value of 0.679 with the significance probability of 0.001 smaller than $\alpha = 0.25$

1. Introduction

The teachers is on one the human resource in the school. Teachers as educators and spearheads in education have a very important role as a determinant of the success of the learning process in the classroom starting from the planning, implementation, and evaluation process on learning. The success of education is largely determined by the awareness and willingness of teachers to prepare and implement the teaching and learning process. However, the strategic position of teachers in improving quality in schools is strongly influenced by their discipline in carrying out their duties and responsibilities.

Discipline is the key to the success of an organization in achieving its goals, with discipline it is hoped that it can guarantee the maintenance of order and the smooth execution of tasks. This is in accordance with the opinion of Hasibuan (2013: 194) that discipline must be upheld in an organization, without good discipline support from members, it is difficult for organizations to achieve their goals. Discipline is a problem that needs to be studied, this is because the problem of discipline is not only a discourse, but can actually be seen in everyday life. The lack of discipline of civil servants in various forms will have a quite serious impact, because it can interfere with the smooth running of tasks, the running of school organizations, besides that it also creates a negative image in the eyes of the community.

Discussing discipline is an important matter that cannot be underestimated. According to Government Regulation Number 53 of 2010 concerning Civil Servant Discipline regulations, Article 1 Number 53 of 2010 states that Civil Servant Discipline is the ability of Civil Servant to comply with obligations and avoid prohibitions stipulated in statutory regulation and/or official regulations. Which if not obeyed or violated will be subject to disciplinary action.



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Teacher discipline does not appear by itself, but can be influenced by several factors, such as compensation, tenure, work motivation, leadership style, work culture, organizational commitment, work interest and so on. Of these various factors, this study focused on one variables, namely the leadership style of the principal.

To improve teacher discipline, a good leader (principal) is needed. A good principal does not only rely on the power of thoughts and words, but what is more important is to take concrete actions on everything that is thought and said. Principal leadership factors have an influence on the good and bad climate of school organization and teacher discipline. A good principal can be a role model or role model for his subordinates at work, creating a good organizational climate while providing work discipline and good morale within the organization.

The results of interviews with teachers said that the principal had not optimally implemented the leadership function to lead his subordinates. Because many of the policies carried out by school principals are without deliberation, only through the WhatsApp application. In addition, the principal still treats his subordinates selectively, is not able to protect his subordinates, sometimes even in giving assignments, the principal does not consider the abilities of each teacher, so this cause gossip and gaps between teachers and school principals.

In addition, in the problem of teacher discipline it shows that there are still teachers who are less able to enforce discipline. This is indicated by several behaviors, such as teachers who are supposed to be present at 07.00 but are often late, the underlying reasons are classic reasons such as health reasons, children are sick or fussy, have to do homework first, take children to school, some are selling, so late, to go to school, there are even teachers whose houses are close to the school, many of whom leave late, in fact those whose houses are much more punctual.

This fact is often encountered, but lacks sanctions, thus teachers consider existing regulations only as a formality because there is no firmness, so that teachers who violate discipline tend to continue to violate discipline. Thus, the attitude of not maintaining discipline among some teachers certainly needs to be addressed considering that teachers discipline is needed because what is the goal of the school will be difficult to achieve if there is no discipline.

The results of MilonoBermanto's research (2017) show that the principal's leadership and the school organizational climate have an effect on teacher work performance. Muhammad Syaeba's research (2017) shows a positive and significant influence between the principal's leadership style, teacher work motivation and school culture with discipline. Likewise, the research result of Suwarno (2017) show that principal leadership has a positive effect on teachers discipline.

Observing the background of the problem as described above, the formulation of the problem in this study is how much influence the leadership style has on the discipline of public elementary school teachers in Jati District, Kudus Regency.

Leadership style, contains the meaning as a manifestation of three components, namely the leader himself, subordinates, and the situation in which the leadership process is manifested.

Indicators that can influence leadership are as follows (Hartinah, 2011: 56)

1. Follower preparation maturation techniques, this can be demonstrated through providing clear information, factual information, clear understanding, education, knowledge/thoughts and customs.
2. Technique of human relations, demonstrated through understanding and deepening subordinates. Equating perceptions, achieving organizational goals and organizational interest.

3. Exemplary technique, demonstrated through the nature of exemplary giving, influence on subordinates, forms of action, prohibitions, recommendations and obligations.
4. Persuasion and order-giving techniques, shown through a sympathetic invitation from the leadership, willingness without coercion, awareness, giving orders, executing orders and obedience
5. Techniques for using appropriate communication, demonstrated through clarity of information, information, organizational activities and shared perceptions.
6. Technique for providing facilities, indicated by the types of facilities provided, the achievement of goals, technical instructions, organizational activities and means of achieving organizational goals.

Robiat (2017: 56) suggest a type of leadership which consist of:

1. Authoritarian Leadership Type
This type of leadership collected a number of leadership-centered (centralistic) behaviors of leadership style as the sole determinant, ruler and controller of organizational members and their activities in business, achieve organizational goals.
2. Democratic Leadership Type
the recognition and acceptance that human are creatures of noble dignity and worth with the same human rights
3. Free Leadership Type (Laissez Faire or Free-Rein)
This type of leadership basically holds the view that members of the organization are able to independently make decisions or be able to take care of themselves, with as little direction or guidance in realizing their respective main tasks as part of the main tasks of the organization.

Mulyasa (2014:108) argues that discipline is an orderly situation, where people are joined in one system and are happy to obey the existing regulations.

Sutrisno (2011: 97) argues that teacher discipline is an orderly and regular condition that teachers have in schools without any violations that can harm either directly or indirectly to themselves, their peers and to the school as a whole so that they can lead to growth. Students systematically and pragmatically so that they live according to the teachings of religion so that there is happiness in the world and nature.

Work discipline according to Maryadi (2012: 179) can be measured through: a) the level of discipline: duties, regulations, implementation of tasks, b) adherence to collective agreement rules, meeting decisions, c) implementation of tasks to complete tasks, obligations that must be completed, and d) the teacher's work ethic: honesty, thoroughness, and sincerity.

According to Rivai (2015: 444) the components of work discipline are: a) attendance is a fundamental indicator to measure discipline, and usually teachers who have low job discipline are accustomed to being late in work, b) adherence to work regulations. Teachers who obey work regulations will not neglect work procedures and will always follow work guidelines set by the school, c) adherence to work standards.

Factors that influence discipline, among others: (Syachu, 2017: 54).

1. From school, for example: The type of authoritarian teacher or school leadership who always dictates his will without paying attention to student sovereignty. Teachers who let students make mistakes, are more concerned with subjects than their students. School environment such as: the first and final days of school (going on holiday or after holidays), changing lessons, changing teachers, rigid schedules or inaccurate school activity schedules, noisy atmosphere, and others.
2. From family, for example:

- a. Home or family environment, such as lack of attention, disorder, quarrels, indifference, pressure, and busy affairs of each
- b. The environment or living situation, such as a criminal environment, a noisy environment, and a drinking environment.

2. Method

The approach used in this research is a quantitative approach. This type of research is explanatory research. The population in this study were all elementary school teachers in the UPT Pendidikan, JatiSubdistrict, Kudus Regency who have the status of Civil Servants, amounting to 278 teachers. The research sample data amounted to 74 teachers.

The data collection method is done by using a questionnaire. Questionnaires were distributed to elementary school teachers in the UPT Pendidikan, JatiSubdistrict, Kudus Regency, where the questionnaires were returned directly. The type of instrument is a modified Likert scale questionnaire to determine the score. The research questionnaire consisted of three type according to the number of variables, namely: 1) the principal's leadership style questionnaire; 2) a teachers discipline questionnaire.

The sampling technique is random sampling, which is taking the sample members from the population randomly (Sugiyono, 2019: 149). The data analysis used to test the validity of the hypotheses formulated in this study is regression analysis.

Analysis of the data used in this study is to use regression analysis. Prior to data analysis, the validity and reliability tests were carried out, classical assumption tests were the carried out by regression analysis, both partial (T) and multiple (F) regression analysis using the SPSS 24 for windows program.

3. Result and Discussion

The sample in the study was 74 respondents. In accordance with the result of the sample calculation, the number of questionnaires distributed is 74 questionnaire.

As for the respondent data as follow:

1. Respondent age

Table 1. Respondent age

Information	Total	Percentage(%)
< 20 year	0	
21-35	33	44,6%
36-50	22	29,7%
> 50 year	19	25,7%
Total	74 Person	100%

Most of the respondent who were civil servants in JatiSubdistrict were between 21 and 35 years of age, a very productive age.

2. The gender of the respondent

Table 2. The respondent

Information	Total	Percentage(%)
Male	17	23%
Female	57	57%
Total	74 person	200%

Most of the respondent are female, so they are more patient and painstaking in guiding students.

3. Respondent Education

Table 3. Respondent Education

Information	Total	Percentage(%)
SMA/ MA	1	1,4%
Diploma	2	2,7%
S1	70	94,6%
S2	1	1,4%
Total	74 person	100%

Elementary school teacher education in the UPT area JatiSubdistrict, Kudus Regency is sufficient, that is, the average education is S1

4. Tenure of respondent

Table 4. Tenure of respondent

Information	Total	Percentage(%)
< 1 year	1	1,4%
1-5 year	14	18,9%
6-10 year	13	17,6%
>10 year	46	62,2%
Total	74 person	100%

The working period of elementary school teachers in the UPT area JatiSubdistrict, Kudus Regency, on average, exceeds 10 years.

The research variable description includes a description of the principal's leadership style and a description of teacher discipline which can be seen in the table below:

Table 5. Description of the principal's leadership style

No.	Interval	Category	Frequency	Recentage(%)
1	92-104	Very high	10	13,51%
2	80-91	High	31	41,89%
3	68-79	Enough	24	32,43%
4	56-67	Low	9	12,16%
Total			74	100%

The majority of respondent gave a score in the high category as many as 31 respondent or 41,89%

Table 6. Descriptions of Teacher Discipline

No.	Interval	Category	Frequency	Recentage(%)
1	80,2-88	Very high	6	8,11%
2	71,9-80,1	High	26	35,14%
3	68-79	Enough	30	40,54%
4	56-67	Low	12	16,22%
Total			74	100%

The majority of respondents gave a score in sufficient category, namely 30 respondent or 40,54%.

The result of the hypothesis state that there is an influence of leadership style on teacher discipline. The leadership style of the principal has a t value of 3.142 with a significance probability of 0.001. This shows that the probability of significance is far below 0.25 and t count is also greater than t table (3.143 > 0.679). The magnitude of the influence of the principal's leadership style on teacher discipline is 30.8%.

Table 7. The influence of the principal's leadership on the discipline of public SD teacher in Jati District, Kudus Regency

t count	Sig Value	Value Contribution (%)
3.143	0,001	30,8

Based on the data it can be conclude that the principal's leadership has an effect on teacher discipline by 30.8%

The result of the multiple linear regression test are shown in the SPSS output with a constant value of 5.982, the regression coefficient of the principal's leadership style $X = 0.311$, the multiple linear regression equation model is obtained:

$$5.982 + 0.311X$$

This regression equation model gives the sense that if the principal's leadership style not taken into account, then the amount of teacher discipline is 5.982. If the leadership style of the principal is taken into account, each addition of the value of the prove that the leadership style of the principal is able to increase the discipline of public SD teachers in JatiSubdistrict, Kudus Regency

Further discussion as follows: testing hypothesis 1 in this study is to test whether the principal's leadership style has a significant effect on teacher discipline. The results of the hypothesis test show that the t value of 3.143 is greater than the t table value of 0.678 with a significance probability of 0.001 smaller than $\alpha = 0.25$ with the influence of leadership style. 79.96 is in the high category and the average result of teacher discipline is 71.14 including the high category. Thus the results of this study illustrate that the better the leadership style of the principal is applied, the better the discipline of the SD Negeri teachers in JatiDistrict, Kudus Regency.

The result of this study indicate that the principal's leadership style and school climate are two factors that influence and determine teacher discipline in schools. Therefore, the principal must be able to carry out this leadership functions properly in order to improve teacher discipline which will ultimately be able to achieve school goals.



Figure 1. Meeting Teachers

The teacher discipline is something that must be instilled in every teacher, because this will involve the moral responsibility of teachers in their duties. As well as a behavior that can be formed through habit. In addition, teacher discipline can be improved if there is a school climate that can stimulate teachers to be disciplined.

Conclusion

The leadership style of the principal has an effect on the discipline of public SD teachers in JatiDistrict, Kudus Regency, this is evidenced by the hypothesis test which shows the t value of 3.143 is greater than the t table value of 0.679 with a significance probability of

0.001 smaller than $\alpha = 0.25$. The average result of the principal's leadership style is 79.96 in the category

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