

# THE PRINCIPAL'S STRATEGY IN IMPLEMENTING TIME DISCIPLINE CULTURE

*by Dessy Ariani Hasibuan*

---

**Submission date:** 19-Aug-2022 11:17AM (UTC+0700)

**Submission ID:** 1884221606

**File name:** 25.pdf (256.31K)

**Word count:** 3198

**Character count:** 17526

## THE PRINCIPAL'S STRATEGY IN IMPLEMENTING TIME DISCIPLINE CULTURE

Dessy Ariani Hasibuan<sup>1</sup>  
Zailani<sup>2</sup>  
Mavianti<sup>3</sup>

<sup>1,2,3</sup>Faculty of Islamic Religion, University of Muhammadiyah North Sumatra, Indonesia,  
E-mail: <sup>1</sup>[dessyarianihsb98@gmail.com](mailto:dessyarianihsb98@gmail.com), <sup>2</sup>[zailani@umsu.ac.id](mailto:zailani@umsu.ac.id), <sup>3</sup>[mavianti@umsu.ac.id](mailto:mavianti@umsu.ac.id)

---

**Abstract:** The aims of this study include (1) To find out the principal's strategy in cultivating time discipline for teachers and students; (2) Strict sanctions for teachers and students who cannot apply the culture of time discipline in the school; (3) The impact of implementing a culture of time discipline for school members. The approach used in this study is a descriptive qualitative method in the form of observations and interviews with the principal, as well as representatives of three teachers and students of SMP Muhammadiyah 01 Medan. From the results of the research through observations and interviews with several sources, it was found that the strategy used by the principal in cultivating time discipline was one of them by going directly to give examples to attend school early, even before the bell rang. As for the strict sanctions given by the principal to teachers and students who violate the culture of time discipline, namely in accordance with the agreement that has been written in the school's rules and regulations. Furthermore, it is known that one of the positive impacts of time discipline for school members is that teaching and learning activities become more effective. Based on the results of the study, it can be concluded that the implementation of a time discipline culture carried out by teachers and students at the school has not been effective, this is certainly caused by several inhibiting factors.

**Keywords:** Strategy, Principal, Time Discipline.

---

### Introduction

In running a program, it takes the right strategy to run it. This of course aims to make the program that is being run get the expected results. In general, strategy has the meaning of an outline of the direction to act in an effort to achieve predetermined targets (Bahri, Syaiful, 2006).

A good strategy includes working team coordination, having a theme, identifying supporting factors that match the principles of implementing ideas rationally, efficiently and effectively in funding and having tactics to achieve goals effectively.

The principal according to the Big Indonesian Dictionary is the person (teacher) who leads a school, or also known as the head teacher (Depdiknas, 2005). The principal is a

functional teacher who is given the task of leading a school where the teaching and learning process is held or a place where there is interaction between teachers who give lessons and students who receive lessons (Wahjosumidjo, 2005). The word teaching itself has several meanings, namely (1) Giving lessons; (2) Train; (3) Scolding (hitting, punishing and so on) to be a deterrent (Ministry of National Education, 2005). And don't forget that one of the teacher's tasks is to ensure the achievement of learning objectives and the fulfillment of academic and non-academic targets.

The principal is a director who has a great influence on teachers and students in the school environment. <sup>17</sup> The success of education in schools is highly dependent on the role of the principal as a leader (Kristiawan, M., & Asvio, 2018; Kristiawan, M., & Rahmat, 2018; Kristiawan, M., & Safitri, D., & Lestari, 2017; Kristiawan, , M., & Yuniarsih, Y., & Fitria, 2019; Kristiawan, 2016).

<sup>11</sup> Leaders are those who consistently make effective contributions to the social order, and are expected and perceived to do so (Hosking, 1988). Many factors can make it easier for leaders such as school principals to move the people they lead to realize effective leadership. One of the factors that facilitate leadership is a sense of togetherness between members and leaders. This is in accordance with the elements in a leadership, namely as follows:

- a. The existence of someone who functions to lead is called a leader.
- b. The existence of a person or group being led.
- c. The existence of activities that move the group by influencing and directing the feelings, thoughts and behavior of the group.
- d. There is a goal to be achieved.
- e. The occurrence of a process within a group or organization. Both big with many, and small with few people he leads.

There are three kinds of leader strategies seen from the authority and formal status of a leader, namely: interpersonal, informational, and decisional strategy. The three strategies are linked or integrated into the formal leadership status of the principal. Briefly it can be explained as follows:

1. Interpersonal strategy

This role arises from the formal authority of a manager, including: symbol (Figurehead), leadership (Leadership), and liaison (Liaison). The symbol (Figurehead) in its understanding as a symbol of the principal has a position that is always attached to the school. The principal is considered the symbol of the school).

In addition, interpersonal communication is considered the most effective in changing a person's attitude, opinion, or behavior because his attitude is dialogic in the form of conversation. The importance of such interpersonal communication for communication is because he can know the communicant completely, can know his name, occupation, education, religion, experience, ideals, and so on, which is important in changing attitudes, opinions, or behavior. Thus the communicator can direct it to a goal as he wants (Uchjana Effendi, 2006).

## 2. Informational strategy

The principal's role is to receive and disseminate or pass on information to teachers, staff, students, and parents. In this informational function, the principal is the school's "nerve center". There are three kinds of strategies that can be carried out by the principal as a nerve center, namely:

- Monitoring
- Sharing information
- Being the official representative of the school

## 3. Decision maker

As a decision maker, there are four kinds of strategies for the Principal, namely:

- Entrepreneur
- Disturbance handler (handling distractions)
- Resource allocate (providing all resources)
- Negotiator

Furthermore, there are several understandings of culture according to several experts, Koentjaraningrat is one of them. According to him, culture with the basic word culture comes from the Sanskrit "buddhayah", which is the plural form of buddhi which means "mind" or "reason". Thus, culture can be defined as "mindfulness" in the form of creativity, initiative, and taste, while culture is the result of creativity, initiative, and taste (Koentjaraningrat, 2000). Meanwhile, according to language, culture is defined as thoughts, customs, something that has developed, something that becomes a habit that is difficult / difficult to change (Culture, 1991).

Cultural values consist of the values of conceptions that live in the minds of most of the community members regarding things that they consider very noble (Warsito, 2012). Cultural values are values that have been agreed upon and embedded in a society, organizational scope, community environment, which are rooted in a habit, belief, symbols, with certain characteristics that can be distinguished from one another as a reference for behavior and responses to what happened or is happening. Cultural values will appear in symbols, slogans,

mottos, vision and mission, as well as something that appears as the main reference of an environment or organization.

School culture can be reflected in the values it holds, the attitudes it has, the habits it displays, and the actions shown by all school personnel who make up a special unit of the school system (Susanto, 2016).

School culture is the soul of a school that gives meaning to the school's educational activities. If the school culture is weak, then it is not conducive to the formation of an effective school. On the other hand, a strong school culture will be a means for effective school improvement. Therefore, the existence of cultural instillation in students which is carried out through direct habituation and habits exemplified by these educators is an effort by school leaders to maintain and develop a positive culture that exists in schools.

The next definition is discipline. Discipline is an action that shows a person's compliance with certain rules. The rules are made so that someone can do or act well in order to succeed well to achieve what is expected. Thus, educational institutions or schools must build disciplined character for their students so that they can live life regularly and easily in achieving success (Muhaimin, 2014).

While discipline is a condition that is created and formed through a process, from a series of behaviors that show the values of obedience, obedience, loyalty, regularity and order (Priodarminto, 1994). When discipline has been integrated into oneself, then the attitude or action taken is no longer a burden, on the contrary it will burden him if he does not act as usual. Discipline is expected to foster awareness of effective discipline, so that it can support the learning process in schools.

Next time discipline. Time discipline is the most important focus for a teacher and student. Time discipline is one way for a person to control himself in order to arrive at school on time. Students and teachers must arrive at school on time and enter class. Time to enter school is usually the main parameter for both teachers and students. If the teacher or student enters before the bell rings, it can be said that these people have self-disciplined personalities and have succeeded in implementing a culture of time discipline in their schools. On the other hand, if teachers or students come to school after the bell rings, it is possible that these people have not been able to apply a culture of time discipline and violate the school rules that have been determined.

## Methods

This research is located at SMP Muhammadiyah 01 Medan, Jalan Demak No. 3, Sei Rengas Permata, Kecamatan Medan Area, Medan City, North Sumatra Province. The subjects in this study included the principal, as well as representatives of three teachers and students of SMP Muhammadiyah 01 Medan. Data collection techniques in this study used descriptive qualitative methods in the form of observations and interviews with the principal, as well as representatives of three teachers and students of SMP Muhammadiyah 01 Medan.

### Results and Discussion

Based on observations and interviews with principals, and representatives of three teachers and students, found the results of that strategy Principal in applying discipline culture time especially for teachers and students are:

First, the principal went directly to continually provide examples come in early time even before the bell rang.

The bell for entering SMP Muhammadiyah 01 Medan is at 07.05 WIB. This means that all elements of the school, especially teachers and students, should come to school before 07.05 WIB. Unmitigated, every morning the headmaster stands in front of the gate to welcome the school residents who come. Even though the researchers know, there are already several security guards on the fence. However, the extraordinary activity and responsibility of the Principal is very commendable. He not only came, sat down, was silent, but during the observations that the researchers did, we saw that the principal was very busy taking care of this and that, and he was not proud to intervene directly to take care of the school's needs.

Second, in writing. The vision and mission as well as the rules for educators and students have been written down and given. Sanctions for perpetrators who violate school rules have also been clearly spelled out. So, there should be no more school members, especially teachers and students who are late for school.

Third, verbally. Through an approach in the form of directives and advice given directly by the Principal or through the BK teacher, the Principal does not tire of guiding and directing teachers and students to get used to implementing a culture of time discipline starting from themselves and then being brought to the school environment.

According to the acknowledgment of a teacher who was ever late for school, who was none other than one of the teachers interviewed by the researcher, the strict sanction given by the principal for teachers who were late was not out of the agreement that had been written in the "**Order and Discipline of Educators**". and Education" at point 23, namely every

educator who **is absent, late, and does not fill the teacher's agenda** is obliged to fill out a coaching book.

As for the results of the researcher's interviews with several students who had been late for school, it was found that the strict sanctions given by the principal also did not run away from the agreement that was written in "**Assessment of Attitudes and Violation Points for Students at SMP Muhammadiyah 01 Medan**" in sections 3 a and b. , where:

- a. Did not report in advance to the picket teacher because he was 15 minutes late, point 10.
- b. Late at least 3x a week, point 15.

Furthermore, the impact of implementing a culture of time discipline for school residents is numerous. The resulting impact is of course dominant on positive things, such as:

1. Teaching and learning activities are more effective.
2. Both teachers, students, and other school members who are accustomed to applying a culture of time discipline, do not rule out being a responsible person when given an assignment.
3. The personality of each school member will be good at managing time.
4. The personality of each school member will be a person who does not like to buy time, so that the work done is more effective and efficient.
5. The body is healthier and more active, life is more regular. And there are many other positive impacts that can be obtained as a result of implementing a culture of time discipline, especially in schools.

## **Conclusion**

Based on the results of the research in the form of observations and interviews with several sources, it was found that the application of a culture of time discipline for teachers and students at SMP Muhammadiyah 01 Medan was not effective. This can be seen directly by the researchers with many students who come late every day. Meanwhile, for teachers, during the observation activities, the researchers have never found a teacher who came late. As for the information on teacher delays, the researchers got it through the experiences of the interviewed teachers.

According to the researcher, this happened not solely because of the mistakes of the principal's strategy in implementing a culture of time discipline, especially for teachers and students, but the lack of awareness and shame or guilt from students, as well as several factors

that hindered teachers and students from coming quickly. going to school such as traffic jams, feeling lazy and accustomed to procrastinating, lack of parental control over children's education, and the habit of staying up late making it difficult to get up early in the morning

### References

- Ansori, S., Fadli, A., Sutikno, M. S., & Mahsuni, A. (2021). *Strategi Kepala Sekolah Mewujudkan Kedisiplinan Peserta Didik di MA Al-Ijtihad Danger*. 10(1), 31–50.
- Bahri, Syaiful, D. dan A. Z. (2006). *Strategi Belajar Mengajar*. Rineka Cipta.
- Darmada, I. M. (2018). PERANAN KEPEMIMPINAN KEPALA SEKOLAH DALAM MEMBUDAYAKAN DISIPLIN SISWA. *Widyadari*, 19, 9–29.
- Depdiknas. (2005). *Kamus Besar Bahasa Indonesia (Ketiga)*. Balai Pustaka.
- E. Mulyasa. (2015). *Manajemen dan Kepemimpinan Kepala Sekolah*.
- Halik, A., & Pd, M. I. (2021). *Kompetensi Manajerial Kepala Madrasah & Relasinya terhadap Profesionalisme Guru*.
- Hamini, H. (2019). *Administrasi Pendidikan*. 13. <https://doi.org/10.31227/osf.io/kzscy>
- Harfiani, R., & Setiawan, H. R. (n.d.). *Efektivitas Sistem Pembelajaran Daring pada Bidang Studi Pendidikan Agama Islam di SMP Muhammadiyah 47 Sunggal*. <https://doi.org/10.30868/ei.v10i001.1665>
- Hernita, R. (2018). Kepemimpinan Kepala Sekolah Dalam Mengembangkan Budaya Sekolah Melalui Manajemen Berbasis Sekolah. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 3(2). <https://doi.org/10.31851/jmksp.v3i2.1866>
- Hosking, D. M. (1988). *Organizing, Leadership, and Skillful Process, Journal of Management Studies*. 25.
- Kebudayaan, D. P. dan. (1991). *Kamus Besar Bahasa Indonesia*. Pustaka.
- Kholis, N. (2014). *Manajemen strategi pendidikan: (formulasi, implementasi dan pengawasan)*. November, 1–172. <http://digilib.uinsby.ac.id/19693/>
- Koentjaraningrat. (2000). *Pengantar Ilmu Antropologi*. Rineka Cipta.
- Kristiawan, M., & Asvio, N. (2018). Pengelolaan Administrasi Madrasah Tsanawiyah Negeri Dalam Meningkatkan Kualitas Pendidikan Madrasah. *Manajemen Pendidikan*, 5(1), 86–95.
- Kristiawan, M., & Rahmat, N. (2018). Peningkatan Profesionalisme Guru Melalui Inovasi Pembelajaran. *Iqra' : Kajian Ilmu Pendidikan*, 3(2), 373–390.
- Kristiawan, M., & Safitri, D., & Lestari, R. (2017). *Manajemen Pendidikan*. Deepublish.
- Kristiawan, M., & Yuniarsih, Y., & Fitria, H. (2019). *Supervisi Pendidikan*. Alfabeta.
- Kristiawan, M. (2016). *Filsafat Pendidikan*. Valia Pustaka.
- Mavianti. (2018). Hubungan Komunikasi Interpersonal Atasan dan Bawahan dengan Persepsi Gaya Kepemimpinan Kepala Sekolah dan Kepuasan Kerja Guru SMA Muhammadiyah 2 Tanjung Sari Medan. *Intiqad: Jurnal Agama Dan Pendidikan Islam*, 10.
- Muhaimin, A. A. (2014). *Pendidikan yang Membebaskan*. Ar Ruzz Media.
- Mulyaningsih, L., & Mulyaningsih, L. (2021). *Upaya Meningkatkan Kedisiplinan Guru melalui Keteladanan Kepala Sekolah di SDN 2 Trembes pada Semester 1 Tahun Pelajaran 2019 / 2020 The Effort in Improving the Teachers ' Disciplinary through the Principal ' s Exemplary on 2 Trembes Elementary School on*. 30(1), 37–46.
- Murtiyastuti, E. (2019). Peningkatan Disiplin, Komitmen Dan Tanggung Jawab Guru Dan Staf Sekolah Melalui Budaya Tepat Waktu Beserta Implikasinya. *DAIWI WIDYA Jurnal Pendidikan*, 06(0), 77–86.

- <https://ejournal.unipas.ac.id/index.php/DW/article/view/216/213>
- Muspawi, M. (2020). Strategi Menjadi Kepala Sekolah Profesional. *Jurnal Ilmiah Universitas Batanghari Jambi*, 20(2), 402. <https://doi.org/10.33087/jiubj.v20i2.938>
- Pohan, S., & Sirait, F. Y. (2021). The Strategy of Principal in the Implementation of Character Education in SMP Muhammadiyah 1 Medan. *Proceeding International Seminar on Islamic Studies*, 2, 242–248.
- Prijodarminto, S. (1994). *Disiplin Kiat Menuju Sukses*. Pradnya Paramita.
- Puspita, T. R., Tata, I., Sekolah, T., Pemahaman, D., & Disiplin, B. (2013). *Implementasi Tata Tertib Sekolah Dalam Pemahaman Budaya Disiplin Siswa*. 3(2), 183–194.
- Rahmi, S. (2018). *Kepala Sekolah dan Guru Profesional* (pp. i–229).
- Rohmat, R. (1970). Kepemimpinan Pendidikan. In *INSANIA : Jurnal Pemikiran Alternatif Kependidikan* (Vol. 11, Issue 1). <https://doi.org/10.24090/insania.v11i1.93>
- Suriansyah, A. & A. (2012). *Menuju Kepala Sekolah Efektif Dari Teoritis Ke Praktis (Pertama)*. Rumah Pengetahuan.
- Susanto, P. (2016). *Teori untuk Praktek di Tingkat Satuan Pendidikan*. Alfabeta.
- Syah Puteri, P., & Roesminingsih, E. (2019). Pengaruh Budaya Sekolah Terhadap Sikap Disiplin Siswa Smp Negeri Di Kecamatan Karang Pilang Surabaya. *Inspirasi Manajemen Pendidikan*, 7(1).
- Uchjana Effendi, O. (2006). *Dinamika Komunikasi*. Rosdakarya.
- Wahjosumidjo. (2005). *Kepemimpinan Kepala Sekolah*. Raja Grafindo Persada.
- Warsito. (2012). *Antropologi Budaya*. Ombak.
- Zailani. (2017). Etika Belajar dan Mengajar. *Intiqad*, 2, 151–161.
- Zaqian, A. & M. (2012). Peran Kepala Sekolah Dalam Pelaksanaan Budaya Disiplin Siswa Di SMP Negeri 1 Krembung Kabupaten Sidoarjo. *Budaya Disiplin Siswa*, 1.

# THE PRINCIPAL'S STRATEGY IN IMPLEMENTING TIME DISCIPLINE CULTURE

## ORIGINALITY REPORT

19%

SIMILARITY INDEX

16%

INTERNET SOURCES

8%

PUBLICATIONS

9%

STUDENT PAPERS

## PRIMARY SOURCES

1 [jurnal-umbuton.ac.id](http://jurnal-umbuton.ac.id) 2%  
Internet Source

2 [easpublisher.com](http://easpublisher.com) 2%  
Internet Source

3 [ejurnal.iainpare.ac.id](http://ejurnal.iainpare.ac.id) 2%  
Internet Source

4 [www.iosrjournals.org](http://www.iosrjournals.org) 1%  
Internet Source

5 Submitted to Fakultas Teknologi Kebumian dan Energi Universitas Trisakti 1%  
Student Paper

6 [repository.uinsu.ac.id](http://repository.uinsu.ac.id) 1%  
Internet Source

7 [repo.ijiert.org](http://repo.ijiert.org) 1%  
Internet Source

8 [jurnal.iicet.org](http://jurnal.iicet.org) 1%  
Internet Source

[ejournal.unuja.ac.id](http://ejournal.unuja.ac.id)

9	Internet Source	1 %
10	ijcied.org Internet Source	1 %
11	pdfs.semanticscholar.org Internet Source	1 %
12	Submitted to Intercollege Student Paper	1 %
13	journal.uniku.ac.id Internet Source	1 %
14	Submitted to Universitas Muhammadiyah Sumatera Utara Student Paper	1 %
15	Submitted to Defense University Student Paper	<1 %
16	Rawati Rawati, Murniati Murniati, Niswanto Niswanto. "Implementation of Principal Academic Supervision in Improving Teacher Performance", AL-ISHLAH: Jurnal Pendidikan, 2022 Publication	<1 %
17	Ulfiah Ulfiah, Esti Hudayati, Damri Fuad. "The Role of School Management on Mental Health of Early Childhood Students During the Covid-19 Pandemic", Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 2022	<1 %

18

[www.ejournal.stitpn.ac.id](http://www.ejournal.stitpn.ac.id)

Internet Source

<1 %

19

[ijmmu.com](http://ijmmu.com)

Internet Source

<1 %

20

[journal.umsu.ac.id](http://journal.umsu.ac.id)

Internet Source

<1 %

21

[jurnal.iainkediri.ac.id](http://jurnal.iainkediri.ac.id)

Internet Source

<1 %

22

Meiryani Meiryani, Zaidi Mat Daud, Jajat Sudrajat, Tommy Andrian, Suryadiputra Liawatimena. "The Influence of Business Strategy, Leadership Styles and Business Process on Quality of Accounting Information", 2021 5th International Conference on Software and e-Business (ICSEB), 2021

Publication

<1 %

23

Arum Nдалu, Eni Fariyatul Fahyuni. "Principal Leadership Strategy in Islamic Educational Institutions During the COVID-19 Pandemic", KnE Social Sciences, 2022

Publication

<1 %

Exclude bibliography  On