

Date Received : June 2024
Date Revised : July 2024
Date Accepted : July 2024
Date Published : August 2024

EFFECTIVENESS OF SUPERVISION TO IMPROVE TEACHER DISCIPLINE IN THE PAI LEARNING PROCESS AT SMKN 4 TEBING TINGGI

Khairun Nikmah¹

Universitas Muhammadiyah Sumatera Utara, Indonesia (ncekguimah428@gmail.com)

Amini

Universitas Muhammadiyah Sumatera Utara, Indonesia (amini@umsu.ac.id)

Nurzannah

Universitas Muhammadiyah Sumatera Utara, Indonesia (nurzannah@umsu.ac.id)

Kata Kunci:

Guru, Kedisiplinan,
Monitoring,
Pembelajaran.

ABSTRAK

Penelitian ini bertujuan untuk menganalisis efektivitas supervisi untuk peningkatan kedisiplinan guru dalam proses pembelajaran PAI di SMKN 4 Tebing Tinggi. Jenis penelitian menggunakan pendekatan kualitatif dengan metode studi kasus, di SMK Negeri 4 Tebing Tinggi. Penelitian ini dilaksanakan sejak Desember 2023-Maret 2024. Informan penelitian meliputi guru PAI, guru BK, Wakil Kepala sekolah bidang kesiswaan, wali kelas, masyarakat setempat, dan kepala sekolah. Pemerolehan data menggunakan metode observasi, wawancara, dan studi dokumentasi. Hasil penelitian ini menyimpulkan bahwa *pertama*, kedisiplinan guru tertata baik, hal ini sebagai dampak dari program juru modis (jurnal guru untuk monitoring dan kedisiplinan), sehingga guru akan dapat mengevaluasi secara pribadi terkait kedisiplinan kerjanya. *Kedua*, guru memberikan contoh langsung (keteladanan) terkait kedisiplinan, sehingga dapat ditirukan oleh siswa secara efektif, seperti hadir tepat waktu dan berpakaian rapi. Dengan demikian, program “Juru Modis” efektif dalam menciptakan kemandirian guru untuk menyadari pentingnya kedisiplinan, sebagai keteladanan bagi siswa di sekolah.

¹ Correspondence author

Keywords:

Teachers, Discipline,
Monitoring,
Learning.

ABSTRACTS

The purpose of this study is to evaluate how well supervision works at SMKN 4 Tebing Tinggi to improve teacher discipline during the PAI learning process. At SMKN 4 Tebing Tinggi, this kind of research employs a case study methodology along with a qualitative approach. The period of this investigation was December 2023–March 2024. instructors that teach PAI, guidance and counseling instructors, homeroom teachers, deputy principals for student affairs, members of the local community, and school principals served as research informants. Methods such as observation, interviews, and documentation studies were used to gather data. The study's findings indicate that, in order for teachers to assess their own work discipline, there is a clear impact of the interpreter modis program (teacher journals for monitoring and discipline). First, teachers' discipline is well-organized. Second, the instructor sets a clear example (exemplary) of discipline, such as being punctual and dressing nicely, so that pupils can successfully emulate it. Because teachers serve as role models for kids in the classroom, the "Juru Modis" program is successful in fostering teacher independence and helping them understand the value of discipline.

A. INTRODUCTION

In order to provide high-quality education and generate high-quality graduates, the dynamics of the times always call for adaptation, creativity, and innovation in the field of education (Lubis, *et.al.*, 2022). For human existence to continue, administrators of educational institutions must ensure that their workforce is of the highest caliber (Ariga, 2023). This will also affect the person's capacity for problem-solving; only then can education be deemed effective in developing human resources.

Monitoring or supervision of the implementation of education is required to support attempts to raise the quality of that instruction. The monitoring in question takes the form of both internal and external supervision. The principal of the school oversees internal supervision, while supervisors from the regional (district/city) education ministry or office or the ministry of religion oversee external supervision (Harahap, *et.al.*, 2022). Within the school's internal framework, the principal plays a crucial and additional role in overseeing the execution of successful learning initiatives (Busni, 2022). The principal's leadership in assuring the realization of all management responsibilities, from planning to assessment, is also embodied in this supplementary task (supervisor) (Islami, 2021).

The principal, who holds the highest position in the school, is in charge of carrying out all school-related tasks, including hiring teachers and support staff. When it comes to educators, the principal takes part in creating semester and annual curricula for every subject area (Dongoran, *et.al.*, 2023). In addition, the principal of the school keeps a close eye on both academic and administrative facets of the learning process. School principals can use the monitoring data as a guide to implement ongoing improvements, enhance teacher effectiveness, bolster discipline, and guarantee the standard of instruction in schools (Ekowati, 2020).

The degree of discipline among teachers is one area that school principals are drawn to observe each period (Aslam & Muspawi, 2023). since educators serve as mentors to their students. Students may say that they are disobedient to rules or are lazy because they see their teacher acting in the same way. However, because the instructor leads by example and abides by the rules, children might also face consequences and learn not to dare break the rules. As part of the endeavor to guarantee the achievement of high-quality education, the principal of the school oversees the performance of teachers and administers discipline. Due to the fact that educators serve as learning leaders and are crucial to the success of education in creating graduates with high standards and moral integrity (Fahmi, 2019).

The truth is that some educators have failed to provide a positive example for their students in society. Teachers' everyday actions at school and their online activity in cyberspace (social media) can be used to determine this. The implementation of personality competency as a fundamental skill for educators has not been done in a responsible or professional manner. In actuality, the government regularly considers the wellbeing of teachers as part of the teacher certification process. Based on this, educators ought to put in their best effort in instructing and modeling behavior for students.

The principal of the school must keep a careful eye on the professional performance and degree of discipline of instructors, as they are held in high regard by the public. Frequently, instructors and graduates evaluate a school's reputation (Kurniawan, *et.al.*, 2022). Parents will utilize graduates as role models while sending

their kids to school if they are productive members of society. Additionally, parents can use teachers who exhibit good character in the community as a reference while selecting the school for their child. Because of this, school principals essentially keep an eye on initiatives aimed at enhancing teacher discipline in classrooms. This will enhance the school's reputation and excellence as the community's preferred institution (Abidin & Kusriani, 2021).

The degree of discipline and performance of teachers is directly tied to the principal's internal supervision or monitoring. This is so that teachers can become more aware of and independent in their application of discipline in the classroom through monitoring. Furthermore, it is expected of teachers to understand how their role and occupation will affect the coming generation (Hardiyati, *et.al.*, 2022). As a result, when acting, posting activities online, and interacting with kids, teachers will use caution. Students that possess this understanding and independence will also feel that enforcing rules is fair and will comply with them without coercion (Al Ahmasi, 2023).

Preliminary research indicates that Islamic religious education (PAI) teachers are subject to internal control or monitoring by the principal of SMKN 4 Tebing Tinggi. This monitoring activity's primary goal is to keep an eye on how well PAI learning is planned and executed in the classroom and how well the outcomes align with the curriculum's or learning plan's stated vision, mission, and learning objectives. The monitoring data serves as a guide for addressing the inadequacies in the way PAI learning is implemented in classrooms.

Islamic religious education is one of the disciplines taught in vocational school (PAI). Islamic religious education aims to cultivate and guide students so they can effectively apply moral *aqidah* as a compass for life, comprehend the meaning of self-confidence at all times, and develop learning discipline as a whole and flexible so they can live up to their goals. Thus, in order to promote the best possible performance development, measures to enhance teacher performance and discipline are required (Purba, *et.al.*, 2023).

In order to discipline students, it is important to begin with values that align with national education goals, such as a democratic mindset. As a result, disciplinary policies must be based on this, namely being by, by, and for students (Soraya & Sukmawati, 2023). But in practice, at SMK Negeri 4 Tebing Tinggi, the principal's monitoring has not gone as planned, and the principal lacks the strength to effectively monitor PAI teachers. As a result, the principal of SMKN 4 Tebing Tinggi is unable to keep a close eye on teacher discipline.

The principle plays a major influence in enhancing the performance of PAI teachers. The fact that teaching and learning activities continue even in the principal's absence is proof that this job is very significant. This is evident from the teachers' continued lack of work discipline, despite the fact that some still attend. being absent or arriving home before the scheduled time, as well as teachers' lack of awareness of their roles and responsibilities (Nasution, *et.al.*, 2023). But, if the instructor is dissatisfied with how the principal is implementing supervision, he or she will be less motivated to work, which will lower their level of work discipline (Arvianola, *et.al.*, 2016). But, the intended level of instruction will not be achieved if issues that are taken for granted—particularly the principal's role as the head of the school. As a result, this study serves as the foundation for the assumption made by researchers that SMKN 4

Tebing Tinggi continues to face several issues, making it a valuable resource for future research.

Actually, a student's capacity for reasoning and zeal for learning can be used to understand issues with quantitative statistics or report cards. It is a popular belief, nevertheless, that if you are "dumb," you should work hard in school to become intelligent; on the other hand, if you lack "any character," you should put out the greatest effort to help children grow. One important factor in this regard is the guidance and discipline that teachers provide. Numerous scientific domains have conducted studies on teacher discipline, including a discussion of the role played by school principals in enhancing teacher discipline (Alfiandrizar, *et.al.*, 2023), personnel management in improving teacher discipline (Mukhtar, 2017), continuous evaluation through increasing teacher competency (Hermawati, 2022), the principal's supervision of teacher discipline (Ibrahim, *et.al.*, 2024), efforts to improve the discipline of PAUD teachers (Ruqayah, *et.al.*, 2023), implementation of monitoring and evaluation of teacher performance during the Covid-19 pandemic (Nurmalasari, *et.al.*, 2022), principal leadership and teacher performance (Setiyadi & Rosalina, 2021), supervisory function in improving teacher discipline (Ibrahim, *et.al.*, 2021), teacher discipline in teaching in class (Yusup, *et.al.*, 2023), and the role of teacher discipline in shaping student character (Sriwijayanti & Basit, 2014).

The principal's activity monitoring will impact teacher discipline psychologically. When teachers are happy with the principal's oversight, they will work willingly, which eventually helps to improve work discipline. The researcher felt compelled to conduct more research because of these issues, and as a result, "Effectiveness of Monitoring to Improve Teacher Discipline in the Islamic Learning Process at SMKN 4 Tebing Tinggi" was selected as the research title.

B. LITERATURE REVIEW

Teacher Discipline

The goal of disciplining students is to assist them in discovering who they are, to help them avoid and resolve disciplinary issues, and to strive to make learning activities enjoyable so that they follow all established regulations (Munfidah, 2024). Instructors need to be able to discipline their students, with a focus on self-control. In addition to setting higher expectations for behavior and using rules as a means of enforcing discipline, teachers must be able to assist pupils in developing positive behavioral patterns.

Everyone has a responsibility to follow school policies and procedures, and this includes engaging in disciplinary behavior. This reflects both the caliber of the school and the efficacy of learning. Parents frequently make snap judgments about schools based solely on the attitudes (character) of the pupils, even though many individuals base their opinions on institutional accreditation. A crucial character value to consider is the demonstration of exemplary behavior, such as discipline (Purwanti, *et.al.*, 2020).

Improving teacher discipline must be the primary goal of raising educational standards (Musri, 2021). Because of how important it is for teachers to be learning leaders in the classroom, children look up to them as role models or examples. Discipline is a crucial example for instructors to provide because of this. Firstly, arriving for class on time, conducting instruction in accordance with the syllabus, and

adhering to any relevant learning guidelines. Students will follow the guidelines and become accustomed to receiving discipline as modelled by the teacher in this way.

It is clear from the previous description that a teacher's personality competence includes discipline. Teachers who exhibit discipline will inspire children to emulate them and win their sympathies. Students will, of course, find it simpler to embrace the lessons that the teacher is trying to impart in a circumstance like this. As a result, both the learning outcomes and accomplishments of the students and the quality of learning will rise.

Academic Supervision

In the administrative and academic domains, monitoring activities are a component of supervision. In the academic domain, supervision encompasses the quality of instruction provided by teachers in schools as well as their methods, strategies, and models of instruction (Sulaimah, *et.al.*, 2021). Administrative supervision also covers instructional materials created by teachers, such as lesson plans, syllabi, and learning videos. Since both forms of supervision call for the administrative and academic facets of a teacher's classroom instruction to be compatible, they are equally vital (Ningrat, *et.al.*, 2020).

Academic supervision is a type of learning supervision that is done by an external supervisor from the ministry of education or religion and an internal supervisor from the school principal. The purpose of this supervision is to assess the degree of compatibility between the teacher-prepared learning resources and the actual teaching that takes place in the classroom (or elsewhere) (Calorina & Hasbullah, 2020).

When evaluating learning results, supervision is taken into account as well. The efficacy of supervised learning will boost the teacher's proactivity and inventiveness in the classroom. In order to generate learning that is enjoyable and meaningful for pupils, teachers will employ both solemn and creative teaching methods. As a result, supervision activities are highly successful in raising student performance, discipline, and learning objectives.

C. METHOD

This research uses a qualitative approach with a case study method (Sugiyono, 2016), namely at SMKN 4 Tebing Tinggi. This research was carried out from December 2023-March 2024. Research informants included PAI teachers, guidance and counseling teachers, deputy principals for student affairs, homeroom teachers, local communities and school principals. Data was collected using observation, interviews and documentation studies methods (Assingkily, 2021).

In this study, passive participant observation was the method of observation employed. When using the passive participation observation approach, the researcher visits the subject's place of activity but does not take part in it. Subsequently, the interviewer conducts the interview using a guideline, which is essentially a list of the questions that will be asked. The process via which data sources are queried for information. In order to gather information on how well monitoring is working to enhance teacher discipline in the PAI learning process at SMKN 4 Tebing Tinggi, the principal conducted interviews with PAI instructors to ascertain the current status of teacher discipline.

To bolster the evidence derived from study findings, documentation techniques are required. In addition, documentation serves the purpose of verifying whether data was recorded correctly or whether there were any questionable data at the time of the observation. Additionally, researchers employed Google forms with "Yes" or "No" responses to determine whether or not monitoring improved teacher discipline. For instance, lesson plans, fingerprints, and more. The three steps of the data analysis technique are data reduction, data presentation, and conclusion drawing. Until the information is deemed legitimate by meeting the requirements for dependability, credibility, transferability, and confirmability (Moleong, 2017).

C. RESULT AND DISCUSSION

JURU MODIS: Stimulus of Teachers' Personal Awareness of Discipline

Being disciplined is a virtue that every "educated citizen" needs to possess. At a school or madrasah, well-behaved pupils undoubtedly mirror the behavior of their instructors, support personnel, and administrators (Anggraini, *et.al.*, 2022). Additionally, the community and parents (who are students' guardians) will place a high value on the discipline that an educational institution exhibits (Rangkuti, 2023). This demonstrates how crucial it is to enforce discipline in classrooms.

In reality, disciplinary behavior is a way of adhering to the policies and procedures of the school. The "school community" must first be made aware of the consequences of enforcing rules in order for there to be compliance (Pitria, 2022). Everyone will feel at ease in school if they behave in a disciplined manner, which will also contribute to harmony and the accomplishment of shared objectives. Discipline in schools is mostly determined by the principal's leadership and ability to communicate effectively. This is due to the fact that both teachers and children are typically "forced" to receive discipline at first, before growing accustomed to it on their own.

When examining the degree of discipline among teachers, the most often researched theme is the impact of the principal's leadership (Bawamenewi, 2021). This demonstrates that the principle has a big influence on how teachers are disciplined. Supervision or monitoring is one of the principal's internal initiatives to enhance teacher discipline. This is so because the principal of the school has dual roles as an internal supervisor of teacher performance and a leader.

Providing teachers with educational supervision is a crucial first step in routinely evaluating their academic and administrative responsibilities as school principals (Idris, 2019). As mentioned in the following quote from an interview with SMKN 4 Tebing Tinggi's principal:

"...One component of the principal's monitoring evaluation of teachers is their punctuality in instructing as per the RPP, in gathering administrative chores on time, in advancing their careers on time, and in attending class. Thankfully, then, this is what our school's teachers have been practicing".

In line with the interview quote above, the BK teacher at SMKN 4 Tebing Tinggi said:

"...Alhamdulillah, sis, there aren't many issues with student discipline at school. Actually, only ten students were reported to have arrived late this semester, and those ten were tardy for valid reasons like road congestion and flat tires on

motorcycles. Other than that, thankfully, none of our pupils miss any school-related instruction”.

The interview excerpt above further confirms the implementation of the level of discipline in schools. According to Uriatman (2015), discipline really depends on example given hierarchically. This means that the principal becomes a role model for teachers, then teachers become role models for students. Supporting this opinion, Nashir (2016) added that the role model influence of effective leaders triggers high levels of discipline in schools.

In line with the above, Utomo (2022) explains that the school principal can be the proponent and determiner of a program that has an impact on improving teacher discipline. In the context of the findings at SMKN 4 Tebing Tinggi, the principal implemented the "JURU MODIS" program, which is an acronym for the Teacher's Journal for Monitoring and Discipline. The following is the principal's explanation:

“...A component of the initiative to increase awareness of young teachers is the Teacher's Journal. This implies that while the principal is only the program provider in terms of discipline, the teacher is the first source of sustainable practice. Not even a hint of compulsion or burdening should be present. Above all, instructors receive an explanation of the value of discipline and how it affects them personally”.

The passage from the interview above attests to the fact that JURU MODIS is one of the principal's best initiatives at SMKN 4 Tebing Tinggi for enhancing teacher discipline. The purpose of this program is to emphasize the value of internalizing the character traits that teachers model. In addition, this is a component of the principal's leadership role when it comes to overseeing teachers internally at the school.

Furthermore, Putra (2021) explained that the importance of being aware of the impact of discipline is much more urgent. Because, it will be sustainable, compared to the application of discipline based on punishment or reward (appreciation). This is because the application of discipline as a positive character that is built on the basis of punishment or appreciation will be implemented to the extent of the level of efficiency in implementing the punishment or appreciation. Meanwhile, through fashion interpreters, teachers will remain disciplined without prioritizing praise from those around them or punishment from superiors.

The aforementioned explanation leads to the primary conclusion that teacher discipline can be created in well-organized categories through the use of teacher journals for monitoring and discipline, as specified by the school administration. Teachers will also have the ability to assess their own work discipline. Teachers will be more motivated to carry out their tasks without waiting for support from others, including colleagues and school administrators, if they have a moral awareness of discipline.

Teacher Example in Disciplined Behavior at School

Everyone has a responsibility to follow school policies and procedures, and this includes engaging in disciplinary behavior. This reflects both the caliber of the school and the efficacy of learning. Parents frequently make snap judgments about schools based solely on the attitudes (character) of the pupils, even though many individuals

base their opinions on institutional accreditation. A crucial character value to consider is the demonstration of exemplary behavior, such as discipline (Purwanti, *et.al.*, 2020).

Simple behaviors that benefit pupils are the first steps toward disciplined behavior. This entails following the guidelines, which include showing up to class on time, turning in work on time, dressing nicely, and keeping quiet among other students. If a teacher exemplifies discipline without making pupils feel burdened by rules, then it will be simple for students to emulate this behavior.

One of the five methods teachers use to punish their kids is through disciplinary actions. Four other things need to be considered: there should be easy-to-read regulations that are posted in strategic reading rooms throughout the school; the school should consistently enforce the regulations that are already in place; those who violate the regulations should face harsh consequences; and the school and the parents or guardians of the students should work together (Al Fasya, *et.al.*, 2022). Furthermore, it is anticipated that the school would monitor each student's progress through the homeroom teacher. This allows us to see how students' disciplinary character and social-emotional attitudes are developing and improving while they are in school.

In order to implement discipline in schools, teachers must provide a good example for their students. Teachers' guidance on discipline without specific examples will come across as "bland" since there is a lack of consistency in the methods used for discipline (Nurjannah, *et.al.*, 2020). Teachers should, at minimum, implement the following forms of discipline: being fair and accountable; being punctual; keeping notes and reports on students' performance; evaluating pupils fairly and thoroughly; and acting consistently in all of their actions.

Teachers' need for discipline is correlated with how consistently they meet learning goals and targets. This affects how well teachers are able to grow their students (Kurniawan, *et.al.*, 2022). In addition, teachers that adopt a disciplinary approach will enhance student learning, foster a positive learning environment, and address the issue of delinquent students. Additionally, children will receive instruction on how to abstain from bad behavior, encourage others to do good deeds, and promote knowledge of the advantages of following school rules for each individual (Andesmiyanti & Juarsa, 2019).

Discipline is not as simple to implement in practice as it is in theory, according to field realities. Because of this, it takes a strong position or mindset for pupils to be able to actually follow the rules as they stand. In addition, it is necessary to keep an eye on every student's behavior in order to compare the outcomes of the teacher's periodic evaluations with the plans, programs, and references used in the learning process.

In order to improve teacher discipline, principals of schools must continue to monitor instructors as well as students. Teachers' ongoing information-gathering activities on behalf of their students are examples of monitoring actions. Action indicators are used in the supervision process to assess how the personalities of the students are developing (Putri, *et.al.*, 2022). In this situation, collaboration between educators and guardians of students is necessary to maintain student discipline both at home and at school.

A straightforward inference that can be made from the preceding description is that SMKN 4 Tebing Tinggi applies disciplinary action in a hierarchical manner,

starting with the principal and working down to the instructors and pupils. Technically speaking, discipline can be efficiently modeled by the teacher by setting a clear example for the pupils to follow, such as dressing properly and arriving on time. As a result, the "Juru Modis" program, which uses a teacher diary for monitoring and punishment, is successful in fostering teacher independence and helping them understand the value of setting an example of discipline for their pupils.

D. CONCLUSION

The study's findings indicate that, in order for teachers to assess their own work discipline, there is a clear impact of the interpreter modis program (teacher journals for monitoring and discipline). First, teachers' discipline is well-organized. Second, the instructor sets a clear example (exemplary) of discipline, such as being punctual and dressing nicely, so that pupils can successfully emulate it. Because teachers serve as role models for kids in the classroom, the "Juru Modis" program is successful in fostering teacher independence and helping them understand the value of discipline.

REFERENCES

- Abidin, Z., & Kusriani, S. (2021). *Pendidikan Agama Islam Dan Budi Pekerti*. Buku Panduan Guru.
- Alfiandrizar, A., Sesmiarni, Z., Devi, I., Syafitri, A., & Simbolon, A. M. Y. (2023). Strategi Kepala Sekolah Dalam Meningkatkan Disiplin Kerja Guru Di Mts Negeri 2 Agam. *Innovative: Journal Of Social Science Research*, 3(2), 14386-14397. [Http://j-innovative.org/index.php/innovative/article/view/2063](http://j-innovative.org/index.php/innovative/article/view/2063).
- Al Ahmasi, A. F. Q. A. (2023). Peran Guru Pendidikan Agama Islam Dalam Membudayakan Shalat Berjamaah: Studi Kasus Di SD Negeri 2 Sumberejo Dan SD Negeri 4 Sumberejo. *Disertasi*, UIN Maulana Malik Ibrahim Malang. [Http://etheses.uin-malang.ac.id/id/eprint/55359](http://etheses.uin-malang.ac.id/id/eprint/55359).
- Andesmianti, I., & Juarsa, O. (2019). Peran Kepala Sekolah Dalam Meningkatkan Kedisiplinan Guru. *Manajer Pendidikan: Jurnal Ilmiah Manajemen Pendidikan Program Pascasarjana*, 13(3), 260-264. [Https://ejournal.unib.ac.id/manajerpendidikan/article/view/10175](https://ejournal.unib.ac.id/manajerpendidikan/article/view/10175).
- Anggraini, M., Samosir, F. S., & Nihaya, W. (2022). Pelatihan Kepemimpinan Bagi Kepala Sekolah (Melalui Kajian Teori-Teori Kepemimpinan Yang Sesuai Diterapkan Untuk Sekolah). *Abdi Cendekia: Jurnal Pengabdian Masyarakat*, 1(1), 10-17. [Https://karya.brin.go.id/15012/1/Abdi%20Cendekia_Melisa%20Anggraini_Universitas%20Muhammadiyah%20Sumatera%20Utara_2022_2.pdf](https://karya.brin.go.id/15012/1/Abdi%20Cendekia_Melisa%20Anggraini_Universitas%20Muhammadiyah%20Sumatera%20Utara_2022_2.pdf).
- Ariga, S. (2023). Konsepsi Islam Tentang Peserta Didik. *Cendekiawan: Jurnal Pendidikan Dan Studi Keislaman*, 2(1), 194-199. [Https://www.zia-research.com/index.php/cendekiawan/article/view/155](https://www.zia-research.com/index.php/cendekiawan/article/view/155).
- Arvianola, D. A., Muslim, M., & Hidayat, S. W. (2016). Teknik Self Monitoring Untuk Meningkatkan Disiplin Tata Tertib Peserta Didik Di Sekolah. *Consilium: Jurnal*

- Program Studi Bimbingan Dan Konseling*, 4(2).
[Http://Download.Garuda.Kemdikbud.Go.Id/Article.Php?Article=1416327&Val=4066&Title=TEKNIK%20SELF%20MONITORING%20UNTUK%20MENINGKATKAN%20DISIPLIN%20TATA%20TERTIB%20PESERTA%20DIDIK%20DI%20SEKOLAH](http://Download.Garuda.Kemdikbud.Go.Id/Article.Php?Article=1416327&Val=4066&Title=TEKNIK%20SELF%20MONITORING%20UNTUK%20MENINGKATKAN%20DISIPLIN%20TATA%20TERTIB%20PESERTA%20DIDIK%20DI%20SEKOLAH).
- Aslam, O. N., & Muspawi, M. (2023). Strategi Kepala Sekolah Dalam Meningkatkan Kedisiplinan Guru Di SMA Negeri 11 Muaro Jambi. *Al-Fahim: Jurnal Manajemen Pendidikan Islam*, 5(2), 1-15.
[Http://Staitbiasjogja.Ac.Id/Jurnal/Index.Php/Alfahim/Article/View/624](http://Staitbiasjogja.Ac.Id/Jurnal/Index.Php/Alfahim/Article/View/624).
- Assingkily, M. S. (2021). Metode Penelitian Pendidikan: Panduan Menulis Artikel Ilmiah Dan Tugas Akhir. Yogyakarta: K-Media.
- Bawamenewi, A. (2021). Peran Kepala Sekolah Dalam Meningkatkan Kedisiplinan Guru Dan Siswa Di SMA Negeri 1 Lolofitu Moi. *Jurnal Review Pendidikan Dan Pengajaran (JRPP)*, 4(1), 235-241.
[Http://Journal.Universitaspahlawan.Ac.Id/Index.Php/Jrpp/Article/View/2252](http://Journal.Universitaspahlawan.Ac.Id/Index.Php/Jrpp/Article/View/2252).
- Busni, R. (2022). Analisis Manajemen Kelembagaan Jenjang Pendidikan Dasar. *Cendekiawan: Jurnal Pendidikan Dan Studi Keislaman*, 1(2), 82-86. [Https://Zia-Research.Com/Index.Php/Cendekiawan/Article/View/50](https://Zia-Research.Com/Index.Php/Cendekiawan/Article/View/50).
- Calorina, G., & Hasbullah, D. (2020). Pengaruh Pelaksanaan Supervisi Akademik Pengawas, Motivasi Kerja, Iklim Kerja, Dan Disiplin Kerja Terhadap Kinerja Guru SMKN. *Jurnal Sipatokkong BPSDM Sulses*, 1(1), 96-111.
[Http://Ojs.Bpsdmsulsel.Id/Index.Php/Sipatokkong/Article/View/18](http://Ojs.Bpsdmsulsel.Id/Index.Php/Sipatokkong/Article/View/18).
- Dongoran, F. R., Naddya, A., Nuraini, N., Aisah, N., Susanti, S., & Ridho, A. M. (2023). Monitoring Dan Evaluasi Terhadap Peningkatan Kinerja Guru Di SMP Terpadu Al-Farabi Tanjung Selamat. *Jurnal Pendidikan Dan Konseling (JPDK)*, 5(1), 1891-1898.
[Http://Journal.Universitaspahlawan.Ac.Id/Index.Php/Jpdk/Article/View/11238](http://Journal.Universitaspahlawan.Ac.Id/Index.Php/Jpdk/Article/View/11238).
- Ekowati, E. R. (2020). Model Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kedisiplinan Guru Di SMK Muhammadiyah Se-Kabupaten Magelang. *Tesis, Universitas Muhammadiyah Magelang*. [Http://Eprintslib.Ummgl.Ac.Id/2041/](http://Eprintslib.Ummgl.Ac.Id/2041/).
- Fahmi, M. (2019). Implementasi Monitoring Kepala Madrasah Dalam Mengoptimalkan Kinerja Guru Madrasah Aliyah Pondok Pesantren Pancasila Kota Bengkulu. *Annizom*, 4(1). [Https://Core.Ac.Uk/Download/Pdf/229579411.Pdf](https://Core.Ac.Uk/Download/Pdf/229579411.Pdf).
- Harahap, K. F., Naufal, A. F., & Berliansyah, M. R. (2022). Organisasi Profesi Guru (Kajian Manajemen Pendidikan Islam). *Cendekiawan: Jurnal Pendidikan Dan Studi Keislaman*, 1(1), 39-44. [Https://Www.Zia-Research.Com/Index.Php/Cendekiawan/Article/View/26](https://Www.Zia-Research.Com/Index.Php/Cendekiawan/Article/View/26).
- Hardiyati, M., Isnaini, F., Apriani, W., Hasanahti, M., & Hasibuan, P. H. (2022). Strategi Meningkatkan Kinerja Guru Yang Profesional. *Cendekiawan: Jurnal Pendidikan Dan Studi Keislaman*, 1(1), 19-25. [Https://Www.Zia-Research.Com/Index.Php/Cendekiawan/Article/View/12](https://Www.Zia-Research.Com/Index.Php/Cendekiawan/Article/View/12).

- Hermawati, H. (2022). Peningkatan Kompetensi Guru Dalam Melaksanakan Pembelajaran Melalui Monitoring Evaluasi Berkelanjutan. *Jurnal Pengabdian Pendidikan Masyarakat (JPPM)*, 3(1), 31-35. <https://Www.Ejournal.Ummuba.Ac.Id/Index.Php/JPPM/Article/View/726>.
- Ibrahim, A. E., Pratiwi, R. I., & Nadjib, A. (2021). Fungsi Pengawasan Dalam Meningkatkan Kedisiplinan Guru Di Mts Hasyim Asy'ari Bangsri Sukodono. *Jurnal Administrasi Pendidikan Islam*, 3(1), 83-98. <https://Jurnalftk.Uinsa.Ac.Id/Index.Php/JAPI/Article/View/388>.
- Ibrahim, I., Niswah, C., & Ramlah, P. M. (2024). Pengawasan Kepala Sekolah Tentang Kedisiplinan Guru Di Mts Ilham Palembang. *Indo-Mathedu Intellectuals Journal*, 5(1), 10-21. <https://Indo-Intellectual.Id/Index.Php/Imej/Article/View/383>.
- Idris, M. (2019). Kepemimpinan Kepala Sekolah Dalam Upaya Meningkatkan Kedisiplinan Guru. *Ta'dibi: Jurnal Manajemen Pendidikan Islam*, 8(1), 44-75. <http://E-Jurnal.Stail.Ac.Id/Index.Php/Tadibi/Article/View/123>.
- Islami, A. Q. K. (2021). Pengembangan Media Evaluasi Wondershare Quiz Creator Berbasis Windows Dalam Mata Pelajaran PAI Di Kelas X SMAN 2 Probolinggo. *Disertasi*, UIN Maulana Malik Ibrahim Malang. <http://Etheses.Uin-Malang.Ac.Id/Id/Eprint/31191>.
- Kurniawan, M. E., Wanto, D., & Murniyanto, M. (2022). Strategi Kepala Sekolah Dalam Meningkatkan Kedisiplinan Guru Di SDTQ Salsabilah Rejang Lebong. *El-Idare: Jurnal Manajemen Pendidikan Islam*, 8(2), 52-60. <https://Openrecruitment.Radenfatah.Ac.Id/Index.Php/El-Idare/Article/View/14375>.
- Lubis, F. G., Putri, A. D., Irvan, R. A., & Jf, N. Z. (2022). Guru Profesional Sebagai Komunikator Dan Fasilitator Pembelajaran Bagi Siswa. *Cendekiawan: Jurnal Pendidikan Dan Studi Keislaman*, 1(1), 34-38. <https://Zia-Research.Com/Index.Php/Cendekiawan/Article/View/25>.
- Moleong, L. J. (2017). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- Mukhtar, A. W. (2017). Manajemen Personaliala Dalam Meningkatkan Kedisiplinan Guru Di MIN Kamal Bangkalan. *JDMP: Jurnal Dinamika Manajemen Pendidikan*, 1(2), 123-140. <https://Journal.Unesa.Ac.Id/Index.Php/Jdmp/Article/View/949>.
- Munfidah, A. (2024). Peran Kepala Sekolah Terhadap Kedisiplinan Guru Di Madrasah Tsanawiyah Darunnajah 2 Cipining Bogor. *Indo-Mathedu Intellectuals Journal*, 5(1), 916-923. <https://Indo-Intellectual.Id/Index.Php/Imej/Article/View/842>.
- Musri, M. (2021). Peran Kepemimpinan Kepala Sekolah Terhadap Kedisiplinan Guru Dan Karyawan Di SMP Negeri 8 Padang. *Jurnal Ilmiah Ekotrans & Erudisi*, 1(1), 25-37. <https://Journal.Unespadang.Ac.Id/JIEE/Article/View/68>.
- Nashir, A. (2016). Pengaruh Kedisiplinan Guru Terhadap Prestasi Belajar. *TARBAWI: Jurnal Pendidikan Agama Islam*, 1(1), 21-28. <https://Journal.Unismuh.Ac.Id/Index.Php/Tarbawi/Article/View/349>.

- Nasution, F., Putri, N. A., & Ahwani, S. (2023). Motivasi Dalam Pembelajaran Dan Pengajaran. *Cendekiawan: Jurnal Pendidikan Dan Studi Keislaman*, 2(1), 181-185. <https://Zia-Research.Com/Index.Php/Cendekiawan/Article/View/150>.
- Ningrat, S. P., Agung, A. A. G., & Yudana, I. M. (2020). Kontribusi Etos Kerja, Motivasi Kerja, Disiplin Kerja Dan Supervisi Akademik Terhadap Kinerja Guru SD Gugus VII Kecamatan Mengwi. *Jurnal Administrasi Pendidikan Indonesia*, 11(1), 54-64. https://Ejournal-Pasca.Undiksha.Ac.Id/Index.Php/Jurnal_Ap/Article/View/3169.
- Nurjannah, E., Masudi, M., Baryanto, B., Deriwanto, D., & Karolina, A. (2020). Strategi Guru Mata Pelajaran Akidah Akhlak Dalam Meningkatkan Kedisiplinan Belajar Siswa. *Journal Of Education And Instruction (JOEAI)*, 3(2), 159-171. <https://Journal.Ipmzkpe.Or.Id/Index.Php/JOEAI/Article/View/1381>.
- Nurmalasari, D., Munir, M. M., & Widiyono, A. (2022). Pelaksanaan Monitoring Dan Evaluasi Terhadap Kinerja Guru Pada Masa Pandemi Covid-19 Di Sekolah Dasar. *Journal On Teacher Education*, 3(3), 337-344. <http://Journal.Universitaspahlawan.Ac.Id/Index.Php/Jote/Article/View/4822>.
- Pitria, W. A. (2022). Upaya Mengatasi Problematika Kedisiplinan Siswa Di SMP Swasta Satria Dharma. *Cendekiawan: Jurnal Pendidikan Dan Studi Keislaman*, 1(2), 92-95. <https://Www.Zia-Research.Com/Index.Php/Cendekiawan/Article/View/52>.
- Purba, G. R., Sembiring, R. K., Hasibuan, R. W., & Rizki, S. N. (2023). Kurikulum Dalam Perspektif Pendidikan Islam. *Cendekiawan: Jurnal Pendidikan Dan Studi Keislaman*, 2(1), 186-193. <https://Www.Zia-Research.Com/Index.Php/Cendekiawan/Article/View/154>.
- Purwanti, E., Yantoro, Y., & Pamela, I. S. (2020). Kedisiplinan Siswa Di Sekolah Dasar. *Adi Widya: Jurnal Pendidikan Dasar*, 5(2), 112-117. <https://Www.Ejournal.Ihdn.Ac.Id/Index.Php/AW/Article/View/1348>.
- Putra, E. D. (2021). Peran Kepemimpinan Kepala Sekolah Dalam Pembinaan Kedisiplinan Guru Di Sekolah Dasar. *Jurnal Basicedu*, 5(4), 2256-2262. <https://Jbasic.Org/Index.Php/Basicedu/Article/View/1191>.
- Putri, A., Komarudin, T. S., & Shofiyah, N. A. (2022). Internalisasi Kedisiplinan Guru PAI Dalam Mengembangkan *Soft Skills* Siswa. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(5), 6691-6699. <http://Journal.Universitaspahlawan.Ac.Id/Index.Php/Jpdk/Article/View/7606>.
- Rangkuti, A. R. (2023). The Influence Of School Management In Improving Teacher Performance At Sangkhom Islam Wittya School Sadao, Songkhla Thailand. *Cendekiawan: Jurnal Pendidikan Dan Studi Keislaman*, 2(2), 273-279. <https://Zia-Research.Com/Index.Php/Cendekiawan/Article/View/174>.
- Ruqayah, S. R., Shunhaji, A., & Syaidah, K. (2023). Efektivitas Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kedisiplinan Guru Di PAUD Al Ashriyyah Nurul Iman Islamic Boarding School. *Indo-Mathedu Intellectuals Journal*, 4(2), 65-76. <https://Indo-Intellectual.Id/Index.Php/Imej/Article/View/118>.

- Setiyadi, B., & Rosalina, V. (2021). Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru. *Edunesia: Jurnal Ilmiah Pendidikan*, 2(1), 75-84. <https://Edunesia.Org/Index.Php/Edu/Article/View/81>.
- Soraya, S. Z., & Sukmawati, Y. (2023). Implementasi Media Pembelajaran Pendidikan Agama Islam Berbasis Video Di SMPN 1 Balong Ponorogo. *MA'ALIM: Jurnal Pendidikan Islam*, 4(1), 34-42. <https://Doi.Org/10.21154/Maalim.V4i1.6920>.
- Sriwijayanti, R. P., & Basit, A. (2014). "Peran Kedisiplinan Guru Terhadap Karakteristik Peserta Didik Di SMP Taman Dewasa Kota Probolinggo" *Pedagogy: Jurnal Ilmiah Ilmu Pendidikan*, 1(2). <https://Ejournal.Upm.Ac.Id/Index.Php/Pedagogy/Article/View/87>.
- Sugiyono, S. (2016). Metode Penelitian Kuantitatif, Kualitatif, Dan R&D. Bandung: CV. Alfabeta.
- Sulaimah, U., Riyanto, R., & Aminin, S. (2021). Pengaruh Supervisi Akademik Dan Disiplin Guru Terhadap Kinerja Guru SD Negeri Sekecamatan Batanghari Kabupaten Lampung Timur. *Jurnal Humaniora Dan Ilmu Pendidikan*, 1(1), 39-53. <http://Penerbitgoodwood.Com/Index.Php/Jahidik/Article/View/242>.
- Uriatman, M. (2015). Upaya Kepala Sekolah Dalam Meningkatkan Kedisiplinan Guru. *Manajer Pendidikan: Jurnal Ilmiah Manajemen Pendidikan Program Pascasarjana*, 9(6). <https://Ejournal.Unib.Ac.Id/Manajerpendidikan/Article/View/1222>.
- Utomo, R. (2022). Peran Kepala Sekolah Dalam Meningkatkan Kedisiplinan Guru. *JUPE: Jurnal Pendidikan Mandala*, 7(4). <https://Ejournal.Mandalanursa.Org/Index.Php/JUPE/Article/View/4348>.
- Yusup, M., Witarsa, R., & Masrul, M. (2023). Kedisiplinan Waktu Mengajar Guru Dan Penggunaan Media Pembelajaran Di Sekolah Dasar. *Journal Of Education Research*, 4(3), 937-943. <https://Www.Jer.Or.Id/Index.Php/Jer/Article/View/278>.