

## **STUDY OF PRINCIPAL LEADERSHIP IN INCREASING WELFARE THROUGH THE TEACHER'S DISCIPLINE AT SMK REGENCY OF BOGOR (CASE STUDY AT SMK NURUL HIDAYAH 1 AND SMK IBNU AQIL KABUPATEN BOGOR)**

**Hasan Basri<sup>1</sup>; Sofyan Sauri<sup>2</sup>; Achmad Mudrikah<sup>3</sup> Ricky Yoseptry<sup>4</sup>**

<sup>1234</sup>Graduate School Nusantara Islamic University Bandung

<sup>1</sup>Contributor Email: basri5066@gmail.com

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### **Abstract**

*Teacher welfare is the success of leaders and the fulfillment of education. Leaders work with five criteria, namely planning, program, implementation, evaluation, constraints and solutions. The purpose of this study was to analyze the program, planning, implementation, evaluation as well as the constraints and solutions of principals in improving teacher welfare through discipline. This study uses a qualitative approach to the interactive inquiry model with descriptive methods and uses interview, observation and case study techniques. The results of the study indicate that the program is implemented by providing incentives for teachers who achieve discipline targets. The planning is through the preparation of a team of policy formats, formulating problems, analyzing the challenges faced by schools, supporting schools, and taking an inventory of decisions. Implementation according to the program, building communication, building a tiered coordination system, motivating and facilitating teachers in improving skills and being active in MGMP, facilitating infrastructure. infrastructure, leadership regeneration, supervision and collaboration with institutions outside the school. Evaluation through monthly formal activities and informal activities. Constraints of low teacher salaries, staffing status and limited facilities The solution is to apply teacher incentives.*

**Keywords:** Leadership, Welfare, Teacher Discipline

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## **A. Introduction**

The welfare of honorary teachers who do not meet the standards of what they work for and what they get is a problem that is still often discussed and still exists in most schools to this day. This is because the government has not prioritized honorary teachers who fully meet the qualifications and competencies. The principal, the leader in the school, works optimally for the welfare of the teachers. The good and bad of an institution, can be influenced by the principal's leadership style. As a leader in a school, the principal has a number of tasks and responsibilities that are quite heavy. As Sauri, that to carry out its functions optimally, school principals need to apply the right leadership style (Sauri, 2021).

Principals basically have two elements, namely: (a) influence and (b) achievement of goals. The process of influencing can be anywhere as long as the goal is there and the goal is a common goal. Thus leadership can occur at any time as long as an activity has a goal and human behavior is directed to achieve that goal (Djafri, 2017)

In the regulation of the Minister of Education and Culture No. 6 of 2018 it is stated that:

The principal is a teacher who is given the task of leading and managing educational units which include kindergartens (TK), extraordinary kindergartens (TKLB), elementary schools (SD), extraordinary elementary schools (SDLB), junior high schools (SMP), special junior high school (SMPLB), high school (SMA), vocational high school (SMK), special high school (SMALB), or Indonesian schools abroad. (*Peraturan Menteri Pendidikan Dan Kebudayaan No. 6 Tahun 2018, n.d.*).

In fact, until now many problems of teacher welfare have not been solved. In particular, there are still around one million teachers who live under welfare. Until now, the expectations of teachers have not been fully realized, both in terms of professionalism, welfare and protection of teachers. From Dapodik data for PNS (civil servant) teachers and foundations there are about 53.4 percent, the rest are honorary teachers.

Likewise with SMK Ibnu Aqil and SMK Nurul Hidayah I Kab. Bogor is a vocational high school under the auspices of the Ministry of

Education and Culture which has problems regarding the welfare of honorary teachers who do not meet the standards of what teachers get and the leadership style of the principal in an effort to improve teacher welfare through teacher discipline.

Based on this, it is important to investigate more deeply about the study of principals' leadership in improving welfare through teacher discipline at SMK Nurul Hidayah 1 and SMK Ibnu Aqil, Bogor district.

## **B. Method**

This research is included in the type of field research (Field Research), using a qualitative approach with an interactive qualitative mode of inquiry through a single interwoven descriptive case study method. The cases studied in this study are: the leadership of the principal at SMK Nurul Hidayah 1 and SMK Ibnu Aqil Kab. Bogor with research techniques in the form of interviews, and strengthened by direct observation (observation).

## **C. Finding and Discussion**

### **1. Finding**

#### **Program Ibn Aqil High School**

Ibnu Aqil Vocational School is an educational institution characterized by Islam with the understanding of Ahlussunah wal Jama'ah, founded by the Haji Aqus Salim Foundation, Bogor in 1992. It was established in January 2005 and is one of the private vocational high schools based on Islamic boarding schools with accreditation A, having its address at Jl. Lalaldon no. 256 Rt 001/002 Ds. Laladon in Ciomas district, Kab. Bogor 16610, Bogor with NPSN 20200591 and has 3 majors, namely marketing, accounting, and pharmacy with 16 classrooms. If we look at the student data, there are 542 students during the 2021/2022 school year.

The results of the research findings regarding the study of principals' leadership in improving welfare through teacher discipline at the Ibnu Aqil Vocational School, Bogor Regency indicate that the improvement program that has been carried out by the principal in his

first role is the efforts of the educator, as a manager, as an administrator, as a supervisor, as leader, as an innovator and act as a motivator.

Then programs to overcome the obstacles that arise, including by providing continuous understanding to teachers about the importance of learning administration, bridging communication between senior and junior teachers, between civil servant teachers and honorary teachers, between non-teaching staff; and self-discipline to set a good example for his subordinates such as coming to school early even though his house is far from school.

### Planning

The results found that planning was made by prioritizing deliberation. The principal as the planner, evaluates the progress of education in the school with the foundation, policies related to finance, the foundation will be more involved in the final decision, as the results of an interview with the Principal Mrs. Eva Fauziah, S.Pd., M.Pd. information obtained that:

The principal was given full authority by the Haji Agus Salim foundation in relation to the management of school management in the Ibnu Aqil Vocational School while still prioritizing deliberation with the foundation. However, if there is a policy related to finance, the foundation will be more involved in the final decision, it's just that the principal as the planner by evaluating the running of education in schools will be more considerate of the teachers and school residents who carry out day-to-day activities. (cl, ks2 ww 1 September 2021 09.00 - 11.00).

Planning is carried out by the head of SMK Ibnu Aqil in the welfare of the teachers by looking at daily attendance, administrative discipline, which has been applied by the school. This is also evidenced by the format of the supervision plan in the planning and timing of the supervision carried out. This planning is basically the first step for the madrasa principal to carry out supervisory duties. Academic supervision is essentially a series of activities to help teachers improve the quality of learning processes and outcomes.

Academic supervision program planning is a document that is used as a scheme or guideline for school principals to conduct supervision programs, in order to help teachers develop their abilities to manage the learning process to achieve learning objectives.

### Implementation

The implementation in improving the welfare of the teachers implemented at the Ibnu Aqil Vocational School is by increasing the discipline of the teachers. Because the school will provide more things if the disciplinary standards in the school are achieved, the thing that becomes an example is the way the discipline is applied. By being supervised the teachers will be more consistent in carrying out their obligations. In practice, the principal plays a very important role in carrying out all the policies that have been decided from the start.

Techniques and Implementation of Academic Supervision There are various techniques of academic supervision in an effort to develop the professional ability of teachers. This includes staff meetings, supervision visits, professional bulletins, professional libraries, curriculum laboratories, teacher assessments, learning demonstrations, curriculum development, learning guide development, field trips, workshops, inter-class visits, professional reading, and school-community surveys. Supervision can be grouped into two groups, individual supervision techniques and group supervision techniques. Individual Supervision Techniques Individual supervision techniques here are the implementation of supervision given to certain teachers who have special and individual problems. The supervisor here only deals with a teacher who is seen as having certain problems. Supervision techniques that are grouped as individual techniques include: class visits, class observations, individual meetings, visits between classes, and self-assessment.

### Evaluation

The evaluation is carried out after the principal delegates with supervision to the teachers and analyzes the results, then it is followed up. The follow-up is in the form of: reinforcement and awards are

given to teachers who have met the standards, educational warnings are given to teachers who do not meet the standards and teachers are given the opportunity to attend further training.

Supervision results need to be followed up in order to have a real impact on improving teacher professionalism. This real impact is expected to be felt by the community and stakeholders. The follow-up to the results of the analysis of academic supervision is the use of the results of supervision in teacher development. In general, the follow-up to the results of supervision carried out ideally is in the form of coaching. Consolidation of Supervision Instruments.

Ways to carry out follow-up on the results of academic supervision:

- a) Reviewing the summary of the assessment results.
  - b) If the learning standards, knowledge, skills and attitudes of teachers does not meet the standard, it needs to be reassessed.
  - c) If the goal has not been achieved as well, then the supervisor redesigns it academic supervision program for the future.
  - d) Make an action plan for the next academic supervision.
  - e) Implement the action plan in the future.
- 1) Constraints and Solutions

The difficulties faced at the Ibn Aqil Vocational School are, among others:

- a) Improving Teachers' Knowledge and Teaching Skills (Knowledge and Skills),
- b) Increased Commitment
- c) Motivation (willingness)

Willingness is seen in a person's efforts to do something. Someone who has high motivation will try harder than someone who has low motivation.

Efforts made by the Head of SMK Ibnu Aqil to overcome difficulties in issuing policies. There are five steps to developing teacher abilities through academic supervision, namely: (1) creating

harmonious relationships, (2) needs analysis, (3) developing strategies and media, (4) assessing, and (5) revising.

## **b. Nurul Hidayah I Vocational School, Bogor**

### **1) Program**

SMK Nurul Hidayah I Bogor has NPSN number 20232471 with complete address Jl. Captain Yusuf Kp. Sukamanah Rt 001/002 postal code 16620 Taman Sari Village, Taman Sari District, Bogor Regency, West Java Province. Private status and organizes PBM six days from Monday to Saturday under the auspices of the Ministry of Education and Culture with No. SK. Establishment 1990/102.1/Kep/OT/2000 SK issued July 20, 2000. Accredited A, has 2 types of skill competencies, namely marketing and office management majoring in 11 classrooms with 290 students during the 2021/2022 academic year.

The results showed that the program was implemented through efforts in its role as educator, manager, administrator, supervisor, leader, innovator and as a motivator.

Then overcome the obstacles that arise through providing continuous understanding to teachers about the importance of learning administration, bridging communication between senior and junior teachers, between PNS teachers and honorary teachers, between non-teaching staff, self-discipline to always be a good example. for his subordinates like coming to school early even though his house is far from school.

### **2) Planning**

In the context of planning to improve teacher welfare through discipline, the head of SMK Nurul Hidayah I tries to motivate and inspire teachers as explained by him to researchers. The head of SMK Nurul Hidayah Influences teachers by setting an example to teachers who are successful and giving examples to schools that are actually the same but students can excel, with this aim so that teachers can be even more active in improving their performance.

The results of data collection conducted by researchers through interviews and document analysis found that the management of

school management in the Nurul Hidayah I Vocational School environment still prioritizes deliberation with the foundation. However, if there is a policy related to finance, the foundation will be more involved in the final decision, it's just that the principal as the planner by evaluating the running of education in schools will be more considerate of the teachers and school residents who carry out day-to-day activities. (cl, ks1 ww 5 September 2021 09.00 – 11.00).

The planning carried out by the head of SMK Nurul Hidayah I in the welfare of the teachers is an effort that has been done as well as possible to the teachers who teach at the school by looking at the daily attendance in teaching and administrative discipline that has been applied by the school. This is also evidenced by the format of the supervision plan in the planning and timing of the supervision carried out. This planning is basically the first step for the head of the madrasa to carry out supervisory duties. Academic supervision is essentially a series of activities to help teachers improve the quality of learning processes and outcomes.

### **3) Implementation**

The implementation in improving the welfare of the teachers applied at SMK Nurul Hidayah I is by increasing the discipline of the teachers first. Then by being supervised the teachers will be more consistent in carrying out their obligations.

**Techniques and Implementation of Academic Supervision**  
There are various techniques of academic supervision in an effort to develop the professional ability of teachers. This includes staff meetings, supervision visits, professional bulletins, professional libraries, curriculum laboratories, teacher assessments, learning demonstrations, curriculum development, learning guide development, field trips, workshops, inter-class visits, professional reading, and school-community surveys.

Supervision techniques can be grouped into two groups, individual supervision techniques and group supervision techniques.  
**Individual Supervision Techniques**  
The individual supervision



technique here is the implementation of supervision given to certain teachers who have special and individual problems. The supervisor here only deals with a teacher who is seen as having certain problems. Supervision techniques that are grouped as individual techniques include: class visits, class observations, individual meetings, interclass visits, and self-assessment.

#### **4) Evaluation**

After the head of SMK Nurul Hidayah I delegated the supervision of the teachers and analyzed the results, then in the next activity the principal followed up on the results of the supervision. These follow-ups are in the form of: reinforcement and awards are given to teachers who have met the standards, educational warnings are given to teachers who have not met the standards and teachers are given the opportunity to participate in further training.

Supervision results are followed up in order to have a real impact on improving teacher professionalism. This real impact is expected to be felt by the community and stakeholders. The follow-up to the results of the analysis of academic supervision is the use of the results of supervision in teacher development. In general, the follow-up to the results of supervision carried out ideally is in the form of direct and indirect guidance as well as in the form of strengthening Supervision Instruments which are grouped into three, namely teacher teaching preparation including Annual Programs, Semester Programs, Syllabus, RPP, Implementation of the learning process, assessment learning outcomes, supervision of the learning process, learning supervision instruments, observation sheets, and the two observation supplements, then the third is the components and completeness of the instruments, both supervision instruments academic and non-academic supervision instruments.

#### **5) Constraints and Solutions**

In this study it was found that the obstacles in the field, including the lack of discipline of teachers and lack of welfare. As explained by Mr. Yudi as the head of SMK Nurul Hidayah I, who stated that: "The first

obstacle may be the lack of discipline in the teachers because our teachers may have an interest in the community, sometimes this is what happens, second, the lack of welfare that has been received so far". (cl, ks1 ww 5 September 2021 09.00 - 11.00).

Lack of discipline in the teacher because our teachers may have their own interests in the community, such as someone who is a prominent ulama' in his village, so sometimes he is riwa-riwi". Discipline is very necessary in every job, especially time discipline. Then the lack of teacher welfare, which is 40,000 per hour; he paid so that teaching hours of 10 hours only got 400 thousand a month so that many honorary teachers in Bogor have side jobs to increase their income. In the end they run out of time to provide for the family's economy and no time to improve skills. This is the thought of the head of SMK Nurul Hidayah I to improve the welfare of the teachers in their environment. He continued that inadequate facilities, including practical equipment and LCDs in schools, were lacking. Thus, the steps taken by the principal in dealing with these obstacles include conducting Teacher Discipline Development (monthly meetings and discussions).

Discipline coaching is delivered in a meeting with the hope that the teacher will implement the rules that have been mutually agreed upon so that the students can be an example so that they do not violate the existing rules and are aware of it by themselves. Meanwhile, the solution given by the principal is related to the lack of teacher welfare, namely by improving the quality of teachers by participating in discussions, upgrading, studying again or studying on their own.

Then the solutions given by the principal in relation to facilities include: use the existing LCD in the library first. If there are materials that require the children to use a projector, they are brought to the library. In the future, we will provide an infocus screen for each classroom to encourage teachers to teach, and each classroom will be equipped with an attendance finger to make it easier to control students entering the classroom as well as teachers who can control learning and attendance.

## **2. Discussion**

### **a. Program**

Based on research findings that the principal is to provide direction, guidance and motivation to all teachers according to the school's vision which is a comprehensive, in-depth and far-sighted, broad perspective. This is the right program in developing his leadership. As according to Mulyasa that principals who are successful in developing their leadership have and understand a complete vision of their school (Mulyasa, 2017b).

The principal's program in the guidance and guidance of teacher discipline is an activity that aims to direct everyone in the cooperative group organization to do things that are in accordance with the instructions to be achieved. From the explanation above, it can be concluded that the direction given to teachers who carry out activities and their respective responsibilities. The guidance and direction given must be continuous so that all activities are always directed at achieving the goals that have been applied.

Based on the description of the principal's program accordingly, it can be seen that the principal's program in improving welfare through teacher discipline has been running effectively, various strategies have been adopted by the principal in an effort to improve teacher discipline. The principal's strategy in improving discipline there are 4 categories, namely:

#### 1) Principal's Strategy in Increasing Time Discipline

The first strategy carried out by the principal in improving teacher discipline is classroom supervision activities. This is also stated in the book *Administration of Education* by the author M. Ngalim purwanto, explaining that supervision is seeing or reviewing or researching what is done by the superior on the realization of the activities and work results of subordinates. (Purwanto, 2017). Supervision carried out by the principal can be in the form of class visits with the aim of assessing the ability of teachers as educators and helping teachers make improvements so that teacher performance can be even better (Purwanto, 2017).

The next strategy is to formulate disciplinary rules, to formulate regulations so that teachers, employees and students follow the established rules so that school discipline will be good. As stated by Sondang P. (2015: 76) in the book Human Resource Management that Discipline is an action that encourages employees to obey various applicable regulations and meet the standards that have been set, According to the theory above, it can be seen that the strategy of the two heads of SMK Ibnu Aqil and SMK Nurul Hidayah I in moving teachers to come before the sound is made, namely by making a joint rule that teachers must come before the bell is sounded (Siagian, n.d.).

Another strategy carried out by school principals is to implement a rewards and punishment system in schools, where these rewards and punishments can motivate and improve teachers who violate school regulations. As stated Mangkunegara (2014: 65) in the Human Resource Management book that: Punishment is a threat of punishment that aims to improve the performance of violators' subordinates, maintain applicable regulations and provide lessons to violators (Mangkunegara., 2014).

### **Principal's Strategy in Discipline Improvement Enforce the Rules**

Enforcement of discipline is part and is integrated with efforts to build a culture of ethical behavior and discipline, both within the school environment and outside the school environment. The most important activity in testing the effectiveness of the rules is in their implementation, the rules that have been prepared if they are not implemented are the same as the absence of regulations. This is in accordance with E. Mulyasa (2018: 45) schools make rules that must be obeyed by school residents, especially teachers, employees and students, these rules include rules for entering and leaving school, attendance at school and other rules. With increased discipline, it is expected to increase the effectiveness of study hours in accordance with the specified time (Mulyasa, 2018)

### **Principal's Strategy in Increasing Attitude Discipline**

In improving discipline, the attitude of giving good examples to teachers, such as arriving earlier than the teacher so that teachers can imitate the discipline applied by the principal. In addition, the principal

also always conveys about the importance of being disciplined in carrying out the flag ceremony. As stated by M. Ngalim Purwanto (2017: 30) that the principal is a very influential leader in the school environment for which he is responsible (Purwanto, 2017).

From the explanation above, the writer can conclude that the head of SMK Ibnu Aqil and SMK Nurul Hidayah I in improving discipline has been said to be good, it can be seen from the discipline attitude exemplified by the principal, coming faster than the teacher can motivate teachers and encourage teachers to follow the exemplified habits. by the principal.

### **Principal's Strategy in Improving Discipline of Worship**

In improving the discipline of worship, the principal makes programs that are Islamic in nature such as the congregational midday prayer which is led directly by the teachers who are listed as imams in turn. The time for prayer has been determined. enter prayer time to be able to do it immediately. Then by making a program to read Yasin together every Friday, apart from reading Yasin together, it is a rule that all school members must obey that reading Yasin is a work that counts rewards. This worship discipline is in accordance with Yusuf Qardhawi (2016: 14) that worship is obedience to something enormous, whose object cannot be captured by the five senses. All work carried out by humans is based on the goals to be achieved, as well as the worship that humans do to God based on goals .

### **Planning**

Based on the findings, that the principal has an honest attitude in playing his role as a leader in the school he leads. Starting from an honest attitude, it is hoped that it can motivate the performance of teachers in schools so that they can improve student achievement. This shows that the principal as a leader in the school actually carries out his responsibilities as the principal. The principal's courage in taking risks for the decisions he makes shows that the principal really has a personality that a principal must have, which is to be responsible for all the decisions he makes.

From the results of the study, it was found that the principal had carried out his duties as a good leader in improving teacher performance, but in terms of carrying out his vision and mission the principal did not implement it but that was only a small part. In planning to be carried out, a leader has the following characteristics:

#### **Principal as Motivator**

From the research results, the head of SMK Ibnu Aqil as a motivator has the right strategy to motivate teachers in carrying out various tasks and functions, giving awards to teachers who excel in various ways such as providing input to teachers to always improve their competence by increasing the completeness of learning facilities. This is done in an effort to improve the quality of teaching staff in schools. This is in accordance with Mulyasa, who as a motivator, school principals must have the right strategy to motivate educational staff in carrying out their duties and functions (Mulyasa, 2017b)

#### **Principal as Supervisor**

From the results of supervision carried out by the principal of the Ibnu Aqil Vocational School, it can be seen the weaknesses as well as the advantages of the teacher in carrying out learning, the level of mastery of the competence of the teacher in question. Furthermore, solutions are sought, coaching and follow-up, so that teachers can correct existing deficiencies while maintaining their superiority in carrying out learning. According to Mulyasa (2015) To find out the extent to which teachers are able to carry out learning, periodically the principal needs to carry out supervision activities, which can be done through class visits to observe the learning process directly, especially in the selection and use of methods, the media used and the involvement of all (Mulyasa, 2015).

#### **Principal as Manager**

From the results of the discussion on the function of the principal as a manager, it can be concluded that this function has been successfully implemented in both schools and is in accordance with the standards and functions of the principal as a manager.

In order to carry out their roles and functions as managers, these two schools have the right strategy to empower education staff through cooperation or cooperation, provide opportunities for education staff to improve their profession, and encourage the involvement of all education personnel in various activities that support school programs. Suryasubroto (2016: 183) the principal as a person in charge of fostering the institution in order to successfully achieve the educational goals that have been determined must be able to direct and coordinate all activities (Suryosubroto, n.d.).

### **Principal as Administrator**

In various school administrative activities, planning is absolutely necessary. The planning that will be made by the principal depends on many factors such as the number of human resources they have, the available funds and the time period for carrying out the plans that have been made. These tasks must be carried out logically and systematically, all of which focus on the importance of the education and learning process in order to improve the quality of graduation, with indicators including increasing student scores and easy access to continuing studies.

This is in accordance with the principal as an administrator according to Mulyasa (2017:107) who has a very close relationship with various administrative management activities that are recording, compiling and documenting all school programs specifically. The principal must have the ability to manage the curriculum, student administration, personnel administration, archive administration and financial administration (Mulyasa, 2017a).

### **Implementation**

The implementation of improving teacher welfare by paying attention to discipline is carried out in accordance with the planned program. In terms of implementation time, teacher professionalism development is carried out on a daily, weekly, monthly and yearly basis. Coaching is proven to be able to make teachers comfortable in carrying out their duties, inspire the enthusiasm of teachers to achieve the best achievements, have responsibility with awareness not because of fear of

the head. The formation of a high dedication to the teachers themselves towards their respective responsibilities, resulting in improved school quality both in the academic and non-academic fields.

In its implementation, the increase in teacher welfare in schools is returned to the school's ability to pay teachers with a minimum and maximum limit. In an effort to translate educational goals into reality, principals provide accurate feedback on school activities to the school-based management committee and seek input in the form of expert opinions, and relevant support such as human, financial, facilities and material resources to bridge the identified gaps. in the teaching and learning process, promoting public accountability and the use of available resources towards the development of the potential quality of students (Suhardi, 2019).

### **Evaluation**

The evaluation carried out by the Principal of both the Ibnu Aqil Vocational School and Nurul Hidayah I Vocational School on policies in the welfare of teachers by observing and improving discipline aimed at fostering teacher professionalism is carried out through supervision, both scheduled and sudden supervision can be carried out regularly. This is in line with the evaluation according to Mulyadi, is an activity to find something valuable about something; in looking for something, also includes looking for useful information in assessing the existence of a program, production, procedure, and alternative strategies proposed to achieve the goals that have been determined (Mulyadi, 2015).

### **Constraints and Solutions**

The results showed that the obstacles found by the principal in nurturing teachers to master the educational foundation and implementing programs to increase teacher professional competence, the lack of available funds for teacher training outside office hours, there were still a small number of teachers who were not active and the results of the upgrading had not been able to affect their friends. Principals encounter obstacles in implementing the programs that have been prepared, especially programs related to improving the professional competence of



teachers. With found indications that the coaching effort has not been able to improve the professional competence of teachers.

There are several obstacles for principals in improving teacher discipline, the first of which can be seen from:

- 1) Principal Constraints in Increasing Time Discipline
- 2) Principal Obstacles in Improving Discipline Enforcing Rules
- 3) School Principal Constraints in Improving Attitude Discipline

Efforts that can be made in realizing the welfare of teachers, government or schools (Foundations) must improve and strive for things such as:

- 1) The principal should try to make every member of the employee feel accepted and recognized.
- 2) The principal has the responsibility to help his staff members have the opportunity to demonstrate their abilities.
- 3) The principal should try to appreciate every effort or idea that arises among his staff.
- 4) The principal tries to involve his staff in determining policy.

## **E. Conclusion**

In general, the conclusions of this study state that the principal's leadership is quite effective in improving the welfare of teachers through discipline, this can be seen from the professionalism of teachers in the learning process, teacher professional development, public trust, and the achievement of school quality. It's just that the shortcomings are still visible in the evaluation aspect of the implementation of the policy. In addition, this form of evaluation is carried out through monthly meetings and does not have an instrument that should be applied globally.

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