An Analysis of Teacher Discipline at SMP Negeri 6 Luwuk, Indonesia: A Qualitative Study on Attendance, Punctuality, and Professional Responsibility

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Abstract:
This study evaluates teacher discipline at SMP Negeri 6 Luwuk, focusing on attendance, punctuality, lesson preparation, participation in meetings, and task completion. It aims to identify strengths and weaknesses in teacher discipline and explore the impact of the principal's leadership style on teacher performance. A qualitative approach was used, with data collected through observations, interviews with teachers and the principal, and documentation analysis.Findings show strong discipline in attendance, punctuality during teaching hours, and lesson preparation. However, issues exist in non-teaching punctuality, inconsistent participation in meetings, and delayed task completion. The principal's democratic and charismatic leadership style fosters a positive work environment and enhances teachers' responsibility.Despite overall discipline, improvements are needed in punctuality and task completion. The principal's leadership supports a positive culture, but additional strategies are required to address weaknesses and optimize discipline. The study calls for targeted interventions to improve teacher discipline, ultimately enhancing school performance and educational outcomes.

Keywords: teacher discipline, attendance, punctuality, leadership style, task completion, school meetings, professional conduct

1. Introduction

The management of education relies heavily on the role of teachers in the classroom. Teachers play a significant role in improving the quality of education as they possess the responsibility to guide students toward personal development and maturity [1]. Teachers are not only educators but also individuals who must adhere to regulations established by the government and schools, ensuring their conduct aligns with educational objectives. A teacher's role extends beyond delivering lessons—they are expected to be role models in both character and behavior [2].

In order to improve educational management, teachers are required to possess a range of competencies [3]. Among these are personal competencies, such as exhibiting ethical behavior, stability, authority, maturity, honesty, and the ability to lead by example. Social competencies are also essential, requiring teachers to communicate effectively and respectfully with all members of the educational community [4]. Moreover, teachers must integrate modern communication technologies into their practices to foster inclusivity and efficiency.

The need for teachers to develop such competencies is part of their professional responsibilities, as mandated by Indonesia's Law No. 14 of 2005 on Teachers and Lecturers [5]. This legislation outlines that teachers must not only be academically qualified but also possess pedagogical, personal, social, and professional competencies. These attributes ensure that teachers are equipped to achieve national education goals, which focus on preparing students for both academic success and societal contributions.

However, teachers' responsibilities go beyond classroom instruction and curriculum planning. They are also expected to serve as exemplary figures for students and the community, particularly in the school environment [6, 7]. Their conduct—both inside and outside the classroom—sets a standard for students, which is why adherence to rules and discipline in all activities is critical.

Unfortunately, issues of discipline among teachers remain prevalent. Observations have shown that many teachers struggle with maintaining consistent attendance at school and in the classroom [8, 9, 10]. Some arrive late or leave early [11], while others enter the classroom but fail to engage meaningfully with students, leaving them with assignments and exiting before the class is over. Given this context, this research focuses on investigating teacher discipline in the workplace, specifically examining their punctuality and adherence to classroom schedules. The novelty of this research lies in its focus on understanding teacher discipline as a critical factor in the overall quality of education, emphasizing its importance for educational reform.

2. Literature Review
2.1 Definition of Work Discipline
Discipline can be defined as a condition or state that emerges through a series of behaviors demonstrating values such as obedience, compliance, loyalty, calmness, orderliness, and tidiness [12]. It also refers to regulations that explicitly include sanctions for violations of established rules. Discipline is a state of orderliness, where individuals within an organization voluntarily follow the rules and regulations, executing their duties willingly. Discipline involves awareness and willingness to adhere to all organizational regulations and societal norms [13]. Awareness refers to an individual's voluntary attitude toward following rules and understanding their duties and responsibilities [14]. Meanwhile, willingness signifies a person's attitude, behavior, and actions aligning with organizational policies, both written and unwritten.

Discipline, as a process, implies working in an organized manner without coercion, which leads to self-regulation and control. In the workplace context, discipline manifests as an attitude of respect, adherence to rules, and readiness to face consequences when there are breaches of duties and authority.
In relation to work, discipline refers to the behavior and attitudes of employees demonstrating adherence to organizational rules [15]. Work discipline is the respect for and compliance with established policies, both written and unwritten, coupled with the ability to execute them without resistance to sanctions when duties and authority are violated [16]. It is an essential element in enforcing organizational management guidelines.

The core of work discipline revolves around self-control [17], where individuals abstain from actions that contradict established regulations and continuously engage in consistent and orderly work behaviors. Several factors influence the level of work discipline in an organization, including (1) objectives and abilities, (2) leadership example, (3) compensation (salary and benefits), (4) fairness, (5) supervisory control, (6) disciplinary sanctions, (7) assertiveness, and (8) human relationships. Discipline is a crucial function in human resource management, acting as a key driver for achieving organizational goals. Without discipline, achieving optimal objectives becomes challenging. Additionally, continuous monitoring of discipline implementation is necessary to maintain order.

Work discipline, in the context of this study, refers to teachers' perceptions of their personal conduct, specifically their orderliness and adherence to rules within the school environment. This includes not only personal behavior but also their discipline in professional responsibilities. The work discipline that should be observed by teachers includes: (a) discipline in official duties, such as adhering to work regulations, preparing teaching materials, and fulfilling core responsibilities; (b) time discipline, which involves punctuality, making effective use of time, and completing tasks on schedule; (c) discipline in the work environment, which involves utilizing school resources, fostering positive relationships, and maintaining a balance between rights and obligations; (d) discipline in serving the community, including students, parents, and the surrounding society; and (e) discipline in behavior and conduct, such as maintaining respectful attitudes, behavior, and dignity.

This review of literature is crucial as it establishes the theoretical foundation for exploring teacher discipline in the workplace. Understanding the dimensions and factors influencing discipline enables a more comprehensive analysis of how teacher behavior impacts educational quality and student outcomes.

2.2 Types of Teacher Work Discipline
Work discipline can be divided into two aspects, discipline arises either from self-motivation or through command. These two types of discipline are:
1) Self-Imposed Discipline
This type of discipline comes from within an individual, driven by willingness, awareness, and not by

force [18]. It emerges when a person feels that their needs are fulfilled and that they are part of the organization, which motivates them to voluntarily comply with all applicable rules. Self-imposed discipline reflects a genuine commitment to organizational standards due to personal understanding and internal motivation.

2) Command Discipline

This type of discipline occurs due to external pressure, commands, punishment, or authority. Unlike self-imposed discipline, it arises not from willingness but from the threat or force exerted by others. While organizations ideally aim for self-imposed discipline, the reality often shows that discipline is frequently enforced by external factors.

Preventive discipline aims to encourage teachers to follow established standards and regulations, preventing misconduct before it occurs. The primary goal here is to cultivate self-discipline among all employees. When employees are empowered to adhere to standards on their own, violations can be minimized. Corrective discipline, on the other hand, deals with addressing violations that have already occurred, aiming to prevent further breaches. Corrective actions may include penalties, such as suspensions, with the ultimate goal of ensuring compliance with established rules.

For teachers, work discipline means awareness and the willingness to perform their duties properly without external enforcement [19]. The willingness to work is reflected in a teacher's behavior, aligning with their core duties [20]. Teachers must establish principles and maximize their potential at work, setting an example for others to follow, thereby instilling a spirit of discipline in their workplace.

Yukl's [21] framework distinguishes between preventive discipline—which encourages teachers to adhere to standards proactively—and corrective discipline, applied to those who violate rules or fail to meet standards. Preventive discipline relies on fostering a sense of ownership and care toward the school, as people are less likely to harm what they perceive as their own. Teachers must be given clear explanations of the rules they need to follow, including the rationale behind those rules. Moreover, encouraging teachers to set their own methods for self-discipline within the broader organizational framework can enhance adherence.

It is applied when a teacher has already violated established regulations, involving a step-by-step process for handling infractions. Penalties range from verbal and written warnings to suspension and dismissal. These measures should be applied cautiously, ensuring the focus remains on improving behavior rather than punishing personal attributes. The gradual implementation of sanctions is crucial to maintaining morale and preventing any negative impact on the organizational atmosphere.

In the context of teaching, work discipline is a teacher's perception of their personal attitude toward orderliness and responsibility in fulfilling their duties without violations that could harm themselves, others, or their environment. Key aspects of work discipline for teachers include (a) attendance at school, (b) punctuality in arriving and leaving, (c) punctuality in teaching, (d) timely completion of teaching materials, (e) active participation in meetings, and (f) readiness to accept and carry out both urgent and non-urgent tasks [22].

This literature provides a foundational understanding of the types and approaches to work discipline, especially in educational contexts. Understanding the dynamics of self-imposed versus command discipline and the significance of preventive and corrective measures offers valuable insight into improving teachers' work behaviors. By emphasizing self-discipline and a proactive approach to rule adherence, schools can foster an environment where teachers are motivated to excel without the need for constant oversight or external pressure. These insights are particularly relevant to exploring the factors affecting teacher discipline and how it impacts educational outcomes.

The criteria and indicators used for evaluating teacher discipline, such as attendance, punctuality, and participation in school activities, are vital for assessing the effectiveness of these disciplinary strategies within educational institutions, as presented in Table 1.

Tabel 1. Criteria and Indicators for Teacher Work Discipline Assessment.

Component Assessed	Indicator	Descriptor
Teacher Discipline	1. Teacher attendance at school	1. Based on attendance records and work roll calls
	2. Punctuality in arriving and leaving school	2. Based on attendance records and school roll
	3. Punctuality in teaching	3. Based on attendance and monitoring of teaching schedule
	4. Timely completion of teaching materials	4. Monitored by the school
	5. Punctuality in attending meetings	5. Based on meeting attendance records
	6. Willingness to accept and perform urgent tasks	6. Frequency of active involvement in extracurricular school activities

3. Research Methodology

The purpose of this study is to evaluate the quality of teacher discipline at SMP Negeri 6 Luwuk. The research was conducted at SMP Negeri 6 Luwuk, located in Banggai Regency. The subjects of the study were teachers and the principal of SMP Negeri 6 Luwuk. One of the key reasons for selecting this site and subjects is that the researcher has a deep familiarity with the school, having previously taught there.

3.1 Research Design

This study uses a qualitative research method aimed at exploring the work discipline of teachers in detail. The qualitative approach allows for an in-depth understanding of the teachers' behaviors and the factors influencing discipline, focusing on the real-life setting of the school.

3.2 Sampling

The subjects include teachers and the principal of SMP Negeri 6 Luwuk. The decision to focus on these specific participants stems from the researcher's existing relationship with the school, ensuring ease of access to the subjects and allowing for a nuanced understanding of the school's culture and practices. The number of teachers and specific roles involved were not explicitly stated but would include a representative sample of those working at the school.

3.3 Data Collection Techniques

In this study, data were collected through a combination of observation, interviews, and document analysis. Observation involved the researcher closely watching teachers' behavior and discipline in real-time within the school environment, giving insight into the day-to-day adherence to disciplinary standards. Interviews were conducted with both the teachers and the school principal, using structured and semi-structured formats to gain their personal insights and perspectives on discipline practices. This allowed for a deeper understanding of the factors affecting their work discipline. Lastly, documentation such as attendance records, lesson plans, and meeting notes was analyzed to provide objective data that supported or contradicted the qualitative insights from the observations and interviews. These diverse sources of data were key in ensuring the richness and validity of the findings.

3.4 Data Analysis

The process of data analysis involved a thematic approach, where the researcher organized the raw data into

meaningful categories and patterns. First, the data were sorted based on themes identified from observations, interviews, and documentation. Then, a process of coding was applied, where specific themes related to teacher discipline, such as punctuality, compliance with school rules, and professional behavior, were identified. The next step involved interpreting these themes to understand how they related to each other, providing a comprehensive picture of the discipline levels among teachers. This method of analysis allowed the researcher to draw conclusions about the general state of discipline at the school, as well as identify areas for improvement.

3.5 Validity and Reliability

Triangulation was used by comparing and contrasting data from different sources (observations, interviews, and documents), which helped in verifying the consistency and accuracy of the findings. Additionally, member checking was conducted, where participants were given the opportunity to review and confirm the accuracy of the interview transcripts and findings, thus increasing the credibility of the results. Furthermore, peer debriefing was utilized, where the researcher discussed the findings with colleagues to ensure the interpretations were not biased, further enhancing the reliability of the study. These steps helped to ensure that the conclusions drawn were both trustworthy and reflective of the actual situation regarding teacher discipline at the school.

4. Result and Discussions

The results presented in Table 2 provide a detailed summary of the findings from the observations conducted at SMP Negeri 6 Luwuk. The table includes a breakdown of seven key components related to teacher discipline, along with descriptors and percentage scores indicating the level of compliance. The overall scores reflect a high degree of discipline in most areas, particularly in attendance, punctuality in teaching, and participation in school activities. However, there are areas—specifically task completion and punctuality for non-teaching duties—where improvements are necessary. These findings highlight both strengths and opportunities for enhancing teacher discipline at the school.

Tabel 2. Summary of Teacher Discipline Observation Results at SMP Negeri 6.

No	Evaluated Components	Descriptor Item No	Evaluation Results (%)				Total Score (%)	Qualification
			1	2	3	4		
1	Teacher Attendance at School	1	-	-	100	-	75	Good
2	Punctuality in Arriving and Leaving School	2	-	-	100	-	75	Good
3	Punctuality in Teaching	3	-	-	100	-	75	Good
4	Timeliness in Completing Learning Materials	4	-	-	100	-	75	Good
5	Timeliness in Attending School Meetings	5	-	-	100	-	75	Good
6	Timeliness in Completing Specific Tasks	6	-	100	-	-	50	Deficient

7	Timeliness in Completing Urgent Tasks	7	37.5	62.5	-	-	41	Deficient

4.1 Teacher Attendance and Punctuality

One of the key components of teacher discipline is regular attendance at school and punctuality in adhering to the official schedule. The findings indicate that teachers at SMP Negeri 6 Luwuk have a good track record of attendance, as they consistently arrive at school on time and perform their duties diligently, except when absent for justified reasons such as illness or official leave (Table 2, 75% score for attendance). Furthermore, teachers who have lessons during the first period demonstrate prompt arrival at the classroom, while others are required to be present by 7:30 AM. However, although overall attendance is commendable, punctuality for some teachers could be further improved, particularly for those not teaching the first period.

4.2 Punctuality in Lesson Delivery and Classroom Entry

The results also show that teachers are largely punctual when entering classrooms and conducting their teaching responsibilities. Observations indicate that most teachers adhere to their assigned class schedules and begin lessons on time, with very few exceptions (Table 2, 75% for punctuality in teaching). This reflects positively on the professionalism of the teaching staff. However, the findings also reveal that a small fraction of teachers tend to delay entering the classroom, which could potentially affect the quality of student learning. Encouraging all teachers to be consistently prompt would enhance the overall discipline in this area.

4.3 Preparation and Submission of Learning Materials

Teachers at SMP Negeri 6 Luwuk show a high level of commitment to preparing and submitting teaching materials on time. The observation results reveal that the majority of teachers complete their lesson plans and other required documents as scheduled (Table 2, 75% score for preparation). However, there is a notable concern: some teachers create or finalize their learning materials after the teaching session is already underway, indicating a reactive rather than proactive approach. While this does not detract significantly from their ability to teach effectively, it suggests room for improvement in planning and organization.

4.4 Engagement in School Meetings and Task Completion

In terms of participating in school meetings and administrative tasks, the results are mixed. Teachers generally attend scheduled meetings and engage in discussions, but their level of active participation varies. While attendance is high (Table 2, 75% for participation in meetings), there are cases where teachers do not contribute ideas or opinions as expected, limiting their involvement in school improvement initiatives.

Moreover, when it comes to completing non-urgent and urgent tasks assigned by the school administration, there is a noticeable decline in performance. The results show that teachers often struggle to meet deadlines for tasks deemed less pressing, and even urgent tasks are not always completed on time (Table 2, 50% for less urgent tasks, 41% for urgent tasks). This indicates that while the teachers are committed to their primary teaching duties, there is a need for greater efficiency and time management when addressing additional responsibilities.

4.5 Significance and Recommendations

The findings of this study are significant in identifying both the strengths and challenges related to teacher discipline at SMP Negeri 6 Luwuk. The high scores in attendance and punctuality demonstrate the teachers' commitment to their professional responsibilities. However, the lower scores in task completion suggest that additional support, such as time management training and clearer task prioritization, could benefit the staff. By addressing these areas, the school can foster an environment where teachers not only meet their teaching obligations but also contribute more effectively to the broader school community. This aligns with the study's purpose of understanding and improving teacher discipline, ensuring a positive impact on

5. Conclusion

This study concludes that teacher discipline at SMP Negeri 6 Luwuk generally reflects a high level of professionalism, particularly in terms of daily attendance, punctuality in teaching, and lesson preparation. However, there are areas for improvement, especially in punctuality for non-teaching periods, active engagement in school meetings, and timely completion of urgent administrative tasks. The school principal's democratic and charismatic leadership has positively influenced the teachers' sense of responsibility, fostering a conducive environment for professional development. Nevertheless, more emphasis on active participation and adherence to deadlines can further enhance the overall effectiveness of teacher discipline. These findings are valuable for formulating strategies to support teacher performance and optimize educational outcomes, aligning with the broader objectives of the institution and the educational sector.

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Auhtor Profiles

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