



Disciplined Teachers are the Key to Quality Education

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ABSTRACT

Teacher discipline plays a crucial role in determining the overall quality and success of the education system. A disciplined teacher not only upholds strong administrative and academic responsibilities but also serves as a positive role model for students. This research explores the multifaceted impact of teacher discipline on educational outcomes, emphasizing how disciplined behavior fosters effective classroom management, enhances the learning process, and supports the development of students' character, ethics, independence, and self-confidence. Moreover, disciplined teachers are better positioned to deliver innovative and creative instruction that motivates students to achieve their full academic potential. As internal agents of educational quality, teachers must exhibit professionalism and a commitment to continuous improvement. This study highlights that fostering discipline among educators is essential for improving school performance and sustaining high standards in educational institution

Keyword : Teachers, Disciplined, Quality Education

ARTICLE INFO

Article history:

Received
February 20, 2024
Revised
March 31, 2024
Accepted
April 04, 2024

Journal Homepage <https://ojs.staialfurqan.ac.id/IJoASER/>

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INTRODUCTION

The role of teachers in improving the quality of education in Indonesia is very important in the quality of education in Indonesia. Because teachers are facilitators and motivators in conveying knowledge to students. Teachers not only provide information but also help students understand the concept of effective learning. Teachers play a role in shaping the character and ethics of students in interacting with others. In addition, teachers also play a role in fostering student independence and confidence. So that teachers are one of the internal factors in the quality of education. In this case, teachers must be required to be professional, for example, teachers provide creative and innovative learning to encourage students to achieve optimal achievements. Disciplined teachers are also one of the keys to the success of the quality of education in a school. Because teacher discipline can help achieve learning goals and be an example for students. Discipline helps create a conducive learning atmosphere, as well as increase student focus. Development in education is one of the efforts aimed at educating the nation's life. Educating the nation is carried out in various efforts, both through school education or the family and community environment. Therefore, educational opportunities can be obtained by the entire community because education is a basic need for every individual.

In this digital era, students need to be prepared in various knowledge and skills for their future. This is because one of the goals of today's education world is to be able to compete in the global workforce. With this need, a facilitator or teacher is expected to be able to discipline themselves in terms of learning and administration. In the regulation of the Minister of National Education of the Republic of Indonesia Number 48 of 2010 concerning the strategic plan for national education development, it states that the vision of the Ministry of Education and Culture for 2005-2025 is to produce intelligent and competitive Indonesian people. The

meaning of intelligent Indonesian people is comprehensively intelligent, namely emotionally, socially, spiritually, intellectually and kinesthetically intelligent. Therefore, the Ministry of Education and Culture formulates 5 missions, namely first, trying to realize strong education and cultural actors, second, realizing broad, equitable and fair access, third, realizing quality teaching and learning activities, fourth, realizing cultural sustainability and language development, and strengthening governance and increasing the effectiveness of bureaucracy involving the public.

In government, teachers also have an important role in teaching democracy, tolerance, and respecting differences of opinion. In addition to having duties in the field of education, teachers also act as both parents of students at school. So that they are able to attract sympathy to become their idols at school. In addition, in the community environment, teachers are also placed more honorably in their environment, the hope is that teachers can provide knowledge to students so that they can educate the life of the nation. Teachers are a very important element in the teaching and learning process because teachers determine the success factor of students. In achieving quality, of course, it is not like turning the palm of the hand because in reality there are many inhibiting factors so that it needs to be done seriously for every school institution. According to Teuku Irwani (2020), the progress of a nation can be seen from the quality of its human resources. Quality human resources are not obtained spontaneously, but through a continuous process from when humans are born until they die. That process is called education. The success of education greatly determines the progress of a nation. This is because education is the main key to producing quality and superior human resources so that they can compete with other countries in this era of globalization. The success of education can be seen from the acquisition of spirituality, knowledge, attitudes and skills. All this can be achieved through an effective, efficient, meaningful and enjoyable teaching and learning process.¹

METHOD

This journal fully uses the library research method to take data from literature related to the journal's theme. The references we use come from books, journals or literature related to this discussion. And this journal also uses a qualitative approach to explore and understand the meaning of the individuals and groups studied.

RESULTS AND DISCUSSION

In general, the framework for quality assurance of education in schools has the following characteristics: 1) Quality assurance is based on general, open and objective performance indicators, which are formulated based on statements of objectives, which are used as a tool for assessing the quality of education in schools. 2) Quality assurance is carried out through a transparent and interactive process through self-assessment and quality assurance inspections. 3) Quality assurance is carried out by considering the strengths of various activities in the quality assurance process and school-based management, as well as traditional values and the needs of schools to change.

4) Quality assurance is carried out by maintaining a balance between support for schools through partnerships and pressure on schools through monitoring. 5) The purpose of quality assurance is to achieve the quality of school education through development and accountability.² One of the determining factors for the success of quality education is disciplined teachers. This is because disciplined teachers are able to be role models for students. The concept of discipline is always oriented towards regulations, norms or behavioral boundaries by instilling discipline, individuals are expected to behave and act in accordance

¹ Teuku Irwani, "Dari Hasil Statistik Menunjukkan Bahwa Secara Parsial Kedisiplinan Belajar Berpengaruh Terhadap Prestasi Belajar Yang Mana Dapat Diperoleh Hasil Uji t Yaitu T" 3 (2020): 171–79.

² Haryono Haryono et al., "Sistem Penjaminan Mutu Pendidikan Dalam Meningkatkan Mutu Pendidikan Sekolah Dasar Di Kecamatan Gajah Mungkur Kota Semarang," *Jurnal Panjar: Pengabdian Bidang Pembelajaran* 1, no. 1 (2019): 17–22, <https://doi.org/10.15294/panjar.v1i1.28463>.

with these norms. Discipline in this case is compliance or obedience in obeying the regulations or norms that apply in a particular environment.³

The success of a student in learning can be seen from the learning achievement of the student concerned. In education, students' success will be assessed through learning outcome tests. The expected result is good learning achievement because everyone wants high achievement, both students, teachers, schools, and parents to the community. However, between one student and another student, there are differences in achieving learning achievement. Some are able to achieve high achievement, but there are also students who have low learning achievement. Therefore, as a teacher, you should be able to be a good example and role model for your students, one of which is through teacher discipline in teaching and providing motivation to students which will have an impact on increasing student learning achievement.⁴

In this digital era, teacher discipline is one of the success factors of the quality of education. This is because in this digital era, teachers must be able to use technology to supervise students in terms of school rules or regulations and norms in society. Because these Gen Z children tend to be active in social media, YouTube or other technologies. So teacher discipline is needed in this digital era because technology can also hinder student discipline in education. Improving the quality of education in schools can be achieved through various efforts, including through curriculum improvement, improving the quality of learning and assessment of student learning outcomes, providing adequate teaching materials, providing learning facilities, and improving teacher competence. However, of the many efforts, improving the quality of learning through improving the quality of educators still occupies a very strategic position and will have a positive impact. These positive impacts include; (a). Increasing the ability to solve educational problems and learning problems that are faced in real terms, (b). Increasing the quality of input, processes, and learning outcomes, (c) Increasing the professionalism of educators, and (d) Implementing learning principles.⁵

In the learning process, teachers will face situations that require them to take disciplinary action. This can be done by giving educational punishments, but do not give punishments that exceed reasonable limits (malleducative), the punishment given is an educational punishment according to the mistakes made, for example giving homework, then corrected by giving comments, criticism and suggestions for the progress of students. Most teachers give homework, but do not correct it, so there is no feedback on the tasks that are done. This action is an effort to learn and enforce destructive discipline carried out by teachers, which causes fatal problems.⁶

Quality in education includes the quality of input, process, output, and outcome. Educational input is declared quality if it is able to create an active, creative, fun, and meaningful atmosphere. Output is declared quality if the academic and non-academic learning outcomes of students are high. Outcome is declared quality if graduates are quickly absorbed in the workforce, salaries are reasonable, all parties recognize the greatness of graduates and feel satisfied. One of the factors that influence school quality is the leadership of the principal and teacher discipline in teaching.⁷

In addition to teachers, the leadership of a principal in this digital era also plays a role in shaping student discipline. The positive influences given are: 1) Building a positive school culture, 2) Increasing learning motivation, 3) Building effective communication between teachers, students, and parents, 4) Developing life skills, 5) Improving student academic achievement. In MI (Madrasah Ibtidaiyah) students, the leadership of the principal is very important in shaping the character of students such as discipline, responsibility, cooperation,

³ Muai, "Disiplin Guru Dalam Pembelajaran," *Manajer Pendidikan* 9, no. 6 (2015): 814–21.

⁴ Sukaesih, "Kedisiplinan Guru Dalam Meningkatkan Motivasi Belajar Peserta Didik Pada Sekolah Dasar Negeri," *Indonesian Journal of Education Management & Administration Review* 3, no. 1 (2019): 77–81.

⁵ Pada Sma, Negeri Bumiayu, and Kabupaten Brebes, "No Title" III, no. 2 (n.d.): 33–51.

⁶ Sma, Bumiayu, and Brebes.

⁷ Pendidikan Kecamatan Belik and Kabupaten Pemasang, "No Title" 9 (2020): 249–59.

collaboration, independence and self-confidence. However, in the challenge, the principal must allocate resources effectively, then conduct training and communication so that awareness is created among parents of students and develop and maximize non-digital activities such as extracurricular activities at school or environmental activities around the school. In addition, the principal's leadership strategy also needs to be carried out in the onslaught of this digital era, namely: 1) Developing the school's vision and mission, 2) Conducting character training for teachers, 3) Developing a relevant curriculum, 4) Holding extracurricular activities, 5) Improving communication with parents, 6) Developing a monitoring and evaluation system for students and teachers at school, 7) Developing a positive school culture.

Leadership also plays a role in improving the quality of education

The principal plays an important role in improving the quality of schools because the success of education is determined by good management. In general, to improve the quality of schools to achieve competency standards must be supported by many supporters. Among them are, the principal and professional teachers are one of the school inputs that have duties and functions that greatly influence the ongoing education process. Therefore, a professional principal is needed, as a fulfillment of good human resources who have competencies that support their duties and functions in carrying out the education process in educational units. In addition to the role of the principal to improve the quality of education, there are several factors that are used as references in improving the quality of education, namely facilities and infrastructure, learning processes and school curriculum. As a manager, the principal must maximize the quality of learning process activities to meet the demands of the educational environment. Optimizing creative and innovative educators so that the quality of education graduates is in accordance with the needs of the community, both formal and casual workers. Leaders are required to implement a new strategy to improve school quality.⁸ Therefore, in the school environment, besides the principal, teachers are one of the parties responsible for the personality or character of students. Because teachers are role models for students. In society, teachers are considered as people who must be trusted and whose behavior must be imitated. People still hope that all movements and behaviors of teachers will be emulated and imitated by students, which will more or less affect the character of students. One thing that must be considered is the teacher's disciplinary attitude in teaching, because this will encourage students to act to do something and achieve certain goals.⁹

Intellectual intelligence without being followed by good morals and personality is useless. In this era of globalization, a person's high morals are also one of the keys to success in establishing connections in the social world. In forming good morals and personality, it cannot be done autodidactically, but it requires guidance and direction from others. Character education is an education that supports the social, emotional and ethical development of students. The discipline that a person has can be seen from the personality he has. The development of disciplinary values requires training and habits that are carried out consistently every day so that they become a good character or personality that is embedded in students. Therefore, character education greatly influences the discipline of students in the classroom. However, in every process that occurs in this world, of course, it will not be free from problems that hinder, as well as in the process of character formation.¹⁰

The factors that influence student discipline at school are: 1) Self-control, 2) Motivation, 3) Personality, 4) Awareness of the importance of discipline, 5) Family and school environment. Self-awareness in discipline is the ability to recognize, understand and control oneself so that students can develop strong discipline. In addition, increasing motivation and enthusiasm are also factors that influence a student's discipline. This is because if there is no motivation and

⁸ Jurnal Maitreyawira, "No Title" 3, no. April (2022): 1–7.

⁹ Ahmad Idhofi and Widya Putri Agustin, "Pengaruh Kedisiplinan Guru Terhadap Karakter Siswa Di SMK Statika Bogor" 7, no. 3 (2023): 1423–41.

¹⁰ D I Sekolah, "Pendidikan Karakter Dan Nilai Kedisiplinan Peserta Didik Di Sekolah" 3, no. 1 (2020): 75–81.

enthusiasm within him, it is impossible for a student to be disciplined in the school environment. Motivation and enthusiasm arise from the personality of each student because personality or character is formed from the interaction of genetics and the environment. In addition, personality is also influenced by biological, psychological and social factors that include cognitive, emotional, and behavioral aspects. A person's personality or character can change and develop throughout life because it depends on the environment in which he lives. Then awareness of the importance of discipline for residents in the school environment also influences because it can improve students' academic achievement at school, create a conducive learning environment and increase awareness of the importance of rules. The factors that influence awareness of the importance of discipline are: 1) School leadership, 2) Teacher supervision, 3) Family environment, 4) School culture, 5) Extracurricular activities, 6) Character education, 7) self-awareness. And the strategies that can increase awareness of the importance of discipline for school residents are: 1) Discipline training, 2) Active learning, 3) Self-evaluation, 4) awards for achievement.

Discipline is very important for student development for a bright future. Because with discipline, students will be motivated to achieve what they want and aspire to. In addition, discipline is also very useful for educating students to prefer the rules or schedules that students have set so that they can produce satisfactory results. Discipline is a factor that must be instilled, developed, and implemented in everyday life to achieve success in all things, one of which is success in the learning process, because learning is not an easy effort or being lazy, but a big effort, which is diligent, persistent and continuous (continuous) all of which require hard work both mentally, mind, energy, willing to use free time as much as possible to learn.¹¹ According to Maman Rachman as stated by Tulus Tu'u (2008) in the journal Dewi Anggraini (2020), there are several benefits of discipline for students, namely: 1.) Providing support for the creation of non-deviant behavior. 2.) Helping students understand and adapt to environmental demands. 3.) How to complete the demands that students want to show to the environment. 4.) To regulate the balance of individual desires with each other. 5.) Keeping students away from doing things that are prohibited by the school. 6.) Encouraging students to do good and right things. 7.) Students learn to live with good, positive and beneficial habits for them and their environment. 8.) Good habits cause peace of mind and their environment. Discipline is also a means of education. In educating, discipline plays a role in influencing, encouraging, controlling, changing, fostering and forming certain behaviors according to the values that are instilled, taught and exemplified. Therefore, changes in a person's behavior including their achievements are the result of a planned education and learning process. Disciplined students are always open to learning to be disciplined and to discipline themselves.¹²

Principal's strategy in improving the quality of education

According to Adi Wibowo (2020) Talking about quality is certainly inseparable from taste, because a person's quality determines a person's style and taste, this is closely related to the style or taste of an education manager or madrasah principal in controlling the wheels of education to achieve educational goals, the success or failure of the quality or not of the madrasah institution is determined by the leadership of the madrasah principal. Following up on this, it is necessary to know the definition of quality, there are many definitions of educational quality, one and the other have different meanings. Therefore, there needs to be an operational definition as a guideline in managing education to arrive at an understanding of educational quality, from the many definitions of quality that we find in books and scientific journals, it can be concluded that quality is not only goods that can be measured, but quality also has an abstract meaning.¹³ According to Fitria et al in the journal Sulastri et al (2020)

¹¹ Umar Wirantasa, "Pengaruh Kedisiplinan Siswa Terhadap Prestasi Belajar Matematika" 7, no. 1 (2017): 83–95.

¹² Kedisiplinan Dan et al., "Jurnal Al-Taujih" 6, no. 1 (2020): 44–54.

¹³ Hasan Baharun and Adi Wibowo, "Kepemimpinan Perempuan Dalam Menciptakan Sekolah Ramah Anak" 9, no. 1 (2021): 87–102.

teachers are the key parties in the attractiveness and effectiveness of a learning process, therefore a teacher is not only required to be able to enliven the classroom atmosphere but also to be able to make learning a process in improving the personality of students. Efforts to improve the quality of educators and education personnel to solve problems faced when carrying out their duties as teachers will have a positive impact, namely first, solving educational and learning problems through a controlled investigation will be able to improve the quality of content, input, process, and learning outcomes; second, the ability to solve real educational problems will increase; and third, increasing the professionalism of educators and other education personnel. Professional teachers will be seen through their responsibilities as teachers in carrying out all their devotion. Professional teachers are able to shoulder and carry out their responsibilities to students, parents, society, nation, country and religion. Professional teachers have social responsibilities manifested through teacher competence from the social environment and have effective interactive skills.¹⁴

Teacher professionalism is also defined as the level of a person's performance in carrying out their job responsibilities as a teacher supported by skills and a code of ethics. The existence of teachers is as professional educators in school institutions, meaning that teachers can be said to be good role models, have administrative positions, and also as community officers. Based on the definition above, it can be concluded that teacher professionalism is the ability of a teacher to carry out their main responsibilities as an educator well, and must master the ability to make work plans and carry out learning evaluations well. Basically, supervision should be carried out periodically by the principal to each teacher in carrying out their duties so that their performance can be evaluated properly. The principal can be assisted by his deputy or senior teacher, if the number of teachers is sufficient in carrying out supervision. The success of the principal in carrying out supervision can be seen from the increasing performance of teachers, this can be seen from the awareness and expertise in completing tasks better and more responsibly.¹⁵ Quality in education is a service, where the main focus is on students, so that quality should be able to meet the needs and expectations of various parties. The quality of education develops along with the demands of scientific and technological progress. As a formal educational institution, it is highly emphasized that schools in their process must have an increase in the quality of education that is well programmed. This is in response to the needs and dynamics of society that continue to develop, so that the improvement of the quality of human resources can be realized properly through the implementation of education. The overall characteristics of services shown by the ability to provide satisfaction to the needs requested by consumers is the general understanding of quality.¹⁶

In the world of education, innovation needs to be carried out so that it always develops and follows the increasingly global digital era. According to Ketut Trilaksmi (2020) The main goal of educational innovation is to try to improve the quality of education and capabilities, namely the capabilities of human resources, money, facilities and infrastructure, including organizational structures and procedures. So, the entire system needs to be improved so that all planned goals can be achieved as well as possible. The planned goals require clear details about the targets and results to be achieved, which can be measured as much as possible to determine the difference between the conditions after and before the innovation was carried out. Educational reform as a new response to educational problems. The advancement of technology and communication today can have a positive influence on progress in other fields, including in the world of education.¹⁷

¹⁴ Happy Fitria and Alfroki Martha, "Kompetensi Profesional Guru Dalam Meningkatkan Mutu Pendidikan" 1, no. 3 (2020): 258–64.

¹⁵ D I Sekolah Dasar, "PENGARUH PROFESIONALISME DAN DISIPLIN KERJA GURU" 8 (2020): 279–94.

¹⁶ Kepemimpinan Dan and Mutu Terpadu, "Total Quality Management)," 2015, 184–204.

¹⁷ Mutu Pendidikan, "PINTU : Pusat Penjaminan Mutu" 1, no. 1 (2020): 28–35.

According to Untara and Somawati in the Srilaksmi journal (2020), there are several problems that cause the importance of carrying out educational innovation in Indonesia, including the following:

1. Development of Science and Technology

The rapid development of science has resulted in progress in the field of technology. Then it radiates to everything that affects the social, economic, political, educational, and cultural life of the Indonesian nation. It is acknowledged that the education system that has been owned and implemented in Indonesia so far has not been able to follow and control these advances, so that the world of education has not been able to produce skilled, creative, and active development workers, who are in accordance with the demands and desires of the wider community. The development of modern science requires a solid foundation of education and continuous mastery of abilities

2. Demographics, Social, and Cultural

The fairly rapid population growth rate certainly demands change, as well as an increase in the public's desire to get an education which cumulatively demands the availability of adequate educational facilities. Our increasing population has not been evenly reached by educational activities or services. This reality causes the capacity, space and educational facilities to be very unbalanced. This is what makes it difficult to determine how relevant education is to the world of work as a result of the imbalance between the output of educational institutions and the opportunities available.

3. Community Needs for Better Education

According to Ardiyasa in the Srilaksmi journal (2020), today's society is increasingly observant and selective in choosing better educational institutions, as if they don't care about the price or costs incurred for it. Efforts to innovate education are closely related to the various challenges and problems faced by the world of education today, one of which is the advancement of science and technology (iptek). The advancement of science and technology that occurs always influences the aspirations of society.

4. Lack of Match between Education and the Needs of the Business World

A major challenge for educational organizations is their ability to provide the workforce needs of the business world. In today's era, society demands educational institutions that are truly capable of being expected, especially those that are ready to use with the expertise or skills needed by the business world. In general, the lack of match between educational materials and the needs of society has been overcome by compiling a new curriculum. Therefore, its development in Indonesia we know has experienced several curriculum changes

5. Lack of Educational Facilities and Infrastructure

To ensure the realization of teaching and learning activities in schools, adequate facilities and infrastructure are needed. Adequate facilities and infrastructure must meet the minimum requirements set out in the standards of facilities and infrastructure as stipulated in government regulations. However, in reality there are still many schools that do not have educational facilities and infrastructure, in fact, we have witnessed many schools that have collapsed and can no longer carry out teaching and learning activities.¹⁸ According to Rabiah in the Sabariah journal (2022) Planning cannot be separated from the elements of implementation and supervision including monitoring, assessment and reporting. Supervision in planning can be carried out preventively and repressively. Preventive supervision is supervision that is inherent in the planning, while repressive supervision is functional supervision of the implementation of the plan, both internally and externally by the assigned supervisory apparatus. And according to Saifulloh in the Sabariah journal (2022) School program planning has at least two functions, namely: planning is a systematic effort that describes the preparation of a series of actions that will be taken to achieve the goals of the organization or institution by considering the available or provided resources; and planning is an activity to mobilize or use limited resources efficiently and effectively to achieve predetermined goals. School management will directly

¹⁸ Pendidikan.

influence and determine the effectiveness of the curriculum, various learning tools, teaching time, and the learning process.¹⁹

Quality or more often referred to as quality is a description of the overall characteristics of goods or services that show their ability to satisfy the needs of the user. In relation to education in schools, the quality of education always refers to the specifications of educational services that are in accordance with the goals or benefits of education itself. The meaning of educational quality is the user of educational services, however, this does not mean that the quality of education does not have standards. The specifications of educational services in schools are always guided by the educational standards that have been set by the government. In its implementation, the implementation of education, especially basic education in Indonesia which has implemented a decentralized education system where the district/city government has the obligation and authority to organize educational services, has been regulated in Permendiknas No. 15 of 2010 with its amendments in Permendikbud No. 23 of 2013 as a benchmark for the performance of basic education services through formal education channels organized by the district/city.²⁰

Human Resource Development

The challenges of the world of education (including non-formal education) include the need to increase added value. The current atmosphere of uncertainty in the world economy, marked by a prolonged global recession, demands that the Indonesian nation's ability can no longer rely on natural resources, but the only choice is to increase the added value of industrial products by utilizing skills and expertise in various fields. Based on this, the challenge for the Indonesian nation is to increase added value in order to increase national productivity and economic growth as an effort to maintain and improve sustainable development. According to Agus Dwi Cahya et al 2021 Training and Development are two important things when discussing human resources in an institution, company or organization. Human resources are the main key to the sustainability of an organization or company, therefore training and development are very much needed by employees to improve their knowledge, skills and abilities. Training and development are very useful for employees who have deficiencies in skills and knowledge. Training and development are indeed very necessary considering the current rapid development of the era, where formal education that has been achieved is not enough to meet the demands of work and positions in the company.²¹

According to Akram and Bilal in the journal Dian et.,al (2021) Professional teachers are one of the instruments that determine quality education (Efferi, 2015). They are teachers who have a positive influence on the personality and lives of their students. They are able to motivate, understand, and provide guidance to students.²² Therefore, human resource development in improving quality education is also needed.

According to Rosmawati (2020) a teacher's performance is also closely related to the professionalism of a teacher. A professional teacher as stated in Law Article 20 No. 14 of 2005, teachers are obliged to: 1) plan learning, implement a quality learning process, and assess and evaluate learning outcomes; 2) improve and develop academic qualifications and competencies in a sustainable manner in line with developments in science, technology, and art; 3) act objectively and non-discriminatory on the basis of considerations of gender, religion, ethnicity, race, and certain physical conditions, or family background and economic status of students in

¹⁹ Betty Lusiana Debatara, "MENINGKATKAN MUTU PENDIDIKAN" 1, no. 1 (2024): 57–62.

²⁰ Kepala Sekolah et al., "MANAJEMEN MUTU PENDIDIKAN DI SEKOLAH PERAN KEPEMIMPINAN KEPALA SEKOLAH, PROFESIONALISME GURU, QUALITY MANAGEMENT OF EDUCATION IN SCHOOL LEADERSHIP ROLE OF HEAD MASTER, TEACHER'S PROFESSIONALISM, Mulyana Abdullah PENDAHULUAN Berbicara Tentang Pendi," n.d.

²¹ Agus Dwi Cahya et al., "Analisis Pelatihan Dan Pengembangan Sumber Daya Manusia," *YUME: Journal of Management* 4, no. 2 (2021): 230–42, <https://doi.org/10.37531/yume.vxix.861>.

²² Nur PH Muhammaditya and Sudarsono Hardjosoekarto, "Divergensi Transformasi Digital Pengelolaan Bank Soal Menghadapi Era Masyarakat 5.0 Digital Transformation Divergence of Management Item Bank Facing the Era of Society 5.0," *Pendidikan Dan Kebudayaan* 6, no. 1 (2021): 54–77.

learning; 4) uphold laws, laws, and teacher codes of ethics, as well as religious and ethical values; and 5) maintain and foster national unity.²³ According to Abd Khalid (2019) To anticipate this situation, education providers play a very important role in fostering professional teacher skills in improving teacher performance to improve the quality of education, The role of schools should be a very important benchmark that always accompanies teachers in improving the quality of education. Improving the quality or quality of education today is a need that cannot be postponed any longer. Professional teachers are teachers who can carry out their duties according to their functions and roles both in the teaching and learning process in class and outside the classroom, overall they must know, appreciate, and understand their duties well, must master the subject matter, teaching methods, learning principles and create good teaching and learning interactions, and be able to carry out effective learning evaluations.²⁴

According to Sutiono (2021) Professionalism is a term for the quality of the attitude of members of a profession towards their profession and the degree of knowledge and expertise they have to be able to carry out their duties. Thus, teacher professionalism is a state of the degree of professionalism of a teacher in the attitudes, knowledge and expertise needed to carry out educational and learning tasks including Islamic religious education. In this case, teachers are expected to have adequate teaching professionalism, so that they are able to carry out each of their duties effectively. The progress of a nation is measured by how advanced education has been achieved. Therefore, education as a means to educate life has a strategic role. Education plays a role in developing quality human resources with indicators of expert qualifications, skilled, creative, innovative, and have a portionative attitude and behavior. In this era of globalization, the presence of a professional educator is a necessity. Moreover, the quality of our education is declining, compared to neighboring countries. As professional educators, teachers are not only required to carry out their duties professionally, but must also have professional abilities and knowledge.²⁵

According to Maggioli in the journal Muhammad Kristiawan (2018) what must be done now is to make changes to rise to become first-class humans, to become intelligent and qualified teachers. Professionalism is a need that must be followed by its development. Teachers are needed who have the ability and capability in high professionalism. Professional development can be defined as a long career process in which educators perfect their teaching to meet the needs of students.²⁶

CONCLUSION

Based on the above explanation, it can be concluded that improving the quality of education in addition to developing teacher discipline training programs. One of them is by increasing awareness of the importance of discipline and improving teacher professionalism. Teacher professionalism is one of the ways to develop student character and can improve student achievement. The relationship between professionalism and the quality of education is very close to several aspects, namely teacher competence, quality of teaching and learning and satisfaction of parents and the community.

²³ Mesni Haslina, Nur Ahyani, and Arif Ardiansyah, "Pengaruh Tunjangan Sertifikasi Dan Motivasi Kerja Terhadap Profesionalisme Guru," *Jurnal Pendidikan Tambusai* 4, no. 2 (2021): 1802–11, <https://jptam.org/index.php/jptam/article/view/2115%0Ahttps://jptam.org/index.php/jptam/article/download/2115/1865>.

²⁴ Khaulah Binti et al., "Volume : 12 Nomor : 1 Edisi : Maret 2019," *Agrilan* 12, no. 3 (2017): 213–30.

²⁵ Dr. Sutiono, "Profesionalisme Guru," *Tahdzib Al-Akhlaq: Jurnal Pendidikan Islam* 4, no. 2 (2021): 16–25, <https://doi.org/10.34005/tahdzib.v4i2.1569>.

²⁶ Muhammad Kristiawan and Nur Rahmat, "Peningkatan Profesionalisme Guru Melalui Inovasi Pembelajaran," *Jurnal Iqra': Kajian Ilmu Pendidikan* 3, no. 2 (2018): 373–90, https://journal.iaimnumetrolampung.ac.id/index.php/ji/article/view/348?__cf_chl_tk=vrNvsNP3yA85uEdJzNP6tc3L4ahXuSi2Kfh38EI9ug-1719757369-0.0.1.1-4649.

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