

THE RELATIONSHIP OF THE MADRASAH PRINCIPAL'S SUPERVISORY FUNCTION IN IMPROVING STUDENT DISCIPLINE

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Abstrak

Permasalahan kedisiplinan yang sering terjadi antara lain keterlambatan, ketidakhadiran, dan perilaku tidak sopan yang dapat mengganggu proses pembelajaran dan menimbulkan suasana tidak nyaman di madrasah. Penelitian ini bertujuan untuk menganalisis hubungan antara fungsi pengawasan kepala madrasah dengan kedisiplinan siswa di MTs Tunas Pelita Binjai. Penelitian ini menggunakan metode kuantitatif dengan pendekatan korelasional. Teknik pengumpulan data dilakukan melalui angket dan dokumentasi. Hasil penelitian menunjukkan bahwa terdapat hubungan yang positif antara fungsi pengawasan kepala madrasah dengan kedisiplinan siswa, dengan nilai r hitung sebesar 0,779 lebih besar dari rtabel pada taraf signifikan 5% sebesar 0,3610. Kesimpulan dari penelitian ini adalah semakin baik fungsi pengawasan kepala madrasah maka semakin tinggi pula tingkat kedisiplinan siswa. Rekomendasi dari penelitian ini adalah kepala madrasah perlu meningkatkan efektivitas supervisi dengan strategi yang lebih sistematis dan berkelanjutan untuk menciptakan lingkungan belajar yang lebih disiplin dan kondusif.

Kata Kunci: Supervisi, Kepala Madrasah, Kedisiplinan Siswa, Pembelajaran

Abstract

The common disciplinary issues include tardiness, absenteeism, and disrespectful behaviour, which can disrupt the learning process and create an uncomfortable atmosphere in the madrasa. This study aims to analyse the relationship between the supervisory function of the madrasa principal and student discipline at MTs Tunas Pelita Binjai. This research employs a quantitative method with a correlational approach. Data collection techniques include questionnaires and documentation. The results indicate a positive relationship between the supervisory function of the madrasa principal and student discipline, with a calculated r-value of 0.779, which is greater than the table r-value (of 0.3610 at a 5% significance level. The conclusion of this study is that the better the supervisory function of the madrasa principal, the higher the level of student discipline. The recommendation from this research is that the madrasa principal should enhance the effectiveness of supervision through more systematic and sustainable strategies to create a more disciplined and conducive learning environment.

Keywords: Supervision, Principal, Student Discipline, Learning.



INTRODUCTION

Student discipline is one of the fundamental aspects of education that directly influences the smoothness of the teaching and learning process and students' academic achievement. However, in many educational institutions, disciplinary issues continue to arise, affecting both students and the overall learning environment. Common problems include tardiness, absenteeism without valid reasons, and inappropriate behavior towards teachers and peers. These disciplinary violations not only disrupt the effectiveness of learning but also create an unfavorable atmosphere that hampers academic progress. In the context of madrasahs, ensuring student discipline is a crucial challenge, requiring structured supervision and proactive intervention to foster a conducive educational environment (Astuti, 2020).

Several studies have highlighted the role of school leadership in maintaining student discipline. The madrasah principal, as a leader and supervisor, holds a significant responsibility in formulating and implementing disciplinary policies. According to Rosyidah (2021), principals play a key role in designing rules and ensuring their consistent enforcement. Additionally, supervision by the principal can positively influence student behavior by reinforcing discipline as a core value in the school environment. However, there is ongoing debate about the effectiveness of strict disciplinary enforcement versus a more humanistic approach, where motivation and guidance play a greater role (Wardati, 2022). Previous research suggests that well-structured supervision contributes to better student discipline, but the extent of this impact and the role of other influencing factors remain areas for further investigation (Hendrik et al., 2022).

This study aims to explore the relationship between the supervisory function of madrasah principals and the level of student discipline. Specifically, it seeks to determine whether strict and structured supervision enhances student compliance with school regulations or whether a more communicative and motivational approach is more effective. By examining various influencing factors, this research intends to provide a deeper understanding of how madrasah leadership strategies contribute to student discipline. Additionally, this study will analyze whether recent changes in



educational conditions, particularly post-pandemic, have altered the effectiveness of existing disciplinary strategies.

Based on existing literature and preliminary observations, this study hypothesizes that effective supervision by the madrasah principal positively correlates with improved student discipline. A structured and consistent supervisory approach is expected to enhance rule compliance and foster a disciplined school culture. However, it is also anticipated that a leadership approach incorporating mentorship, motivation, and open communication will have a more profound impact on students' intrinsic discipline. This study will test these assumptions by examining the real supervisory functions of madrasah principals and evaluating their effectiveness in shaping student behavior. The findings are expected to contribute to the development of more systematic and sustainable disciplinary strategies in madrasahs.

LITERATURE REVIEW

The concept of supervision in education management

Supervision is a key element in management that has a very important role in ensuring that the entire process of carrying out work runs in accordance with the plans that have been prepared and the standards that have been previously set. According to Manulang (2017) in Darwin et al. (2022), supervision includes a series of stages starting from planning, implementation, evaluation, to corrective actions taken to overcome or correct various forms of irregularities that may occur in the process of carrying out the work. In the context of education, the role of supervision is very crucial, where the madrasah head acts as a supervisor who is responsible for ensuring that the educational policies that have been formulated can be implemented effectively, efficiently, and in accordance with the expected goals in order to improve the quality of the learning process and the achievement of student learning outcomes. (Ayatullah, 2020)

Previous research trends show that supervision in education management tends to focus on several main aspects, including the effectiveness of policies implemented by educational institutions, the quality of learning that has a direct impact on student learning outcomes, and the active involvement of educational leaders, such as school



principals or madrasah heads, in every stage of the strategic decision-making process that affects the sustainability of the educational institution itself (Darwin, 2022). In line with these findings, a study conducted by Ahmad Khairuddin (2023) confirms that the role of madrasah principals is not only limited to the supervisory function, but also includes broader responsibilities as a leader who is required to have the ability to delegate authority effectively to subordinates and invite them to be involved in the process of deliberation and collective decision-making in order to achieve continuous improvement in the quality of education. In addition, recent research in the field of education management has also increasingly highlighted the urgency of implementing a technology-based supervision system, which is believed to make a significant contribution to improving work efficiency and ensuring the accuracy of data and information in every aspect of education management, so that the education management process can run more optimally and transparently. (Faiqoh, 2021)

The Role of Madrasah Principal in Improving Discipline

Discipline is a major factor in the success of education management, because without discipline, various processes in the world of education will not run optimally and tend to experience obstacles in its implementation. Discipline acts as the main foundation in creating a conducive learning environment, increasing teaching effectiveness, and ensuring that all components of education, including educators, students, and other education personnel, can carry out their duties and responsibilities properly. According to Ika Ernawati (2024), discipline can be defined as obedience to rules, both written and unwritten, which reflects individual and group awareness of the importance of rules in creating order and efficiency in a system. With discipline, every individual in education can develop positive habits that support the achievement of optimal learning objectives, such as punctuality, adherence to academic procedures, and responsibility in completing tasks and obligations. (Farid, 2023)

In addition, discipline also contributes to the character building of students, building a professional work culture in the academic environment, and improving the overall quality of education. Therefore,



the implementation and strengthening of discipline must be a priority in every education management policy in order to create a quality, structured education system, and be able to produce graduates who not only have academic competence, but also have strong character and the ability to face challenges in the real world. (Syamsul, 2023). Discipline is not only an inherent aspect of the individual, but also the result of the influence of the structure and culture of the organisation to which the individual belongs. In other words, discipline in an educational institution does not only depend on personal awareness, but is also influenced by the environment, policies and systems implemented by the organisation. A strong organisational culture in enforcing discipline will create an environment conducive to improving the quality of education, where each individual has a sense of responsibility for their respective roles and duties. (Dalimunthe, 2023)

Previous studies have shown two main trends in educational discipline research:

- a. Conceptual Approach: Discipline as an aspect rooted in the values of obedience, decision, and order that are formed from an early age (Dita Mulyani, Hemawati, San Putra, 2024).
- b. A Practical Approach: The implementation of discipline in education often requires strategies that involve direct supervision and motivation by educational leaders (Pangestu & Widda Djuhan, 2022).

In addition, some recent studies emphasise the importance of the role of madrasah principals in providing direct examples to students and teaching staff as a form of strengthening a culture of discipline.

Discipline in the Context of Education and the Role of Leaders

Discipline is not formed instantly, but through a process of internalisation of values and habits that are carried out consistently. In the context of education, learner discipline is influenced by individual awareness and the school policies implemented (Farhan, 2024). Educators and madrasah principals have an important role in shaping students' character so that they understand the benefits of discipline and are able to internalise these values in everyday life. Recent research trends focus on:



- a. Intervention Approach: Strategic efforts made by the madrasa head and teaching staff in improving students' discipline awareness.
- b. Motivational Approach: Studies show that both intrinsic and extrinsic motivation play a role in shaping sustainable disciplinary behaviour.
- c. Technology-based approach: Several studies reveal that the use of technology, such as attendance monitoring applications and digital-based evaluation systems, can help improve student discipline and facilitate supervision by madrasah principals. (Mandasari, 2023)

Research Focus

This research is oriented towards mapping the relationship between supervision carried out by madrasah principals and the level of discipline of students in an educational environment. In this study, the supervision in question is not only limited to administrative aspects, but also includes the leadership approach applied by madrasah principals in shaping a culture of discipline among students. With a new perspective that emphasises the role of madrasah principals as supervisors as well as motivators, this research will explore more deeply how effective leadership can have a positive influence on improving student discipline. (Ibrahim, 2021)

In addition, this research will further explore how the implemented supervision strategy can encourage sustainable discipline character building, both through direct methods such as monitoring and educational sanctions, as well as through indirect methods such as coaching and motivating students. Moreover, this research will also highlight the utilisation of technology in the supervision system in madrasah, which is believed to increase the effectiveness of discipline implementation in a more systematic and efficient manner. With the development of digital technology, various information technology-based devices and applications can be utilised as tools in conducting more structured and real-time supervision, so that madrasah principals can easily monitor, evaluate, and provide constructive feedback to students. (Setiawan, 2022)



RESEARCH METHODS

This research focuses on individuals, namely students of class VIII-A MTs Tunas Pelita Binjai. The purpose of the study was to determine the relationship between the supervision of the madrasah head and student discipline. The research was conducted at MTs Tunas Pelita Binjai, with a total of 30 students from class VIII-A participating as respondents. The study involved key actors, including the madrasah principal as the supervisor and students as the subjects being observed. The role of the madrasah head is crucial in shaping student discipline through various supervision mechanisms. Student discipline is measured by their adherence to school rules, punctuality, and overall behavior in academic and extracurricular activities. Data was collected through a survey using questionnaires and documentation to support the research findings. The questionnaire consisted of closed-ended questions measuring students' perceptions of the madrasah principal's supervision and their level of discipline. Additionally, documentation such as school policies, organizational structure, and disciplinary regulations was analyzed to complement the data. The study aims to provide an empirical understanding of how effective supervision by the madrasah head influences student behavior and discipline within the school environment. By involving all students from class VIII-A, the research ensures a comprehensive analysis of discipline levels and the extent of supervision's impact.

The approach used in this research is a quantitative approach with a correlational method. Quantitative research emphasizes the objectivity of results obtained through statistical data analysis. The correlational method aims to determine the relationship between two variables: madrasah principal supervision (independent variable) and student discipline (dependent variable). This approach is suitable for establishing patterns and measuring the strength of the relationship between these two factors, allowing for a structured interpretation of findings based on numerical data. Data analysis techniques in this study include validity and reliability tests, along with hypothesis testing. The validity test was conducted using Pearson's product moment correlation to ensure that the research instrument accurately measures what it should. The reliability test was carried out to ensure data consistency. The hypothesis was tested using the



product moment correlation coefficient (r_{xy}) to measure the significance of the relationship between madrasah head supervision and student discipline. A strong correlation between the two variables would indicate that better supervision results in improved student discipline. The sample selection was guided by Arikunto's (2016) opinion, which suggests that if a population is less than 100, the entire population can be used as a sample. Therefore, since the study involved 30 students, all students of class VIII-A MTs Tunas Pelita Binjai were included as research samples. This method ensures that the findings can be generalized to the specific context of the school while maintaining statistical rigor. Through this research design, the study aims to contribute to the broader discourse on educational leadership and its impact on student behavior, providing insights that can be used for policy-making and school management improvements.

RESULTS AND DISCUSSION

Based on research that has been conducted on class VIII-A students of MTs Tunas Pelita Binjai with a sample size of 30 students, research results are obtained that show various findings relevant to the objectives of this study. The results obtained include important aspects that are the focus of the study and provide a clearer picture of the conditions, influencing factors, and implications of the research that has been conducted. The complete results of this study are as follows:

Madrasah Head Supervision Function (Variable X)

Data regarding the supervisory function carried out by the madrasah head was obtained through the distribution of questionnaires or questionnaires containing as many as 10 statements designed to measure the effectiveness of this supervision. In a survey involving 30 students as respondents, the results obtained showed that the highest score achieved by one student in filling out the questionnaire was 40, while the lowest score obtained by another student was 30.

- a. Range
 $D_b - D_t + 1$
 $= 40 - 30 + 1$
 $= 11$

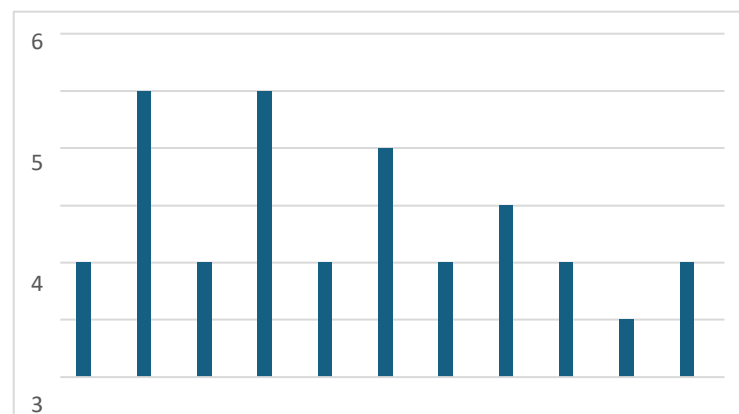


Table 1 Frequency Distribution of Madrasah Head Supervision Function Questionnaire Results (Variable X)

No.	Interval	Frequency	Percentage %
1	30	2	6.6%
2	31	5	16.67%
3	32	2	6.67%
4	33	5	16.67%
5	34	2	6.67%
6	35	4	13.33%
7	36	2	6.67%
8	37	3	10.00%
9	38	2	6.67%
10	39	1	3.33%
11	40	2	6.67%
	Total	30	100%

The frequency distribution data above will be made into a graph as follows:

Figure 1 Histogram of Madrasah Head Supervision Function



Based on the results of the graph, the highest value is in the range of 30 and 33, while the lowest value is in the range of 39

1. Student Discipline (Variable Y)

Based on the results of filling out a questionnaire consisting of 10 statement items regarding student discipline studied on 30 students, the highest score was 39 and the lowest score was 23. The data was



analysed to understand the level of student discipline in more depth. To complete and present the data systematically, the frequency distribution is made as follows:

a. Range
 $Db-Dt+1$
 $= 39-23+1$
 $=17$

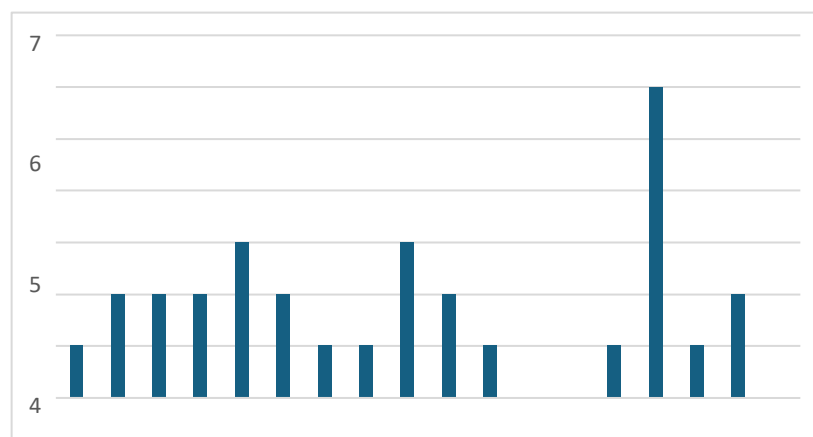
Table 2 Frequency Distribution of Questionnaire Results on Improving Student Discipline Results (Variable Y)

No	Interval	Frekuensi	Presentase %
1	23	1	3.33%
2	24	2	6.67%
3	25	2	6.67%
4	26	2	6.67%
5	27	3	10.00%
6	28	2	6.67%
7	29	1	3.33%
8	30	1	3.33%
9	31	3	10.00%
10	32	2	6.67%
11	33	1	3.33%
12	34	0	0.00%
13	35	0	0.00%
14	36	1	3.33%
15	37	6	20.00%
16	38	1	3.33%
17	39	2	6.67%
	Jumlah	30	100%

The frequency distribution data above will be made into a graph as follows:



Figure 2 Histogram of Student Discipline Improvement Function



Based on the results of the graph, the highest value is at 37, while the lowest value is at 23, 29, 30, 33, 36 and 38.

To gain a deeper understanding of the relationship between the madrasah principal's supervisory function in improving student discipline, the author applied the statistical analysis method using the Product Moment formula. This analysis was conducted through IBM SPSS STATISTICS VERSION 27 software to evaluate and interpret the relationship between variable X, which is the supervisory function of the madrasah principal, and variable Y, which is the level of student discipline. Based on the results of data processing, the correlation coefficient value is 0.779. This value indicates that there is a very strong or high correlation between the two variables. With this strong relationship, the discussion in this study is focused on in-depth analysis of the research findings, including the researcher's views on the factors that contribute to the results obtained. This study also aims to identify and explain the supporting factors that can influence the relationship between the supervisory function of the madrasah head and the level of student discipline.

The results of the analysis of the questionnaire used in this study show that the relationship between variable X and variable Y has a correlation coefficient of 0.779. This means that there is a significant positive relationship between the supervisory function of the madrasah head and the level of student discipline. By using the Product Moment formula on IBM SPSS STATISTICS VERSION 27 software, the result



shows that the relationship between the two variables is very strong. Therefore, the null hypothesis (H₀) is rejected and the alternative hypothesis (H₁) is accepted, because the value of r count (0.779) is greater than r table (0.3610). Thus, it can be concluded that there is a significant positive relationship between the supervisory function of the madrasah principal and the level of discipline of students in class VIII-A at MTS Tunas Pelita Binjai. This positive relationship indicates that the more effective the madrasah head in carrying out his supervisory function, the higher the level of student discipline in the madrasah. The supervision carried out by the madrasah principal, both in the form of monitoring, evaluation, and providing guidance and direction to students and teaching staff, has a considerable impact in shaping and improving student discipline.

The results of this study are also in line with research conducted by Abu Hasan, et al (2024), which reveals how important the role of madrasah principals is in the progress of an educational institution. In their research, it was explained that madrasah principals have a fundamental and vital responsibility in directing, managing, and ensuring that all aspects of education in madrasah run optimally. In addition, although there are various other factors that also contribute to the progress of madrasahs, the role of madrasah principals remains a key factor that determines the success of these educational institutions.

Thus, based on the results of the research and discussion that has been carried out, it can be concluded that the effective leadership of madrasah principals has a significant influence on the level of student discipline. If there is a significant influence, it can be concluded that there is a relationship between variable X and variable Y, where an increase in the effectiveness of the madrasah principal's supervisory function will be directly proportional to an increase in student discipline. This finding confirms that good madrasah leadership not only plays a role in administrative management, but also directly contributes to the formation of student character and behaviour, especially in terms of discipline, which is one of the important indicators in the world of education.



CONCLUSION

Based on the research findings and previous discussions, it was discovered that there is a significant relationship between the supervisory function carried out by the madrasah head and the improvement of student discipline at MTs Tunas Pelita Binjai. This is supported by data analysis results, which show that the r_{count} value of 0.779 is greater than the r_{table} value of 0.3610. Consequently, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted, indicating a positive relationship between the effectiveness of the supervisory function performed by the madrasah head and the level of student discipline, particularly among class VIII-A students. One of the key strengths of this research is its use of quantitative analysis, which allows for an objective examination of the relationship between variables. Additionally, the study provides valuable insights for school administrators regarding the crucial role of the madrasah head's supervision in fostering student discipline. The findings can also serve as a reference for other educational institutions seeking to enhance their supervisory practices to improve student behavior and adherence to school regulations.

However, this study has some limitations. One notable weakness is that the research sample was restricted to a single madrasah, which means the findings may not be generalizable to other schools with different characteristics. Furthermore, the study primarily focused on quantitative aspects, without exploring qualitative factors that might also influence student discipline, such as the leadership approach of the madrasah head or the school's cultural environment. Future research could consider a broader approach, incorporating a larger sample and a mixed-method analysis for a more comprehensive understanding.

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