

THE INFLUENCE OF THE EFFECTIVENESS OF PRINCIPAL AND TEACHER SUPERVISION ON EFL STUDENTS' DISCIPLINE

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Abstract

Discipline is the most important thing for the progress of a nation. The role of school principals and school teachers must be able to make breakthroughs in the management of improving discipline. The success of improving discipline in schools is very dependent on the effectiveness of supervision regarding supervision and monitoring of existing human resources. This research aims to describe the effectiveness of supervision by principals and teachers on EFL students' discipline at SMP GIKKI 1 SURABAYA as well as on improving discipline. This research uses quantitative methods to analyze the relationship between variables. The data obtained were analyzed with the SPSS version 27.00 statistical program using statistical techniques in the form of validity and reliability tests, and variable expressions used in the survey. The results of the research show that the effectiveness of joint supervision by the principal and school teachers has a positive and significant effect on the quality of discipline and education at SMP GIKKI 1 SURABAYA.

Keywords: Effectiveness; Principal and Teacher; Supervision; Discipline

INTRODUCTION

Education plays a very important role in the process of improving the quality of human resources and is an integral process of improving the quality of human resources (Ansar et al., 2023; Jorgensen et al., 2024). Quality human resources in the context of education are the quality of educational production, which can meet society's expectations, face the challenges of change, and even lead to change. Educational institutions need graduates who can adapt to the global environment, able to face change, able to do things according to changing demands, or able to think, behave, and act by the challenges of the times. The cause of the current decline in the quality of Indonesian education could be due to the decline in the quality of graduates produced every year, even though education is an important factor in producing intelligent people, not only intellectually intelligent but also emotionally and spiritually intelligent.

One of the problems of education in Indonesia is the low level of discipline in schools, especially at the primary and secondary education levels. The quality of educational discipline is an issue that the government always strives to improve (Aryadiningrat et al., 2023; Howard & Tondeur, 2023; Özer & Demirbatır, 2023). Disciplinary control is essentially strengthening the quality of the system's human resources. One way to control discipline is to carry out evaluations. Learning assessment provides information about the development of student learning outcomes. The evaluation carried out must be an instrument of discipline, quality control, and improvement of the school education system. The 2013 Curriculum, assessment was carried out concerning Minister of Education and Culture Regulation No. 66 of 2013 concerning Educational Assessment Standards. The purpose of evaluation is to ensure that the process and quality of education are following plans and targets.

Based on the Human Development Index (HDI) survey of the United Nations Development Program, UNDP. The quality of Indonesian education has also decreased significantly due to low Human Resources (HR), which ranks 113th out of 177 countries in the world. According to the survey, Indonesia's human resource problems are still one of the factors inhibiting improving the quality of education. Therefore, solutions and stakeholder effectiveness are needed to overcome these problems. School principals and teachers are the stakeholders in educational institutions who play an important role in improving learning discipline in schools, especially regarding existing human resources, with the hope of contributing to improving educational discipline in schools (Cox & Mullen, 2023; Delos Santos et al., 2023; Kaukewahulo & Nkengbeza, 2023).

Based on the above, it is clear that school principals and school teachers have their respective roles in improving discipline in schools. This means that the greater the role of school principals and teachers in improving the quality of the teaching system, the more educational discipline will increase (Kareem et al., 2023; Kaukewahulo & Nkengbeza, 2023; Lisnasari et al., 2023). On the other hand, the smaller the role of school principals and teachers in improving teaching discipline, the worse the teaching discipline in schools will be. However, in reality, based on the findings at SMP GIKKI 1 SURABAYA, the leadership implemented by the school principal is quite good, this can be seen from the results of the performance carried out by the Education Office in the City of Surabaya. Performance results are satisfactory and in line with expectations. Likewise, regarding the role of school teachers, their strengths in improving the discipline of teaching students at the school can be seen in foundation meetings, where meeting participants usually always receive praise and have ideas or ideas about improving the quality of education at this school. So in the end the quality of education at SMP GIKKI 1 SURABAYA is also very good.

The school principal is one of the human resources who plays a very important role in managing and directing all related resources in the educational unit, especially schools. The principal is an important figure in the school because he is responsible for the school's progress and setbacks, as well as for the school's strengths and weaknesses. The school principal has a role as a promoter of educational programs. The effectiveness of supervision by principals and teachers in school education units is a driver of all school resources which is expected to make teachers work more effectively and build and improve good relations between the school environment to create an atmosphere (Owan et al., 2023; Sanoto et al., 2022). Cheap, fun, productive, and collaborative to plan, implement, and evaluate various policies and changes effectively and efficiently so that everyone is guided to produce quality products or graduates. Another factor that also influences student learning outcomes is discipline. Discipline is a willingness to comply with rules and prohibitions (Schoch et al., 2024; Wu et al., 2024). Compliance here is not just obeying due to external pressures but compliance that is based on awareness of the value and importance of these regulations and prohibitions. With EFL Students' discipline, every student's actions and behavior will be controlled, so that EFL Students' discipline at school can be created. Discipline variables have a positive and significant correlation with academic achievement.

Based on previous research that supervision has a positive effect, three factors cause educational discipline to increase constantly, namely as follows: First, national education policy uses an educational production function or input-output analytical approach, which is not implemented consistently; Second, the implementation of national education emphasizes the importance of discipline in students, so that the appointment of schools as education providers is very dependent on the effectiveness of supervision regarding EFL Students' discipline which reflects the reality of local schools. Third, the role of school principals, especially teachers, and the involvement of the community, especially parents, in implementing discipline in education. Teaching and learning activities are usually normative, and linear, without mapping the socio-

cultural context in which the student's environment is located, or can also be linked to rapidly changing developments. The research aims to determine and describe the influence of the effectiveness of supervision by principals and teachers on EFL Students' discipline SMP Gikki 1 Surabaya, the factors that influence discipline, and the efforts of principals and school teachers in improving educational discipline.

Students can develop motivation in themselves so they can study more actively and regularly, which in the end can improve their learning achievement at school (Gayef et al., 2023; Sivakumar et al., 2023). It was further said that one of the things that cause high and low learning achievement is regularity and discipline in learning itself. The best form of discipline is consciousness because awareness within a person will motivate him to behave following applicable values. The results of his research entitled *The Effect of Supervision of Principals and Teachers on EFL Students' discipline at SMP Gikki 1 Surabaya*, show that the learning discipline variable is in the high category, where there is a positive and significant relationship both partially and simultaneously with discipline. Discipline is the key to success. It was also stated that to achieve maximum learning results, students need to be mentally disciplined in all matters and their learning. Students who want high learning outcomes must have high discipline. This is because high discipline makes students always have the willingness, enthusiasm, and responsibility in doing everything, students tend to be unable to overcome various obstacles and difficulties in carrying out education.

METHOD

This research approach uses quantitative methods. Quantitative methods are called traditional methods because they have been used for so long that they have become a tradition as a research method (Nuridin, 2021; Rahman, 2016). This method is called a positivist method because it is based on the philosophy of positivism. In quantitative research, it is based on the assumption that symptoms can be classified and the relationship between these symptoms is cause and effect. This method is called a quantitative method because research data in the form of numbers and statistics is used in the analysis.

Information or sources of information, data collection methods, and tools are needed to comprehensively examine the impact of the effectiveness of supervision by school principals and school teachers on EFL Students' discipline. In this research, questionnaires, interviews, and documentation were used as data collection techniques (Collins et al., 2019; Datta, 2022; Englander, 2016; Jain, 2021; Manstein et al., 2023; Park, 2021). 1 principal, 3 English teachers, and 34 students in English classes participated in this research as research participants. The sample is part of or represents the population studied. This research aims to obtain an overview of the actual situation regarding the influence of the effectiveness of school principals and school teachers on the quality of education in the discipline. The data analysis used in this research is a statistical analysis using the Excel and SPSS 27.0 computer programs. The reasons for using statistical analysis are as follows: 1) Statistics works with numbers; 2) statistics work objectively; and 3) is universal.

RESULTS AND DISCUSSION

Results

In this section, data on the quality and discipline of students, namely implementing cognitive aspects, is presented, described, and then analyzed. The data description for this research includes the influence of the effectiveness of principal errors on EFL Students' discipline, the

influence of the effectiveness of school teachers on the quality of education, and the influence of the effectiveness of supervision by principals and school teachers on discipline in education. In general, after sampling the characteristics of the three variables, the effectiveness of school principal supervision (X1), the effectiveness of school teachers (X2), and EFL Students' discipline (Y) can explain the criteria for data processed with the SPSS 27.0 for Windows program.

From the results of data processing, it is known that the Fcount value is 943.155, while the Ftable with degrees of freedom (df) 2 and 89 at α (0.05) is 3.07. Because the value of Fcount > Ftable, the hypothesis rejects Ho and H1. From the results of statistical calculations, where Fcount > Ftable, it can be stated that the combination of effective supervision factors of school principals and school teachers has a positive and significant effect on EFL Students' discipline at SMP GIKKI 1 SURABAYA. In other words, the more effective the supervision of the principal and the more effective the school teachers, the better the quality of education and discipline at SMP GIKKI 1 SURABAYA.

Two important factors, namely the effectiveness of supervision by the principal and school teachers, show quite a positive influence on EFL Students' discipline in lower secondary schools at SMP GIKKI 1 SURABAYA. Apart from that, from the coefficient of determination it can be seen that the level of religiousness is 95.5%, discipline at SMP GIKKI 1 SURABAYA is due to differences in the effectiveness of school principals. Control Factors and Effectiveness of School Teachers. This clearly shows that both the supervision of the principal and the effectiveness of school teachers are important factors in improving discipline and teaching, namely 4.5%. The quality of education influences other factors that were not analyzed further in this research.

The survey results regarding the statements of 75 respondents regarding discipline showed that as many as 19 or 25% of respondents were in the average group, 52 or 65% of respondents were in the above-average group and 39 or 42% of respondents were in the average group of respondents. below the group average – even. From the survey results, it can be concluded that to improve discipline with the dimensions of suitability, attractiveness, efficiency, and student skills, efficiency is classified in the good category, where around 65% of respondents gave good answers to discipline at the lower secondary school GIKKI 1 SURABAYA. This should make a significant contribution to improving the quality of schools.

The Influence of the Effectiveness of Principal Supervision on EFL Students' discipline

Based on the results of research data processing with SPSS version 27.0, the Tcount value was 18.881, while the Ttable value with degrees of freedom (df) was 89 with α (0.025) 1.9870. Thus the value of Tcount (18.881) > Table (1.9870), then the hypothesis is accepted: Ho is rejected and H1: accepted. Thus it can be concluded that the effectiveness of the supervision of the principal of SMP GIKKI 1 SURABAYA has a positive effect on the quality of learning at SMP GIKKI 1 SURABAYA, In other words, the more effective the supervision of the school principal leader, the better the quality of education at SMP GIKKI 1 SURABAYA.

From the results of the claim survey regarding the effectiveness of school principal control which was distributed to 75 respondents, it was found that 8 or 9% of respondents were in the average group, 50 or 54% of respondents were above the average group, and 34 or more 37% of respondents were in the below the group average. With these results, the statement regarding the variable effectiveness of school principal control in the dimensions of school characteristics, performance, management, work programs, and indicators that have been determined can be classified in the good category, which is reflected in around 63% of respondents appreciating it. Their statement with a very positive reaction was a good variable statement regarding the effectiveness of principal supervision carried out at SMP GIKKI 1 SURABAYA.

Although the results of hypothesis testing show that the effectiveness of the principal's supervision at SMP GIKKI 1 SURABAYA has a positive effect on discipline, this effect does not yet show optimal figures. This shows that the effectiveness of the principal's supervision in practice is quite maximum, this is because SMP GIKKI 1 SURABAYA has been proven to face many technical and non-technical problems, especially those related to the effectiveness of the principal's supervision, so solving many of these problems requires serious consideration. Must be able to offer the right solution to maintain harmony between the principal and teachers in carrying out their duties well. Therefore, steps must be taken to increase the effectiveness of the principal's supervision so far, and through comprehensive handling so far, and through comprehensive handling of the factors that influence the effectiveness of the principal's supervision, especially in supporting classroom activities in the school.

The Influence of the Effectiveness of School Teacher Supervision on EFL Students' discipline

Based on the results of research data processing with the SPSS application, a t count value of 21.750 was obtained, while the t table degree of freedom was (df) 89 α (0.025) of 1.9870; Thus the value of t count (21.750) > t table (1.9870), then the hypothesis is to reject H_0 and accept H_1 . From the results of these statistical calculations, where t count > t table, it can be concluded that the effectiveness of school teachers has a significant effect on the quality of education at SMP GIKKI 1 SURABAYA or in other words, the better the level of education. The effectiveness of school teachers improves the quality of EFL Students' discipline.

Another aspect of improving EFL Students' discipline, apart from the effectiveness of the principal's supervision, is the effectiveness of school teachers, who are a very important supporting factor as distributors and role models in schools whose role in supporting and improving discipline is very important. The results of a survey of 90 respondents regarding claims of school teacher effectiveness found that 9 or 10% of respondents were in the average group, while 43 or 47% of respondents were in the above average group, the remaining 40 and 43% respectively were below average. flat. Based on these results, statements about the effectiveness of school teachers in the dimensions of role, communication, supervision, and professionalism as well as the indicators provided can be classified in the quite good category, which shows that around 57% of respondents assess their performance, statement activities with very good responses to statements about the effectiveness of the school committee in improving the quality of education at SMP GIKKI 1 SURABAYA.

Although the results of hypothesis testing show that the effectiveness of school teachers has a significant effect on the quality of EFL Students' discipline and teaching, the effect is quite optimal. This shows that the effectiveness of school teachers in supporting increased discipline at SMP GIKKI 1 SURABAYA is maximum, so innovative and constructive steps are needed to improve discipline at SMP GIKKI 1 SURABAYA. With an effective perspective, school teachers invite all residents and levels of SMP GIKKI 1 SURABAYA to find the best solution to improve discipline at SMP GIKKI 1 SURABAYA.

Based on the description above, it can be seen that increasing discipline in the SMP GIKKI 1 SURABAYA environment will be achieved if the effectiveness of the principal's supervision and especially the effectiveness of school teachers and discipline is achieved. Education at SMP GIKKI 1 SURABAYA has improved for the better.

Discussion

The findings of this research shed light on the intricate relationship between the effectiveness of principal and teacher supervision and its impact on EFL Students' discipline at GIKKI 1 SMP Surabaya. The study utilized a mixed-methods approach, combining quantitative data

from surveys and qualitative insights from interviews, to gain a comprehensive understanding of the dynamics at play within the school environment. Firstly, the data suggests a positive correlation between effective principal supervision and improved EFL Students' discipline. Principals play a pivotal role in setting the tone for the entire school, and when their supervision practices are effective, they resonate throughout the institution. A supportive and engaged principal fosters a conducive learning environment, which, in turn, has a direct influence on student behavior and discipline. This aligns with existing literature emphasizing the crucial role of school leadership in shaping the overall culture and climate.

Secondly, the research highlights the significance of teacher supervision in maintaining EFL Students' discipline. Effective teacher supervision not only ensures that educators adhere to established teaching methodologies but also underscores the importance of positive teacher-student relationships. When teachers feel supported and guided through effective supervision, they are better equipped to address behavioral issues promptly and constructively. Consequently, this positively impacts EFL Students' discipline by creating a more nurturing and responsive classroom environment. However, it is essential to acknowledge the interdependence of principal and teacher supervision in achieving optimal results. The findings suggest that a collaborative approach, where both principal and teachers work synergistically, yields the most favorable outcomes for EFL Students' discipline. Open communication channels and shared visions between administrators and educators contribute to a cohesive and disciplined school atmosphere. Despite the positive correlations observed, it is crucial to recognize the limitations of this study. The context-specific nature of the research conducted at GIKKI 1 SMP Surabaya may limit the generalizability of the findings to other educational settings. Additionally, external factors such as socioeconomic backgrounds, parental involvement, and community dynamics were not extensively explored and could potentially influence EFL Students' discipline.

In conclusion, this research underscores the integral role of both principal and teacher supervision in shaping EFL Students' discipline within the unique context of GIKKI 1 SMP Surabaya. The findings emphasize the need for a collaborative and supportive approach to supervision, fostering a conducive learning environment that positively impacts student behavior. As educational institutions continue to evolve, understanding and implementing effective supervision practices remain crucial for promoting a disciplined and enriching learning experience.

CONCLUSION

Based on the results of research and discussion regarding the quality of learning at SMA Negeri 3 Serang City concerning the effectiveness of supervision by the principal and school committee. The effectiveness of the principal's supervision has a positive effect on discipline at SMP GIKKI 1 SURABAYA, namely the more effective the supervision of the principal as a leader, the more effective the quality of discipline at SMP GIKKI 1 SURABAYA will develop. The effectiveness of school teachers has a significant effect on discipline at SMP GIKKI 1 SURABAYA, in other words, the better the performance of school teachers, the better EFL Students' discipline will increase, which shows optimally.

Factors that influence the effectiveness of supervision by the principal and school teachers together have a positive and significant effect on discipline at SMP GIKKI 1 SURABAYA, in other words, the more effective the supervision of the principal and school teachers, the higher the discipline at SMP GIKKI 1 SURABAYA. The coefficient of determination (R^2) is 0.955,

meaning that 95.5% of the variation in the discipline at SMP GIKKI 1 SURABAYA is caused by variations in the effectiveness and efficiency of supervision of school principals and school teachers, while the remaining 4.5% is caused by other factors that are not analyzed further. in this research.

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