

## STRATEGIES TO IMPROVE DISCIPLINE FOR EDUCATORS AT AL-MUBAROK KINDERGARTEN

Aulia Dwi Amalina<sup>1</sup>, Silfiya<sup>2</sup>, Salma Fathia<sup>3</sup>

<sup>1,2,3</sup> Universitas Mataram

Email: [Aauliadwi.AW@gmail.com](mailto:Aauliadwi.AW@gmail.com), [silfiya350@gmail.com](mailto:silfiya350@gmail.com),  
[salmafathia.735@gmail.com](mailto:salmafathia.735@gmail.com)

### Abstract

Educators play an important role in the implementation of education in schools to shape student character and achieve educational success. One way that educators need to do this is the ability to manage time effectively. This research aims to identify the factors that cause teacher tardiness at Al-Mubarak Kindergarten and develop strategies to improve time discipline. This research uses a qualitative descriptive method, with data collection techniques through observation and in-depth interviews. Observations were carried out to observe teacher tardiness and its impact on student activities in class. In-depth interviews were conducted with teachers and parents of students to dig deeper into the reasons for tardiness. The research results show that teacher tardiness not only disrupts the learning process, but also influences student behavior, who tend to become restless and lack discipline. Teachers stated that personal responsibilities at home were the main factor in their tardiness. As a solution, schools are advised to enforce stricter time discipline rules and provide time management training for teachers. It is hoped that increasing time discipline can improve the quality of learning and provide a positive role model for students, thereby creating a more conducive learning atmosphere at Al-Mubarak Kindergarten.

Keywords: Strategy, Educator, Discipline, Learning.

### Abstrak

Pendidik berperan sebagai sosok penting dalam pelaksanaan pendidikan di sekolah untuk membentuk karakter siswa dan mencapai keberhasilan pendidikan. Salah satu cara yang perlu dilakukan pendidik adalah kemampuan mengelola waktu yang efektif. Penelitian ini bertujuan untuk mengidentifikasi faktor-faktor penyebab keterlambatan guru di TK Al-Mubarak dan menyusun strategi untuk meningkatkan kedisiplinan waktu. Penelitian ini menggunakan metode deskriptif kualitatif, dengan teknik pengumpulan data melalui observasi dan wawancara mendalam. Observasi dilakukan untuk mengamati keterlambatan guru dan dampaknya pada aktivitas siswa di kelas. Wawancara mendalam dilakukan dengan guru-guru dan orang tua siswa untuk menggali lebih dalam alasan keterlambatan. Hasil penelitian menunjukkan bahwa keterlambatan guru tidak hanya mengganggu jalannya proses pembelajaran, tetapi juga berpengaruh pada perilaku siswa yang cenderung menjadi gelisah dan kurang disiplin. Guru-guru menyatakan bahwa tanggung jawab pribadi di rumah menjadi faktor utama keterlambatan mereka. Sebagai solusi, sekolah disarankan untuk memberlakukan aturan disiplin waktu yang

lebih ketat serta memberikan pelatihan manajemen waktu bagi para guru. Peningkatan kedisiplinan waktu diharapkan dapat meningkatkan kualitas pembelajaran serta memberikan teladan positif bagi para siswa, sehingga menciptakan suasana belajar yang lebih kondusif di TK Al-Mubarak.

Kata kunci: Strategi, Pendidik, Disiplin, Pembelajaran.

## INTRODUCTION

During childhood, an individual will learn different things. At this stage, children experience a development process that not only includes physical aspects, but also cognitive, mental, social and emotional development. Therefore, teachers have a role to educate and look after children while learning. However, to be able to carry out this role effectively, the teacher's presence on time has a great influence on the child's learning process. This is because the presence of a teacher on time can not only ensure that the child's learning routine runs smoothly, but can also provide a sense of comfort, security and discipline for the child. According to (Muspawi, 2021), educators play a very important role in the implementation of education in schools, because they have various responsibilities, functions and strategic positions to achieve educational success. Teachers act as parents for students at school. Without teachers, education in Indonesia will not produce an educated young generation.

Apart from teaching science, teachers also have a role in shaping students' character. By providing examples, direction and guidance, teachers can instill positive values such as discipline, responsibility, empathy, hard work and honesty. This is very important to produce a young generation who is not only intellectually intelligent, but also has good morals and ethics. Therefore, good time management is very important for a teacher, because their duties and responsibilities are many and varied. With the ability to manage time effectively, teachers can carry out their role optimally in educating, guiding and forming the younger generation.

However, in reality, many kindergartens in the city of Mataram, especially Al-Mubarak Kindergarten, experience several problems related to teachers being late at school, where many teachers arrive at 08.00 WITA, while school hours start at 07.00 in

the morning. Teacher tardiness results in children often waiting and makes children bored and can affect the effectiveness of learning at school. As mentioned by (Lailatussaadah, 2015), improving the performance of educators has a very important role in efforts to improve the quality of the learning process. This of course has an impact on achieving school goals, more broadly national education. To anticipate this, schools need to design effective strategies to reduce the risk of being late for educators. Teacher tardiness not only disrupts children's learning activities, but also allows the quality of education in PAUD institutions to decline. As mentioned by (Sari, 2019), delays in the presence of teachers in carrying out their duties affect the effectiveness of learning and achievement of learning goals. This is also supported by research (Darmanto, 2020) which shows that there is an increase in teacher discipline in schools by implementing rewards and punishment.

Based on the background above, in general this research aims to identify the factors that cause delays for teachers at PAUD institutions in the city of Mataram and formulate steps to improve punctuality for teachers so that in the future teachers are ready to carry out their duties as professional educators.

## METHOD

By applying a qualitative descriptive approach, this study includes observation and interview activities to gain further understanding of this issue so as to provide appropriate and implementable solutions. According to (Nashir, 2019) this qualitative research is intended to understand phenomena experienced directly by participants or research subjects. The research subjects were two teachers, namely teacher A and teacher B who were often late. Each teacher teaches 11 students. The approach to this topic is important to understand how teachers view time and how children react when the teacher arrives not on time.

In this research, research subjects act as the main source of data, providing information related to relevant research variables (Agiani, et al, 2015). The data collection method was carried out by observation and interviews. This observation focuses on the teacher's punctuality and student behavior while waiting for the teacher

to arrive. For example, if the teacher arrives late, the child may become restless and start playing alone, making the class atmosphere even more noisy.

## RESULT AND DISCUSSION

### A. Teacher Delays at Al-Mubarak Kindergarten

Through observations made on September 14 2024, both Teacher A and Teacher B were found to arrive late at the same time, exactly at 08:00. They should have arrived at school at 07:00. The one hour delay made the class atmosphere uncomfortable and ineffective. For example, children who are waiting for their teacher become restless, some children even start running around. This shows that time management by teachers is very important, so that children can focus more on learning. As explained by (Munawala, Musdiani and Oktarina, 2021), the discipline shown by teachers is a good example for students in the lower classes. Children tend to copy the disciplinary habits of their teachers. When teachers appear enthusiastic and disciplined during the learning process, PAUD students will feel more motivated to learn.

The learning process begins when an hour is missed, which results in wasted learning time, and this can have long-term impacts on the child's understanding of the material being taught. As explained by Samuel Mamonto et al. (2023), discipline in the world of education functions to help students develop into individuals who are responsible, have good morals, and are successful. With a constructive approach and the application of fair and logical rules, discipline can be an important tool in creating a supportive learning atmosphere, so that students can achieve their best abilities. So, it could be said that discipline is important to create a good learning environment, especially if the teacher arrives on time.

### B. The Impact of Delays on the Learning Process

While waiting for the teacher, the children seemed bored and impatient. They become active in playing alone, which results in the classroom atmosphere becoming increasingly crowded and difficult to control. In conditions like this, not only is their study time wasted, but they can also become accustomed to being undisciplined. According to (Yusup, Witarsa and Masrul, 2023), if schools and

teachers want students to be disciplined and achieve, then it is important for schools to motivate teachers to start the learning process on time. Following a teaching schedule designed to suit student learning targets can help teachers and students utilize time efficiently. As a result, student learning outcomes that are supported by consistent time discipline will be more measurable and can be monitored well.

Apart from that, a noisy classroom atmosphere because children are playing alone can cause disruption when the learning process begins. This delay also results in children's focus being divided, making it more difficult for them to follow the learning material after class starts. This is certainly a challenge for teachers to get the children's attention back, and sometimes requires extra effort to get them to focus again. If conditions like this continue to occur, this can result in children not getting optimal learning experiences, and they will have difficulty absorbing the material being taught. Of course, this is a shared responsibility between the teacher and the school. As explained by (Setiawan and Mudjiran, 2022), it is very important for teachers to deliberately create and maintain a conducive learning environment, so as not to create potentially detrimental situations for students. The main problem that must be addressed is the role of teachers in building a learning environment that is supportive and positive for student development.

### C. Reasons for Teacher Tardiness

The reason Teacher A and Teacher B were late was because the two teachers were both busy taking care of the children before going to school. This situation shows that teachers also have responsibilities at home that cannot be ignored, which can sometimes affect their attendance. As explained by Agiani et al. (2021), teachers who also act as housewives often feel that the time they have is not enough to complete all tasks independently, especially in taking care of the house. Many working mothers (teachers) have difficulty balancing household obligations and work at school, so that some tasks at home are only partially done or postponed due to fatigue after working outside.

Therefore, it is clear that schools must pay more attention to the punctuality of teachers. The steps taken by school principals are to provide training and support to help teachers manage their time, such as workshops and seminars on strategies to improve time management and discipline as well as shock therapy. So far, this is very important in maintaining optimal quality learning time at Al Mubarak Kindergarten and so that teachers can provide the best education to children. If teachers can manage their time more disciplinedly, it will certainly have a positive impact on the quality of education at school.

#### D. Solution to Overcoming Teacher Delays

To overcome the delays that occur, there are steps taken by the school principal so that this problem does not recur continuously. First of all, the school held time management training for teachers. This helps teachers be more effective in managing their time, especially for those who have responsibilities before going to school. This training allows teachers to be better prepared and manage their time with more discipline between homework and school responsibilities.

Apart from that, schools also implement strict rules regarding school entry times and provide appropriate sanctions if teachers are often late. This step has so far been useful in creating a culture of discipline in the school environment, because teacher discipline will be an example for children to emulate in class. Seeing these conditions, it is clear that teacher tardiness can have a negative impact on the classroom atmosphere and learning effectiveness. Therefore, schools must focus more on monitoring the punctuality of teachers' arrival. According to the explanation from Mamonto et al. (2023), discipline is a form of a person's awareness of complying with agreed rules without external pressure and having a commitment not to violate these rules. With this discipline, it is hoped that teachers can be more consistent in managing their time, so that the teaching and learning process at Al-Mubarak Kindergarten can run more optimally.

## CONCLUSION

The research results show that the teacher's punctuality has a significant influence on the classroom atmosphere and learning process. If a teacher is even an hour late, it

can affect children's learning motivation, create a bad classroom atmosphere, and even cause students to lose focus. Therefore, schools must pay more attention to the importance of teachers arriving on time. Through the role of schools, increasing student learning achievement can be achieved. A disciplined school environment will always produce a more enjoyable learning process. In addition, schools can provide extra assistance for teachers, for example through training related to time management and implementing stricter rules regarding learning start times. The aim is to help teachers plan their time more consistently and advance the learning process more effectively and optimally. Teacher discipline not only helps improve the quality of learning, but also provides a good example for Al Mubarak Kindergarten children.

## REFERENCES

- Agiani.Preista, Nursetiawati, Muhariaty, M. (2015) 'Analisis Manajemen Waktu Pada Ibu Bekerja', 4(1), p. 6.
- Darmanto, D. (2020) 'Peningkatan Disiplin Guru Dalam Kehadiran Mengajar Dikelas Melalui Penerapan Reward and Punishment Di SMPN 2 Satap Parado Tahun pelajaran 2020/2021', JUPE: Jurnal Pendidikan Mandala, 5(6). Available at: <https://doi.org/10.58258/jupe.v5i6.1632>.
- Lailatussaadah, L. (2015) 'Upaya Peningkatan Kinerja Guru', Intelektualita, 3(1), p. 243106.
- Maruya, S. (no date) 'DI MIN 1 KOTA BENGKULU Abstrak peraturan organisasi dan norma-norma sekolah yang telah ditetapkan dan berlaku dalam kepentingan efektif dan efisien dengan hasil yang optimal 3 . Guru hendaknya disiplin , yakni mampu secara tertib dan efektif .', (2).
- Munawala, U., Musdiani and Oktarina, R. (2021) 'P-ISSN Jurnal Ilmiah Mahasiswa Analisis Kedisiplinan Guru Dalam Proses Belajar Mengajar', Jurnal Ilmiah Mahasiswa, 2(1), p. 3.
- Muspawi, M. (2021) 'Strategi Peningkatan Kinerja Guru', Jurnal Ilmiah Universitas Batanghari Jambi, 21(1), p. 101. Available at: <https://doi.org/10.33087/jiubj.v21i1.1265>.

- Nashir, A. (2019) 'Pengaruh Kedisiplinan Guru Terhadap Prestasi Belajar', Sustainability (Switzerland), 11(1), pp. 1–14. Available at: [http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciu rbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484\\_SISTEM\\_PEMBETUNGAN\\_TERPUSAT\\_STRATEGI\\_MELESTARI](http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciu rbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_SISTEM_PEMBETUNGAN_TERPUSAT_STRATEGI_MELESTARI).
- Rachmawati, I.N. (2007) 'Pengumpulan Data Dalam Penelitian Kualitatif: Wawancara', Jurnal Keperawatan Indonesia, 11(1), pp. 35–40. Available at: <https://doi.org/10.7454/jki.v11i1.184>.
- Sari, I.K. (2019) 'Cara Menanggulangi Kualitas Pendidikan Di Indonesia Melalui Supervisi Pendidikan Berdasarkan Penyebab Nyata Rendahnya Kualitas Pendidikan', Osf.io [Preprint], (1).
- Setiawan, H. and Mudjiran, D. (2022) 'Creating a Conduusive Learning Environment for Elementary School Level Students Menciptakan Lingkungan Belajar Yang Kondusif Bagi Peserta Didik Tingkat Sekolah Dasar', | Jurnal CERDAS Proklamator, 10(2), pp. 161–167.
- Yusup, M., Witarsa, R. and Masrul, M. (2023) 'Kedisiplinan Waktu Mengajar Guru dan Penggunaan Media Pembelajaran di Sekolah Dasar', Journal of Education Research, 4(3), pp. 937–943. Available at: <https://doi.org/10.37985/jer.v4i3.278>.



