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The Implementation of Principal Manage...
for the Primary School Student I...

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Abstract   The principal has a significant role in coordinating, mobilizing and harmonizing all available educational resources in school. All these educational resources cannot run optimally without competent management by the principal. This study aims to describe the managerial competence of the principal at Madrasah Ibtidaiyah (Islamic Primary School) Darul Masholeh of Cirebon City, West Java, Indonesia, the implementation of student discipline, and the factors that influence the implementation of student discipline. This research is qualitative research with data collection techniques in the form of interviews, observation and documentation. The subjects of this study were principals, teachers, students and parents of Madrasah Ibtidaiyah (Islamic Primary School) Darul Masholeh of Cirebon City, West Java, Indonesia. The research data were analyzed using qualitative descriptive analysis. The results of the study show that principals have been able to build a good school system in improving the quality of education in their schools. Furthermore, the implementation of student discipline in schools has also been going well. As for the factors that influence the implementation of disciplinary students to include internal factors of students, school environmental factors, attention factors and parenting (family).

Keywords   Principal Managerial Competence, Student ...

school is the principal [1] ...
principal has role and fu...
Administrator, Supervis...
Motivator (EMASLIM). ...
principal must understa...
headmaster [3]. The abili...
principal as a leader can...
education knowledge, visi...
ability to make decisio...
According to Wahjosumid...
a skill or particular abilit...
process of planning, org...
the efforts of members of...
of all resources to achieve...
managerial competence ...
principals in managing all...
effectiveness and efficienc...
principals as education m...
competencies which inclu...
technical skills [6]. In add...
[7], managerial skills of p...
skills in organizing res...
activities, and skills in co...

Furthermore, accordin...
something that is concern...
forms of rules. The sam...

behavior in a positive direction [13]. One of the rules in school is discipline. School discipline is a collection of rules that must be adhered to and carried out in schools by all students so that learning runs smoothly [14]. Each student must be introduced to the rules and endeavored to be able to understand the benefits or uses so that the rules can be carried out without coercion. The effort to create and enforce regulations is a school activity in outlining restrictions by telling students what to expect and why this is needed.

In their research, Sugeng [15], Iriawan [16], Werang [5] revealed that managerial competencies of principals contribute positively to teachers' performance and social competence. Educators (including principals) also have a significant role in providing examples of discipline for students [17]. The form of controlling students in school can be in the form of punishment in maintaining environmental cleanliness, attitude discipline, and cleanliness in-class hours [18]. Based on the results of observations conducted by researchers, it was shown that the Principal of MI (Islamic Elementary School) Darul Masholeh Cirebon City has complied with the standards of school principals in accordance with Minister of Education and Culture Regulation (PERMENDIKBUD) No. 13 of 2007 Challenging Principal Standards. However, researchers still find various disciplinary problems that occur in the madrasa, for example, some students wear uniforms which are not based on the schedules; there are students whose attendance are not maximal (skipping in the middle of class); and there are students who arrive late at school. Besides, in their daily lives, students are often late in class after recess. This is in line with the research conducted by Ariananda et.al. [14], Latifah & Nuraida [19] which concluded that the discipline of students in schools is still lacking. This study aims to describe the managerial competence of the principal, the implementation of student discipline, and the factors that influence the implementation of student discipline in school.

2. Methods

implementation of student
Meanwhile, interview tec
on the implementation of
principal while at the same
that influence the implem
school. However, the doc
obtain data on students, te
MI Darul Masholeh. Va
applied through the stag
increasing persistence, and
The results of the resear
qualitative data analysis
activity in analyzing the d
completion, and the data
analysis also starts from d
then presents data, and fi
the things that are the focu

3. Results

3.1. Implementation of F Competence

Increasing the perform
staff is always carried ou
Masholeh Cirebon City.
improve the ability of all
attend training, seminars
improve their competence
of teachers' competencies
knowledge [22]. The prin
with the teacher regardi
learning, students'
professionalism. All the
direction, motivation and
teacher gets into trouble.
has his responsibility to
respective fields, to be abl
anyone with interest in
teacher must learn a l
learning methods, and tea
learn feel challenged and

learning process carried out directly by the teacher in the class (interview with the principal).

In addition, the role of parents as the primary supervisor for the development of their children is to report changes in the daily behavior of children at home as an evaluation of the school. Besides, it is also through joint meetings between parents/ guardians of students with the school, parent meetings with homeroom teachers and making school committees or class committees as a container for the parents' aspirations to the school or vice versa if there is information from the school through the school committee or class committee. Beside meetings, communication between the school and parents is also done through the application of social media to make it more effective and efficient (interview with the principal). The implementation of principal managerial competence in MI Darul Masholeh can be described as chart 1 below.
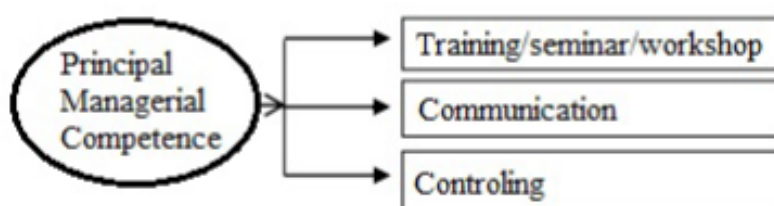

Chart 1. The implementation of principal managerial competence

3.2. Steps of the Principal in Embedding Student Discipline

The actions taken by the principal in instilling discipline into MI Darul Masholeh students are: *First,* the principal identifies undisciplined student behavior such as students not doing assignments, fighting in class, not neatly in dress, forget not to bring a textbook, and not carry out pickets. The teacher or headmaster then give this student's lack of discipline an action; *Second,* principal makes student discipline rules and specific class rules based on identified student problems. The established rules made by the teacher are the development of school discipline and adjustments to the behavior of students in the classroom. The implementation of school rules and class rules was made so that problems that occur in the class were reduced; *Third,* the rules that the teacher socializes are made for

there are students not doi
principal gives a warning
This was done so that stu
The advice given to stude
out actions; actions that
actions that do not hurt th
can harm themselves
assignments, fighting, and
While actions that harm ot
playing with sharp tools,
actions. The usual warnin
are frequent warnings wh
the way of sayings, writte
3.

3.3. Implementation of S Masholeh Cirebon C

Instilling discipline in
Cirebon City carried out
cultivation of disciplinar
extra-curricular scouts, ha
ceremonies every Monda
prayers, praying before ar
and Healthy (JBS). All of
aim that all students h
disciplined character that
mature personality of the
principal of the student fie

Meanwhile, according
Masholeh expressed that
discipline can also be d
parents of students. The
instilling the character of
monitor the development
behavior such as speaking
towards others. Commun
school on instilling the ch
through social media g
warnings and reports of cl
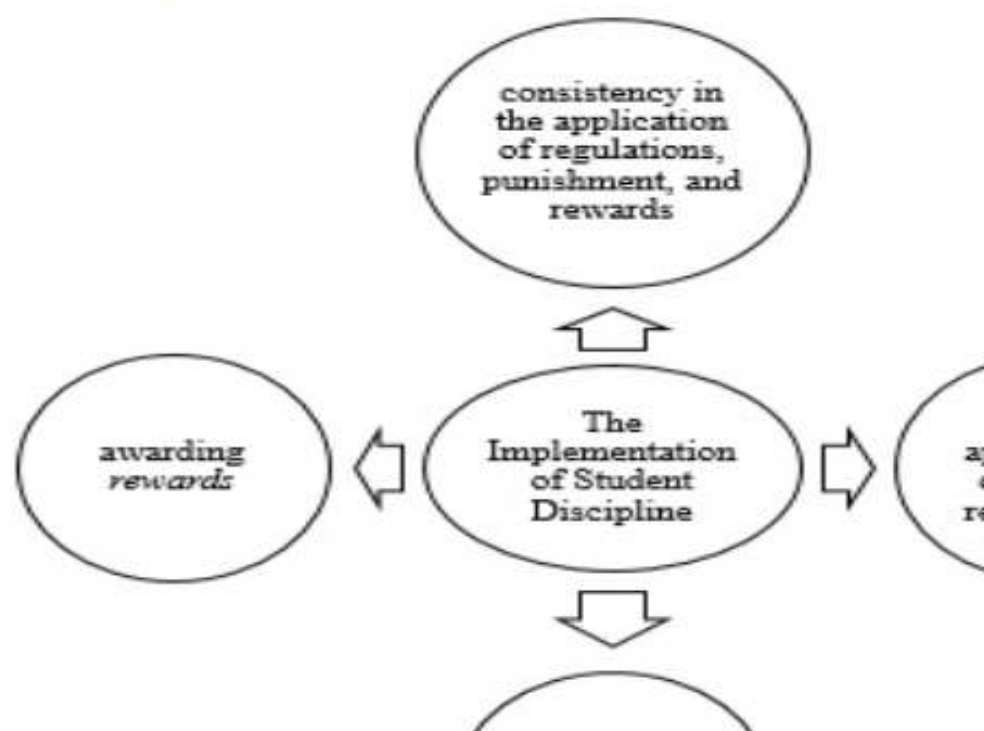
The types of disciplina
Darul Masholeh are inde
that are general violation

schedule, clothes that are not included, skipping do not enter the class and provoking improper students. Whereas type 3 is more often late for class after recess and does not do assignments and does not carry the scheduled book. As for grade 6 on the level of attendance of students in the class, students often skip class, and have long hair and long nails.

According to the Principal of MI Darul Masholeh, implementing the discipline of students at MI Darul Masholeh includes four elements, namely the application of regulations, punishment, appreciation, and consistency. *First*, the application of school regulations. The school regulations that have prepared must be understood and implemented by all school members. If there are school members (including students) violating school rules, then they must accept the consequences, so that school regulations that have been made can provide justice for all. *Second*, give punishment. How to discipline students in the form of sanctions and coaching? For example, by giving advice, reprimand, emphasizing to students and reminding students about school discipline at all times. Sanctions are given to students who violate discipline in the form of words and commands that educate as a form of coaching and make students aware of wrong behavior. Forms of punishment vary according to the type of violation

committed by students. A of the student field, the ap is relative, where the punis the violation. Giving pu schools /Madrasah Ibtidai junior high school so th reprimand, guidance, and crosses the boundary, th accompanied by parents by the school.

Third, award *rewards.* were disciplined and ac ceremonies and other acti be in the way of w motivations or in the consistency in the applicat awards. The principal is that have been set for al consistent, the school pr school rules to all students obeying the rules every d according to schedule and its place. The implementa Darul Masholeh can be de

3.4. Factors Affecting Student Discipline

Factors that influence students' discipline include supporting elements for implementing student discipline and inhibiting factors in achieving student discipline in school. Elements supporting the implementation of student discipline consist of student-derived factors, namely the understanding of students regarding fairly good school rules and school environment factors, where infrastructure such as bells are able to provide information for all students, posters appeals for discipline, examples given by teachers to students as well as optimizing the Smart Indonesia Program (PIP) initiated by the government.

The factors that hinder the implementation of student discipline in schools include that the element of attention of parents (family) to the discipline of their children is still lacking, school buildings are separated and a little far apart, and infrastructure facilities such as school gates/fences have not been closed. Related to the attention factor of the parents (family), the principal added that the parents of MI Darul Mashsoleh students were mostly in the economic and middle to lower education classes. This causes parents to pay less attention to their children so that their child's delinquency is not detected and not appropriately resolved, for example, students do not wear uniforms according to schedule, and students do not carry lesson textbooks and dirty nails and hair. Also, another obstacle is that parenting in disciplining their children is still lacking.

4. Discussion

To implement student's discipline, the principal of the MI Darul Masholeh Cirebon City has used management principles. Good and programmed management will determine success in achieving student discipline. The headmaster gives enthusiasm, encouragement, and motivation to the teacher to try to maximize student's discipline because the teacher is in direct contact with students and certainly already knows the character of each student and already has a strategy in implementing discipline that is easily understood by students. This is in line with the results of research conducted by Huang [23], Lourmpas & Dakopoulou [24] Sugeng [15] Werang [5]

success or failure of ach
influenced by the ability o
management functions, n
implementing. The mana
the principal has good ma
play educators, manage
leaders, innovators a
management was also inf
academics [29].

Meanwhile, related to
into students, the Principa
has set five steps for p
Masholeh, namely *first,* id
bad behavior; *second,* r
socializing school regulat
fourth, make consequence
a warning to students abo
To be able to cope with / r
of students in schools, pri
to recognize students mor
with what was stated b
teachers recognize studer
prevents/minimizes the o
the teacher is a person wh
the character of their stude

Furthermore, to implen
MI Darul Masholeh, the
through the application of
awards, and consistency
school citizens behave ac
attitudes and behavior of s
will be given. If the attit
then the punishment wil
elements are consistent ar
so that there is a balan
discipline in the school. A
all parties take on the ro
roles and functions [18].
Darul Masholeh Cirebon
for all school residents, na
day. The implementation
students can be seen f
punishments awards an

factors. The same thing was also stated by Rohman [17] that the factors that influence the implementation of student discipline include extrinsic factors which were divided into two parts, namely social factor consisting of family, group, community and school and non-social environment factor, such as air condition, temperature, and learning tools used, while for intrinsic factors, namely psychological factors such as interest, talent, concentration, intelligence, and motivation.

In principle, the principal managerial competence that is implemented in MI Darul Masholeh Cirebon City can also be applied in other schools. This can be seen from the results of his research Badarrusaleh[7] that in implementing managerial competence of principals by developing teacher and employee resources through training, seminars, and workshops. Besides, it can also do through good communication between school principals, teachers, and employees. Furthermore, the implementation of principals' managerial competencies is also through monitoring and evaluation activities.

Meanwhile, according to the results of his research, Adi [33] states that the things that can hinder the implementation of managerial competencies among principals include the principal's not having standard competence, lack of experience of the Principal, inability to prepare school plans, lack of coordination and cooperation, lack of school facilities and infrastructure, lack of training, and lack of supervision from superiors.

5. Conclusions

Based on the description of the research results, it can be concluded that the principal has been able to build a good school system in improving the quality of education in his school, namely through proper school administration, compiling and implementing school planning, and developing schools according to needs. The steps for performing student discipline at MI Darul Masholeh are through identifying students' negative behavior, making rules, choosing consequences, and consistency in implementing regulations. Meanwhile, supporting factors for the implementation of student discipline in schools include the students' understanding of the importance of

constructive suggestions t

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