

The Influence of Madrasah Head's Personality Competency on Teacher Discipline at MTs Negeri Gowa

Siti Musdalifah ¹, Yuspiani ², Ahmad Afif ³, Musdalifa ⁴ Nursalam ⁵

^{1,2,3}Authors' UIN Alauddin Makassar

Author Correspondence Email: sitimusdalifah0603@gmail.com, ahmadafif@uin-alauddin.ac.id, yuspiani@uin-alauddin.ac.id, gaffarmusdalifa@gmail.com, nursalam_ftk@uin-alauddin.ac.id.

ABSTRACT

This study aims to determine the personality competence of madrasah heads, teacher discipline, and the influence of madrasah head personality competencies on teacher discipline in MTs Negeri Gowa. A quantitative approach with an ex post facto type was used in this study involving the entire population taken using a saturated sample technique of 40 teachers including the head of the madrasah. The data collection technique in the form of questionnaires and instruments used is a psychological scale sheet that has been tested for the validity of the item using the Pearson Product Moment method and the reliability value using the Alpha Cronbach formula. The data analysis techniques used are descriptive analysis and inferential statistics. The results of the study showed that there was a significant influence between the personality competence of the madrasah head on teacher discipline in the State MTs with a contribution of 60.4%. The implication of this study is that improving teacher discipline in madrasahs can be sought by maximizing the mastery and implementation of personality competencies by madrasah heads in order to be able to encourage and motivate teachers in applying work discipline attitudes that will affect teacher performance in an effort to improve student achievement in order to produce quality graduates.

Keywords: competence, personality competency of madrasah principal, teacher discipline

1). INTRODUCTION

The head of the madrasah as a leader in the madrasah becomes an individual whose personality will always be highlighted by all madrasah residents. Example through a good personality is one that can determine the progress of the madrasah (Daun & Jusuf, 2023). The head of the madrasah is not only in charge of directing teachers to become better individuals but also has an influence on the entire madrasah environment (Nurdin, 2022). This opinion is relevant to the research of Ary Yanuarti and Fifit Hadiaty that teacher discipline is influenced by the organizational culture and leadership of school principals by 86.40% (Yanuarti & Hadiaty, 2021). Therefore, a madrasah that wants to grow needs a leader with ideal competence, especially personality competence in instilling quality education in the madrasah.

A madrasah head with supportive personality competencies can consistently have an impact on the character of individuals in the same environment. Relevant research conducted by Adi Wahyudi, et al. proved that school principals who have a disciplined attitude in working, motivate and are able to act as good supervisors, have an effect on teacher performance by 65.4% (Wahyudi, et al. 2012). In a different study by Andri and Wisnu, it was explained that the work discipline variable contributed a greater change in productivity to teacher performance with a value of 0.610 compared to the motivation variable with a contribution of change to productivity with a value of 0.053. Where it can be seen that the variable of work discipline has a greater effect on teacher performance than motivation (Sulistyo & Wijayanto, 2015). Thus, a madrasah head must have a disciplined attitude as part of personality competence to foster teacher discipline which has a big impact on the performance of a teacher.

The above opinion is also strengthened by the research of Nuraida, et al. that the personality competence possessed by a school principal affects the performance of teachers at State Junior High Schools in Seberang Ulu 1 District, Palembang (Astining Putri, et al. 2019). In a study by Agnes Aryesam, et al. on the Role of Personality Competency of School Principals in Improving Teacher Performance at Korpri Jayapura High School, they described several indicators in personality competencies that have not been properly implemented by madrasah principals, such as school principals have not given examples as disciplined individuals to teachers and transparency has not been implemented optimally (Aryesam, et al. 2020). This certainly makes it clear that a school principal or madrasah is obliged to meet all personality competency indicators for the sake of improving teacher performance. This certainly makes it clear that a school principal or madrasah is obliged to meet all personality competency indicators for the sake of improving teacher performance.

One of the important factors that affect teacher performance and has important attention so that the head of the madrasah must pay attention to it, namely discipline. The discipline factor itself is the main factor, especially for a teacher in carrying out his duties, because teachers are figures who are so close to students (Islami, et al. 2021). Based on the research of Angeli Selvia, Azhar, and Gimin, it shows that there is a significant positive influence of work discipline on teacher performance of 38.7%, so this study recommends to school principals to improve teacher performance through coaching and

providing exemplary examples of discipline to teachers (Selvia, et al. 2021). Because the teacher's attitude will affect the character development of students in schools or madrasahs.

Based on the observations that have been made at MTs Negeri Gowa where discipline is an important thing in this madrasah, starting from: (1) the attitude of madrasah residents shown through the habit of discipline in coming and returning home on time, (2) disciplined teachers in compiling and planning lesson plans according to the learning needs of students, (3) student evaluation and enrichment as an alternative for students who are not yet qualified to pass a material, (4) the head of the madrasah gives a good example, (5) Ensuring the welfare of staff and honorary teachers, (6) financial transparency of the madrasah, (7) provision of digital learning facilities such as Smart TVs in each classroom to the teacher's room and procurement of teacher professional development programs such as training, workshops, etc. This is a strong reason for researchers to know more about the relationship between the personality competencies of madrasah heads in MTs Negeri Gowa which has been described in the previous paragraph to teacher discipline clearly and measurably.

Research related to the personality competence of school principals or madrasahs has indeed been carried out in previous studies, especially in relation to teacher performance in schools. The majority of these studies have proven that there is an influence between the personality competence of school principals or madrasahs on teacher performance. Therefore, in this study, the dependent variable is more specific to teacher discipline, this is based on previous research which proves that there is a significant positive influence of work discipline on teacher performance, so the study recommends to school principals to improve teacher performance through coaching and providing exemplary examples of discipline to teachers (Selvia et al., 2021). This will update previous research that only examined the relationship between the personality competencies of school principals or madrasahs to teacher performance. Therefore, based on this background, I am interested in knowing "The Influence of Madrasah Head Personality Competence on Teacher Discipline in MTs Negeri Gowa".

2). METHODS

This study uses an ex post facto quantitative approach because the personality competency variable of the madrasah head (X) has occurred at the time the researcher began observations related to the teacher discipline variable at MTs Negeri Gowa (Y). This study involved the entire population taken by specific nonprobability sampling techniques in a saturated sampling type totaling 40 teachers including madrasah heads. This technique is an alternative choice because the population is less than

100 people, so the sample size is the entire population in the study (Arikunto, 2012). The data collection techniques used in this study are questionnaires and research instruments using scale sheets (psychological scales). This tool is relevant because the direction of the question is indirect so that the subject is not aware of one of the psychological variables that occur to him or her (Saifuddin, 2020). In order for the respondents' answers to be analyzed quantitatively, the answers were scored using the likert method, including: (SS) strongly agree, (S) agree, (TS) disagree, and STS (strongly disagree). The instruments presented have been tested for feasibility by validity tests with the Pearson product moment method and reliability with the Alpha Cronbach formula. The data obtained in this study will be processed with the help of SPSS software. Data analysis was carried out using descriptive analysis techniques and inferential statistics involving classical assumption tests, simple linear regression analysis, hypothesis tests (partial t-test), and determination coefficients.

3). RESULTS AND DISCUSSION

Descriptive Variables of Personality Competency of Madrasah Heads at MTs Negeri Gowa

The personality competence of the head of the madrasah is an ability possessed by the head of the madrasah so that it is able to become an example that can influence the personality of all madrasah residents to become better individuals and have noble character. indicators of personality competence of school principals/madrasahs based on Permendiknas No. 13 of 2007 concerning Standards for School Principals/Madrasahs, including: (1) having noble character and being an example for the community in schools or madrasahs, (2) having personality integrity as a leader, (3) having a strong desire for self-development as a school or madrasah principal, (4) being open in carrying out their main duties and functions, (5) self-control in facing problems, (6) have talent and interest as a leader (Kemendikbud, 2007). In the following table 1, an overview of the personality competencies of madrasah heads in MTs Negeri Gowa is presented.

Table 1 Categorization of Respondent Scores Variables of Personality Competencies of Madrasah Heads

No	Information	Interval	Frequency	Percentage	Categorization
1	$X < M - 1SD$	$X < 88$	5	12,5%	Low
2	$M - 1SD \leq X < M + 1SD$	$88 \leq X < 102$	25	62,5%	Medium
3	$M + 1SD \leq X$	$102 \leq X$	10	25%	High
Total			40	100%	

Source : Data processed by the Researcher (2024)

Table 1 shows an overview of the personality competencies of the head of the Gowa State MTs madrasah which is divided into three categories, including: (1) low category with a percentage of 12.5% as many as 5 respondents; (2) medium category with a percentage of 62.5% as many as 25 respondents; (3) the high category was filled by 27 respondents with a percentage of 23.5%. With demikian, it can be concluded that the level of tendency for the personality competency variable of madrasah heads is in the medium category with the largest percentage, namely 62.5%.

Table 2 Descriptive Results of Personality Competency Variable Indicators of Madrasah Heads

No.	Indicator	Statement Items	Score	Average
1	Having noble character and being an example for the community in schools or madrasahs	1, 2, 3, 4	588	3,675
2	Having personality integrity as a leader	5, 6, 7, 8, 9	719	3,595
3	Having a strong desire for self-development as a school or madrasah principal	10, 11, 12, 13	565	3,53125
4	Being open in carrying out their main duties and functions	14, 15, 16, 17	579	3,61875
5	Self-control in facing problems	18, 19, 20, 21	543	3,39375
6	Have talent and interest as a leader	22, 23, 24, 25, 26, 27	820	3,416667
TOTAL			3814	3,538403

Source : Data processed by the Researcher (2024)

Based on table 2, it is known that the indicator of noble character and being an example for the school community or madrasah is the indicator with the highest average score, namely, 3,675, indicating that the head of the madrasah based on the views of most teachers reflects a leader who is able to be a good example in the madrasah environment. The average teacher agrees that the firm and disciplined attitude of the head of the madrasah is able to give rise to a sense of reluctance so as to encourage and motivate teachers to be on time in carrying out every main task in the madrasah environment.

Based on the table above, it is known that the indicator of self-control in facing problems is the indicator that has the lowest average score with a value of 3.39 which indicates that this indicator still needs to be improved in its application by the head of the madrasah. The same mistake is the cause

of the lack of optimal implementation of the planned program, indicating that the accuracy factor still needs to be improved so that it can maximize the success of madrasah programs in the future. In addition, on the one hand, the head of the madrasah in facing problems is able to be calm in making a decision and always think positively when what happens in the field is not in accordance with the plan so that the evaluation becomes a follow-up for improvement and sustainability.

Descriptive Teacher Discipline at MTs Negeri Gowa

Teacher discipline is an attitude that refers to obedience to the rules and norms that apply in schools or madrasahs to achieve and realize certain goals. The following are 5 indicators of work discipline according to Rivai's opinion in his book entitled Human Resource Management for Companies from Theory to Practice, including: (1) attendance, (2) compliance with work regulations, (3) compliance with work standards, (4) high level of vigilance, (5) ethical work (Ningsih, 2017). The following table illustrates the discipline of teachers at MTs Negeri Gowa as a whole, including:

Table 3 Categorization of Respondent Scores of Teacher Discipline Variables

No	Information	Interval	Frequency	Percentage	Categorization
1	$X < M - 1SD$	$X < 59$	7	17,5%	Low
2	$M - 1SD \leq X < M + 1SD$	$59 \leq X < 73$	27	67,5%	Medium
3	$M + 1SD \leq X$	$73 \leq X$	6	15%	High
Total			40	100%	

Source : Data processed by the Researcher (2024)

Based on the data from table 3, an overview of teacher discipline in MTs Negeri Gowa was obtained which was divided into three categories, including: (1) low category with a percentage of 17.5% as many as 7 respondents; (2) medium category with a percentage of 67.5% as many as 27 respondents; (3) The high category was filled by 6 respondents with a percentage of 15%. Thus, it can be concluded that the level of tendency for teacher discipline variables in MTs Negeri Gowa is in the medium category with the largest percentage, namely 67.5%.

Table 4 Descriptive Results of Teacher Discipline Variable Indicators

No.	Indicator	Statement Items	Score	Average
1	Attendance	1, 2, 3, 4	550	3,4375
2	Compliance with work regulations	5, 6, 7, 8	549	3,43125
3	Compliance with work standards	9, 10, 11, 12	468	2,925
4	High level of vigilance	13, 14, 15, 16	552	3,45
5	Ethical work	17, 18, 19, 20	519	3,24375
TOTAL			2638	3,2975

Source : Data processed by the Researcher (2024)

Based on table 4, when viewed based on the total score, the high alert level indicator has the highest average value of 3.45, slightly higher than the average value of the attendance indicator, which is, 3.4375. This means that the average teacher in this madrasah is disciplined and meticulous in utilizing working time in the madrasah environment. It is known that most teachers are meticulous in paying attention to learning problems and evaluating teaching methods in order to increase students' interest in the learning process. In addition, teachers also always optimize performance during working hours judging from teachers' habits in completing their tasks on the same day and taking advantage of their free time by participating in various development trainings. This happens because the madrasah strongly supports the career development of teachers by providing supporting infrastructure.

Based on the table above, it is known that the indicator of compliance with work standards is the indicator with the lowest average value of 2,925. This means that this indicator still needs to receive attention and improvement in order to be able to improve teacher discipline in the future. The reason is that teachers admit that they often convey material that is out of topic so that it is less relevant to the learning outcomes in the lesson plan. In addition, teachers only focus on delivering material in accordance with learning objectives rather than making the learning process itself fun, even though the interactive learning process is able to maximize the delivery of learning and the achievement of learning goals to students so that this will certainly have an impact on the learning outcomes of students in madrasahs.

The Influence of Madrasah Head's Personality Competency on Teacher Discipline at MTs Negeri Gowa

The research prerequisite test (classical assumption test) was carried out using the normality test and the linearity test. In the normality test, the type of shapiro wilk at a significance level of 5% was

chosen because the total sample was less than 50 people. The following are the results of the normality test, including:

Table 5 Normality Test Results

	Test of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Unstandardized Residual	.108	40	.200 [*]	.950	40	.078
Personality Competency of Madrasah Principal	.126	40	.111	.947	40	.058
Teacher Discipline	.089	40	.200 [*]	.969	40	.340

* This is a lower bound of the true significance.

a. Liliefors Significance Correction

Sumber : SPSS (2024)

Based on the results of the normality test in the table above, it is known that the significance value of $p > 0.05$ is $0.078 > 0.05$, so it can be concluded that the residual values of the two variables that have been tested are normally distributed.

The linearity test is used to determine whether there is a linearly significant relationship between two variables or not. In this study, the linearity test was carried out by looking at the Linearity value. The results of the linearity test are stated in the following Table 6:

Table 6 Linearity Test Results

ANOVA Table						
			Sum of Squares	df	Mean Square	Sig.
Teacher Discipline*Personality Competency of Madrasah Principal	Between Groups	(Combined)	1649.400	21	78.543	5.589
		Linearity	1148.208	1	1148.208	81.852
		Deviation from Linearity	501.192	20	25.060	1.786
	Within Groups		252.500	18	14.028	
	Total		1901.900	39		

Source : SPSS (2024)

Based on the results of the from linearity test, it is known that the significance value of linearity $p < 0.05$ is $0.000 < 0.05$ so that it can be concluded that there is a linear relationship between the personality competence of the madrasah head (X) as an independent variable to teacher discipline in MTs Negeri Gowa as a bound variable.

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 Universitas Islam Negeri Alauddin Makassar
 South Sulawesi-Indonesia

To find out whether the personality competence of the madrasah head as a predictor variable has or does not have an influence on the teacher discipline variable in MTs Negeri Gowa as a criterion variable, it is necessary to conduct a test with a partial test (t-test) at the same time in order to prove the truth of the assumptions (provisional answers) that have been formulated. The results are presented in the following table:

Table 7 Partial Test (T Test) and Simple Linear Regression Test

Model		Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	-4,470	9.282		-.482	.633
	Personality_competency_of_madrasah_principal	.739	.097	.777	7.609	.000

a. Dependent Variable: Teacher_discipline

Source : SPSS (2024)

Based on the results of the partial test (t-test) conducted in table 7, it is known that the personality competency variable of the madrasah head (X) is measured based on the significance value obtained $0,000 < 0,05$ and based on comparison t_{count} dan t_{table} obtained a value $t_{count} 7,609 > 2,02439$ into a value t_{table} . So it is concluded that H_a accepted and H_0 rejected. This means that there is a significant influence between the personality competence of the madrasah head on teacher discipline in MTs Negeri Gowa.

Table 7 also shows the values for the results of the simple regression test, so that an equation model is formulated $Y = a \pm bX$ become $Y = -4,470 + 0,739X$ which is used to estimate the level of teacher discipline is influenced by the personality competence of the head of the madrasah. The representation of the equation model is, (a) is a constant which is an estimate of the value of Y when (X=0), with the equation $Y=a$, meaning that if the personality competence of the madrasah head is not applied properly, the teacher's discipline value will drop past zero at a value of -4.470 ($Y=-4.470$), indicating that it is very mandatory for a madrasah head to maximize the mastery and application of the personality competence of the madrasah head as one of the five minimum competencies that must be mastered by leaders in madrasahs. Meanwhile, (b) is a coefficient that describes whether variable X has a positive or negative effect and estimates the increase in variable Y when given X treatment. From the equation $Y = -4,470 + 0,739X$, It can be seen that variable X has a positive effect on the variable Y (+ 0.739) and the value of the personality competency coefficient of the madrasah head

shows a value of 0.739, meaning that if the mastery and application of the personality competence of the madrasah head (value X) is getting better, the discipline of teachers in MTs Negeri Gowa will also increase linearly by 0.739.

To determine the level of relationship strength between the personality competency variable of the madrasah head (X) and the discipline of teachers at MTs Negeri Gowa (Y), the researcher conducted a correlation analysis through 5 levels of relationship according to Siregar (2017) Among them, very weak (0.00-0.199), weak (0.20-0.399), moderate (0.40-0.599), strong (0.60-0.799), very strong (0.80-0.100). The results of the correlation analysis are presented in the following table:

Table 8 Results of Partial Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.777 ^a	.604	.593	4.454

a. Predictors: (Constant), Personality_competency_of_madrasah_principal

Source : SPSS (2024)

From Table 8, an R value of 0.777 was obtained, which means that the variable of the personality competence of the madrasah head (X) towards teacher discipline at MTs Negeri Gowa (Y) is relatively strong. The value of the determination coefficient, namely the contribution or contribution of the influence of the personality competency variable of the madrasah head on teacher discipline at MTs Negeri Gowa. Based on the output table, it can be seen that the value of the determination coefficient (R square) is 0.604 (the result of the R value to the power of 2). So it is said that the magnitude of the determination coefficient is equal to 60.4%. While the remaining 39.6% was influenced by other variables that were not discussed in this study.

Based on the results of the hypothesis test, namely the partial t test carried out, the statistical hypothesis was obtained $H_a: \beta \neq 0$, This means that there is a significant partial influence between the personality competence of the madrasah head on teacher discipline. If you look at the research of Nuraida Astining Putri, et al. which shows that the personality competence of madrasah heads has a significant effect on the performance of State Junior High School teachers in Seberang Ulu 1 District, Palembang (Astining Putri, et al. 2019). Although the variable that is influenced is the teacher performance variable, work discipline is still part of teacher performance as evidenced by the research of Angeli Selvia, et al. that there is a positive and significant influence between work discipline variables

and teacher performance, so this study recommends that school principals coach and provide disciplinary examples to improve teacher performance (Selvia, et al. 2021). This opinion is also supported by the research of Muhammad Sukron Djazilan, et al. who stated that there is a significant influence of self-discipline variables on improving teacher performance, where this discipline attitude is a form of self-control that will have an impact on the welfare of teachers' lives and be able to help improve teacher performance (Djazilan et al., 2022). Thus, it can be concluded that teachers who have good discipline will also produce good performance. Meanwhile, to realize discipline, a leader with good personality competence is needed in order to provide examples and examples to madrasah residents.

Leadership itself can be understood as an activity of influencing others to do a job according to directions in order to achieve organizational goals (Julaiha, 2019). In order for the principal to be able to carry out his leadership well, it is necessary to have the skills to influence and direct subordinates (teachers) to achieve school goals through activities, including: (a) increasing the participation of members in developing school programs; (b) creating a conducive working climate; (c) delegate some responsibilities and involve teachers in decision-making; (d) encourage the creativity of members and provide opportunities for teachers to perform (D. Wahyudi, 2012). Thus, in carrying out good leadership, the head of the madrasah must maximize the application of personality competencies because it is related to the ability to be an example for all madrasah residents for better change and noble character.

According to Andesmiyanti and Osa Juarsa in their research, school principals must show an example to improve teachers' work discipline. In addition, the principal must also instill trust in teachers to be responsible in their work so that teacher work discipline can be achieved (Andesmiyanti & Juarsa, 2019). Through this research, it is known that the head of the madrasah in MTs Negeri Gowa has the habit of setting an example for all madrasah residents by applying it first to himself personally and then encouraging the madrasah residents to get used to it. Referring to the implications of Nurfaishal's research, et al. it is known that the role of school principals in leading and guiding teachers can have a positive impact on teachers' work discipline which is very important in achieving better quality education (Nurfaishal, et al. 2023). The research of Desi Wulandari and Yayuk Fauziah explained that school principals in setting a good example must enforce discipline regulations in order to be able to improve teachers' disciplinary attitudes through consistent attendance, making plans

before the implementation of classroom learning, and optimizing the implementation of regulations in the school environment (Wulandari & Fauziah, 2019). Therefore, it is known that the role of a leader is very crucial in shaping a productive environment to improve teacher performance, one of which is through fostering teacher work discipline.

According to Okta Vienty, et al. principals or madrasahs as leaders must also reflect honesty, confidence, responsibility, dare to take risks, have a big spirit, stable emotions, and set an example (Vienty, et al. 2022). The head of the madrasah as a leader in MTs Negeri Gowa is used to coming early and returning home last, which is a good example and has an impact on both internal and external encouragement due to the teacher's reluctance to the head of the madrasah. By implementing this, the head of the madrasah in his daily life is able to play a big role in influencing the surrounding environment through his personality and knowledge in the madrasah environment.

MTs Negeri Gowa also has a good school rule system also supported by the firmness of the head of the madrasah so that this encourages the creation of an orderly and disciplined madrasah environment. Indirectly, this conducive work culture and climate is what motivates teachers to show their performance optimally (Vienty et al., 2022). This is also supported by Nashir's opinion in his research that a good rule system will make schools and human resources (HR) in them better and controlled, and coordination between leaders and madrasah residents will support the creation of discipline in schools (Nashir, 2016).

In this study, based on the correlation test carried out, the strength of the relationship between the personality competence of the madrasah head and the discipline of teachers in MTs Negeri Gowa was obtained. In addition, the contribution of the influence of the personality competency variable of the madrasah head on teacher discipline is quite high with a percentage of 60.4%. Therefore, the results of this study are an update to previous studies that only discuss the relationship between the personality competence of school principals or madrasahs and teacher performance.

The research of Norah Niland, et al. explains that personality competence has a positive and significant effect on teacher performance which is in accordance with Richard M. Theory that personality can affect performance (Niland et al., 2020). Meanwhile, in the research of Tensy Daun and Rahmatyas Jusuf, it is known that there is a positive influence of the personality competence of the madrasah head on the performance of teachers at MTs Negeri 2 Kotamobagu with a very strong

correlation value between the two variables, so it can be said that this variable has a great influence on improving teacher performance (Daun & Jusuf, 2023).

Then, discipline itself is one of the factors that affect performance. Where Wahyudi, et al. explained that good discipline reflects a person's sense of responsibility for the tasks given to him. In addition, discipline can encourage work passion so that it will build professional performance (Wahyudi, et al. 2012). The discipline of teachers at MTs Negeri Gowa is in the medium category, which can be interpreted that the average teacher in this madrasah has a good disciplinary attitude. That way, it is indirectly known that with good discipline, most teachers in this madrasah can maximize their performance during working hours. This is supported by Siti Bariroh's research where the discipline of teaching staff has an effect of around 78.6% on student learning achievement (Bariroh, 2015).

From the above paragraph, it can be concluded that the personality competence of the head of the madrasah plays an important role in improving teacher discipline in MTs Negeri Gowa. The disciplined attitude that a teacher has will support him to maximize his performance and potential in career development as an educator. Where it is known that qualified teachers will produce students with good learning achievements.

4). CONCLUSIONS

Based on the research that has been conducted, the competencies that we already know as the minimum competencies that must be possessed by school principals or madrasahs, if their application is maximized in the academic environment of schools or madrasahs, will have a valuable impact on teacher discipline. So it is hoped that this research can become a useful literature, especially in increasing the effectiveness of mastering and applying the personality competencies of school principals or madrasahs. Of course, we know that the exemplary attitude and discipline in working from a leader can encourage and motivate teachers to improve discipline which will affect teacher performance in order to improve student achievement and produce quality output.

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