
**ANALYSIS OF TEACHERS' WORK DISCIPLINE AT SUNAN AMPEL MENGANTI
VOCATIONAL HIGH SCHOOL**

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Abstract

In education, teacher work discipline is an important element because it directly relates to the quality of learning and the achievement of educational goals. Teachers must demonstrate professional behavior consistent with the school's rules and norms. However, some teachers still arrive late, violate school regulations, and are less responsible in their duties. The purpose of this study is to understand the impact of indiscipline on teacher performance and strategies to improve teacher discipline. This type of research is descriptive qualitative research, data collection uses semi-structured interviews, data analysis uses the Miles & Huberman model, and member checks are used for data validity. The results of this study indicate that teacher indiscipline has negative impacts on themselves, fellow teachers, students, and the school. School efforts by implementing a fingerprint system, regular evaluations, and regulations regarding violation sanctions must be reinforced. There should also be a reward system for disciplined teachers. Research findings suggest that school policies need to integrate discipline monitoring and provide rewards to motivate teachers to be more effective in improving teacher discipline.

Keywords: Human Resource Management, Work Discipline, Work Compliance, Impact of Indiscipline, Strategies to Improve Discipline

INTRODUCTION

Human Resources is a group of individuals who possess potential in the form of knowledge, skills, creativity, and physical abilities that can be utilized to achieve organizational goals. good quality of human resources will encourage the organization to work more effectively and efficiently, so that the established objectives can be achieved optimally. One of the most important aspects in organizational management is employee work discipline.

Work discipline is a key factor in improving employee performance. Organizations with a good level of discipline tend to have higher productivity. Work discipline indicates the level of employee compliance with applicable rules and policies. Without good discipline, organizational goals are difficult to achieve optimally. Therefore, work discipline needs serious attention. Discipline is defined by Hasibuan (2019) as a person's awareness and willingness to comply with all organizational rules and applicable social norms. Awareness relates to the attitude of complying with all regulations and being conscious of one's duties and responsibilities. Willingness relates to a person's attitude, behavior, and actions that are in accordance with organizational regulations.

In education, teacher work discipline is an important element because it directly relates to the quality of learning and the achievement of educational goals. Teachers are required to demonstrate professional behavior that is consistent with the rules and norms that apply in schools. According to Hasibuan (2019) work discipline includes punctuality, compliance with regulations, and responsibility in carrying out tasks. Good work discipline will create an orderly and conducive work atmosphere. Thus, teacher work discipline has direct implications for the formation of a culture of discipline in schools.

Sinambela (2019) explains that the main purpose of discipline is to ensure that employee behavior is consistent with the rules established by the organization. Disciplinary actions can help employees become more productive at work. In the long term, consistent discipline provides benefits through improved performance and work attitudes. In addition, discipline encourages employees to be more responsible and professional in performing their duties. This also contributes to the creation of an orderly, effective, and conducive work environment.

Sunan Ampel Menganti Vocational High School (SMK) is one of the vocational education institutions that plays an important role in preparing graduates who are ready to work and competitive. SMK Sunan Ampel is one of the quite superior private schools and is known in the Menganti area with a school accreditation of B. This school is one of the schools included in the Center of Excellence School program (SMK PK) in the Menganti area. Sunan Ampel Menganti Vocational School has 3 vocational fields, namely Visual Communication Design (DKV), Computer and Network Engineering (TKJ), and Light Vehicle Automotive Engineering (TKR). The school has 25 educational staff members, each of whom has different duties and responsibilities. Sunan Ampel Menganti SMK sets the working hours for employees at 06:45, with a closing time of 14:55, and on Fridays at 11:00.

In carrying out every task, it is certainly not free from various problems faced, such as late arrivals, leaving not according to working hours, or violations of regulations. The school sets a tolerance limit for late arrivals of 3 times or 15% each month for each teacher. This provision is enforced as an effort to maintain and improve teacher discipline in carrying out their duties and responsibilities. If a teacher exceeds the set tolerance limit, attendance transport for that month will



not be provided as a form of sanction. This policy is expected to encourage teachers to better value time, enhance professional responsibility, and serve as a model of discipline for students in the school environment.

Punctuality is not only measured by the accuracy of arrival, but also by compliance with the dismissal time set by the school. A teacher's presence from the beginning to the end of working hours is a form of professional responsibility that must be carried out consistently. Compliance with dismissal time shows teachers' commitment to completing all administrative tasks, teaching, and other responsibilities within the school environment. If a teacher leaves before the scheduled time without a clear reason, it can disrupt the smooth running of school activities and reflect a lack of awareness of the applicable rules.

Compliance with regulations is also an important indicator of teachers' work discipline. Violations of school regulations are also a concrete form of low work discipline among teachers. Work uniforms reflect professional identity and the image of the educational institution. Compliance with uniform regulations demonstrates teachers' commitment to the rules and the values of the school organization. Uniform violations have the potential to undermine a teacher's authority in front of students. This affects the teacher's effectiveness as a model of discipline. According to Fatmawati et al. (2023) teachers' non-compliance with school rules can reduce the effectiveness of character education. Issues of late attendance and violations of school regulations cannot be separated from the school management system. Lenient disciplinary policies can trigger repeated violations. Teachers tend to ignore rules if there is no effective supervision. This impacts the overall performance of teachers. This aligns with the statement of Salingkat & Sudane (2024) that weak supervision is a factor causing variations in teachers' work discipline.

Hasibuan (2019) besides punctuality, compliance with regulations, a teacher's responsibility in carrying out their duties is also very important. Not attending the monthly evaluation activities organized by the school is a violation of the teacher's responsibilities. This activity is very important because it discusses learning development, obstacles in the classroom, as well as efforts to improve the quality of education. A teacher's absence from the evaluation activities without a clear reason indicates low professional responsibility in supporting the improvement of learning quality. This aligns with the research by Farhan & Hidayati (2023) which states that the impact of employee indiscipline can create gaps between disciplined employees, increase the workload of themselves, other employees, or the team, and reduce work efficiency, resulting in delays in completing tasks.

The urgency of this research lies in the importance of teacher work discipline in ensuring the continuity of an effective and orderly learning process in schools. Teacher tardiness, violations of school regulations, and lack of responsibility have the potential to disrupt learning time allocation and reduce teacher performance quality. Therefore, this research is conducted to identify the impact of indiscipline on teacher performance and strategies to improve teacher discipline, so that discipline development efforts can be designed appropriately and effectively.

REVIEW OF LITERATURE

Discipline theory explains that discipline is the awareness and willingness of a person to comply with all company rules and applicable social norms Hasibuan (2019). In the context of teacher discipline in schools, indiscipline can occur when many teachers commit violations that are not in accordance with school regulations. This not only harms oneself, but others and the



institution or company will also be affected by one indisciplined employee Farhan & Hidayati (2023). As an organization that organizes the educational process, schools hold an important position, because through this institution students can participate in the educational process aimed at providing and equipping them with knowledge. Maintaining discipline is very important to improve the effectiveness of an organization Siskawati et al. (2024).

According to Hasibuan (2020), there are several indicators of work discipline, including: 1) goals and abilities, 2) leadership example, 3) rewards, 4) fairness, 5) direct supervision, 6) punitive sanctions, 7) firmness, 8) human relations. Overall, these eight indicators function to shape employee compliance with applicable rules and work standards. If an organization can set clear goals, provide a good example, implement a fair system of rewards and sanctions, conduct effective supervision, demonstrate firmness in enforcing rules, and create harmonious working relationships, then the level of employee discipline will increase, thereby supporting the achievement of organizational goals more effectively and efficiently.

Common obstacles or causes of indiscipline include the long distance of the teacher's residence, damaged road conditions, and traffic congestion. There are also vehicle problems such as personal vehicle breakdowns, limited transportation, or other technical issues that can also affect teachers' timely attendance. Teacher indiscipline has wide and significant impacts on various aspects of educational administration in schools. This is reflected in the decreased effectiveness of the learning process, where teacher lateness and absence result in teaching and learning activities not proceeding according to schedule and planning. As a result, the allocation of learning time becomes suboptimal, material is not delivered fully, and there is a discrepancy between lesson plans and their implementation in the classroom. This condition ultimately hinders the achievement of the established curriculum and lowers the quality of student learning outcomes. Teachers' indiscipline also affects students' psychological and behavioral aspects. Parents' trust in the school may decrease due to the suboptimal discipline of teachers in carrying out their duties. This condition also impacts the school's image in the community, making it less favorable, which can influence the public's perception of the quality of education at the school.

To improve teacher discipline, measures have been implemented through the use of a fingerprint attendance system, routine evaluations, and the enforcement of rules and clear sanctions as control instruments. However, the reward system has not yet been implemented, and therefore has not been able to provide strong encouragement to improve overall discipline in the school environment. For the implementation of sanctions, reinforcement and firmness are still needed so that teachers are more consistent in complying with the rules, allowing discipline to improve optimally and sustainably in the school environment.

Empirical research on the analysis of teachers' work discipline has produced varied results. Farhan & Hidayati (2023) show that this condition negatively affects employee performance and work effectiveness, and can harm the organization as a whole. In line with this, Alfiandrizal et al. (2023) state that the role of the principal in building a culture of discipline in the school environment is very important because it can have a positive influence on students' achievements as well as the overall success of the school. However, Triyono et al. (2025) suggest that in order for teachers to be disciplined, they must be given rewards and punishments to build a work discipline character and avoid negative impacts.



Although work discipline in the educational environment has received considerable attention, especially because discipline is one of the important factors in supporting human resource development and the progress of a nation, research on teachers' work discipline still has various limitations. Most of the studies conducted tend to focus on analyzing working conditions, leadership roles, as well as the implementation of reward and punishment systems in improving the discipline of educators and staff. These studies generally emphasize the relationship between supervision, motivation, and compliance with rules in the work environment. Furthermore, existing empirical findings are still fragmented and highly dependent on the institutional context being studied, whether in educational institutions or companies. Differences in organizational culture, management systems, workforce characteristics, as well as working environment conditions cause research results to not always be generalizable to every institution. In addition, some studies are conducted more extensively in public schools, government agencies, or company sectors, so studies on teacher work discipline in specific schools are still relatively limited. These conditions indicate a gap in the literature that needs to be further investigated, particularly concerning the analysis of teacher work discipline in vocational school environments. In this context, SMK Sunan Ampel Menganti has never been the subject of research specifically discussing the analysis of teacher work discipline. In fact, each school has different characteristics, work culture, and disciplinary issues. Therefore, research on the analysis of teacher work discipline at SMK Sunan Ampel Menganti is important to be conducted in order to obtain a more in-depth picture of the condition of teacher discipline, the factors that influence it, as well as strategies that can be applied to optimally and sustainably improve work discipline.

RESEARCH METHOD

This research uses a qualitative method with a descriptive approach to collect data or information in the form of words or images, not numbers Sugiyono (2023). The data source used is primary data, with a sampling technique using purposive sampling. Semi-structured interviews are used as the data collection method, involving 5 informants: the principal can provide information related to policies and supervision of teachers' work discipline, the vice-principal in charge of curriculum can provide information related to the implementation and evaluation of teachers' work discipline, curriculum staff can provide information related to administration and supporting data of teachers' work discipline, and 2 teachers can provide information related to real experiences of work discipline. The interview was conducted at Sunan Ampel Vocational High School with 14 questions ranging from introduction, discipline conditions, leadership exemplary, human relations, impacts of indiscipline, and strategies to improve discipline. The data analysis technique uses the stages according to Miles and Huberman. To test the validity of the data, member checking is used. Member checking is the process of rechecking the data with the informants to ensure the alignment between the results obtained by the researcher and what was actually conveyed by the informants.

RESULTS AND DISCUSSION

The condition of teacher discipline at Sunan Ampel Menganti Vocational High School

The discipline condition of teachers at SMK Sunan Ampel Menganti shows a mismatch between the established discipline standards and the behavior exhibited by some teachers. Hasibuan



(2019) explains that discipline is the awareness and willingness of a person to comply with all organizational rules and applicable norms. This finding is not in line with the situation on the ground, where there are still cases of lateness, unexcused absences, and rule violations such as not following the dress code. According to Mr. KA, “Teacher discipline at SMK Sunan Ampel Menganti is still lacking, as there are several teachers who are not disciplined in terms of attendance and compliance with school rules.” This situation shows that the level of teacher discipline is not yet fully optimal and still needs to be improved so that task execution and the learning process can run more effectively and orderly.

In addition, the discipline situation that hasn't reached an optimal level is also seen from the differences in compliance levels among teachers. Some teachers have shown good disciplinary behavior by arriving on time and carrying out their duties according to the rules, while on the other hand, there are still teachers who are inconsistent in following the rules. This irregularity reflects that discipline is uneven, so violations still occur repeatedly in daily school activities. This aligns with the view of Robbins & Judge (2017), who stated that individual behavior in an organization is influenced by internal and external factors, so differences in individual characteristics lead to varying levels of compliance with rules. On the other hand, the less than optimal discipline among teachers is also influenced by various external factors that contribute to the lack of discipline in the school environment.

These external factors become obstacles that indirectly affect teachers' compliance with rules and punctuality. Common challenges include living relatively far from the school, poor road conditions, damaged or narrow infrastructure, or inadequate roads that can hinder mobility and lengthen travel time to school. Traffic congestion is also quite common, especially during rush hours when community activities increase. This situation makes it difficult for teachers to accurately estimate travel time, so arriving late at school still happens often. In addition, vehicle problems such as personal car breakdowns, limited transportation, or other technical issues can also affect teachers' timely attendance. Ms. NE stated that "sometimes teachers are late because of traffic jams on the road, whether due to road repairs, accidents, or other things, and there could also be issues with the transportation they use." These various external factors cause repeated delays, which eventually contribute to disciplinary violations. However, this could be prevented by doing proper planning, such as leaving earlier or creating a reporting mechanism that is flexible yet accountable. This aligns with what Ayun & Hidayati (2023) stated, that such unexpected conditions require employees to anticipate every activity so that these unforeseen situations do not occur. Thus, less than optimal teacher discipline reflects ongoing violations, a lack of order in following school rules, and the influence of external factors that also affect teachers' disciplined behavior in carrying out their duties and responsibilities.

The Impact of Indiscipline on Teacher Performance at Sunan Ampel Menganti Vocational High School

Learning effectiveness decreases. When teachers show undisciplined behavior, like arriving late or being absent without a clear reason, it indirectly sets a negative example that students might imitate. As a result, students' discipline tends to drop, their motivation to learn decreases, and their participation in learning activities becomes less optimal. In the long run, this can affect the development of students' attitudes and their overall learning habits. Sardiman (2018) states that the teacher's role is very important in fostering students' learning motivation, so bad behavior from

teachers can lower students' enthusiasm for learning. The achievement of the curriculum also gets hindered because the learning process doesn't run optimally. This situation causes the delivery of material to be less effective, and learning objectives become harder to fully achieve.

Declining trust in schools

Teachers are one of the main components in the implementation of education, so their behavior and performance will attract the attention of parents and the surrounding community. When teacher indiscipline still frequently occurs, such as being late, absent without reason, or lacking responsibility in carrying out tasks, it can create a negative perception of the quality of school management. This situation can lead to a decrease in parents' trust in the school because it gives the impression that the school is not yet able to manage educators effectively and professionally.

The decline in school reputation

Teacher indiscipline also affects the school's image in the eyes of the public. A school's reputation is not only built through academic achievements but also through the quality of discipline and professionalism of the education staff. If disciplinary violations keep happening repeatedly, the public might start seeing the school as an institution that is less professional in running the education system. In the long run, this situation could lower the school's reputation and its appeal to prospective students and parents choosing an educational institution. Therefore, improving teacher discipline becomes really important to maintain the quality of education, uphold the school's image, and increase public trust in the educational institution.

Thus, teacher indiscipline not only affects the effectiveness of learning but also impacts the overall quality of education and the continued public trust in educational institutions. According to Brigham & Houston (2019) an organization's reputation is one of the key assets it possesses because it is closely related to the level of public trust in the organization. A good reputation can be built through the quality of performance, professionalism, and the organization's consistency in carrying out its duties and responsibilities. On the other hand, a decline in performance quality can directly affect the decrease in public trust and positive perception of the organization. In the context of educational institutions, low teacher discipline and performance can affect the school's image in the eyes of the public, making people less confident in the quality of the education services provided. Therefore, every organization needs to maintain the quality of performance and professionalism of all its members so that its reputation and public trust are well preserved.

Strategy to Improve Teacher Discipline at Sunan Ampel Menganti Vocational High School

Efforts to improve teacher discipline have been carried out through the implementation of a fingerprint attendance system, regular evaluations, and the enforcement of clear rules and sanctions as control tools. In addition, the school principal has demonstrated good role modeling for teachers and students, such as arriving on time, following school regulations, and supervising during teaching and learning activities. This aligns with Hasibuan (2020) that leadership role modeling has a significant influence on employee discipline because supervisors serve as examples for their subordinates. If leaders set a good example, employee discipline will improve, while poor role modeling can lower work discipline.

Through the fingerprint system, teacher attendance can be documented objectively, while routine evaluations serve as a way to monitor and reflect on the level of teachers' compliance in carrying out their duties. Based on an interview with Mr. SM, "having a fingerprint attendance system helps monitor teacher attendance, and if someone tries to have someone else clock in for

them, it can't be done". However, the implementation of these efforts has not yet fully shown optimal results. This can be seen from the fact that violations still occur, such as being late, absent without reason, and a lack of consistency in following established rules. This situation shows that the existing system is not fully able to shape disciplined behavior comprehensively, especially since there are still weaknesses in rule enforcement and the application of sanctions, which have not been carried out firmly and consistently. As a result, the rules in place have not provided a deterrent effect or strong motivation for teachers to improve their discipline. This aligns with Siswanto (2003) opinion, which states that sanctions are given to create a deterrent effect for employees who commit violations, thus encouraging them to be more compliant with the rules and regulations in the organization. Therefore, written enforcement of rules should be implemented so that violations do not happen repeatedly.

With clear rules and consequences, employees will better understand the limits of acceptable behavior and what counts as a violation of organizational regulations. Based on an interview with Ms. DP, "the school must make clear rules and the penalties must also be clear, so they are not taken lightly". Having written rules and sanctions can help create a more disciplined work culture, increase employees' responsibility for their tasks, and support the creation of a conducive and productive work environment. Therefore, the implementation of sanctions needs to be done professionally and proportionally so that the goal of fostering discipline can be achieved effectively.

Moreover, the approach used still tends to focus on supervision and control aspects, so it hasn't fully touched on teachers' intrinsic motivation. Even though the leaders have a harmonious relationship with the teachers, when a teacher commits a disciplinary violation, the leaders not only impose sanctions but also provide guidance on the importance of discipline through one-on-one conversations to motivate employees not to repeat the same violations. This aligns with Hasibuan (2020), who states that harmonious relationships among teachers can create good work discipline. Therefore, leaders need to build a comfortable and conducive work atmosphere so that discipline in the organization continues to improve. With rewards for teachers' discipline, the teachers will be motivated to earn those rewards, and that can improve teachers' discipline at school.

CONCLUSION

The condition of teacher discipline shows that efforts to improve have been made through a fingerprint system, routine evaluations, as well as clear rules and sanctions, but their implementation is still not optimal. This is evident from the continued occurrence of tardiness, unexcused absences, and a lack of consistency in adhering to regulations, indicating that the control system has not been effective. This situation impacts the failure to establish a strong culture of discipline, as the existing rules have not provided a deterrent effect or significant motivation for teachers. In addition, an approach that still focuses on supervision without being supported by intrinsic motivation causes violations to continue occurring repeatedly. Therefore, a strategy is needed in the form of reinforcing rules and sanctions more consistently, as well as developing a structured reward system. Supported by firm leadership and increased teacher awareness, this step is expected to be able to create more optimal and sustainable discipline. The limitation of this study lies in the educational institution, namely SMK Sunan Ampel Menganti, thereby limiting the generalization of the results. For future researchers, it is hoped that teacher discipline will be examined by adding other variables such as work motivation, leadership, or organizational culture.



In addition, the research can be expanded to different school contexts to obtain more comprehensive comparative results.

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