

**THE EFFECT OF DISCIPLINE, RESPONSIBILITY AND EXAMPLE ON
THE PERFORMANCE OF STATE HIGH SCHOOL TEACHERS IN
BANJARMASIN**

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Abstract

This study aims to analyze the effect of discipline, responsibility and example on the performance of public high school teachers in Banjarmasin. The research method used is analytic survey. The type of research is explanatory research. The population in the study was 113 teachers, determining the number of samples using the Slovin formula with a sample of 80 teachers. Data collection techniques using questionnaires, documentation, interviews and observations. Validity and reliability tests were carried out on the research instrument. Data were analyzed by multiple linear regression analysis with classical assumption test. The results showed that discipline, responsibility and exemplary partially and simultaneously had a significant effect on the performance of public high school teachers in Banjarmasin. The coefficient of determination of the performance of educators that can be predicted by the variables of discipline, responsibility and example is 97.5%.

Keywords: Discipline, Responsibility, Exemplary, Performance

INTRODUCTION

Teachers in the context of education have a large and strategic role. This is because it is the teacher who is at the forefront of the implementation of education. It is the teacher who directly deals with students to transfer knowledge and technology as well as educate with positive values through guidance and example. From the above, the teacher has a heavy mission and task, but starts with a sincere intention in bringing the nation's shoots to the peak of their ideals. Therefore, it is proper for teachers to have competencies related to their duties and responsibilities. Professional teachers will be able to direct students to find, manage and integrate their acquisitions, and solve problems related to knowledge, attitudes and values as well as life skills (Danil, 2009). Teacher professionalism has now become something that has emerged in the public sphere along with the demand for quality education. Therefore, a teacher who has high qualifications, competence, and dedication is needed in carrying out his professional duties. Teachers with professional souls have the main task of educating, teaching, guiding, directing, training, assessing and evaluating students.

Discipline is a condition that is created and formed through the process of a series of behaviors that show the values of obedience, obedience, regularity or discipline (Tulus, 2004: 31). Discipline at work is very important for teachers. Therefore, discipline must be continuously instilled in the teacher. Continuous cultivation causes the discipline to become a habit for teachers. People who are successful in their respective fields generally have high discipline. On the other hand, people who fail are generally undisciplined. In fact, the issue of discipline is a concern for every human being. Discipline has a very important role in directing human life to achieve their goals and success in work, because without discipline, a person does not have a benchmark about what is good and what is bad in his behavior.

A teacher in a bureaucracy or institution has rights and obligations that must be carried out, both of which are interrelated links. Rights are related to what belongs to them after they carry out their obligations, while obligations are what they have to do. Thus, a public teacher has the right to earn income in accordance with applicable regulations, while his obligation is to carry out work in accordance with his main duties and responsibilities with full responsibility. Thus, the responsibility referred to here is closely related to the obligations of a teacher in carrying out the work seriously and consistently given by a person/institution.

Doing the work completely, without delaying the time, so that the work is more improved, of high quality and can be accounted for legally and legally. Responsibility indicates the level of work completion and the quality of work results that lead to the creation of efficiency and effectiveness in completing the work. Efforts to increase work productivity in achieving goals require high responsibility for all personnel in an organization.

In addition to the responsibility of a worker or teacher must also have an example. Exemplary means something that can be imitated or good to be imitated (deeds, behavior, traits, etc.) (Ida Zusnani, 2013: 142)

Discipline, responsibility and example affect the performance or appearance of the work of personnel, both quantity and quality in an organization (Yaslis Ilyas, 2005: 55). According to Bukhori Zainun (2007: 10), "A person in order to achieve high performance depends on cooperation, personality, diverse skills, safety leadership, job knowledge, presence, loyalty, toughness, and initiative". Similarly, according to Robins (2006:218), "Teacher performance as a function of the interaction between ability and motivation, namely performance, if there is inadequate, performance will be negatively affected". In addition to motivation, it is also necessary to consider the ability (intelligence and skills) to explain and

assess teacher performance. Opportunities for performance need to be added even though a teacher may be willing and able. This is to avoid any constraints on performance. Opportunities for performance are high levels of performance partly a function of not being aware of the obstacles that hinder the teacher in question.

The success of a company is seen from the company's ability to improve the performance of its employees by looking at the willingness or drive to work as well as possible in order to achieve the maximum company goals that have been set by the company so that with the motivation and work discipline of employees they can direct their abilities, skills, skills and comply with regulations. in carrying out the task of employee performance will be better (Nur Hidayat, 2014: 4)

Discipline

According to (Darsono and Siswandoko, 2011: 128) Discipline can be in the form of complying with existing regulations both in the law or regulations within the organization. As said by Darsono and Siswandoko that discipline is an obedient and obedient behavior to the rules, applicable norms, obedience and obedience that is really based on a high awareness of the responsibility given to him not out of fear. or forced, discipline must be based on the ability to carry out responsibilities, readiness to accept sanctions in case of violations and self-sacrifice dedication to achieve goals.

Meanwhile (M. Harlie 2010: 117) states that work discipline essentially raises awareness for its workers to carry out the tasks that have been assigned, where its formation does not arise by itself, but must be formed through formal and non-formal education, as well as the motivation that exists in every employee. employees must be well developed. Meanwhile (Handoko, 2011: 208) views discipline as a management activity to carry out organizational standards

Discipline Goals

Work discipline is needed by teachers to achieve the success of the institution. With discipline, a teacher can find out the mistakes he has violated, so that the teacher will improve himself and obey the rules that have been set by the agency.

The higher the level of teacher work discipline, the higher the teacher's performance produced (Sutrisno, 2009: 104). Work discipline in an organization, both government and private organizations is absolutely necessary. The image of an organization is often determined by the discipline of its teachers. With good discipline and high organizational goals can be realized as expected. The work discipline of teachers has a positive impact on the performance of an organization. Disciplinary action is used by organizations to sanction violations of work rules or expectations. Disciplinary action is the last step used in supervising or supervising teachers (Teguh and Rosidah, 2009: 291). Meanwhile, according to Mangkunegara, teacher discipline is the formation of teacher behavior which aims to make teachers responsible for their actions and for better behavior change (Mangkunegara, 2011: 131).

Aspects and Indicators of Work Discipline

According to Robinnis (2005), 1). Obey the rules of time, 2). Obey the rules, 3). Obedient to the rules of behavior at work and 4) Obedient to other regulations that are related to what teachers can and cannot do in the company.

Responsibility

The meaning of responsibility itself is being ready to accept an obligation or task. In the sense here that when someone is given an obligation or task, someone will

face a choice, namely to accept and deal with it with dedication or postpone and ignore the task or obligation.

Being responsible is intended as a condition where all actions or actions or attitudes are the embodiment of moral values and moral values as well as noble values of decency and or religion. It can also be said that being responsible means being within the order of norms, moral values, and religion, and not outside it. All actions, actions or attitudes that are outside the field of values or norms of morality and religion cannot be accounted for.

Characteristics of responsibility

The characteristics of a responsible child according to Anton Adiwiyato (2001: 89) in Astuti (2005: 27) include:

- a. Perform routine tasks without being notified. Doing routine tasks carried out by students of their own volition is a form of responsible behavior possessed by students. By carrying out the task of their own volition illustrates that the behavior of students shows a sincere sense of responsibility.
- b. Can explain what it does. Work that is carried out by being able to achieve the target is a form of work that is not in vain, meaning that students have a goal of what they are doing based on existing concepts.
- c. Don't blame others too much. Failures or work results that have not reached the goal maximally can be accounted for by students without looking for gaps or shortcomings from other people around students.
- d. Able to make choices from several alternatives. The form of student responsibility behavior can be shown through the ability of students to make their choices by considering alternatives that are deemed appropriate.

- e. Can play or work alone with pleasure. Work carried out by students with pleasure will show better results in terms of physical and psychological. Can make decisions that are different from those of others in the group. In group activities, students who have responsible behavior will be more confident with their creativity in group activities.
- f. Have some suggestions or interests to pursue. Students' responsible behavior can be seen through the form of suggestions and interest in completing a job. Students with greater responsibility behavior will be able to have more interest in carrying out work or tasks.
- g. Respect and respect the rules Rules that are made not to be broken, are one of the forms or principles of responsible students.
- h. Can concentrate on complex tasks No matter how difficult the task is for students, with responsible behavior, the work will still be carried out with full awareness.
- i. Does what it says it will do.
- j. Admit your mistakes without making a made-up excuse. Every failure requires recognition from the person who did it. However, this is certainly different from people who have a great sense of responsibility. Where students with responsible behavior will be honest with the risks of the work they have done.

The indicators of responsibility are 1). Ability to carry out tasks according to procedures, 2). Ability to carry out individual tasks well, 3). Ability to manage time well, 4). Willingness to complete tasks and 5). Accept the risk of the actions taken

Exemplary

Exemplary should be interpreted in a broad sense, namely respecting the words, attitudes and behaviors inherent in educators (Aqib, 2011: 86). According to the Big Indonesian Dictionary, the notion of exemplary comes from the word "exemplary" which means things that can be imitated or imitated. Meanwhile, according to Ishlahunnissa' (2010: 42) the notion of exemplary means the cultivation of morals, manners, and good habits that should be taught and accustomed to by providing real examples. Exemplary in education is an approach or method that is influential and proven to be the most successful in preparing and shaping and developing the potential of students. According to Hidayatullah (2010: 43).

Indicators of exemplary include 1). Readiness to be assessed and evaluated. Readiness to be judged means readiness to be a mirror both for oneself and for others. Conditions like this will have an impact on social life in the community, because their words, attitudes and behavior are in the spotlight and role models. 2). Have minimum competence. A person can be an example if he has words, attitudes, and behaviors to imitate. Therefore, the competence in question is the minimum condition of speech, attitude and behavior that must be possessed so that it can be used as a mirror for both himself and others. For this reason, teachers must have minimal competence as a teacher in order to grow and create role models, especially for their students. 3). Have moral integrity. Integrity is the similarity between what is said and what is done. The essence of integrity lies in the quality of its istiqomah, namely in the form of commitment and consistency to the profession it carries.

Exemplary is a commendable behavior that should be emulated by others, so it can be concluded that exemplary is an act of inculcating morals by appreciating words, attitudes and behavior so that others can imitate them by referring to

readiness to be assessed and evaluated, having competence and having moral integrity. If this has been implemented and familiarized properly from the start, it will have an important meaning in shaping character as an educating teacher.

Teacher Performance

Mulyasa (2012: 125), the performance criteria include an understanding of duties and responsibilities, abilities and skills, high morale, and initiative. Darajat (2012:266), a teacher is someone who can provide knowledge and explanations about learning based on his experience, insight and sufficient knowledge so that others are able to accept, be guided and can be directed to become a much better person. A teacher is a good role model for students or the community. The requirements for a teacher according to Darajat (2012: 182) are fear of God Almighty, knowledgeable, namely having extensive knowledge and being able to convey to students, having good physical or spiritual health in the sense of not experiencing mental disorders and not in a state of health. seriously ill, has good manners and is virtuous that students can emulate.

The factors that influence the role of teachers in educating according to Djamrah (2012:43), as a corrector, are able to be fair and honest by distinguishing things scientifically or facts such as right and wrong things and considering the impact of mistakes and minimizing mistakes made . As an inspiration, he is able to provide an image that can be used as an example and role model for students. As an Informer, able to provide the latest information. As an organizer, able to divide time and competent in carrying out tasks. As a motivator, able to encourage students to be passionate and active in learning. As a Facilitator, providing facilities and infrastructure for students that allow the ease of student learning activities so that a pleasant learning environment will be created for students. As a mentor, able to teach and educate children to think better. As a Demonstrator, able

to demonstrate and provide an overview of learning so that students better understand not only in theory but also in practice.

Kuswana (2010:3) states that teacher performance is the result of work given by teachers through teaching methods given to students so that students understand, are intelligent, experience much better behavioral changes and think systematically. Yamin and Maisah (2010:87) suggest that teacher performance is the teacher's way of doing something continuously and continuously in order to get results in accordance with previous wishes and goals. Fadel (2012: 195) indicators used to measure teacher performance: Understanding of the main tasks and functions, Innovation, Speed of work, Accuracy of work and Cooperation.

Teacher performance indicators according to Riordan in Christi (2010), are 1). Punctuality, which is a certain type of work that requires attendance in doing it according to the specified time. 2). Quantity A person can complete his work in a predetermined time period. 3). Quality Every worker recognizes and solves relevant problems and has a positive work attitude in the workplace.

Factors that affect performance

Population and Sample

This research was conducted at a public high school in Banjarmasin, the population in this study were all 113 teaching teachers. Determination of the number of samples using the Slovin formula with a sample of 80 teachers. Data collection techniques by distributing questionnaires, data measurement scale using Likert.

Data analysis uses multiple linear regression which serves to determine the effect/relationship between the independent variable and the dependent variable.

Data processing using SPSS version 25 program with multiple regression equation

$$Y = a + b_1 X_1 + b_2 X_2 + b_3 X_3 + e$$

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RESULTS AND DISCUSSION

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	23.020	2.063		11.158	.000
Discipline	1.015	.229	.546	4.424	.000
Responsibility	.382	.158	.253	2.423	.018
Exemplary	.554	.254	.196	2.178	.033

a. Dependent Variable: Teacher Performance

Based on the Coefficients Table, the value of the constant a and the coefficient b of the linear equation is $Y = 0.463 + 0.006 X_1 + 0.060 X_2 + 0.810 X_3$. The t-count value of Discipline b1 is (4,424), Responsibility b2 is (2,423), Exemplary b3 is (2,178) and t-table is (0,12). Of the three variables, discipline, responsibility and exemplary value of t-count is greater than t-table, meaning that the third partially has a significant effect on the performance of public high school teachers in Banjarmasin.

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1361.003	3	453.668	835.688	.000 ^a
Residual	35.286	65	.543		
Total	1396.290	68			

a. Predictors: (Constant), Discipline, Responsibility, Exemplary

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b. Dependent Variable: Teacher Performance

Based on the results of the Anova table, the F-count value is 835,688. This value is greater than the Ftable value of 2.695, which means that the teacher performance variable with the variables of discipline, responsibility and example simultaneously has a significant effect on the performance of State Senior High School teachers in Banjarmasin. The comparison between Sig and also shows that the value of Sig (0.000) is smaller than the predetermined significance level, namely (0.05), meaning that there is a significant relationship between discipline, responsibility, and exemplary simultaneously with the performance of State Senior High School teachers in Banjarmasin.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.987 ^a	.975	.974	.73680

a. Predictors: (Constant), Discipline, Responsibility, Exemplary

The value of the coefficient of determination is 0.974, meaning that teacher performance can be predicted by the variables of discipline, responsibility, and exemplary of 97.4%, while the rest is influenced by variables that are not in this study.

DISCUSSION

The results of this study provide an understanding that work discipline has a positive impact on teacher performance. At SMA Negeri in Banjarmasin the teachers assume that they have obeyed the applicable regulations, so that this is a factor that can affect their performance, because the teachers become more motivated because of the rules related to time or rules related to behavior as a teacher and the form of remuneration. received by the teacher is considered sufficient and able to meet the needs of the teachers, what has been done or done is considered in accordance with the remuneration received. Work discipline is one of the factors that can affect the performance of a teacher, because someone who has good work discipline will always try to carry out every job based on existing rules. Work discipline is very important in an effort to improve teacher performance, because discipline is an inseparable part in carrying out duties and obligations as a teacher.

To carry out their duties properly, teachers need high performance in order to achieve educational goals. A person's high and low performance can be influenced by his own self-discipline. Thus it can be said that the results of teacher performance in learning planning, implementation of learning, in learning evaluation, and in task discipline lies in the performance and work performance of teachers who are in a school. So with the teacher's performance in learning, the decisive outcome of an educational process is the educator himself. Teachers must be able to show that teachers are able to produce good performance for the creation of quality education. Understanding work discipline according to Alex.S. Nitisemeto (2001: p.200) stated above, namely, work discipline is an attitude, behavior and action that is in accordance with the regulations of the company, whether written or not, has five dimensions: ability, welfare (reward), punishment/sanction, assertiveness, and exemplary leader

The higher the level of teacher work discipline, the higher the teacher's performance produced. Work discipline in an organization, both government and private organizations is absolutely necessary. The image of an organization is often determined by the discipline of its teachers. With good discipline and high organizational goals can be realized as expected, because the work discipline of teachers has a positive impact on the performance of an organization. Disciplinary action is used by organizations to sanction violations of work rules or expectations. Disciplinary action is the last step used in supervising teachers.

As someone who is often used as an example, the teacher should be disciplined in all things, including time discipline and regulatory discipline, the teacher's words are also expected to be able to keep up with the times but remain polite so that students are not rigid when communicating with teachers, and it is also hoped that a teacher does not only as educators in schools but also as parents and friends who are patient and loving, who can be invited to exchange ideas or give advice, patiently respond to the behavior of their students by approaching them to find out the problems that students may experience.

Responsibilities in improving work performance include working diligently and highly dedicated, providing optimal service to the community, being responsible, coordinating organizational resources, working efficiently and effectively according to organizational analysis, providing solutions to organizational management as part of the responsibility to empower and empowering the organization Employees who have high achievement motivation will be challenged to get more difficult tasks, challenged to accept heavier responsibilities, and challenged to be able to occupy higher positions. This shows that every increase in employee motivation will provide a significant increase in improving performance. In general, responsibility is defined as an obligation to do something or behave in a certain way not to deviate from existing regulations. It was further emphasized that every implementation of obligations and every use of rights, whether carried out inadequately or adequately, basically still must be

accompanied by accountability, as well as the exercise of power (Purbcaraka, 2010).

Exemplary in education is an approach or method that is influential and proven to be the most successful in preparing and shaping and developing the potential of students.

The teacher's exemplary factor affects the performance of state high school teachers in Banjarmasin, meaning the reputation or good name of the teacher in the school. This can be observed from the social relations of teachers between teachers, teachers between students, and teachers between communities. If a teacher has a bad reputation at school or his good name has been tarnished due to something bad, then automatically the students will not be sympathetic, let alone like the teacher, he will also not follow the teaching and learning process well. For this reason, it is hoped that teachers will build good relationships with the environment, and can also build a good name that should be used as an example for their students. So that it can occur in the minds of students, that in the future students want to be like their teachers.

CONCLUSION

Discipline, responsibility, and exemplary have a significant effect simultaneously on the performance of State Senior High School teachers in Banjarmasin. Discipline, responsibility, and exemplary have a significant effect partially on teacher performance.

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