Evaluation Of The Discipline Of Computer Technology Attendance Fingerprint Of Sports Teachers And All Teachers Who Teach At Public Elementary Schools In The Upper Yellow District Of Southeast Aceh

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Article Info	ABSTRACT
	The main objective of this study is to describe the level of discipline of computer technology fingerprint attendance of PE teachers and all teachers who teach at Sekolah Dasar Negeri Kuning Atas and to identify the factors that influence such discipline. This research aims to provide a comprehensive picture of how sports teachers and all teachers who teach at Sekolah Dasar Negeri Kuning Atas carry out their responsibilities in the context of education, as well as to explore the internal and external factors that may influence their discipline, such as personal motivation and support from school management. The research method used is a qualitative approach, with data collection through interviews and observations. This study found that there are several indicators of discipline, including obeying the rules, self-control, and creative attitude. In addition, the factors that influence the discipline of computer technology fingerprint attendance for sports teachers and all teaching teachers include personal motivation, work environment, and support from school management. In the discussion, the author analyzes the findings by referring to the theories of work discipline in education. Fingerprint computer technology attendance for sports teachers and all teachers who teach is very important to create a conducive learning and teaching atmosphere and to achieve better educational goals. Recommendations are given that schools and education offices pay attention to this discipline problem as part of efforts to improve the quality of education in the area. This research is expected to be a reference for policymakers in formulating strategies to improve the discipline of computer technology fingerprint attendance for sports teachers and all teachers who teach in elementary schools.

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1. Introduction

The world of education is an institution that has an important role in improving the quality of human resources. This role is related to efforts to make the next generation of the nation have the quality of human resources that can be relied upon. One of the factors supporting education is human; in this case, human resources. Educational institutions will succeed if they have qualified and professional human resources (Dacholfany, 2017). In improving the quality of human resources from the education sector, teachers, as one of the resources in schools, have an important role in improving the quality of students. They are tasked with guiding and directing the way students learn in order to achieve optimal results. Therefore, teacher performance is always a concern because it is a determining factor in improving learning achievement. Teachers play a very important role in improving the quality of education.

In the world of education, according to Siregar (2024), work discipline is the obedience of education actors and responsibilities that should be a reflection of awareness and trust in carrying out duties as a dedication to the values of truth, both for the benefit of the state and nation and on the basis of the interests of religious life. One aspect of internal teacher relations that is difficult to implement is disciplinary action. Therefore, teacher performance is always a concern because it is a determining factor in improving learning achievement. Teachers play a very important role in improving the quality of education.

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School is an educational process that should be the main concern in the process of teaching time; this is due to the importance of students' needs to be educated and given concrete knowledge. Southeast Aceh Regency is a district that has a lot of elementary school education, and each school has students and a varied number of teachers in the teaching and learning process, especially in the Bambel sub-district of Southeast Aceh Regency. From the results of preliminary observations obtained from the education office of the Bambel sub-district branch, the number of elementary schools in the Bambel sub-district is as many as 18 public elementary schools. The results of observations are that the level of discipline of computer technology fingerprint attendance for sports teachers and all teachers who teach in Bambel sub-district, Southeast Aceh Regency, is still low. This observation was carried out in five elementary schools in the Bambel sub-district using the interview method with the principal. In addition to this, the elementary schools in the Bambel sub-district have never been researched on the level of discipline of the computer technology attendance fingerprint teacher for sports teachers and all teachers who teach, which should be a concern of the Southeast Aceh District Education Office.

Analysis of the discipline of computer technology attendance fingerprints for sports teachers and all teachers who teach elementary schools will be a benchmark for the progress or failure of an education in the area, so for researchers, analysis of the discipline of computer technology attendance fingerprints for sports teachers and all teachers who teach is needed to motivate self-evaluation materials for elementary school teachers in Bambel sub-district, Southeast Aceh Regency. From the background of this problem, the author is interested in researching the topic entitled "Evaluation of the Discipline of Computer Technology Attendance Fingerprints for Sports Teachers and All Teachers Who Teach at the Upper Yellow State Elementary School, Southeast Aceh Regency."

2. Literature Review

Teacher performance evaluation has a very important role in accelerating and ensuring the quality of education. This process not only provides an overview of individual performance but also creates a foundation for continuous improvement in the education system (Putri, 2024). Through evaluation, teachers' strengths and weaknesses can be clearly identified, providing a basis for targeted professional development. Improved teacher teaching quality directly correlates with student achievement, creating an inevitable link between teacher evaluation and learning outcomes (Kamaruddin, 2024). In addition, teacher performance evaluation builds accountability and responsibility in their teaching practices, supports effective school management, and provides valuable data for designing better education policies (Putri, 2024).

On a broader level, teacher performance evaluation also helps to meet the challenges and changes in education, helping to create a learning environment that is adaptive, innovative, and in line with quality education standards (Qurtubi, 2023). By understanding and empowering teachers through performance evaluation, the education system can continue to grow and have a broad positive impact on the development of the next generation. A teacher performance evaluation model should be able to provide an accurate and comprehensive picture of teachers' contribution to student learning and development. In this regard, it is necessary to consider an inclusive and fair approach, which accommodates timely teaching time for discipline as well as diverse teaching styles and learning contexts. Ilham Kamaruddin (2024).

3. Research Methods

This research was conducted using a qualitative descriptive approach, because the aim was to describe the behavior of research objects based on a predetermined plan. This research aims to describe and summarize various conditions found in the field or research object without involving numerical calculations. In qualitative research, the main focus is on developing substantial theories based on concepts that arise from empirical data. In qualitative research, the researcher accepts that he does not know what he does not know. The research subjects of the title include various elements that play an important role in the educational process in primary schools. This research will involve teachers who teach in

public primary schools in the Bambel sub-district as the main subjects. The number of teachers involved in the study may vary, depending on the total number of teachers in the school, and is expected to include sufficient representation to provide a comprehensive picture of their discipline.

4.   Research Results and Discussion

The results of research on the discipline of computer technology fingerprint attendance for sports teachers and all teachers who teach at Danau Kuning Atas State Primary School, Southeast Aceh District, show that the level of teacher discipline is still relatively low. This study evaluated various indicators of discipline, including adherence to agreed terms, self-control, and compliance with basic duties. Observations and interviews with the principal revealed that many teachers do not always show up on time and often violate established rules. In addition, teachers' ability to control themselves is also a concern, with some teachers showing a lack of ethics in carrying out their duties. This study also found that the harmonious atmosphere in the work environment has not been fully created, which has an impact on interactions between colleagues. Teachers' creative and innovative attitudes also still need to be improved, as many of them have not optimally utilized information technology in the learning process. Loyalty to the profession was the last indicator evaluated, and the results showed that despite commitment to the job, there are still challenges in maintaining morale and motivation. In addition, this study identified factors that influence teacher discipline, both internally, such as personal motivation, and externally, such as school management support. Thus, the results of this study provide a clear picture of the state of teacher discipline and the factors that need to be considered to improve the quality of education in the area.

The discipline of computer technology fingerprint attendance for sports teachers and all teachers who teach at Pantai Kuning Atas State Primary School, Southeast Aceh District, is very important to understand the context and challenges faced in improving the quality of education. This study focuses on six indicators of discipline that are referenced in the evaluation of teacher performance, namely, obeying and complying with regulations, self-control, adherence to the teacher's main duties, creating a harmonious atmosphere with colleagues and superiors, commitment to professional development, and responsiveness to feedback.

This indicator is a fundamental aspect in assessing teacher discipline. Interviews with the principal revealed that although there is awareness of the importance of complying with regulations, implementation is still less than optimal. Teachers then admitted that personal motivation, such as the desire to provide the best for students, is the main driver in maintaining discipline. Skinner's (1953) Discipline Theory supports this finding, where positive behavioral reinforcement can increase motivation to comply with rules. Observations show that most teachers try to arrive on time and follow existing procedures, even though they face challenges such as transportation issues and bad weather.

Self-control is the second important indicator of teacher discipline. The interviews showed that teachers try to stay calm when facing difficult situations, such as when dealing with uncooperative students. One teacher explained that they use deep breathing techniques to manage stress and self-reflection after class hours to improve how they handle future situations. Goleman's (1995) Emotion Management Theory is relevant here, as the ability to manage emotions is crucial in creating a positive learning atmosphere. Classroom observations show that teachers who are able to control their emotions tend to be more effective in interacting with students.

The third indicator is adherence to the main duties of teachers. This indicator reflects the professionalism and dedication of an educator. The results of the interview with the principal show that the preparation of work tools begins with a needs analysis based on the curriculum and student characteristics. Teachers often conduct regular meetings to share ideas and experiences in developing learning media. Observations show that they use a variety of creative learning media to improve the quality of teaching, creating a more engaging learning experience for students.

Then a harmonious working atmosphere between teachers and colleagues is necessary to support effective collaboration and communication in the school environment. Interviews show that good relationships between teachers help increase work motivation and reduce stress. Social Interaction Theory explains that good social relationships can improve collaboration and communication, which has a positive impact on discipline. Observations in the field showed positive interactions between teachers, who respect and support each other.

In addition, commitment to professional development is key to improving the quality of education. Interviews show that teachers actively participate in training and workshops to improve their competencies and share experiences with colleagues. Observations show that they apply new techniques from the training in their teaching.

The findings show that although the teachers face a number of challenges, such as transportation problems and unfavorable weather conditions, they remain committed to maintaining discipline in carrying out their duties. The indicators evaluated, including adherence to regulations, self-control, and commitment to core duties, reflect their dedication to improving the quality of education. In addition, support from school management and a culture of mutual support among colleagues also contribute to their efforts to create a positive learning environment. Thus, although effort remains, teachers' enthusiasm and commitment to comply with the agreed regulations are key factors in improving the quality of education in these schools.

Furthermore, the results of research and observations on the factors influencing the discipline of computer technology fingerprint attendance for sports teachers and all teachers who teach at Danau Kuning Atas State Primary School, Aceh Tenggara District, identified various internal and external factors that contribute to the level of discipline. This research used a

qualitative approach with interviews and observations to gain an in-depth understanding of the challenges faced by teachers.

Internal factors that influence teacher discipline include personal motivation, self-control, and commitment to the main task. Personal motivation is the main driver for teachers in maintaining discipline. As expressed by several teachers in interviews, the desire to provide the best for students and be a role model greatly influences their attitude towards regulations. Maslow's Motivation Theory (1943) explains that the fulfillment of basic needs to self-actualization can encourage individuals to behave in a disciplined manner. In addition, the ability to control oneself is also very important in creating a positive learning atmosphere. Goleman (1995), in the theory of emotional management, states that the ability to manage emotions and behavior will have an impact on teacher interactions with students. Observations show that teachers who are able to control their emotions are more effective in handling difficult situations in the classroom, such as when dealing with uncooperative students.

External factors that influence the discipline of computer technology fingerprint attendance for sports teachers and all teaching teachers include school management support, environmental conditions, and transportation challenges. The results of the interview with the principal revealed that support from management is very important in creating a culture of discipline at school. However, some teachers complained about the lack of consistent discipline enforcement from the management, which may reduce their motivation to comply with the rules. Social Interaction Theory explains that good social relationships between individuals can improve collaboration and communication, which is crucial in an educational environment. In addition, transportation challenges and weather conditions were also significant external factors. Some PE teachers and teaching teachers have difficulty reaching school on time due to poor road conditions and limited public transportation, especially in rural areas.

An in-depth analysis of internal factors such as personal motivation, self-control, and commitment to core duties shows that teachers' intrinsic motivation is very influential in encouraging them to comply with regulations and carry out their responsibilities well. In addition, the ability to manage emotions and behavior in difficult situations is key in creating a positive learning atmosphere, which in turn has an impact on interactions between teachers and students.

On the other hand, external factors such as school management support, environmental conditions, and transportation challenges also play an important role in determining the level of teacher discipline. Consistent support from management can create a strong culture of discipline, while transportation and weather challenges are often unavoidable obstacles for teachers to be on time. Therefore, it is important for all relevant parties to collaborate in creating an environment that supports and motivates teachers to better fulfill their responsibilities. With this comprehensive approach, it is hoped that the quality of education at Sekolah Dasar Negeri Kuning Atas can be significantly improved, thus providing maximum benefits for students' development.

5. Conclusion

Based on the research objectives, the following research results were obtained, namely:

a. From the interviews, it was revealed that although there is awareness of the importance of complying with the rules, the implementation is still less than optimal. Personal motivation is the main driver for sports teachers and teachers who teach using computer technology fingerprint attendance in maintaining discipline, while challenges such as transportation problems and bad weather conditions often hinder their attendance. In addition, teachers' self-control is also very important in creating a positive learning atmosphere; teachers who are able to regulate their emotions tend to be more effective in interacting with students. Adherence to teachers' core duties reflects professionalism and dedication in educating the next generation, where collaboration among teachers in developing work tools is key to improving teaching quality. A harmonious atmosphere between coworkers and superiors also contributes to improved teacher motivation and performance.

b. The conclusion from the research on internal and external factors affecting the discipline of computer technology fingerprint attendance of sports teachers and all teachers who teach at the Danau Kuning Atas State Elementary School, Southeast Aceh District, shows that teacher discipline is influenced by a combination of these factors. Internal factors include personal motivation, self-control, and commitment to basic duties. Personal motivation is the main driver for teachers to comply with regulations and perform their duties well. Interviews with teachers show that they strive to always comply with existing regulations, although challenges such as high workload and lack of rewards can reduce motivation. Self-control is also very important, as teachers who are able to manage their emotions tend to be more effective in creating a positive learning atmosphere.

On the other hand, external factors such as school management support, environmental conditions, and transportation challenges also contribute to teacher discipline. Support from the school principal in discipline enforcement is necessary to create a consistent culture of discipline. However, some teachers complain about the lack of consistency in rule enforcement, which can reduce motivation for discipline. In addition, transportation challenges and bad weather conditions are often obstacles for teachers to reach school on time.

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