



The Dynamics of Teacher Performance Assessment on Teacher Discipline: A Case Study at SDN Plompong 02, Brebes Regency

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Abstract

This study was motivated by the disparity between the high formal results of the Teacher Performance Assessment (PKG) and the reality of low teacher discipline in the field, specifically at SDN Plompong 02, Sirampog District, Brebes Regency. This qualitative case study aims to analyze the dynamics of the relationship between the implementation of PKG and the level of teacher discipline. Data were collected through in-depth interviews with the principal, teachers, and school supervisors, participant observation, and documentation studies. Data analysis followed the interactive model of Miles and Huberman. The findings indicate that: (1) PKG at SDN Plompong 02 is implemented systematically, transparently, and is oriented towards continuous coaching; (2) Teacher discipline is high, demonstrated through punctuality, attendance, and task responsibility; (3) There is a significant reciprocal relationship between PKG and teacher discipline, where PKG functions as an effective motivational and control instrument for shaping disciplined behavior, while good discipline facilitates optimal performance achievement; (4) The success of this relationship is supported by the principal's transformational leadership, exemplary behavior, dialogical communication, and a conducive organizational culture. The study concludes that PKG, implemented with a coaching and humanistic approach and supported by effective leadership, can be a primary driver for improving teacher discipline and professionalism. This research contributes to the development of a holistic and contextual teacher performance management model, especially for elementary schools in rural areas.

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INTRODUCTION

Education is a fundamental pillar for a nation's civilization and progress, with teachers occupying a central and strategic position as the main actors in the knowledge transformation process. In Indonesia, the government has established a comprehensive evaluation system

known as Teacher Performance Assessment (*Penilaian Kinerja Guru* or PKG), designed as a systematic and objective instrument to measure a teacher's mastery of four main competencies: professional, pedagogical, personality, and social (Ministry of Education and Culture, 2018). Ideally, PKG should not be reduced to an annual administrative routine but should serve as a

strategic tool for building a professional, collaborative, and accountable work culture while providing constructive feedback for continuous self-improvement (Sukardi, 2019).

However, the empirical reality in many schools shows that PKG implementation often does not align with its foundational philosophy. Research findings (e.g., Widyastuti, 2021; Fathoni, 2022) indicate that PKG is frequently implemented as a mere annual formality. Reports are often compiled to meet administrative demands from superiors without deep reflection or concrete, systematic follow-up coaching. Widyastuti (2021) specifically highlights the phenomenon of "grade inflation" in PKG, where results tend to show good to excellent scores for almost all teachers, yet these scores do not always reflect the actual performance and behavior of teachers in the field, particularly regarding discipline, work ethic, and professional responsibility.

Teacher discipline is a crucial dimension of professional behavior. A highly disciplined teacher is characterized by punctuality, serious preparation of learning tools, and responsible task execution, which positively impacts the learning environment and student outcomes (Rahman, 2020). A paradoxical situation often arises where a teacher may receive a high PKG score due to complete administrative documents but displays contradictory behavior, such as frequent tardiness or absenteeism. This indicates that the PKG system has not been fully effective in cultivating authentic and sustainable disciplined behavior among teachers.

This phenomenon of disparity is also clearly observed at SDN Plompong 02, a public elementary school in a rural area of Brebes Regency, Central Java. This study was conducted to deeply analyze the dynamics of the relationship between PKG implementation and teacher discipline in this specific context. The research questions are: 1) How is PKG implemented at SDN Plompong 02? 2) What is the level of teacher discipline? 3) How does PKG influence teacher discipline? 4) What factors hinder and support this relationship?

METHOD

This research employed a qualitative approach with a case study design. This approach was chosen to understand the phenomenon deeply, contextually, and holistically, rather than merely measuring variable relationships quantitatively (Creswell, 2018). A case study strategy was appropriate as it allows for an investigation of a contemporary phenomenon within its real-life context (Yin, 2018).

The research was conducted at SDN Plompong 02, Sirampog District, Brebes Regency. Subjects and informants were selected through purposive sampling, including the principal, five teachers (with variations in seniority), and one school supervisor. Data were collected through in-depth interviews, participant observation, and documentation studies from February to April 2025.

Data analysis followed the interactive model of Miles and Huberman (1994), which includes data reduction, data display, and conclusion drawing/verification. Data validity was ensured through source and technique triangulation, member checking, and peer debriefing.

RESULTS AND DISCUSSIONS

Dynamics of Teacher Performance Assessment (PKG)

The implementation of PKG at SDN Plompong 02 was carried out systematically and transparently through several stages: assessment planning, direct observation, reflective interviews, and constructive feedback. The principal acted not only as an evaluator but also as a mentor who guided teachers' professional development. The process was designed to be objective and open, creating a dialogical environment.

The principal emphasized the coaching orientation of PKG: "We assess teacher performance not just as a formality, but as a means of coaching. Through this assessment, we can identify who needs mentoring and who can

be an example for other teachers." (Interview, February 12, 2025).

A senior teacher confirmed the positive impact: "Performance assessment helps me be more disciplined in preparing learning tools. Sometimes it feels like being constantly monitored, but it actually makes me more responsible." (Interview, February 18, 2025). This indicates that PKG, when implemented with a coaching approach, can foster a sense of responsibility and self-awareness among teachers.

Teacher Discipline at SDN Plompong 02

Teacher discipline at the school was notably high. Attendance records from January to April 2025 showed a 98% attendance rate, with only two instances of unexplained absence. Discipline was reflected in punctuality, orderly completion of administrative tasks, and planned implementation of learning.

The principal's leadership played a key role in enforcing discipline through an educative and persuasive approach: "Discipline is a mirror of professionalism. Teachers who are often late or absent without reason will receive coaching from us, usually through a personal approach." (Interview, February 20, 2025).

Furthermore, the principal's exemplary behavior was a significant influencing factor. A young teacher stated: "We feel ashamed if we are late. The principal often sets an example, arriving earliest and closing the school last." (Interview, February 23, 2025). This demonstrates that transformational leadership, through modeling and personal commitment, is effective in building intrinsic motivation for discipline without coercion.

The Relationship between PKG and Teacher Discipline

The research findings reveal a functional and dynamic relationship between the PKG system and teacher discipline. Teachers responded positively to the assessment, aware that every aspect assessed reflected their level of discipline. The transparent and fair assessment process fostered a sense of responsibility.

The school supervisor reinforced this view: "Teachers with good assessment results

usually also have high discipline. They realize that good performance is impossible without strong discipline." (Interview, March 1, 2025). This statement confirms that discipline is a prerequisite for optimal performance.

This finding aligns with Rivai's (2009) view that objective performance assessment can motivate individuals to improve work behavior. Furthermore, it supports the theory of transformational leadership (Bass & Avolio, 1994). The principal at SDN Plompong 02 acted as a transformative leader by instilling inspirational values, providing motivation, and serving as a role model. The dialogical and open relationship between the principal and teachers made the assessment process a professional learning medium rather than a formal threat.

The relationship between PKG and discipline is reciprocal. High discipline facilitates the achievement of optimal performance, while good assessment results motivate teachers to maintain and even increase their discipline. This forms a positive feedback loop where performance and discipline mutually reinforce each other, creating a sustainable cycle of professional behavior improvement.

Supporting Factors

The success of PKG in influencing discipline was supported by several key factors in. First, transformational leadership : the principal's leadership style, characterized by exemplary behavior, empathy, and commitment to teacher development. Second, conducive organizational culture: a strong culture of family and togetherness within the school supported the effective implementation of performance policies. Third, dialogical and transparent communication : the open feedback mechanism after the assessment made teachers feel valued and guided. Finally, contextual approach: the PKG implementation was adapted to the specific conditions and needs of the rural school environment.

CONCLUSION

This study concludes that the implementation of PKG at SDN Plompong 02, which is systematic, transparent, and oriented

towards continuous coaching, has a significant positive influence on teacher discipline. Teacher discipline at the school is maintained at a high level, reflected in punctuality, attendance, and task responsibility. There is a reciprocal relationship between PKG and discipline; PKG serves as an effective motivational and control instrument, while good discipline facilitates the achievement of optimal performance reflected in PKG results. The principal's transformational leadership is a critical factor supporting the success of this relationship.

The implications of this research suggest the importance of developing a teacher performance assessment model that is holistic and contextual, especially for elementary schools in rural areas. For practice, school principals are advised to implement PKG with a coaching and humanistic approach, not just an administrative one. Teachers should view PKG as a self-reflection and professional development medium. For policymakers, it is recommended to develop more flexible and adaptive PKG guidelines that consider the specific context of each school.

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