Measurement Of The Level Of Educator Discipline And Preparation Of Teaching Materials On The Quality Of Graduates

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Abstract. A teacher must have competence in both discipline and preparation of teaching materials because a teacher has an obligation to educate the nation's children so that the teaching and learning process can be created well and the quality of graduate students can be achieved well. The objectives of this study are (1) to determine whether teacher discipline partially affects the quality of graduate students at SMK Wisudha Karya Kudus; (2) to find out whether the preparation of teacher teaching materials partially affects the quality of graduate students at SMK Wisudha Karya Kudus; (3) to find out whether teacher discipline and the preparation of teacher teaching materials affect the quality of graduate students at SMK Wisudha Karya Kudus. This research includes field research. Research place at SMK Wisuda Karya Kudus. Data collection methods using Questionnaires, Documentation Sheets, Observation Sheets. The results showed that (1) Teacher discipline partially affected the quality of graduate students at SMK Wisudha Karya Kudus with sufficient categories of 45.6%, while the remaining 54.4% was influenced by other factors that were not studied. (2) The preparation of teacher teaching materials partially affects the quality of graduate students at SMK Wisudha Karya Kudus with sufficient categories of 23.5%, while the remaining 76.5% is influenced by other factors that are not studied. (3) Teacher discipline and preparation of teacher teaching materials simultaneously affect the quality of graduate students at SMK Wisudha Karya Kudus by showing a fairly good category of 52.18%, while the remaining 47.82% is influenced by other factors that are not studied.

Key words: Educators, Discipline, teaching materials, Graduate Quality

INTRODUCTION

Discipline is one of the things that must be applied by every educational institution, especially teachers because teachers are figures exemplified by students (Gardner, 2021). When people do everything with discipline, it will have a positive impact on everything (Durrant, 2010). Among the forms of discipline is discipline in teaching (Loughran & Russell, 2007). People who are disciplined in teaching will carry out their duties and responsibilities appropriately, never leave teaching hours and always care about others, so that others will feel aware and emulate what they have taught (Senge et al., 2012; Santosa et al., 2023). According to Sobandi & Nurlatifah, (2019), among the factors that support the success of a teacher is the discipline factor. Discipline is very important for a teacher in carrying out the mission of education (Amin et al., 2021). The discipline of a teacher will be decisive in the regularity of the stability of the educational process and teaching in the classroom (Kunter et al., 2013). Therefore, discipline in carrying out the duties of a teacher is a demand and imperative. Teachers as individuals or individuals who must be responsible in their professional fields (Seghedin, 2014). So that teachers are required to practice their knowledge in accordance with the laws and regulations (Pillay, 2014).

The teacher is a professional educator with the main task and evaluating students, on early childhood education formal education pathways, primary education and secondary education (W. Pratama et al., 2023). While education employees are part of the education staff, namely community members who devote themselves and are appointed to support the implementation of education (H. A. Pratama et al., 2023). Because after all, a teacher or education staff (employee), is a mirror for his students in attitude or example, and the discipline attitude of teachers and education staff (employees) will provide motivation for students and also provide color to much better educational outcomes (Pertiwi et al., 2021). According to Hartanto et al., (2023), the learning process in the classroom is directed to the ability of children to memorize information without being required to understand the information they remember to connect with everyday life. Education that runs should always be carried out a continuous innovation, ranging from teachers, learning tools, learning materials, educational tools, and educational curricula. Learning as part of education should also always bring innovation (Hanik et al., 2023).

If the teacher's competence is low, then his students will later become a low-quality generation (Hartanto et al., 2024). The success or failure of achieving educational goals depends a lot on how teaching and learning activities occur. Educational success can be known from student learning outcomes or achievements effectiveness (N. Astriawati et al., 2019). To see the success or failure of teaching and learning activities in a period, the school conducts evaluations, ranging from daily tests, block tests, midterm exams, final semester exams to national examinations (UN), so that teachers, students, schools and related parties can find out the quality of graduates that have been achieved and the extent to which the effectiveness of learning has been achieved (Wibowo & Astriawati, 2020). Based on research conducted by researchers at SMK Wisudha Karya Kudus, Mejobo District, Kudus Regency, that class hours in a lesson in one week 2 meetings, and other problems that the author found, namely the first is the discipline of teachers who arrive not on time, leave class hours for uncertain reasons, and give assignments to students not the main or main task. Second, the weakening or lack of preparation of teaching materials in learning by teachers when the learning process takes place and teachers when teaching are not guided by learning tools such as syllabi and lesson plans. The role of the teacher is still lacking to deliver outstanding students, he is only a teacher who is in charge of teaching and then gets a salary / honor without caring about other aspects of education, such as conducting guidance to students, developing student talents, not running remedial and enrichment programs regularly. Based on the above problems, the researcher felt motivated to conduct further research with the title: "Measurement of the Level of Educator Discipline and Preparation of Teaching Materials on the Quality of Graduates of SMK Students (Case Study of SMK Wisudha Karya Kudus)". The objectives of this study are (1) to determine whether teacher discipline partially affects the quality of graduate students at SMK Wisudha Karya Kudus; (2) to find out whether the preparation of teacher teaching materials partially affects the quality of graduate students at SMK Wisudha Karya Kudus; (3) to find out whether teacher discipline and the preparation of teacher teaching materials affect the quality of graduate students at SMK Wisudha Karya Kudus.

METHODS

This research includes field research or field research. Field research is an investigation or research where researchers go directly into the field to look for materials that are close to the reality of the conditions studied. In this study, researchers conducted a direct field study at SMK Wisudha Karya Kudus, namely on the scope of students majoring in Commercial Ship Nautical and Commercial Ship Engineering to obtain concrete data on measuring the level of educator discipline and preparing teaching materials for the quality of graduate students at SMK Wisudha Karya Kudus. The place of research is at SMK Wisudha Karya Kudus, Mejobo District, Kudus Regency, the research time is for three months, from April 2023 to July 2023. The method of data collection is using questionnaires, documentation, observation or observation. The questionnaire was used to find data on measuring the level of educator discipline and preparing teaching materials for the quality of vocational graduates. Documents are used to obtain data about the syllabus, learning lesson plans and other data that complement the preparation of the thesis such as the quality of student graduates.

The questionnaire is used to obtain quantitative data from the variable (independent) X and the variable (dependent) Y. The measurement scale used in this questionnaire is the Likert scale. The questionnaire is each question with 4 answer options each as follows: Strongly Agree, Agree, Disagree, Strongly Disagree. In this study, researchers examined the "Measurement of the Level of Educator Discipline and Preparation of Teaching Materials on the Quality of Vocational Student Graduates". In this study, the population is the number of teachers at SMK Wisudha Karya Kudus, which is 89 teachers..

Advanced Analysis

Further analysis is the answer to whether or not the hypothesis is correct. In this case, further interpretation of the results obtained is made by consulting the calculated values obtained by consulting the calculated values obtained with table prices with a significant level of 5%. According to Masrukhin (2017), a significant test of hypothesis testing to test the influence of the team product method on students' argumentation ability by comparing F grades. If $F_{hitung} > F_{tabel}$ then H_o rejected and H_a accepted,

Significant test of associative hypothesis test for correlation test of team product method on students' argumentation ability by comparing associative hypothesis test value with t table. The

test criteria are as follows: If tcount>ttabel then Ho is rejected and Ha is accepted, If tcount<ttabel then Ho is accepted and Ha is rejected. Then to find the correlation value between the dependent variable and the independent variable, using a simple linear regression formula(Astriawati, 2016).

$$rxy = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

RESULTS AND DISCUSSION

The Normality Test is used to determine whether the distribution of each variable has a normal distribution or not. The results of the normality test data obtained showed that each variable in this study was normally distributed. This is indicated by the Asymp value. Sig. (2-tailed) more than 0.05 (Sugiono, 2017). The results of the normality test can be seen in the table below:

Table 1. Normality Test Results Summary

Variable	KS-Z	Asymp. Sig.	Information
Teacher discipline	0.086	0,097	Normal
Preparation of teaching materials	0.083	0.177	Normal
Quality of graduate students	0.081	0.200	Normal

The table above shows the Asymp value. Sig. of each variable that has been tested. The results in the table above conclude that all variables have a normal distribution so that the prerequisites for the normality test have been met. With the fulfillment of the prerequisites for normality, analysis can be done with parametric statistics.

3.2 The linearity test

The linearity test is carried out with the aim of knowing the relationship between the independent variable and the dependent variable is linear or not. The relationship between variables is said to be linear if the price of sig. greater than or equal to 0.05 (Sugiyono, 2017). The results of the linearity test can be seen in the table below.

Table 2. Summary of Linearity Test Results

Variable	F	Sig.	Information
X1- Y	1.681	0.059	Linear
X2-Y	1.591	0.073	Linear

The results of the linearity test for Teacher discipline and Preparation of teaching materials on the Quality of graduate students of SMK Wisudha Karya can be known the price of sig. more than 0.05 which is 0.059 and 0.073. These results show that the relationship between teacher discipline (X1) and Quality of graduate students (Y) is linear. And the relationship between Preparation of teaching materials (X2) to Quality of graduate students (Y) is linear.

3.3 The homogeneity test

The homogeneity test is carried out with the aim of determining the relationship between the independent variable and the dependent variable is homogeneous or not. The relationship between variables is said to be homogeneity if the price of sig. greater than or equal to 0.05 (Sugiyono, 2017). The results of the homogeneity test can be seen in the table below.

Table 3. Summary of Homogeneity Test Results

Variable	Levene Statistic	Sig.	Information
X1- Y	0.908	0.568	homogeneous
X2- Y	3.665	0.426	homogeneous

The results of the homogeneity test for Teacher discipline and Preparation of teaching materials on the Quality of graduate students at SMK Wisudha Karya Kudus can be known the price of sig. more than 0.05 which is 0.568 and 0.426. The results show that the relationship between Teacher discipline (X1) and Quality of graduate students (Y) is homogeneous. And the relationship between Preparation of teaching materials (X2) to Quality of graduate students (Y) is homogeneous.

1. Analysis

This analysis will describe "Measurement of the

Level of Educator Discipline and Preparation of Teaching Materials on the Quality of Graduate Students of SMK Wisudha Karya Kudus". Based on the data obtained from the questionnaire that has been disseminated after it is known, the data is then calculated to determine the level of relationship between independent variables and dependent variables in this study. The steps are as follows:

4.1 Preliminary Analysis

The study entitled "Measurement of the Level of Educator Discipline and Preparation of Teaching Materials on the Quality of Graduate Students of SMK Wisudha Karya Kudus" took a kind of independent variable that is thought to have an influence on the dependent variable. The independent variables are Teacher discipline (X1) and Preparation of teaching materials (X2). This study describes and examines the effect of independent variables on dependent variables, so that in this section will be presented a description of data for each variable based on data obtained from the field. Data descriptions include mode, mean, standard deviation (SD), maximum value, and minimum value. The presentation of data in this descriptive analysis uses frequency distributions, bar and pie charts, and is equipped with variable categorization scores. The following is a detailed description of the data of each variable:

4.1.1 Teacher discipline (X1)

Data on Teacher discipline is based on respondents' responses obtained from questionnaires spread over 15 points of statements with a total of 89 respondents at SMK Wisudha Karya Kudus. Based on the results of the analysis of the processed data, the mode (Mo) was obtained by 42; mean of 44.12; standard deviation (SD) of 7.827; maximum score of 60; and a minimum score of 27. To determine the number of interval classes, the formula is used, namely the number of classes = 1 + (3.3 x log n), where the value of n is the number of research samples, which is 89. So that the number of interval classes can be known by the calculation 1 + (3.3 x log 89) = 7.43 rounded to 7 interval classes. The data range is calculated with the formula of the highest value – the lowest value, so that a data range of 60 – 27 + 1 = 34 is obtained. The length of the class can be known from the data range divided by the number of classes, so that the class length value is 34 : 4 = 8.5 which is rounded to 8.

Table 4. Frequency Distribution Teacher discipline (X1)

No	Criterion	Frequency (F)	Percentage
1	Totally Agree	14	15.73
2	Agree	24	26.97
3	Disagree Less	37	41.57
4	Disagree	14	15.73
Jumlah		89	100

From table 4, it can be described that the Teacher discipline variable above the criterion "Very Good" has a percentage of 15.73%. The "Good" criterion has a percentage of 26.97%, the "Enough" criterion has a percentage of 41.57% and for the "Not Good" criterion has a percentage of 15.73%. Of the four criteria, it has a percentage of 100%. To interpret teacher discipline values in high, medium and low intervals, the next step is to find the highest, lowest, range and interval values of the class. The results are as follows: H (Skor Maximum) = 60, L (Skor Minimum) = 27. After the H and L values are found, the next step is to find the range value with the following formula:: R = H – L + 1 = 60 – 27 + 1 = 34. After knowing the value range then find the interval value with the following formula: i= R/K Where i = Class interval, R = Range, K = Number of Classes. So the value i is as follows: i = 34/4 = 8.5 (rounded to 8).

Table 5. Value Interval of teacher discipline

No	Interval	Category	Code
1	54 – 62	Totally Agree	A
2	45 – 53	Agree	B
3	36 – 44	Disagree Less	C
4	27 – 35	Disagree	D

From the information that has been described, it can be seen that the mean value, which is 44.12 from the Teacher discipline variable, is sufficient because it is included in the interval 36 – 44. The measurement of the level of Teacher discipline on the Quality of graduate students is quite good with

shown by some teachers who are still guided by making lesson plans before learning begins.

4.1.2 Preparation of teaching materials (X2)

Data on Preparation of teaching materials is based on respondents' responses obtained from questionnaires spread as many as 15 points of statements with a total of 89 respondents at SMK Wisudha Karya Kudus. Based on the results of the analysis of the processed data, the mode (Mo) was obtained by 42; mean of 43.15; standard deviation (SD) of 9.887; maximum score of 58; and a minimum score of 21. To determine the number of interval classes, the formula is used, namely the number of classes = 1 + (3.3 x log n), where the value of n is the number of research samples, which is 89. So that the number of interval classes can be known by the calculation 1 + (3.3 x log 89) = 7.43 rounded to 7 interval classes. The data range is calculated by the formula of the highest value – the lowest value, so that a data range of 58 – 21 + 1 = 38 is obtained. The length of the class can be known from the data range divided by the number of classes, so that the class length value is 38 : 4 = 9.5 which is rounded to 9..

Table 6. Frequency Distribution Preparation of teaching materials (X2)

No	Criterion	Frequency (F)	Percentage
1	Totally Agree	22	24.72
2	Agree	35	39.33
3	Disagree Less	21	23.59
4	Disagree	11	12.36
Total		89	100

From table 6. can be described variable Preparation of teaching materials above The criterion "Very Good" has a percentage of 24.72%. The "Good" criterion has a percentage of 39.33%, the "sufficient" criterion has a percentage of 23.59% and the "bad" criterion has a percentage of 12.36%. Of the four Criterion has a percentage of 100%. To interpret the value preparation of teaching materials in high, medium and low intervals, the next step is to find the highest, lowest, range and interval values of the class. The results are as follows: H (Skor Maximum) = 58, L (Skor Minimum) = 21. After the H and L values are found, the next step is to find the value range with the following formula: R = H – L + 1 = 58 – 21 + 1 = 38. After knowing the value range then find the interval value with the following formula: i = R/K Where i = Class interval, R = Range, K = Number of Classes. So that the value i is as follows :i = 38/4 = 9.5 (rounded to 9). From the information that has been described, it can be seen that the mean value, which is 43.15 from the Teacher discipline variable, is good because it is included in the interval 41-50.

4.1.3 Quality of graduate students

Data on the Quality of graduate students is based on respondents' responses obtained from questionnaires spread as many as 15 points of statements with a total of 89 respondents at SMK Wisudha Karya Kudus. Based on the results of the analysis of the processed data, the mode (Mo) was 82; average (mean) of 82.40; standard deviation (SD) of 2.280; maximum score of 87; and a minimum score of 78. To determine the number of interval classes, the formula is used, namely the number of classes = 1 + (3.3 x log n), where the value of n is the number of research samples, which is 89. So that the number of interval classes can be known by the calculation of 1 + (3.3 x log 89) = 7.43 rounded to 7 interval classes. The data range is calculated by the formula of the highest value – lowest value, so that a data range of 87 – 78 + 1 = 10 is obtained. The length of the class can be known from the data range divided by the number of classes, so that the class length value of 10 : 4 = 2.5 is rounded to 2.

Table 7. Variable Frequency Distribution Quality of graduate students

No	Criterion	Frequency (F)	Percentage
1	Totally Agree	2	2.25
2	Agree	29	32.59
3	Disagree Less	46	51.68
4	Disagree	12	13.48
Total		89	100

From table 7 can be described the variable Quality of graduate students above the Criterion "Very Good" has a percentage of 2.25%. The "Good" Criterion has a Percentage of 32.59%, the

"Sufficient" Criterion has a Percentage of 51.68% and the "Not Good" Criterion has a percentage of 13.48%. Of the four Criterion has a percentage of 100%. To interpret the Quality of graduate students in high, medium and low intervals, the next step is to find the highest, lowest, range and interval grades of the class. The results are as follows: H (Skor Maximum) = 87, L (Skor Minimum) = 78. After the H and L values are found, the next step is to find the value range with the following formula: R = H – L + 1 = 87 - 78 + 1 = 10. After knowing the value range then find the interval value with the following formula: i = R/K. Where i = Class interval, R = Range, K = Number of Classes. So the value i is as follows: i = 10/4= 2,5 (rounded to 2).

Table 8. Value Interval Quality of graduate students

No	Interval	Category	Code
1	87 – 89	Totally Agree	A
2	84 – 86	Agree	B
3	81 – 83	Disagree Less	C
4	78 – 80	Disagree	D

From the information that has been described, it can be seen that the mean value of 42.95 from the Quality of graduate students is quite sufficient because it is included in the interval 81 – 83. From the information that has been described, it can be seen that the Quality of graduate students in the Category is sufficient because many students do not understand the lesson due to poor teacher preparation in delivering material and teacher discipline in learning is relatively lacking.

4.2 Hypothesis Test Analysis and Further Analysis

4.2.1 Looking for Regression Line Equations

The analysis used to test the hypothesis in this study is to use regression analysis.

Table 9. Summary of Regression Test Results

Type	Predictor Coefficient	t count	Sig.	R	R2	F
Konstansta (k)	72.564	74.354	0,000	-	-	-
Teacher discipline	0.159	6.304	0,000	-	-	-
Preparation of teaching materials	0.065	3.246	0,002			
Summary	-	-	-	0,741	0,550	-
Regression (ANOVA)	-	-	0,000	-	-	52.518

Based on table 9, the regression line equation can be drawn as follows::

Y = 72.564 + 0.159X1 + 0.065X2

4.2.2 Find the Determinant Coefficient (R2) between Criterium (Y) and Predictor (X)

Table 9 shows that the number of coefficients R is 0.741 while for R2 it is 0.550. The R value shows a positive value, this means that it shows that Teacher discipline and Preparation of teaching materials have a positive influence on the Quality of graduate students at SMK Wisudha Karya. An R2 value of 0.550 indicates that the variance in the Quality of graduate students at SMK Wisudha Karya can be explained by the variables Teacher discipline and Preparation of teaching materials by 55% through Type, while the remaining 45% comes from other variables that are not taken into account in this Type.

4.2.2 Simultaneous Test (Test F)

Based on the results of the calculation simultaneously at the level of significance of 5%, the F value shown in table 9 is 72,564 with a significance of 0.000. The results show that the value of sig. The resulting F is less than 0.05 so it can be said that Teacher discipline and Preparation of teaching materials have a significant influence on the Quality of graduate students at SMK Wisudha Karya Kudus. The R coefficient number shows a positive value of 0.741 which means that it can also be interpreted that Teacher discipline and Preparation of teaching materials have a simultaneous positive influence on the Quality of graduate students at SMK Wisudha Karya Kudus. So the hypothesis stating that the variables of Teacher discipline and Preparation of teaching materials have a positive and significant influence on the Quality of graduate students at SMK Wisudha Karya Kudus is proven and the hypothesis is accepted.

4.2.3 Partial Test (Test t)

With the proven influence of the independent variable on the dependent variable, it is necessary to do a partial test whether each of these independent variables has a significant influence or not. To find out whether there is a partial influence, it is necessary to test the regression line coefficient owned by each variable with a t-test.

1. Hypothesis 1

Based on the results of partial calculations of the influence of the Teacher discipline variable on the Quality of graduate students at SMK Wisudha Karya Kudus obtained a coefficient value of 0.159 with a positive value and it is known that the value t is calculated at 6,304 with a significance value of 0.000 < 0.05 so that the hypothesis stating that the Teacher discipline variable has a positive and significant influence on the Quality of graduate students at SMK Wisudha Karya Kudus is proven and hypothesis-1 is accepted.

2. Hypothesis2

Based on the results of partial calculations of the influence of the variable Preparation of teaching materials on the Quality of graduate students at SMK Wisudha Karya Kudus obtained a coefficient value of 0.065 with a positive value and it is known that the value t is calculated at 3,246 with a significance value of 0.002 < 0.05, so that the hypothesis stating that the variable Preparation of teaching materials has a positive and significant influence on the Quality of graduate students at SMK Wisudha Karya Kudus is proven and hypothesis-2 is accepted. Based on the results of partial calculations of the influence of the variable Preparation of teaching materials on the Quality of graduate students at SMK Wisudha Karya Kudus obtained a coefficient value of 0.065 with a positive value and it is known that the value t is calculated at 3,246 with a significance value of 0.002 < 0.05 so that the hypothesis stating that the variable Preparation of teaching materials has a positive and significant influence on the Quality of graduate students at SMK Wisudha Karya Kudus is proven and hypothesis-2 is accepted.

3. Hypothesis3

Based on the results of simultaneous calculations of the influence of the variables Teacher discipline and Preparation of teaching materials together on the Quality of graduate students at SMK Wisudha Karya Kudus obtained a coefficient value of 0.065 with a positive value and it is known that the F value is calculated at 52.518 with a significance value of 0.000 < 0.05 so that the Hypothesis states that the variables Teacher discipline and Preparation of teaching materials simultaneously have a positive influence and significant to the Quality of graduate students at SMK Wisudha Kudus' work was proven and hypothesis-3 was accepted.

CONCLUSION

From the discussion on measuring the Level of Educator Discipline and Preparation of teaching materials on the Quality of graduate students of SMK with Case Studies of SMK Wisudha Karya Kudus, it was obtained that: (1) Teacher discipline partially affects the Quality of graduate students at SMK Wisudha Karya Kudus with Category simply by showing the value of the results of the Hypothesis of research testing, showing that there is an influence between Teacher discipline and Quality of graduate students. The influence of teacher discipline on the quality of graduate students was 45.6%, while the remaining 54.4% was influenced by other factors that were not studied. (2) The effect of preparing teaching bajan on the Quality of graduate students was 23.5%, while the remaining 76.5% was influenced by other factors that were not studied. Teaching materials that focus more on the material and practice questions result in more teacher-centered learning, teaching materials also use more closed questions that emphasize the final result of the process of how students can determine answers. (3) The effect of Teacher discipline and Preparation of teaching materials simultaneously on the Quality of graduate students was 52.18%, while the remaining 47.82% was influenced by other factors that were not studied. Then seen from the Hypothesis testing in the analysis and discussion section the meaning that Teacher discipline and Preparation of teaching materials in learning tend to improve conducive situations to improve student learning outcomes so that the Quality of graduate students is increasing as well. Discipline is a strong symbol and never lazy in achieving targets perfectly and always thinking about the best results of an educational task and responsibility. It is known that teacher discipline is synonymous with consistency in doing things.

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