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The Relationship between Situational Leadership and School Culture on Teacher Work Discipline (Case Study at SDIT Al-Hijrah 2 Deli Serdang)

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Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara kepemimpinan situasional dan budaya sekolah dengan disiplin kerja guru di SDIT Al-Hijrah 2 Deli Serdang. Penelitian ini merupakan penelitian kuantitatif dengan pendekatan deskriptif. Data dikumpulkan dengan kuesioner yang melibatkan 42 responden dan kemudian dianalisis dengan analisis statistik korelasi ganda. Metode kuantitatif sebagai pendekatan dalam analisis data adalah dengan menggunakan alat bantu program SPSS versi 17.0. Hasil penelitian dan analisis data statistik menunjukkan bahwa, secara parsial variabel kepemimpinan situasional berpengaruh sebesar 0,582 yang berarti bahwa adanya hubungan yang sedang dari variabel kepemimpinan situasional terhadap disiplin kerja guru, yaitu sebesar 58,2 %. Selanjutnya variabel budaya sekolah berpengaruh sebesar 0,771 yang berarti bahwa sebesar 77,1 % hubungan yang kuat dari variabel budaya sekolah terhadap disiplin kerja guru di SDIT Al-Hijrah 2 Deli Serdang. Secara simultan, hubungan yang diberikan oleh variabel kepala sekolah dan budaya sekolah terhadap disiplin kerja guru adalah sebesar 0,610% yaitu sebesar 61 % sedangkan 39% (100%-61%) lagi dipengaruhi oleh variabel lain di SDIT Al-Hijrah 2 Deli Serdang. Hal ini berarti bahwa, kepemimpinan situasional dan budaya sekolah mempunyai hubungan yang kuat terhadap disiplin kerja guru di SDIT Al-Hijrah 2 Deli Serdang.

Kata Kunci: Budaya Sekolah, Disiplin Kerja, Kepemimpinan Situasional.

Abstract

This study aims to determine the relationship between situational leadership and school culture with teacher work discipline at SDIT Al-Hijrah 2 Deli Serdang. This research is a quantitative research with a descriptive approach. Data were collected by questionnaire involving 42 respondents and then analyzed by multiple correlation statistical analysis. Quantitative method as an approach in data analysis is to use SPSS version 17.0 program tools. The results of the research and statistical data analysis showed that, partially, the situational leadership variable had an effect of 0.582, which means that there was a moderate relationship between the situational leadership variable and the teacher's work discipline, which was 58.2%. Furthermore, the school culture variable has an effect of 0.771, which means that there is a 77.1% strong relationship between the school culture variable and the work discipline of teachers at SDIT Al-Hijrah 2 Deli Serdang. Simultaneously, the relationship given by the principal variable and school culture to teacher work discipline is 0.610%, which is 61%, while 39% (100% -61%) is influenced by other variables at SDIT Al-Hijrah 2 Deli Serdang. This means that situational leadership and school culture have a strong relationship with the work discipline of teachers at SDIT Al-Hijrah 2 Deli Serdang.

Keywords: School culture, Teacher work discipline, Situational leadership.

PRELIMINARY

School is an organization that carries out formal educational activities. The role of the school is also very strategic and determines the quality of the generation that will play a role in the future. An educational process will not be successful if there is no application of discipline to teachers and the school community. School is an educational institution that should be a miniature of society in fostering teacher discipline against agreed and established rules.

This is in line with the opinion of Wursanto (2009: 89) who argues that discipline is a condition that causes or gives encouragement to act and carry out all activities in accordance with established norms or rules. This relates to one's awareness and willingness to comply with all applicable rules and norms. In carrying out their duties, teachers need to have work discipline in upholding their teacher values. Because the teacher's disciplined attitude will give color to much better educational outcomes.

According to Ambarita (2015: 149) there are three things that affect the work discipline of employees/teachers, namely: (1) Employees/teachers need to be encouraged, so they have a sense of belonging to the organization/school, because logically a person will not do negative things that become his; (2) employees/teachers need to be given an explanation of the various conditions that must be obeyed and the standards that must be met; (3) employees/teachers are encouraged to determine their own ways of self-discipline within the framework of provisions that apply generally to all members of the organization/school.

Mulyasa (2007: 80) that schools make rules that must be obeyed, especially by school residents, teachers, students, employees and school principals which include rules for entering and leaving school, attendance at school and in class and the ongoing learning process, so that with increased discipline it is hoped that it can increase the effectiveness of study hours according to the set time and improve a more conducive learning climate in achieving better student learning outcomes.

The lack of school attention to enforcing regulations is a source of fragility. Because of that, it's time for school managers to prioritize upholding a culture of discipline among teachers, so as to achieve optimal results. Without discipline, school functions will be sterile and students' potential will be buried, and many students will even get into trouble. With discipline everything that has been programmed by the school will be easily achieved. But in fact, only a few schools have succeeded in implementing discipline. We can see this through the environmental portraits of teachers who are still late for school, there are still teachers who come to class late, and so on.

Regarding the problems above, solutions can be taken based on referrals from expert opinions that focus on improving teacher work discipline as stated by Martoyo (2000: 87) that there are several factors that can support the development of work discipline, namely: motivation, leadership, welfare, education and training, and enforcement of discipline through punishment. In line with that, according to Mulyasa in Susanto (2016: 104) the importance of disciplinary development for teachers is intended to: (a) respect for authority (respect for authority); (b) cooperative effort (efforts to instill cooperation); (c) the need for organization (the need to organize; d) respect for other (respect for other people).

Culture becomes a guideline for the behavior of leaders and all components in the school. In this case, the culture referred to here is how the description of the daily behavior of education services, both from the leadership of the school principal and staff and all teachers so that it can create/generate a strong sense of belonging to the school which has an impact on strong commitment so as to create school advantage. Basically, discipline is very closely related to creating a conducive school culture through the creation of discipline that has been regulated according to norms. This can be done by leaders by creating school conditions and situations that can make all school personnel including teachers to obey and obey consciously in following the rules that exist in schools. The fundamental goal of leadership is to produce beneficial change. Therefore leadership works through people and culture.

Integrated Islamic Elementary School (SD IT) Al-Hijrah 2 Deli Serdang is an educational institution that is general in nature, but develops high Islamic religious education values in learning at school, this educational institution continues to strive to be able to make the schools it manages obtain the predicate of a superior school with various programs that have been designed and implemented in school activities. As a da'wah institution engaged in education, SD IT emphasizes Islamic values in both the curriculum, teaching and learning activities, and daily school culture. Every good school will strengthen the values and norms that apply to shape behavior at work. Education not only makes humans smart but more importantly is cultured humans.

School culture has a very significant influence on members of the school organization because it can be a guide and direction in acting, thus making individual behavior in accordance with organizational behavior for achieving organizational goals (Sirait, 2021: 139). Culture becomes a guideline for the behavior of leaders and all components in schools. In this case, the culture referred to here is how the description of the daily behavior of education services, both from the leadership of the school principal and staff and all teachers

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Basically, discipline is very closely related to creating a conducive school culture through the creation of discipline that has been regulated according to norms. This can be done by leaders by creating school conditions and situations that can make all school personnel including teachers to obey and obey consciously in following the rules in school. The fundamental goal of leadership is to produce beneficial change. Therefore leadership works through people and culture.

The principal as a central figure must realize that the formation of habits, attitudes and behavior in teacher work discipline is greatly influenced by the principal's leadership style. According to Hersey & Blanchard in Wibowo (2014: 275), the leadership style used depends on the level of readiness of the followers. Readiness is the ability and willingness of followers to take responsibility for directing their own behavior. Thus the principal must be flexible in dealing with a number of differences, both the maturity and ability of the teacher.

According to Hersey & Blanchard in Wibowo (2014: 275) the leadership style used depends on the level of readiness of the followers. Readiness is the ability and willingness of followers to take responsibility for directing their own behavior. Thus the principal must be flexible in dealing with a number of differences, both the maturity and ability of the teacher. Situational leadership and school culture are the dominant determining factors for the discipline of teacher work in schools. Acceptance of disciplinary values can develop if it is supported by a conducive environmental situation, namely a situation characterized by consistent treatment from its leaders. A good leadership style will be seen in the running of the organization in an orderly, comfortable, conducive manner and in accordance with the goals to be achieved. Through the actions of the principal, disciplinary behavior can become part of daily activities and decisions for every personnel in the school organization.

27 METHOD

This study uses a quantitative approach with the correlation method. Arikunto (2009: 247) states that correlation research is research that is intended to determine whether there is a relationship between two or several variables. So, correlative research is intended to determine whether there is a relationship between the two variables or several variables, research with correlative studies will be able to predict the relationship between the independent and dependent variables, namely the relationship of situational leadership (X1) with teacher work discipline (Y) School culture (X2) with teacher work discipline (Y), and situational leadership relationships (X1) and school culture (X2) together with teacher work discipline (Y). This research was conducted at SD IT AlHijrah 2 Deli Serdang for five months from February to June 2022.

The population of the study was all teachers at SD IT AlHijrah totaling 70 teachers and the sample of the research was some teachers at SD IT Al-Hijrah 2 Deli Serdang using the slovin formula totaling 42 teachers. Researchers chose the Percut Sei Tuan District as a research location based on considerations of ease of data collection, limited time, cost, and manpower. The research instrument used to collect data from the field uses a questionnaire. The reason for using a questionnaire is because the questionnaire has a high position and has the ability to reveal the potential of the respondent (Assingkily, 2021). The research instrument was arranged based on the research variable grid, namely situational leadership, school culture and teacher work discipline. Alternative answers to the items can be measured with an adjusted Likert scale and given alternative answers with the following weighting: score 4 = Always; score 3 = Often; score 2 = Rarely; and score 1 = Never.

To find out the validity and reliability of the research instrument, a research instrument was tested on 28 data sources who were not members of the selected sample but had the same traits and characteristics as the respondents in the research sample. The results of data processing trials of research instruments show that the instrument has fulfilled the elements of validity and reliability. In this study the data were analyzed descriptively and inferentially. Inferential analysis (hypothesis testing) with regression and correlation, both

simple and multiple. Activities in data analysis include (1) grouping data based on variables, (2) tabulating data based on the answers of all respondents in the questionnaire, (3) presenting data for each variable studied, and (4) testing the hypotheses that have been proposed.

RESULTS AND DISCUSSION

Data on situational leadership variables were obtained by distributing questionnaires to 42 teacher respondents with 20 statement items. The questionnaire for data collection is arranged in the form of a graphic rating scale with 4 alternative answers that have a score range of 1-4. The results of distributing questionnaires to respondents were analyzed using the SPSS 17.0 program.

Table 1. Frequency Distribution of Situational Leadership Scores (X1)

Class	Class Intervals	F. Absolute	F. Relative
1	54-57	6	14,286%
2	58-61	8	19,047%
3	62-65	6	14,286%
4	66-69	10	23,809%
5	70-73	6	14,286%
6	74-77	6	14,286%
Total		42	100%

Based on the table above, the spread of the total score for the situational leadership variable, namely as many as 6 respondents or 14.286% stated that situational leadership was included in the very good category with variations in the total score from 70 to 73. As many as 10 respondents or 23.809% stated that situational leadership was included in the category good with variations in the total score from 66 to 69. Furthermore, as many as 6 respondents or 14.286% stated that situational leadership was included in the fairly good category with variations in the total score from 62 to 65.

As many as 8 respondents or 19.047% stated that situational leadership was included in the unfavorable category with variations in the total score from 58 to 61. Meanwhile 6 respondents or 14.286% stated that the principal's leadership was not good with variations in the total score from 54 to 57. Thus, of the entire distribution of situational leadership variable data the highest was 14.286% including the good category with a variation of scores from 74 to 77.

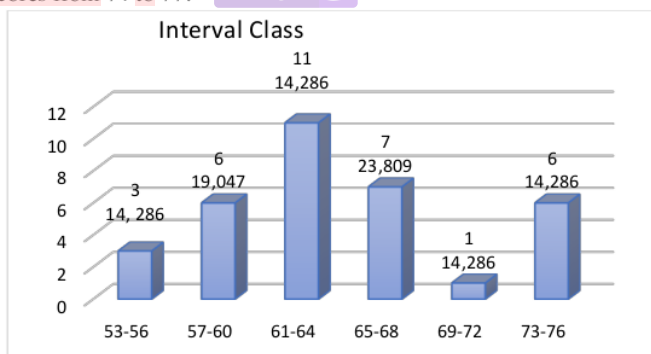


Chart 1. Variables and Interval Classes.

Data regarding school culture variables were obtained by distributing questionnaires to 42 teacher respondents with 20 statement items. The questionnaire for data collection is arranged in the form of a graphic rating scale with 4 alternative answers that have a score range of 1-4. The results of distributing questionnaires to respondents were analyzed using the SPSS 17.0 program.

Table 2. Frequency Distribution of School Culture Scores (X2)

Class	Interval Class	F. Absolute	F. Relative
1	56-59	3	7,143%

2	60-63	7	16,667%
3	64-67	10	23,809%
4	68-71	7	16,667%
5	72-75	8	19,047%
6	76-80	7	16,667%
Total		42	100%

Based on table (2) above, the distribution of total scores for school culture variables, namely as many as 8 respondents or 19,047% stated that school culture was in the very good category with variations in total scores from 72 to 75. As many as 7 respondents or 16,667% stated that culture the school is included in the good category with variations in the number of scores from 68 to 71.

Furthermore, as many as 10 respondents or 23,809% stated that school culture was in the fairly good category with variations in the total score from 64 to 67. As many as 7 respondents or 16,667% stated that school culture was in the category of unfavorable with variations in the total score from 58 to 61. Meanwhile, 3 respondents or 7,143% stated that the school culture was not good, the variation in the total score was from 56 to 59. Thus, from the entire data distribution, the highest school culture variable, 16,667%, was included in the good category with a score variation from 76 to 80.

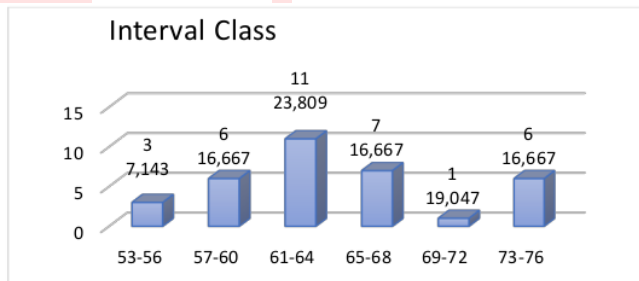


Chart 2. Variables and Interval Classes.

Data regarding the variable of teacher work discipline was obtained by distributing a questionnaire to 42 teacher respondents with 20 statement items. The questionnaire for data collection is arranged in the form of a graphic rating scale with 4 alternative answers that have a score range of 1-4. The results of distributing questionnaires to respondents were analyzed using the SPSS 17.0 program.

Table 3. Frequency Distribution of Teacher Work Discipline Scores (Y)

Class	Interval Class	F. Absolute	F. Relative
1	53-56	3	7,143%
2	57-60	6	14,286%
3	61-64	11	26,190%
4	65-68	7	16,667%
5	69-72	1	2,380%
6	73-76	6	14,286%
7	77-80	8	19,048%
Total		42	100%

Based on the table above, the distribution of total scores for the teacher work discipline variable, namely as many as 6 respondents or 14,286% stated that teacher work discipline was included in the very good category with variations in the total score from 73 to 76. As many as 1 respondent or 2,380% stated that work discipline teachers are included in the good category with variations in the number of scores from 69 to 72.

Furthermore, as many as 7 respondents or 16,667% stated that teacher work discipline was in the fairly good category with variations in the total score from 65 to 68. As many as 11 respondents or 26,190% stated that teacher work discipline was in the category of unfavorable with variations in total scores from 61 to

64. While 6 respondents or 14.286% stated that the teacher's work discipline was not good, the variation in the total score was from 57 to 60. Thus, from the entire data distribution, the highest teacher work discipline variable was 19.048%, including the good category with a score variation from 77 to 80.

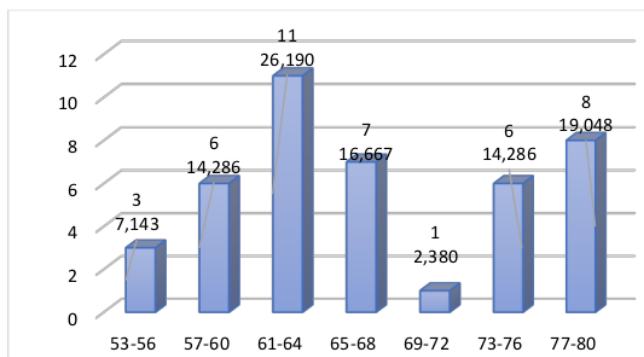


Chart 3. Variables and Interval Classes.

6 Discussion

The results of testing the hypothesis based on the output of the SPSS 17.0 program are obtained as follows:

Table 4. Correlation between X1 and Y variables

		Leadership_X1	Discipline_Y
Leadership_X1	Pearson Correlation	1	.582**
	Sig. (2-tailed)		.000
	N	42	42
Discipline_Y	Pearson Correlation	.582**	1
	Sig. (2-tailed)	.000	
	N	42	42

** . Correlation is significant at the 0.01 level (2-tailed).

Based on table (4) correlation test, there is a significant correlation between situational leadership and teacher work discipline of 0.582, which means that the relationship between the independent variable and the dependent variable is 58.2%. So, there is a moderate relationship between situational leadership and teacher work discipline.

Furthermore, this value is consulted with the product moment rtable value at a significance level of 5% with N = 42, then the product moment rtable value is 0.304. This fact shows that the product moment rcount value is greater than the product moment rtable value or $0.582 > 0.304$. Thus, the results of data analysis in this study were declared significant. This means that the null hypothesis (Ho) is rejected, while the alternative hypothesis (Ha) is accepted.

Thus it can be concluded that the research hypothesis that there is a positive and significant relationship between situational leadership and teacher work discipline at $\alpha = 0.05$ has been verified. So the conclusion obtained in this study is that there is a relationship between situational leadership and teacher work discipline at SD IT Al-Hijrah 2 Deli Serdang, which is classified as in the moderate category. This is in accordance with the product moment interpretation guidelines (Sugiyono, 2014: 184).

Based on table (4) correlation test, there is a significant correlation between situational leadership and teacher work discipline of 0.582, which means that the relationship between the independent variable and the dependent variable is 58.2%. So, there is a moderate relationship between situational leadership and teacher work discipline.

Furthermore, this value is consulted with the product moment rtable value at a significance level of 5% with N = 42, then the product moment rtable value is 0.304. This fact shows that the product moment rcount value is greater than the product moment rtable value or $0.582 > 0.304$. Thus, the results of data analysis in this study were declared significant. This means that the null hypothesis (Ho) is rejected, while the alternative hypothesis (Ha) is accepted.

Thus it can be concluded that the research hypothesis is that there is a positive and significant relationship between situational leadership and teacher work discipline at $\alpha = 0.05$. Put forward by Tannenbaum R & Schmidt in Wahyudi (2015: 129) a good leadership style must consider three strengths, namely: strength in the leader, strength in subordinates, and strength in the situation. Check the truth. So the conclusion obtained in this study is that there is a relationship between situational leadership and teacher work discipline at SD IT Al-Hijrah 2 Deli Serdang which is classified as in the moderate category. This is in accordance with the product moment interpretation guidelines

From the findings above, it also indicates that the success of an organization or educational institution is highly dependent on the ability of school leaders to anticipate changes in the internal and external environment as seen in their leadership style. The challenge for an educational leader in a school is how school leaders become drivers or pioneers of changes that occur in the institutions they lead.

The results of this study are in accordance with those put forward by experts on leadership, as stated by Rivai (2006: 2), leadership is a process of influencing in determining the organization, motivating the behavior of followers to achieve goals, influencing to improve the group and its culture. Badeni (2013: 126) states that leadership is the ability, process and art of influencing people and groups of people to have the will to achieve organizational goals. The principal has a heavy responsibility as a leader in his school with regard to managing human resources, namely the teacher he leads. This means that if the principal's leadership is able to know the leadership style in a good situation, then the teacher's work discipline will also increase.

Table 5. Correlation of Variable X2 with Y
Correlations

		Culture_X2	Discipline_Y
Culture_X2	Pearson Correlation	1	.771**
	Sig. (2-tailed)		.000
	N	42	42
Discipline_Y	Pearson Correlation	.771**	1
	Sig. (2-tailed)	.000	
	N	42	42

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the correlation test table, there is a significant correlation between school culture and teacher work discipline of 0.771, which means that the relationship between the independent variable and the dependent variable is 77.1%. So there is a strong relationship between school culture and teacher work discipline.

Furthermore, this value is consulted with the product moment rtable value at a significance level of 5% with N = 42, then the product moment rtable value is 0.304. This fact shows that the product moment rcount value is greater than the product moment rtable value or $0.771 > 0.304$. Thus, the results of data analysis in this study were declared significant. This means that the null hypothesis (Ho) is rejected, while the alternative hypothesis (Ha) is accepted.

Thus it can be concluded that the research hypothesis that there is a positive and significant relationship between school culture and teacher work discipline at $\alpha = 0.05$ has been verified. So the conclusion obtained in this study is that there is a relationship between school culture and teacher work discipline at SD IT Al-Hijrah 2 Deli Serdang which belongs to the strong category. This is in accordance with the product moment interpretation guidelines (Sugiyono, 2014: 184).

As stated by Yahaya (2003: 28) says that school culture is very closely related to school discipline. If the school culture is good, good discipline will achieve zero defects in all educational activities, namely there are no problems in the teaching and learning process, there are no problems, there are no disciplinary deviations, and there are no problems at school.

School culture can be in the form of school vision, mission and goals, rituals and ceremonies, history and stories, humans and their relationships, architecture, symbols and artifacts (Kurnia & Qomaruazzaman, 2012: 25). In other words, it can be concluded that if the school culture is built well, then the discipline of the teachers in that school will also be good. On the other hand, if the school culture is poorly built, the discipline of the teachers in that school will also be bad.

The form of school culture appears as a unique and interesting phenomenon, because the views, attitudes and behaviors that live and develop in schools reflect deep and distinctive beliefs and beliefs for school members which can function as a spirit to build the character of their students. In schools, discipline means the involvement of the rules that apply in schools which are part of an ongoing process of teaching or educational activities. Discipline does not necessarily grow suddenly or occur instantly, but through a long process which is always accompanied by outside intervention and is formed through a gradual process.

Table 6. Correlation of variables X1 and X2 with Y

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.781 ^a	.610	.590	5.201

a. Predictors: (Constant), Culture_X2, Leadership_X1

b. Dependent Variable: Discipline_Y

The Summary model shows the percentage of relationship between the independent variable or predictor variable to the dependent variable. In the table, the magnitude of the coefficient of determination is 0.610 which means that the relationship of the independent variable to the dependent variable is 61%, while 39% (100% -61%) is influenced by other variables, thus it is clear that there is a strong relationship between situational leadership and school culture together with the work discipline of teachers at SD IT Alhijrah 2 Deli Serdang.

Good school principal leadership must be able to seek to improve teacher work discipline through capacity building programs for educational staff. The school principal is responsible for organizing other educational activities, and empowering and maintaining existing facilities and infrastructure assets (Mulyasa, 2004: 25). School culture also depends a lot on the leadership of the school principal. The principal has the power to shape the culture of his own school.

The existence of school culture in schools is the lifeblood of all activities carried out by school residents, starting from teachers, employees, students and parents. This conclusion is in accordance with the opinion of Singodimedjo in Sutrisno (2010: 89-92) that the factors that influence employee work discipline are compensation, exemplary leadership in the organization, rules that are used as guidelines, leadership courage in taking action, leadership supervision.

The culture or organizational culture of each school must be different, organizational culture can influence the behavior of members of the school or organization. A strong organizational culture will affect

the formation of the behavior of its members, which will then make the culture in an organization. The organizational culture that is created is also inseparable from the influence of a leader, namely the school principal, because a school principal has a very large role in influencing his subordinates through organizational culture.

According to Made (2010: 162) apart from that culture is also very influential in the formation of an effective school. School as a form of organization has its own culture that forms the pattern of a complete and distinctive system. The distinctiveness of school culture cannot be separated from the vision and ongoing educational process which demands the existence of school elements or components as areas of organizational work. These elements interact with each other and have a relationship between one another, and sometimes a culture can be used continuously, also sometimes it must be repaired and also sometimes it must be discarded to be replaced with a new culture.

School culture is always built by individual thoughts in it. The individual thoughts that have the greatest portion of influence are the thoughts of the leader (Muhaimin, 2011: 52). The principal with the various powers he has certainly has the opportunity to contribute more of his individual thoughts in the mind of the organization compared to other individuals, so that he has the opportunity to instill a greater number of good values into the school culture.

CONCLUSION

Based on the description of the findings and discussion above, it can be concluded that *first*, there is a significant and meaningful relationship between situational leadership and teacher work discipline, meaning that the better the situational leadership, the better the teacher work discipline at SD IT Alhijrah 2 Deli Serdang. This is evidenced by the results of the r count of 0.582 which means that there is a moderate relationship from situational leadership with teacher work discipline, which is equal to 58.2%, if interpreted the value of the correlation coefficient is in the medium category.

Second, there is a significant and meaningful relationship between school culture and teacher work discipline, meaning that the better the school culture, the better the teacher work discipline at SD IT Alhijrah 2 Deli Serdang. This is evidenced by the results of the r count of 0.771 which means that there is a strong relationship between school culture and teacher work discipline, which is equal to 77.1%, if interpreted the value of the correlation coefficient is in the strong category.

Third, there is a significant and meaningful relationship between situational leadership and school culture together with teacher work discipline, meaning that the better the situational leadership and school culture, the better the work discipline of teachers at SD IT Alhijrah 2 Deli Serdang. This is evidenced by the results of the r count of 0.610 which means that there is a strong relationship between situational leadership and school culture with teacher work discipline, which is equal to 61%, if interpreted the value of the correlation coefficient is in the strong category.

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-  **S/V** This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.
-  **Article Error** You may need to use an article before this word.
-  **Article Error** You may need to remove this article.
-  **Confused** You have used **to** in this sentence. You may need to use **too** instead.
-  **Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.

-  **Run-on** This sentence may be a run-on sentence. Proofread it to see if it contains too many independent clauses or contains independent clauses that have been combined without conjunctions or punctuation. Look at the "Writer's Handbook" for advice about correcting run-on sentences.
-  **Sentence Cap.** Remember to capitalize the first word of each sentence.
-  **P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.
-  **Missing ","** You may need to place a comma after this word.
-  **Article Error** You may need to remove this article.
-  **Confused** You have used **here** in this sentence. You may need to use **hear** instead.
-  **Missing ","** You may need to place a comma after this word.
-  **Run-on** This sentence may be a run-on sentence. Proofread it to see if it contains too many independent clauses or contains independent clauses that have been combined without conjunctions or punctuation. Look at the "Writer's Handbook" for advice about correcting run-on sentences.
-  **Confused** You have used **here** in this sentence. You may need to use **hear** instead.



Missing "," You may need to place a comma after this word.



P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



Article Error You may need to remove this article.



Missing "," You may need to place a comma after this word.



Article Error You may need to use an article before this word. Consider using the article **the**.



Missing "," You may need to place a comma after this word.



Article Error You may need to use an article before this word. Consider using the article **the**.



P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



Wrong Article You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.



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P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



Confused You have used **to** in this sentence. You may need to use **two** instead.



Dup. You have typed two **identical words** in a row. You may need to delete one of them.



Missing "," You may need to place a comma after this word.



Missing "," You may need to place a comma after this word.



P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



Confused You have used **to** in this sentence. You may need to use **two** instead.

PAGE 5



Article Error You may need to use an article before this word.



Run-on This sentence may be a run-on sentence. Proofread it to see if it contains too many independent clauses or contains independent clauses that have been combined without conjunctions or punctuation. Look at the "Writer's Handbook" for advice about correcting run-on sentences.



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Confused You have used **to** in this sentence. You may need to use **two** instead.



Article Error You may need to remove this article.

PAGE 6



Missing "," You may need to place a comma after this word.



Article Error You may need to use an article before this word.



Article Error You may need to use an article before this word. Consider using the article **the**.



Missing "," You have a spelling or typing mistake that makes the sentence appear to have a comma error.



Article Error You may need to use an article before this word. Consider using the article **the**.

PAGE 7



Sentence Cap. Remember to capitalize the first word of each sentence.



Missing "," You have a spelling or typing mistake that makes the sentence appear to have a comma error.



Run-on This sentence may be a run-on sentence. Proofread it to see if it contains too many independent clauses or contains independent clauses that have been combined without conjunctions or punctuation. Look at the "Writer's Handbook" for advice about correcting run-on sentences.



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PAGE 8



Article Error You may need to remove this article.



Missing ", " You may need to place a comma after this word.



Prep. You may be using the wrong preposition.



P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



Article Error You may need to use an article before this word.



Article Error You may need to use an article before this word.



Article Error You may need to use an article before this word. Consider using the article **the**.



P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



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Missing ", " You may need to place a comma after this word.

PAGE 9



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P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



Prep. You may be using the wrong preposition.



Prep. You may be using the wrong preposition.



Article Error You may need to use an article before this word.



Article Error You may need to remove this article.



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