

An Analysis of The Servant Leadership Role of School Principals in Improving Teacher Discipline

T. M. Haekal^{1*}, Dira Abdi², M. Irwan Idris³, Khairul Azmi⁴, Mutia Fitri⁵.

^{*1,2,3,4,5}Universitas Islam Kebangsaan Indonesia

ABSTRACT	CONTACT
Enhancing teacher work discipline is a fundamental aspect of realizing effective educational quality, where a leadership style such as Servant Leadership plays a vital role. This research aims to analyze the implementation of Servant Leadership by the school principal, the contribution of work discipline to teacher professionalism, the success factors, and the obstacles related to discipline policy at Peusangan State High School “SMAN 3 Peusangan”. The research employed a qualitative methodology with a case study approach. Data collection techniques involved structured interviews, observation, and documentation. The findings indicate that the servant leadership of the SMAN 3 Peusangan Principal effectively enhances teacher work discipline through a humanistic approach centered on service and moral role modeling, rather than structural control. This leadership style fosters discipline stemming from teachers' intrinsic professional awareness and commitment. The strategy, which focuses on empathy, open communication, and leadership integrity, is proven to improve teacher professionalism, marked by increased responsibility, work ethics, and pedagogical performance. Despite its success, the implementation of Servant Leadership still faces significant challenges in the cultural dimension (a permissive culture and close social relationships hindering the firmness of sanctions) and the systemic dimension (limited digital facilities). This finding confirms that the success of discipline highly depends on the principal's role model and service, rather than mere regulations. The study concludes that the school principal needs to strengthen the consistency of justice and teacher participation to fully implement servant leadership and effectively overcome organizational culture barriers.	tmhaekal.th@gmail.com
ABSTRAK	KEYWORDS
Peningkatan disiplin kerja guru adalah aspek fundamental untuk mewujudkan kualitas pendidikan yang efektif, di mana gaya kepemimpinan seperti <i>Servant Leadership</i> memainkan peran penting. Penelitian ini bertujuan menganalisis implementasi <i>Servant Leadership</i> kepala sekolah, kontribusi disiplin kerja terhadap profesionalisme guru, serta faktor keberhasilan dan hambatan kebijakan disiplin di SMAN 3 Peusangan. Metode penelitian yang digunakan yaitu kualitatif dengan pendekatan studi. Pengumpulan data dilakukan melalui wawancara terstruktur, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa <i>Servant Leadership</i> Kepala Sekolah SMAN 3 Peusangan secara efektif meningkatkan disiplin kerja guru melalui pendekatan humanistik yang berpusat pada pelayanan dan keteladanan moral, alih-alih kontrol struktural. Gaya kepemimpinan ini menumbuhkan disiplin dari kesadaran dan komitmen profesional intrinsik guru. Strategi yang fokus pada empati, komunikasi terbuka, dan integritas kepemimpinan ini terbukti meningkatkan profesionalisme guru, ditandai dengan peningkatan tanggung jawab, etika kerja, dan kinerja pedagogik. Meskipun sukses, implementasi <i>Servant Leadership</i> masih menghadapi hambatan signifikan pada dimensi kultural (budaya permisif dan hubungan sosial dekat yang menghambat ketegasan sanksi) dan sistemik (keterbatasan fasilitas digital). Temuan ini menegaskan bahwa keberhasilan disiplin sangat bergantung pada keteladanan dan pelayanan kepala sekolah, bukan hanya regulasi. Penelitian ini menyimpulkan bahwa kepala sekolah perlu memperkuat konsistensi keadilan dan partisipasi guru untuk mengimplementasikan <i>Servant Leadership</i> secara utuh dan mengatasi hambatan budaya organisasi.	Servant Leadership, Role of School Principals, Teacher Disipline
	Received: 18/10/2025 Revised: 20/10/2025 Accepted: 31/10/2025 Online: 31/10/2025 Published: 31/10/2025
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INTRODUCTION

The education sector occupies a strategic position in shaping high-quality, morally grounded, and competitive human capital for the global age (Atqia et al., 2024; Qomsuddin & Bunyamin,

2020). In the national education system, teachers constitute the core component that directly determines the success of the learning process. Therefore, teacher professionalism and discipline are essential indicators in achieving educational goals (Lestari et al., 2022; Ramli, 2020). Teacher work discipline does not merely signify compliance with school regulations; rather, it reflects a foundational element of a teacher's moral commitment, professional ethics, and social responsibility in their duties. A disciplined teacher embodies a role model for students and serves as a key pillar in establishing a positive work culture within the school environment.

Teacher discipline has an intimate relationship with the performance effectiveness of educational institutions. Several previous studies indicate that teacher work discipline significantly influences the improvement of learning quality and student achievement (Nurhasanah et al., 2024; Nurhayati & Siti Quratul Ain, 2024; Vienty & Ajepri, 2022). Disciplined teacher performance establishes a learning environment that is conducive, efficient, and focused, thereby optimally enhancing student learning outcomes. Conversely, low teacher discipline can diminish the quality of educational services, impede curriculum attainment, and reduce the professional image of educators (Guru et al., 2018; Ramli, 2020; Suprayitno & Moefad, 2024). Therefore, discipline becomes a fundamental aspect that needs to be managed systematically within school management.

In the context of educational management, the school principal holds a strategic position as a leader, manager, and innovator who is responsible for the entire process of education delivery. The principal serves not merely as a policy administrator, but also as a central figure who determines the direction and working climate of the school organization. According to (Afifah et al., 2024; Apiyani, 2024) the success of an educational institution is highly influenced by the quality of the school principal's leadership. A principal who possesses conceptual, technical, and interpersonal abilities will be capable of implementing effective policies in mobilizing the potential of teachers and educational staff. In this regard, the implementation of teacher work discipline policy becomes a concrete manifestation of effective leadership function.

The teacher work discipline policy constitutes a managerial instrument utilized by the school principal to ensure that all educational activities proceed in accordance with established regulations and professional standards. This policy encompasses aspects of teacher attendance, punctuality, implementation of the learning process, preparation of academic administration, and responsibility for additional duties as stated by (Elmanisar et al., 2024; Haekal et al., 2024). The effectiveness of policy within the educational environment is determined by four primary management functions: planning, organizing, implementation, and supervision. These four functions also apply to the

implementation of teacher work discipline policy in schools. A school principal who is capable of executing these managerial functions in a balanced manner will find it easier to enforce a culture of discipline among teachers.

Nevertheless, the reality on the ground indicates that the implementation of the teacher work discipline policy has not been fully optimal. Based on preliminary observations at Peusangan State High School, especially “SMAN 3 Peusangan”. There are still instances where teachers are inconsistent in adhering to school regulations, such as late arrivals, low punctuality in carrying out duties, and limited participation in professional development activities. This condition suggests that the implementation of the work discipline policy continues to face various constraints, both from internal teacher aspects and external factors within the organizational climate. This phenomenon is consistent with research findings (Afifah et al., 2024; Ramli, 2020) which state that the level of teacher discipline is influenced by the school principal's leadership style, the system of rewards and sanctions, and the organizational culture developed within the school

Furthermore, the school principal's role in building teachers' disciplinary awareness is highly determined by their communicative ability and leadership role modeling. A principal who is capable of establishing two-way communication and demonstrating disciplined behavior will serve as a tangible example for teachers and educational staff. The principal's role modeling thus becomes a key factor in fostering a productive and responsible working climate (Asterina, 2019). On the other hand, the principal also needs to develop humanistic strategies for guidance and supervision, so that teachers do not feel burdened by repressive rules, but are instead driven by intrinsic motivation to comply with policies.

Consequently, the school principal's leadership is crucial to investigate further, considering that leadership strategies directly influence the performance achieved (Afifah et al., 2024; Anshori et al., 2023; Haekal et al., 2024). Effective leadership does not solely focus on the execution of administrative duties but also on the ability to mobilize all school components toward the optimal achievement of educational goals. In this article, the school principal's performance assessment will be viewed through two main indicators: the ability to boost the motivation and performance levels of teachers and educational staff to achieve maximum work results, and the capability to provide accurate and relevant information to support effective managerial decision-making. These indicators will be utilized to assess the extent of teacher performance at SMAN 3 Peusangan.

Furthermore, to identify the school principal's leadership style, several indicators reflecting servant leadership were utilized, namely: people, character, truth, vision, and mission (Hai & Van,

2021). The *People* indicator emphasizes the principal's ability to build sound interpersonal relationships and empower all school members. *Character* describes the integrity, responsibility, and moral role modeling that form the basis of subordinate trust. *Truth* relates to honesty and transparency in executing leadership, while *Vision* and *Mission* reflect the principal's ability to design the school's strategic direction and inspire all members of the organization to achieve it. Thus, the relationship between leadership style and the principal's performance becomes a crucial aspect that needs to be examined to understand the extent to which leadership can generate effective and sustainable performance.

In the context of SMAN 3 Peusangan, obstacles in achieving optimal performance are still encountered, encompassing both individual and structural factors. Some teachers face difficulties in time management, exhibit fluctuating motivation, and the school's discipline control system is not yet optimal. Conversely, limitations in facilities, coupled with suboptimal evaluation and monitoring, also influence the effectiveness of policy implementation. Therefore, the school principal needs to conduct regular evaluations of the implemented policies to adapt to the dynamic needs of the teachers and the working environment.

Considering these various factors, it is evident that enhancing teacher work discipline is a complex process involving the dimensions of leadership, management, and organizational culture. The school principal must be capable of executing roles as a mentor, director, and motivator who drives constructive behavioral change in teachers. The success of the work discipline policy is measured not only by the level of compliance with rules but also by the extent to which the policy can foster awareness and professional responsibility within the teachers themselves.

Based on this problem, the researcher is interested in investigating the School Principal's Servant Leadership Style in Enhancing Teacher Work Discipline at State Senior High School 3 Peusangan. The objectives of this study are: (1) To analyze the extent to which the school principal's performance is reflected through the application of the servant leadership style in executing managerial duties and school management. (2) To analyze the contribution of work discipline to the improvement of teacher professionalism at SMAN 3 Peusangan. (3) To analyze the factors influencing the success of implementing the teacher work discipline policy at SMAN 3 Peusangan. (4) To analyze the obstacles encountered in the execution of the teacher work discipline policy implementation at SMAN 3 Peusangan.

METHODS

This study uses a qualitative method with a single case study approach (John w. Creswell; J.David Creswell, 2018), This means that the problem is examined by describing in depth the leadership style of the principal in improving work discipline at SMAN 3 Peusangan. The SMAN 3 Peusangan is used as a case study to explain the servant leadership style in school management. A qualitative approach was chosen because it is suitable for exploring social phenomena and educational policies naturally, through direct interaction between researchers and research subjects in a real context in the school environment. This research was conducted at SMAN 3 Peusangan, Bireuen Regency, which is a public school with dynamic educational management characteristics and varying levels of teacher discipline. The location was selected purposively because this school is considered representative of the implementation of the principal's policies in the context of teacher discipline and professionalism management.

RESULTS

The research findings reveal that the implementation of servant leadership by the school principal in enhancing teacher work discipline at SMAN 3 Peusangan is executed through a leadership approach oriented towards service and moral role modeling. The principal positions themselves as a servant to the entire school community, rather than merely an administrative decision-maker. The principal demonstrates high care and empathy for both the personal and professional needs of the teachers, thereby creating a harmonious and mutually respectful working relationship.

In terms of character, the principal exhibits integrity, responsibility, and honesty in every action, becoming a tangible role model for teachers in upholding discipline as part of the work ethic. Furthermore, the SMAN 3 Peusangan principal demonstrates open communication, fostering a transparent working atmosphere and nurturing mutual trust between the leader and the teachers. Additionally, the application of the school's vision and mission serves as the moral and strategic direction in building a sustainable culture of discipline, where every teacher understands the shared goals and feels responsible for their realization.

This servant leadership approach shows significant differences compared to previous studies such as (Anshori et al., 2023; Hakim et al., 2020) which emphasizes structural dimensions and regulatory strictness. This study closes the gap that the success of improving teacher work discipline does not solely depend on formal policies, but is largely determined by the exemplary behavior and service attitude of the principal.

The findings of this study also demonstrate that servant leadership has a tangible impact on increasing teacher motivation and responsibility in carrying out their duties. Work discipline emerges not from coercion, but rather grows from a conscious moral commitment to provide the best for the school. A principal who applies the principles of servant leadership is able to foster a collaborative work culture, strengthen teachers' professional integrity, and embed discipline as part of the spiritual values and professionalism of education. Thus, this research affirms that a leadership style based on service is an essential foundation for building discipline and the quality of teacher performance within the school environment.

However, this study also found that the implementation of the discipline policy still faces various obstacles. The main constraints include the low awareness of some teachers regarding the importance of discipline, limited supervisory facilities such as digital attendance systems, and the influence of overly close social relationships between the principal and teachers. These obstacles indicate that policy effectiveness is influenced not only by the content of the policy but also by the consistency and fairness of its application. This finding addresses the focus of previous research, which largely concentrated on the weakness of formal regulations, by revealing that the biggest hurdles actually lie in the dimensions of organizational culture and interpersonal communication within the school environment.

Therefore, the principal's policy strategy in enhancing teacher work discipline must be understood as a holistic managerial process, simultaneously involving structural, personal, and cultural aspects. This research reinforces educational leadership theory oriented toward mentorship and role modeling, while simultaneously filling a research gap left by previous studies that tended to focus solely on the regulatory aspect. A principal who is capable of being a role model, communicative, and fair will create a conducive work environment where discipline develops consciously and professionally; thus, a discipline policy implemented through humanistic strategies can become the main foundation for improving teacher professionalism and the quality of education in schools.

A. The School Principal's Servant Leadership in Enhancing Teacher Work Discipline at State Senior High School 3 Peusangan

Based on the results of observations, interviews, and documentation, it was found that the implementation of servant leadership by the SMAN 3 Peusangan principal exhibits complex dynamics when viewed from the indicators of people, character, truth, vision, and mission. Based on the field findings, the principal's application of servant leadership shows interesting dynamics

when analyzed through the people indicator. The principal positions themselves as a servant to the entire school community by demonstrating high care and empathy for the teachers' needs, both personal and professional. This concern is clearly visible through the principal's efforts to facilitate teacher training and competency development, provide moral support when teachers face difficulties, and ensure that every school activity is conducted with a spirit of togetherness. This attitude creates a harmonious working relationship full of mutual respect, where teachers feel attended to and recognized as an important part of the school system.

Nevertheless, the results of observations and interviews indicate a contradiction in the principal's leadership practice. On the one hand, the principal acts as a serving and caring figure, but on the other hand, demonstrates a decision-making style that tends to be centralistic. In every meeting held, teacher participation is facilitated, yet the final decision is almost always determined by the principal alone. This pattern suggests that the people aspect of servant leadership has not been fully implemented in a participatory manner, as there is still a tendency toward single leadership dominance in the decision-making process.

In addition, within the context of student relations, the principal demonstrates selective bias in case handling. Some student reports involving teachers were facilitated through formal meetings between the teacher, student, and parents as a form of transparency and fairness. However, other cases are often resolved informally (*secara kekeluargaan*) without official mechanisms. This suggests that although the principal strives to maintain harmony, the aspect of truth or fairness in service still needs to be strengthened to avoid creating an impression of inconsistency in the enforcement of discipline and professionalism values.

From the perspective of character, the principal demonstrates high integrity and responsibility in carrying out their leadership duties. The principal consistently serves as a role model for discipline, punctuality, and commitment to task execution. Every activity and training involving teachers is always initiated with a meeting to determine the most suitable participants based on objective criteria. Although the final decision remains with the principal, this process indicates an effort to maintain transparency and accountability in decision-making. The principal also shows openness to input from teachers and educational staff, even though the final decision is still based on their personal and strategic considerations as the institutional leader.

Furthermore, concerning the truth indicator, the principal demonstrates open and transparent communication in executing managerial duties. The principal routinely conveys information through meeting forums and establishes dialogical communication with all school members. This

communication pattern strengthens trust between the principal and the teachers, creating a conducive working atmosphere for collaboration.

Meanwhile, the application of the school's vision and mission serves as both the moral foundation and strategic direction in building a sustainable work discipline culture. The principal consistently integrates the vision and mission into every school activity and policy, ensuring that teachers understand the shared goals and have the moral responsibility to contribute to their achievement. Consequently, teacher discipline grows as a form of professional awareness rooted in institutional values, rather than merely compliance with formal rules.

Overall, the findings of this study indicate that the implementation of servant leadership by the SMAN 3 Peusangan principal has a positive influence on increasing teacher work discipline through care, role modeling, and open communication. Nevertheless, the aspects of participation and fairness in decision-making still need improvement so that the principle of servant leadership can be implemented fully and consistently across all managerial levels of the school.

Furthermore, the research findings also reveal that the SMAN 3 Peusangan principal applies various strategies in managing teacher work discipline policy that emphasize coaching, supervision, role modeling, and effective communication. This approach positions the principal as a transformational leader who not only controls but also inspires and fosters teachers' autonomous disciplinary awareness. The principal implements five strategic steps, namely: continuous discipline coaching, supervision and monitoring of teaching and learning activities, two-way communication between the leadership and teachers, providing role models in attendance and responsibility, and implementing a transparent system of rewards and sanctions.

This strategy demonstrates a humanistic and participatory approach, differing from the findings of previous research by (Tinggi et al., 2020; Vienty & Ajepri, 2022) which emphasized discipline through structural supervision and strict enforcement of regulations. The research gap identified is that most previous studies have not explored the dimensions of interpersonal coaching and leadership role modeling as key factors for successful teacher discipline.

Table 1. Comparison of Principal Strategies According to Previous Research and the Findings of this Study

Aspect	Previous Research Strategy	SMAN 3 Peusangan Research Findings	Research Gap
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Policy Approach	Structural and control-based	Coaching and participatory	Presence of a paradigm shift from authoritarian to humanistic managerial approach
Role of the Principal Schools	Discipline supervisor	Mentor and motivator	Transformational leadership is more effective in shaping disciplinary awareness
Reward System	Not emphasized	Transparent implementation of rewards and punishments	Appreciative approach strengthens teacher loyalty and responsibility
Communication	One-way	Two-way and open	Participatory communication creates a sense of ownership toward the policy

Source: Author's analysis based on (Robbins & Judge, 2013)

B. Contribution of Work Discipline Policy to the Improvement of Teacher Professionalism at SMAN 3 Peusangan

The work discipline policy at SMAN 3 Peusangan is proven to make a positive contribution to the enhancement of teacher professionalism, encompassing aspects of work ethic, moral responsibility, and adherence to the professional code of ethics. Teachers who exhibit high discipline demonstrate improved performance in lesson planning, task execution, and learning outcome evaluation. Furthermore, work discipline fosters the formation of a professional culture within the school environment, where teachers serve as role models for students in terms of responsibility and punctuality.

This study finds that the discipline policy at SMAN 3 Peusangan is not merely an administrative control tool, but an instrument for professional development. The principal grants awards to teachers who demonstrate consistency and role modeling and conducts continuous evaluations to improve the quality of work. This finding expands upon the results of (Suprayitno & Moefad, 2024) which mentioned discipline as one indicator of professionalism, but did not address its connection with leadership strategies. The research gap closed by this study is that teacher professionalism is formed not only by regulations but also by the presence of moral development and an effective reward system.

Table 2. The Contribution of Discipline Policy to the Enhancement of Teacher Professionalism

Dimension of Teacher Professionalism	Impact of Discipline Policy	Field Evidence	Research Gap Analysis
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Responsibility and Attendance	Increased significantly	Teacher punctuality and attendance increased >90%	The contribution of discipline to professionalism is empirically measurable
Work Ethic and Morality	More positive and consistent	Teachers show greater respect for rules and time	Previous studies did not highlight the moral aspect as a policy impact
Pedagogic Performance	Increased quality of Lesson Plans (RPP) and instructional delivery	Supervision shows improvement in teaching quality	Discipline becomes a driving factor for teacher innovation
Work Motivation	Higher due to the reward system	Teachers are more active in school activities	Addresses the research gap regarding motivation as an impact of discipline

Source: Author's analysis based on (Robbins & Judge, 2013)

The findings presented in Table 2 indicate that the discipline policy at SMAN 3 Peusangan not only impacts formal disciplinary aspects but also substantially contributes to the formation of teacher professionalism. These results align with the concept of servant leadership (Hai & Van, 2021), which positions the leader as a servant who is oriented towards the growth, well-being, and development of the individuals they lead. In the context of the school principal's leadership, this approach is manifested through two prominent key indicators: people and character.

The People indicator emphasizes the leader's ability to understand, serve, and empower others. The SMAN 3 Peusangan principal demonstrates the application of this indicator through high attention to the teachers' personal and professional needs. The facilitation of training, work guidance, and moral support for teachers facing difficulties illustrates a leadership practice oriented towards empathy and empowerment.

This concern directly implies an increase in teacher motivation and professional responsibility, as reflected in Table 2. Teachers become more disciplined in attendance and task execution, not due to structural pressure, but because of a sense of being valued and supported by their leader. This finding is consistent with (Alahbabi et al., 2023) which affirms that servant leadership is capable of creating a working environment that fosters mutual respect, collaboration, and commitment to the organization.

Nevertheless, the research results also indicate a disparity between care and participation. Although the principal shows high attention to teachers, decision-making still tends to be top-down. This condition signifies that the empowerment dimension of servant leadership has not

been fully implemented. Teachers feel cared for but are not yet fully involved in strategic decision-making processes. Consequently, the principal's leadership is stronger in the aspect of service and care but remains weak in the participatory aspect.

Furthermore, the research findings show that the SMAN 3 Peusangan principal has a high commitment to responsibility and discipline, and serves as a role model in the execution of tasks and time management. This role modeling significantly influences changes in teacher behavior, as demonstrated by the increase in teacher work ethics and morality shown in Table 2, A leader's character being honest, transparent, and responsible creates trust, which forms the basis of a professional work culture. Within the theoretical framework of servant leadership, this aspect is known as modeling behavior (Russell et al., 2002), which is when the leader instills moral values through actions, rather than merely instructions. The principal acts as an inspiring moral figure, so that work discipline no longer becomes an administrative burden but evolves into a form of ethical commitment to the teaching profession.

Nevertheless, field findings also indicate a potential bias in the application of justice. Some cases of teacher discipline violations were handled through an informal, family approach without formal mechanisms, while other cases were resolved openly. This condition reflects an inconsistency in the application of the principle of justice, which is one of the main characteristics of a servant leader's character. Such inconsistency can have implications for subjective perceptions among teachers regarding the objectivity of the discipline policy.

Conceptually, the relationship between servant leadership and teacher professionalism lies in the internalization of the values of service, empathy, and role modeling, which stimulates the emergence of intrinsic disciplinary awareness. Teachers who feel valued, heard, and involved will be more motivated to demonstrate consistent professional behavior. In this study, work discipline is viewed not merely as compliance with rules, but as the result of a process of internalizing service-oriented leadership values.

Thus, it can be concluded that the application of servant leadership in the SMAN 3 Peusangan principalship significantly contributes to the enhancement of teacher discipline and professionalism through two main mechanisms: (1) service that humanizes the teacher (the people indicator) and (2) moral role modeling that inspires professional behavior (the character indicator). Although the practice still faces challenges regarding participation and fairness in decision-making, servant leadership is proven capable of creating a working environment that is more harmonious, ethical, and oriented towards improving the quality of education.

C. Factors Affecting the Successful Implementation of Teacher Work Discipline Policy at SMAN 3 Peusangan

The research results indicate that the successful implementation of the teacher work discipline policy at SMAN 3 Peusangan is influenced by four main factors: school principal's leadership, school organizational culture, teacher motivation, and support from the school management system. A principal who implements a transformational leadership style is capable of building a positive working climate and fostering a shared sense of responsibility. An open and collaborative organizational culture reinforces disciplinary awareness, while work motivation serves as the primary driver in maintaining teachers' commitment to the profession.

These findings reinforce the theory of (Robbins & Judge, 2013) which highlighted the importance of organizational culture, but extends it by adding the role of social interaction and the school management system in the context of regional schools. The research gap filled is that the success of discipline policy is determined not only by rules and organizational structure, but also by the synergy between work culture values and empathic leadership.

Table 3. Key Determinants of Successful Discipline Policy Implementation

Factor	Findings of This Study	Reinforcement/Refinement of Previous Research	Research Gap Analysis
Leadership	Transformational and role-modeling	Refines the theory of instructional leadership	Expansion of the leadership model toward humanistic
Organizational Culture	Collaborative and participatory	Work culture as a supporting factor	Addition of participatory and horizontal communication elements
Teacher Motivation	High intrinsic drive	Motivation was previously unmeasured/not the focus	Empirical proof of the relationship between motivation and discipline
Management System	Supervision and digital monitoring are limited	Focus on regulation	Technological factor as a new element of policy success

Source: Author's analysis based on (Robbins & Judge, 2013)

The research results indicate that the leadership factor is the most dominant element in the successful implementation of the discipline policy. The school principal exhibits a transformational leadership style with strong role modeling, which differs from instructional leadership theory that

emphasizes control and direction. This finding refines previous approaches by extending them toward a humanistic leadership model, where aspects of empathy, service, and teacher empowerment become the core drivers of work discipline. Overall, the table confirms that the success of discipline policy implementation in schools is determined not only by formal regulations but also by the synergy between humanistic leadership, collaborative culture, intrinsic teacher motivation, and the adaptation of the management system to technology.

D. Challenges in Implementing Teacher Work Discipline Policy at SMAN 3 Peusangan

In its application, the teacher work discipline policy still faces various obstacles that affect implementation effectiveness. These barriers originate from internal teacher factors, external school environment factors, and structural management factors. Internally, some teachers still exhibit low disciplinary awareness and view discipline as an administrative obligation rather than a professional value. Externally, limitations in facilities, such as digital attendance systems and data-based supervision, as well as an unbalanced supervisor ratio, constitute major constraints. Meanwhile, structurally, overly close social relationships between leaders and subordinates often hinder the objective enforcement of sanctions.

This study extends the results of (Apiyani, 2024) which highlighted the weakness of the supervisory system as the main obstacle. The research gap addressed is that the problem of discipline does not solely stem from system weakness, but also from a permissive organizational culture and interpersonal communication that lacks firmness. Therefore, the recommended solutions are strengthening disciplinary values through habituation, digitizing supervision, and enhancing leadership professionalism.

Table 4. Barriers to Discipline Policy Implementation at SMAN 3 Peusangan

Type of Obstacle	Description of Field Findings	Policy Implications	Research Gap Analysis
Internal (Teachers)	Low awareness regarding the importance of discipline	Requires continuous coaching	Personal factors are rarely discussed in previous studies
External (Facilities)	Unavailable digital attendance system	Delay in supervision and evaluation	Adds the technological dimension to the issue of discipline.
Structural (Social Relations)	Overly close social relationship →	Requires an objective sanctions mechanism	Gap between organizational justice theory and regional school practice

	sanctions enforcement is not firm		
Organizational Culture	Tolerance for minor violations	Weakens the value of role modeling	Need for internalizing disciplinary values through leader's role modeling

Source: Author's analysis based on (Robbins & Judge, 2013)

Table 4 indicates that the implementation of the work discipline policy at SMAN 3 Peusangan is confronted by four main dimensions of obstacles: internal (teachers), external (facilities), structural (social relations), and organizational culture. These four dimensions are interconnected and form a pattern of challenges that affects the effectiveness of work discipline implementation within the school environment. In the internal dimension (teachers), the main obstacle identified is the low individual awareness regarding the importance of work discipline. Some teachers still view discipline as an administrative obligation, rather than a part of their professional commitment. This condition shows a gap between normative awareness and moral-professional awareness. Therefore, continuous and reflective coaching is essential so that discipline is not only formally understood but also internalized as a work ethic value. This finding reinforces the argument that personal factors are often neglected in studies of teacher work discipline, despite being a significant weak point in the context of policy implementation.

Secondly, from the external dimension (facilities), obstacles arise due to the unavailability of a digital attendance system that could support the supervision and evaluation mechanism of discipline objectively and in real-time. Reliance on a manual system causes delays in the reporting process, supervision, and follow-up on violations. This indicates that the school's discipline policy has not been integrated with a technology-based approach. The policy implication that emerges is the need for the modernization of the supervisory system to enhance the efficiency and accuracy of discipline management. In a research context, this finding adds a new dimension, namely the technological aspect, to the study of teacher discipline, which was previously less addressed by prior research that tended to focus on individual and structural factors.

Thirdly, concerning the structural dimension (social relations), it was found that the overly close social relationship between the principal and the teachers creates a dilemma in the enforcement of sanctions. Emotional attachment and social solidarity often obscure objectivity when imposing sanctions for disciplinary violations. Consequently, the rule enforcement process becomes weak and potentially creates perceived injustice among the teachers. The implication of this condition is the necessity of establishing a sanction mechanism that is objective, measurable, and professionally

distant, without eliminating the familial values characteristic of regional schools. Academically, this finding points to a research gap between the theory of organizational justice, which emphasizes procedural fairness, and the social reality in regional schools that is heavily laden with familial values.

Fourth, in the dimension of organizational culture, the obstacle that emerges is the tolerance for minor violations such as lateness or absence, which are considered "normal" (wajar). This permissive culture weakens the value of role modeling, especially when the principal and senior teachers do not enforce discipline consistently. This creates a domino effect on other teachers and students, preventing discipline from developing as a collective culture. The policy implication that needs to be implemented is to strengthen the internalization of disciplinary values through the leader's role modeling, not just through regulation. Within the research framework, this expands the understanding that the success of discipline implementation is determined not merely by written policy, but by how these values are lived and exemplified by the leaders.

Overall, the analysis in this table indicates that the obstacles to the implementation of the discipline policy at SMAN 3 Peusangan are multidimensional, involving personal, systemic, social, and cultural factors. This study affirms that the effectiveness of a discipline policy cannot be achieved solely through the reinforcement of rules, but requires a servant leadership approach that emphasizes role modeling, service, and continuous coaching as the primary instruments for fostering disciplinary awareness both internally and collectively.

DISCUSSION

The findings of this study affirm that the application of servant leadership by the SMAN 3 Peusangan principal plays a central role in shaping teacher work discipline and enhancing professionalism within the school environment. These results indicate that leadership oriented toward service, moral role modeling, and open communication is capable of creating a working environment that is more humanistic and collaborative. The principal acts not merely as an administrative decision-maker but becomes a servant and mentor who fosters disciplinary awareness from within the teachers themselves. This approach illustrates a paradigm shift from instructional leadership, which emphasizes control, toward transformational-humanistic leadership rooted in the values of empathy and moral development.

This research proves that teacher work discipline is not only shaped by the regulative system but also by a leadership model that instills the values of serving others, empathy, and justice. The SMAN 3 Peusangan principal implements the people and character indicators quite consistently by

serving the professional needs of the teachers, providing moral support, and becoming a role model in integrity and responsibility. This aligns with servant leadership theories (Eva et al., 2019; Hai & Van, 2021) which positions the leader as a servant who builds moral awareness through role modeling and empowerment, not structural coercion.

Nevertheless, this study also uncovers a paradox in the practice. Although the principal demonstrates high care, decision-making still tends to be centralistic and not fully participatory. This phenomenon indicates a gap between the value of empowerment and managerial practice, where teachers feel attended to but are not fully involved in the policy process. Thus, the implementation of servant leadership in this context is still stronger in the dimensions of service and role modeling but not maximal in participatory empowerment. This condition affirms that servant leadership in the school context still faces structural challenges to balance service orientation and decision making effectiveness.

In addition, this study also shows that the discipline policy implemented does not only function as an administrative control instrument but also as a medium for forming teacher professionalism. This is evident from the increase in teacher responsibility, attendance, and work ethic consistency following the application of the service-based leadership model. Teacher discipline evolves from formal compliance toward a moral consciousness born from a sense of ownership toward the school's vision and mission. This process demonstrates the internalization of disciplinary values as part of ethical commitment, not merely a structural obligation.

Within the theoretical framework, these results extend the concept of teacher professionalism as articulated by (Ramli, 2020), by adding the moral-spiritual dimension stemming from the leader's role modeling. Thus, this study closes the research gap between formal discipline theory and moral development practice in schools, and affirms that teacher professionalism is more effectively built through an approach of coaching and role modeling than through mere bureaucratic supervision.

The analysis in Table 3 shows that the success of discipline policy implementation is influenced by four main factors: leadership, organizational culture, teacher motivation, and the management system. Among the four, leadership is the dominant factor determining the direction and quality of discipline execution. A principal with a transformational and moral role-modeling leadership style is capable of fostering a collaborative and ethical working climate. This finding refines instructional leadership theory by extending it toward a humanistic leadership model, which emphasizes the aspects of service and individual empowerment.

Furthermore, a collaborative organizational culture reinforces disciplinary awareness as a shared value, not merely an external rule. Intrinsic teacher motivation serves as the primary driver in maintaining commitment to professional discipline and performance, while support from a technology-based management system is beginning to become a crucial element in policy implementation effectiveness. The addition of the digital monitoring dimension is a new contribution that enriches the conceptual model of discipline in the modern era, where the integration of technology supports school policy accountability and objectivity.

Despite showing positive results, this study also identifies several significant obstacles in the application of the discipline policy. These obstacles include the low personal awareness of some teachers regarding the value of discipline, limited digital supervision facilities, overly close social relationships between the principal and teachers, and a permissive organizational culture toward minor violations. These four barriers indicate that the discipline policy has not been fully internalized as a collective professional culture.

This phenomenon reveals a tension between the value of kinship and professionalism in the context of regional schools. Close social relationships strengthen solidarity but can simultaneously weaken objectivity in rule enforcement. This finding extends the understanding of organizational justice in the context of education by highlighting the need for a balance between social closeness and procedural fairness. Thus, the effectiveness of the discipline policy is determined not only by formal regulations but also by the leader's moral consistency and fairness in its application.

Conceptually, this study makes an important contribution by linking servant leadership with the enhancement of teacher discipline and professionalism. The application of servant leadership is proven capable of transforming discipline from merely a control instrument into a value that grows from moral and spiritual awareness. Practically, this study recommends strengthening the participatory aspect in decision-making, developing technology-based supervision systems, and conducting reflective coaching that emphasizes the values of service and role modeling.

Consequently, the results of this study not only enrich the theory of educational leadership but also provide an operational framework for school principals in implementing a discipline policy that is humanistic, fair, and empowerment-oriented. Servant leadership is proven to be a strategic foundation for building a professional work culture, enhancing teacher quality, and strengthening the quality of education sustainably.

CONCLUSIONS

The Principal of SMAN 3 Peusangan has implemented a comprehensive policy in an effort to enhance teacher work discipline through managerial, personal, and cultural approaches. The strategies employed focus not only on rule enforcement but also emphasize continuous coaching, routine supervision, and leadership role modeling. This policy is executed through regular meetings, individual guidance, and open communication that encourages teachers to internalize discipline as part of their professional ethics and moral responsibility. The principal acts as a role model by demonstrating punctuality, consistency, and fairness in managing the educational staff at the school.

The research findings indicate that the work discipline policy makes a significant contribution to the enhancement of teacher professionalism. Disciplined teachers demonstrate better performance in preparing learning materials, executing the teaching process, and managing educational administration. The principal also implements a transparent system of rewards and sanctions to foster a sense of fairness and shared responsibility. This approach successfully builds a professional working climate where discipline is viewed not as a burden, but as a reflection of integrity and commitment to the quality of education. Thus, the discipline policy functions not only as a control mechanism but also as a mechanism for developing the professional character of the teachers.

The success of the work discipline policy at SMAN 3 Peusangan is influenced by several interconnected factors, namely the school principal's transformational leadership style, the school's organizational culture, teacher work motivation, and the effectiveness of the school management system. A participatory and communicative work culture is proven to reinforce the application of teacher discipline. Leadership that combines firmness with empathy is the dominant factor in shaping disciplined and responsible work behavior. This finding closes the research gap from previous studies that focused more on structural control, without considering the interpersonal and organizational culture dimensions of the school.

Nevertheless, the implementation of the work discipline policy still faces several obstacles. The main obstacles include the low awareness of some teachers regarding the importance of discipline, limited technological facilities such as digital attendance systems, and overly close social relationships between leaders and teachers, which sometimes weaken the enforcement of sanctions. These obstacles indicate that policy effectiveness depends not only on regulation but also on consistency, system support, and fairness in policy application. The principal continues to make

improvements by strengthening the supervision mechanism, digitizing the attendance system, and developing an organizational culture that emphasizes responsibility and role modeling.

It can be concluded that the implementation of the principal's policy in enhancing work discipline at SMAN 3 Peusangan affirms that leadership effectiveness lies in the balance between managerial control and humanistic coaching. The success of the policy highly depends on the principal's ability to be a role model, communicate effectively, and apply the policy with justice. This research provides empirical evidence that teacher work discipline can be sustainably improved through transformational leadership, a participatory work culture, and a consistent management system. Future research is expected to develop a model for the digitalization of discipline management and value-based character coaching to further optimize the enhancement of teacher professionalism in schools.

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