



The Role Of Principal Leadership In Improving Teacher Discipline At SMK Islamic Center Cirebon

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Abstracts:

The reality in the field shows that there are still several challenges related to teacher discipline, such as teacher absence, teacher tardiness, and lack of motivation in carrying out tasks. Teacher discipline at SMK Islamic Center Cirebon is one of the significant problems in supporting the effectiveness of the learning process. Such as lateness to class, absence, and inconsistent implementation of tasks are challenges faced by the school. This study aims to determine the role of the principal's leadership on the level of teacher discipline, to find out how the discipline of teachers, and to find out how the results of the principal's leadership in improving teacher discipline at SMK Islamic Center Cirebon. This research uses a descriptive qualitative approach with a phenomenological approach. Data collection techniques were conducted through observation, in-depth interviews, and documentation. The results showed that the principal's leadership has a significant influence in improving teacher discipline. Principals not only carry out administrative functions, but also show exemplary, conduct coaching, and apply educational rewards and punishments. Open communication and regular training also encourage teachers to be more responsible. Although some teachers still show disorganization, in general, a culture of discipline has begun to form. The principal appears as a symbolic and participative leader. The strategies implemented create a conducive and professional working atmosphere. However, teacher discipline has not fully improved due to constraints such as individual character and limited direct supervision.

Keywords: Principal Leadership, Teacher Discipline, Internal and External Factors, Education Management.

Introduction

Education is an important foundation in shaping quality human resources. According to Paulo Freire (1959-1997), education is a liberating practice that encourages individuals to have a critical awareness of social reality. To support an effective education process, school principals need leadership that is able to create a conducive learning environment. According to Wahjosumidjo (2021), leadership is an important force in organizational management. Principals

as leaders have a great responsibility in mobilizing teachers and staff to carry out their duties optimally. Ali Hasan (2022) added that leadership is the process of influencing others in a particular situation, including in a school environment. Principals who apply the right leadership style-such as participatory, transformation, or authoritarian-can significantly influence teacher discipline (Arifin, 2021; Santoso, 2022).

Teacher discipline is very important in supporting the learning process, such as being on time, preparing materials, and being a role model for students (Lestari, 2023). Lack of discipline will have a negative impact on the quality of education. Allah's word in QS. Al-Asr verses 1-3 remind the importance of good deeds, truth, and patience, which can be used as a value foundation in educating and forming discipline. However, in practice, there are still teachers who lack discipline. Based on observations at SMK Islamic Center Cirebon, although the principal has provided rewards for teachers who are not absent for a month, there are still teachers who are often late or do not attend as scheduled. This shows that the principal's leadership and communication patterns have not been fully effective. This problem has an impact on the decline in the quality of learning and public trust in schools. Therefore, it is necessary to conduct research on *"The Role of Principal Leadership in Improving Teacher Discipline at SMK Islamic Center Cirebon"* in order to find the right leadership strategy to improve teacher discipline and the quality of education in schools.

First, research conducted by Musri Musri, Scientific Journal of Ecotrans & Erudisi 1 (1), 25-37, 2021. Conducted a study entitled *"The Role of Principal Leadership on the Discipline of teachers and employees at Junior High School 8 Padang"*. The results of this study indicate that the application of the leadership style at SMP N 8 Padang leadership system adheres to a transformation style, a leader style that encourages employees to make changes to the original work system from all aspects with a new work system in order to achieve the expected goals. Although there are still obstacles faced, including differences in perspective and infrastructure facilities, this can hinder staff work. The similarity between this research and the author is that it takes aspects of the principal's leadership role in the research, while the difference is that the author's research only emphasizes teacher discipline, not employee discipline.

Second, research by Rosa Karmelia, Muhammad Nasirun, Indrawati Indrawati Potensia Scientific Journal 4 (2), 161-170, 2019. Conducted a study entitled *"the implementation of PAUD Teacher discipline in Guguus Asoka"*. The results showed that the implementation of PAUD teacher discipline was in the good category. In the discipline of teachers, attitudes and behavior are in the sufficient category. Based on the results of this study, it is suggested that teacher discipline can be further improved, especially in the discipline of attitudes and behavior so that teacher discipline in the future can be even better. The similarity

of this study is that both examine the discipline of teachers in carrying out their duties and obligations while the difference is that this study does not discuss the role of the principal in discipline while the researcher raises aspects of the principal's leadership role.

Third, Susti Marce, Syarwani Ahmad, Syaiful Eddy Dawuh: *Islamic Communication Journal* 1 (3), 76-81, 2020 ... Conducted a study entitled "Principal Leadership Management as an administrator in improving teacher competence". From the results of the study it was found that: 1) policy formulation; 2) the arrangement of the work procedure of the Head of SDN 3 Babat Toman is carried out by the Principal by dividing the tasks according to the competence in their respective fields, 3) supervision of the Head of SDN 3 Babat Toman is carried out directly to teachers and students through morning breaks, monitoring student and teacher activities by monitoring each class. The similarity of this study is that it examines the principal in his duties and functions, while the difference is in a different focus, namely teacher discipline and teacher competence.

Fourth, Tarhid Tarhid *Educational Journal* 5 (2), 141-155, 2019. Conducted a study entitled "Principal Leadership in Improving Teacher Professionalism". The results showed that the principal is the leader of education at the education unit level, who must be responsible for the back and forth of the school he leads. It is not uncommon for the principal to receive threats, if he cannot advance his school, he will be transferred or dismissed from his position. Therefore, school principals are required to have various abilities, both related to management and leadership issues, in order to develop and advance their schools effectively, efficiently, independently, productively and ac-countably. These conditions demand various tasks that must be carried out by educators in accordance with their respective roles and functions. The teaching profession is very synonymous with educational roles such as guiding, fostering, nurturing, or teaching. Teachers must have integrity and a good and right personality. This is very basic because the teacher's job is not only to teach but also to instill the basic values of student character development. The equation of this research is the same as the main focus of the principal's role in carrying out his duties for the expected educational goals, while the difference lies in the aspect of teacher discipline in carrying out their duties and teacher professionalism in their roles and functions.

Fifth, research by Emas Kurnianingsih *Indonesian Journal of Education Management & Administration Review* 1 (1), 11-18, 2020. Conducted a research entitled "The Role of the Principal in Improving Teacher Competence". The results showed that the function of the principal as an educator is to create a conducive school climate, provide advice to school residents, provide encouragement to education personnel and implement interesting learning models. As a manager, the principal is able to deal with various problems at

school, think analytically, conceptually, always trying to be a mediator in solving various problems. The equation of this research is the same as the focus of the principal's role while the difference is that the research above discusses teacher competence while the researcher discusses teacher discipline.

This research is based on observations at SMK Islamic Center Cirebon, where teacher tardiness is a problem that must get attention. This phenomenon attracted the attention of researchers to further examine the impact of the principal's leadership role in improving teacher discipline.

The theory of discipline proposed by (B. F Skinner, 2013) states that individual behavior is influenced by the consequences of actions taken. The principal has motivated teachers to be disciplined with *rewards* for teachers who have never been absent for a full month, but the reality in the field is that there are still some teachers who have low discipline, there are around 3-4 teachers who are late for class every day, especially in the men's class, this data can be seen from the teacher's attendance at the first attendance and the second attendance in one week. so that the performance produced is not optimal, such as not attending according to the lesson schedule and there are several empty classes without a teacher in the classroom. The problem of teachers leaving the classroom is caused by several factors, such as lack of responsibility, lack of motivation or ineffective supervision. In this context, the position of the school principal in carrying out his duties and responsibilities is very necessary to optimize teacher discipline. Firm and consistent policies can encourage teachers to comply with established norms and rules.

Based on this exposure, the researchers were interested in conducting research on "The Role of Principal Leadership in Improving Teacher Discipline at SMK Islamic Center Cirebon". The objectives of this study are (1) To find out how the discipline of teachers at SMK Islamic Center Cirebon. (2) To determine the role of Principal Leadership. Knowing the extent to which the principal's leadership affects the level of teacher discipline at SMK Islamic Center Cirebon, what are the supporting and inhibiting factors. (3) To find out how the results of the principal's leadership in improving teacher discipline at SMK Islamic Center Cirebon.

Research Methods

This research uses a descriptive qualitative approach with a phenomenological approach, as explained by Sugiyono (2011) also suggests that qualitative research produces factual data in written and oral form without using statistics. The object of this research includes all aspects of human life and things that are influenced by humans. The descriptive method is used to describe the state of the subject or object under study. This research aims to see the role of principal leadership on teacher discipline. The researcher conducted an in-depth study to get a clear understanding about the Principal's Leadership Role on

Teacher Discipline at SMK Islamic Center Cirebon. Researchers chose research at SMK Islamic Center Cirebon because they saw the good quality of education but there were still obstacles in teacher discipline.

Research Results

A. *Teacher Discipline at SMK Islamic Center Cirebon*

Teacher discipline at SMK Islamic Center Cirebon is a crucial factor in creating a comfortable, orderly, and efficient learning environment, and greatly affects teaching effectiveness. Based on observations and interviews, several indicators of teacher discipline show varying results:

1. Time Discipline

Teachers' time discipline is generally very good. Mrs. Halimatus Sa'diyah S.Pd, Principal of SMK Islamic Center Cirebon, revealed that teachers come according to working hours, and many even arrive early, around 6:30 am. Although she mentioned that there are still one or two teachers who are occasionally late, it does not reduce the dominance of the culture of discipline that has been formed. Mr. Heryanto, as Deputy Head, added that this discipline is also influenced by the reward and punishment system implemented by the school.

2. Discipline in Teaching

Teacher discipline in teaching shows a good level. Mrs. Halimatus Sa'diyah explained that teachers carry out learning activities according to plan and are always consistent in making monthly reports. She also mentioned monitoring through the teacher assigned to attend all classes. However, observations showed shortcomings such as teachers arriving late to teach, especially during building transfers or after laboratory practice. Mrs. Ida Haryani, a teacher, confirmed that there are teachers who start late due to location or after practice. Sometimes, classes are also dismissed before the bell rings, especially in male-dominated study program classes, although it does not happen excessively.

3. Communication Discipline

The teachers have been doing quite well. Mrs. Halimatus Sa'diyah emphasized the importance of teachers as role models in speaking. She always reminds teachers to speak clearly, not offend, not provoke conflict, and remain professional. She also opens a space for dialog with all teachers, embracing them to vent their grievances. Mrs. Ani Firliyani, a teacher, confirmed that the Principal always urges teachers to establish good communication with students and not hesitate to communicate with her about work issues.

4. Professional Development Discipline

Teacher discipline in professional development has gone very well. Mrs. Halimatus Sa'diyah said that she always informs and urges teachers to attend training, and she notes that teachers are always active in these activities. She even entered their attendance in the attendance list. Mrs. Ida Haryani also emphasized that she and other teachers always attend professional development activities, and if someone is absent, there must

be clear and important permission because attendance data will be entered in the attendance list.

5. Discipline in Student Evaluation

Teacher discipline in carrying out student evaluations has been running well and systematically. Mrs. Hj. Halimatus Sa'diyah explained that teachers always report the results of student learning evaluations in the form of reports at the end of each semester, which are then discussed in the semester meeting. Mr. Haryanto, Deputy Head of Curriculum, confirmed that the results of teacher evaluations are always made in an orderly and accountable manner, and are used as the main material in the discussion of the end-of-semester meeting.

B. The Principal's Leadership Role in Improving Teacher Discipline at SMK Islamic Center Cirebon

The results showed that the principal at SMK Islamic Center Cirebon has a very important role in improving teacher discipline. Principals carry out their leadership functions through exemplary, supervision, setting rules, providing rewards and punishments, and professional development of teachers. The principal's leadership role in improving teacher discipline includes:

1. Providing Examples

The principal sets an example of discipline by arriving early and leaving late. This motivates teachers to emulate this discipline. Mrs. Halimatus Sa'diyah said that she modeled arriving on time before the bell rang and leaving after the bell rang. Mr. Haryanto said that the principal always comes to school earlier than other teachers, and when he goes home he is the last. The principal carries out his leadership role by being a good example and role model for all school members. This example is reflected in his discipline in arriving early, leaving late and attending school activities on time.

2. Setting Clear Rules

The principal sets the rules in a participatory manner, compiled with the management team and agreed through the teachers' meeting forum. Mrs. Hlimah said that the rules are developed jointly by the vice principal and the head of the study program, then agreed upon during the teachers' meeting. This process is carried out through deliberation to ensure that the rules set are relevant and in accordance with the conditions at school. The rules that have been prepared are then socialized to all teachers through meetings, and will only be enforced after mutual approval. The principal is also a role model in implementing the rules and is firm but communicative in enforcing them.

3. Supervising and Evaluating Teacher Performance

The principal conducts supervision and evaluation through the picket teacher's report. This supervision is not carried out directly to each

class, but through a rotation system of absenteeism by the school vice principal team. Mrs. Hlimah said that she matches the picket teacher's report with the situation in the classroom to be used as a weekly evaluation. monitoring and evaluating teacher performance is an important part of the principal's leadership role in improving discipline. Although supervision is not carried out directly to each class on a regular basis, the principal still monitors teacher performance through a daily report system made by picket teachers, such as the vice principal for student affairs, curriculum, sarpras, and public relations.

4. Providing Support and Rewards

In terms of support and appreciation, the principal gives rewards in the form of additional salary and praise to teachers who are never absent and disciplined in teaching. Mrs. Halimah said there is a direct reward in the form of additional salary if the teacher is always present and does not leave the class. providing support and appreciation is an important part of the principal's leadership role in improving teacher discipline and motivation. Support is provided in the form of training opportunities, creating an open work environment, and being an active listener to teachers' needs.

5. Enforcing Sanctions Fairly

The principal also enforces sanctions fairly and gradually, starting from verbal reprimands, warning letters, to reporting to the foundation if the violation is repeated. Mrs. Halima said that if it has been violated three times, the problematic teacher will be reported to the foundation. enforcing sanctions fairly is one of the real forms of principal leadership in maintaining teacher discipline. The principal applies a gradual process of enforcing sanctions, starting from summoning and verbally reprimanding, to giving warning letters (SP) if the violation continues to recur. If the violation is committed three times, then the teacher concerned will be reported to the foundation as a further step.

6. Provide Development and Training

Principals encourage teachers' professional development by facilitating training, workshops and IHT. Teachers are encouraged to actively improve their competence. if there is training, the principal announces and supports teachers to participate in the training.

With these strategies, principals are able to create a disciplined, harmonious, and professional work climate in the school environment. The approach taken is systematic, communicative and participatory, so that it has an impact on significantly improving teachers' work discipline. the development of teacher training and professionalism is a tangible form of the principal's leadership role in improving the quality of education. Principals actively provide support, information and encouragement for teachers to participate in various training activities such as seminars, workshops, technical guidance and IHT (In House Training). On several occasions, principals also bring in external resource persons to enrich teachers' knowledge and skills.

C. *Results of Principal Leadership in Improving Teacher Discipline at SMK Islamic Center Cirebon*

Principal leadership has a significant contribution in shaping and improving teacher discipline at SMK Islamic Center Cirebon. Principals not only play an administrative role, but also actively shape a culture of discipline through role models, communication, reward and sanction systems, and strengthening professional responsibilities. The results of the principal's leadership in improving teacher discipline at SMK Islamic Center Cirebon include:

1. **The Principal's Exemplary Role in Encouraging Teacher Discipline**
Exemplary leadership is the main aspect of the principal's leadership that is most impacted by the teachers. Mrs. Halimatus Sa'diyah, the principal, emphasized that she always sets the example of arriving on time, that is, before the bell rings, and leaving after the dismissal bell rings, even about thirty minutes later. This example is recognized by the teachers as motivation. Mrs. Ida Haryani, a teacher, emphasized that she always sees the Principal arriving early and never leaving before all the teachers have finished, which makes them feel that they have to be more orderly.
2. **Implementation of an Educational *Reward and Punishment* System**
The principal applies an educative reward and sanction system. Mr. Haryanto SG, Gr, asserted that the school gives awards to teachers who are never late and never absent in one month. On the other hand, he also mentioned that they personally reprimand teachers who are often late. This approach is considered effective because it builds awareness without creating a pressurized work atmosphere.
3. **Improved Internal Communication and Coordination**
The principal actively improves internal communication and coordination with teachers. This communication is done both formally and informally. Mr. Heryanto SG, Gr, said that they are often invited to direct discussions, especially when the principal moves from the girls' building to the boys', he takes the time to admonish and greet teachers. This communication approach creates a positive emotional closeness to teacher discipline, making teachers more open to convey constraints.
4. **Routine Monitoring and Evaluation**
The principal regularly supervises and evaluates the implementation of teachers' duties. Supervision includes attendance, punctuality and the implementation of teaching and learning activities through manual and digital attendance, as well as classroom observations. Mrs. Halimatus Sa'diyah explained that they have two times attendance: before teaching and after hours, as part of the supervision effort to maintain discipline. Teachers who have discipline problems are also given assistance to understand the causes and find solutions.

5. Improving Teacher Professionalism and Responsibility

The impact of the principal's leadership is not only in the aspect of time discipline, but also in terms of improving professionalism. Teachers become more aware of their responsibilities in preparing materials, completing administration on time and setting an example to students. Mrs. Haryani also said that she feels more organized now. In the past, I often forgot to input grades, but now I pay more attention because Mrs. Head often asks directly.

Overall, the principal's leadership at SMK Islamic Center Cirebon is very effective in improving teacher discipline. Through strong role models, the implementation of an educative *reward and punishment* system, improved internal communication and coordination, as well as regular monitoring and evaluation, the principal has succeeded in building a positive culture of discipline. The coaching approach applied by the principal, rather than just taking action, makes teachers feel valued and motivated to continue to improve their professionalism and discipline, which in turn contributes significantly to the quality of education in the school.

Discussion

A. Teacher Discipline at SMK Islamic Center Cirebon

Teacher discipline at SMK Islamic Center Cirebon is an important foundation that creates a comfortable and efficient working atmosphere and greatly affects the quality of teaching. Based on in-depth observations and interviews, we highlighted several key dimensions of teacher discipline in this school.

1. Time Discipline

The majority of teachers arrive on time, many even early, as explained by Mrs. Hj. Halimatus Sa'diyah, the school principal. This directly contributes to the school's orderly atmosphere since morning. Although the Vice Principal, Mr. Heryanto SG,Gr, admits that one or two teachers are occasionally late, the culture of time discipline is deeply rooted. The implementation of a *reward and punishment* system also reinforces this discipline: teachers who arrive on time are appreciated, while tardiness is penalized. This approach is in line with Autocratic Leadership Theory (Lewin, Lippitt, & White, 1939) which emphasizes clear rules and standards from the leader, while reflecting Participative Leadership Theory (Lewin, 1947) as teachers are given the opportunity to demonstrate personal commitment to discipline.

2. Discipline in Teaching

This discipline is at a fairly good level. Teachers are generally responsible for carrying out lessons as planned and regularly submit monthly reports, as confirmed by the school principal, Mrs. Hj. Halimatus Sa'diyah. Monitoring of class attendance is also actively done. However, there are some minor challenges identified, such as teachers being late to class when moving buildings or after laboratory

practice, as expressed by Mrs. Ida Haryani. In addition, some cases of class dismissal before the end of the hour also occur, especially in classes with a predominance of male students. Although not significant, this requires continuous supervision. This situation shows the relevance of Situational Leadership Theory (Hersey & Blanchard, 1969), where principals need to adjust leadership styles to overcome specific constraints. Furthermore, Learning Leadership Theory (Hallinger, 2003) is also relevant, as principals play an important role in creating a culture of discipline that supports effective learning.

3. Communication Discipline

This discipline is well established and has become an integral part of the school's work culture. Teachers demonstrate polite, clear and professional communication skills in interacting with students, colleagues and leaders. The principal, Mrs. Hj. Halimatus Sa'diyah, actively emphasizes the importance of teachers as role models in their speech and opens up space for open dialogue. Mrs. Ani Firliyani, a teacher, confirmed that the opportunity to "vent" and discuss directly with the principal makes teachers feel valued. This reflects the principles of Effective Interpersonal Communication Theory (Devito, 2009) which emphasizes openness and empathy. In addition, the principal's leadership demonstrated the characteristics of Transformation Leadership Theory (Bernard M. Bass, 1985) by inspiring and motivating through visionary and empathic communication.

4. Discipline Teacher Professional Development

The discipline of teachers' professional development is very well implemented. Teachers show a high commitment to continuously improving their competencies through various trainings and seminars. The principal, Mrs. Halimatus Sa'diyah, plays a central role by actively encouraging participation and monitoring attendance, which is recorded as part of the discipline assessment. Mrs. Ida Haryani, a teacher, confirms the collective awareness to always be present. This is in line with the Theory of Continuing Professional Development (Day & Sachs, 2004), which emphasizes systemic support and organizational culture. Teacher motivation can also be understood through Herzberg's (1959) Two-Factor Motivation Theory, where recognition and achievement through self-development are key motivators.

5. Student Evaluation Discipline

This discipline is also well implemented, structured and systematic. Teachers consistently carry out evaluation through various methods (exams, assignments, observations) and report the results regularly at the end of each semester. The principal, Mrs. Hj. Halimatus Sa'diyah, stated that this report is the main discussion material in the semester meeting, and Mr. Haryanto SG,Gr, Vice Principal of Curriculum, confirmed that evaluation data is used for analysis and decision-making. This practice is in line with the principle of School-Based

Management (SBM), which relies on internal data, and supports the Assessment for Learning (AfL) approach, where evaluation serves as a tool to support student learning.

Teacher discipline at SMK Islamic Center Cirebon is generally very good, supported by effective principal leadership. The majority of teachers demonstrate high discipline in time (supported by Autocratic and Participative Theories), communication (in line with Effective Interpersonal and Transformational Communication Theories), professional development (in line with Herzberg's Continuing Professional Development and Two-Factor Motivation Theories), and student evaluation (grounded in MBS and AfL). Despite some challenges in teaching discipline (requiring adaptation of situational and learning leadership styles), the principal's role in providing role models, implementing educational *rewards and punishments*, improving communication, and conducting regular supervision, has succeeded in creating a strong culture of discipline. This makes teacher discipline the main pillar of improving the quality of education in the school.

B. *The Principal's Leadership Role in Improving Teacher Discipline at SMK Islamic Center Cirebon*

Based on the results of research at SMK Islamic Center Cirebon, the leadership role of the principal is very influential in improving teacher discipline. Principals not only guide and provide direction, but also create a clear vision, make decisions, overcome challenges, and inspire maximum contribution. According to Wahjosumidjo (2021), principals as educational leaders must be role models in discipline, which has a positive influence on teacher behavior. The leadership role of the principal at SMK Islamic Center Cirebon is described as follows:

1. Providing Examples

The principal carries out his role by being a good role model for all school members, as revealed in the interviews. This exemplary behavior can be seen in his discipline in arriving early and leaving late, as well as his punctuality in participating in various school activities. This attitude not only reflects high responsibility and commitment, but also serves as a strong motivation for teachers and staff to emulate positive behavior, encouraging better and more orderly school performance. In addition, the principal builds harmonious relationships with teachers through a friendly attitude and embraces all parties, creating a conducive, comfortable and professional work environment. This role is in line with Rahmawati's (2022) view on the importance of a leader's role model.

2. Setting Clear Rules

The establishment of clear rules is a tangible form of participatory and communicative leadership at SMK Islamic Center Cirebon. This process is consistent with the views of Leithwood (2004) and Robinson (2007)

who emphasize the role of leadership in creating supportive learning conditions through policies that are mutually understood and agreed upon. The principal applies a Kurt Lewin-style democratic approach, involving the vice principal, the head of the expertise program, and other management elements in the preparation of the rules, then socializing them to all teachers before they are enforced. This approach fosters a sense of collective ownership and responsibility. Thus, this participatory rule-setting has a positive impact on improving teacher discipline and creating an orderly and professional work environment.

3. Supervising and Evaluating Teacher Performance

Monitoring and evaluating teacher performance is an integral part of the principal's role in education management. According to Mulyasa (2007), principals are in charge of conducting academic supervision to monitor and improve the quality of learning. Sergiovanni (1991) adds that evaluation should be fair, open and continuous to provide constructive feedback. At SMK Islamic Center Cirebon, the principal, Mrs. Hj. Halimatus Sa'diyah, conducts supervision through a daily report system of picket teachers (vice principal for student affairs, curriculum, infrastructure, and public relations). Teacher and student attendance reports are checked daily and compared with real conditions, becoming the basis for evaluation in teacher meetings for reprimands or directions for improvement. This system, which implements indirect supervision, has proven effective in shaping a disciplined and professional work culture.

4. Providing Support and Rewards

Providing consistent support and appreciation is an important part of the principal's leadership role in improving teacher discipline and motivation. Principals provide *rewards* in the form of additional salary for highly disciplined and outstanding teachers, and support professional development through training opportunities and open discussion spaces. This support increases morale, discipline and responsibility. *Rewards* are not only financial, but also moral (congratulations, open appreciation), which fosters intrinsic motivation. This reinforces Bass & Riggio's (2006) view of transformational leadership, where leaders motivate and support subordinates' performance. This approach is also in line with Herzberg's (1959) Two-Factor Theory of Motivation, making rewards a key driver of individual productivity.

5. Enforcing Sanctions Fairly

The fair application of sanctions is a form of firm but humane leadership from the principal in maintaining teacher discipline. This process is carried out in stages, starting from personal verbal reprimands, summons for excavation of reasons and coaching, to written warning letters (SP) if the offense is repeated, before finally being reported to the foundation. This approach shows the principal as a balanced rule enforcer-firm but not authoritarian, and fair without

taking sides. This is in line with Northouse's (2016) view of ethical leadership that upholds fairness and empathy. Dialogical processes and openness also show the characteristics of transformational leadership (Bass & Avolio, 1994). Consistency in revoking *rewards* even for one-time offenses shows zero tolerance for indiscipline, regardless of position status or personal closeness.

6. Developing Training and Professional Development

The development of teacher training and professionalism is one of the tangible forms of the principal's leadership role in improving the quality of education. The principal, Mrs Hj Halimatus Sa'diyah, actively provides support, information and encouragement for teachers to participate in various training activities (seminars, *workshops*, technical guidance, IHT). This not only improves competence but also creates an innovative atmosphere. The Vice Principal of Curriculum, Mr. Heryanto SG,Gr, explained that the principal directs teachers to relevant training. Mrs. Ani Firliyani S.Pd gave an example of training after PPDB. This approach is consistent with Transformational Leadership Theory (Bass, 1985) which inspires individual development. Learning Leadership Theory (Hallinger, 2003) is also highly relevant, as principals create a climate that supports teachers' competency development for better teaching quality.

C. *Results of Principal Leadership in Improving Teacher Discipline at SMK Islamic Center Cirebon*

1. The Principal's Exemplary Role in Encouraging Teacher Discipline

The results of the principal's leadership at SMK Islamic Center Cirebon have a real impact in improving teacher discipline. The approach applied reflects various leadership theories, showing the complexity and effectiveness of the strategies used. Principals become a source of internal motivation for teachers through a humanist and adaptive approach, in line with Transformational Leadership Theory by Bass and Riggio (2006) which emphasizes leaders as motivators and inspirers through exemplary and individual attention.

2. Implementation of Educational *Reward and Punishment System*

The principal's strategy in implementing *reward and punishment* is very relevant to the Operant Conditioning Theory by B.F. Skinner (1953). Through praise for disciplined behavior and educational reprimands for deviant behavior, the principal succeeded in shaping a more orderly work culture. The principal's leadership style also shows adaptation in line with the Situational Leadership Theory by Hersey and Blanchard (1982). The principal adjusts his approach, sometimes directive, sometimes participative and supportive, depending on the conditions and needs of the teachers.

3. Improved Internal Communication and Coordination

Improved communication and evaluation by the principal also strengthens the implementation of Ludwig von Bertalanffy's Systems

Theory (1968). This theory sees schools as social systems whose components influence each other, and the principal's leadership succeeded in creating harmonization between formal structures and interpersonal relationships within the school environment. This success can also be attributed to Elton Mayo's Human Relations Theory (1933), where attention to human relations, good interpersonal communication, and recognition of individual contributions can increase motivation and positive behavior. The principal shows concern for teachers' emotional well-being and builds close social relationships.

4. Routine Monitoring and Evaluation

This goal-oriented leadership approach is in line with Robert House's Path-Goal Theory (1971). An effective leader will clarify the path to the goal and remove obstacles. Principals play a role in clarifying disciplinary expectations, providing direction, and creating an environment that supports teachers to achieve work standards in a disciplined and consistent manner. In the context of teacher behavior change, this finding also aligns with Kurt Lewin's Lewin Theory of Change (1951) which includes three stages: *unfreezing*, *changing*, and *refreezing*. The principal succeeded in creating awareness (*unfreezing*), encouraging changes in work habits (*changing*), and instilling disciplinary behavior as a culture (*refreezing*).

5. Improving Teacher Professionalism and Responsibility

The principal's strategy is also in line with Abraham Maslow's Hierarchy of Needs Theory (1943). The principal tries to meet teachers' basic needs such as job security and appreciation, to self-actualization needs through training. Fulfilling these needs correlates with increased teacher motivation and discipline. The results are also in line with Sergiovanni's (1984) thoughts on moral and symbolic leadership. The principal not only acts as a manager, but also a moral figure who creates meaning, values, and a positive culture, symbolizing discipline through exemplary leadership that has an impact on teacher behavior.

Principal leadership that strengthens teachers' participation and creates a sense of belonging to the school vision is closely related to Vroom and Yetton's Participatory Leadership Theory (1973). Through involving teachers in decision-making and giving them space to express their opinions, principals encourage independent responsibility for discipline.

In general, the results of effective principal leadership are able to create changes in teacher behavior towards a more disciplined direction. Although there are still challenges such as the irregularity of some teachers and the limitations of direct supervision, a disciplined work culture has begun to form and take root. Thus, leadership based on exemplary, open communication, appreciation, continuous supervision, as well as understanding of human relations, motivation, value symbolization, and participation, can be a reference for other

school principals in improving teacher discipline.

Conclusion

1. Teacher discipline at SMK Islamic Center Cirebon shows progress, but still faces obstacles. The majority of teachers have carried out their duties well and are present on time, but there are still some teachers, especially in male classes, who are late for class or leave the class empty. This shows that the influence of the principal's leadership has been felt, but still needs strengthening in the aspects of supervision and individual responsibility.
2. Principal leadership in improving teacher discipline at SMK Islamic Center Cirebon is carried out actively and strategically through exemplary, setting mutually agreed rules, periodic supervision through picket teacher reports, providing rewards, and enforcing sanctions gradually and fairly. The principal appears as a leader figure who not only regulates, but also fosters and motivates teachers persuasively and professionally.
3. Results The principal's leadership at SMK Islamic Center Cirebon contributes greatly to improving teacher discipline. The approaches used include exemplary, reward and punishment, communication, and training. Principals not only play an administrative role, but also symbolic and participatory. This leadership model forms a disciplined and professional work culture.

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