

The Implementation of Leadership Among Principals to Improve Teacher Discipline in Seruyan Regency

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A B S T R A C T

This study aimed to develop and evaluate the effectiveness of the Among leadership model in improving teacher discipline in Seruyan Regency, Central Kalimantan. Based on Ki Hajar Dewantara's leadership philosophy, the model consists of five stages: role modeling, motivation, mentoring, evaluation, and follow-up. The study employed a Research and Development (R&D) approach involving 168 participants, comprising 10 school principals and 158 teachers from 10 elementary and secondary schools selected through purposive sampling. Data were collected using observations, interviews, questionnaires, and documentation. Qualitative data were analyzed using the Miles and Huberman interactive model, while quantitative data were analyzed through descriptive statistics and paired-sample *t*-tests. The findings revealed that the Teacher Discipline Index increased from 76.58 to 87.15 after implementing the model, representing a 13.80% improvement. The greatest improvements were observed in classroom punctuality and learning administration. Statistical analysis confirmed a significant difference between pre- and post-implementation scores ($t^* = 9.87$, $p^* < 0.001$). These findings demonstrate that the Among leadership model is an effective strategy for strengthening teacher discipline and can serve as a practical leadership framework in schools with similar educational contexts.

Keywords: *Leadership Among, Teacher Discipline, Principal*

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INTRODUCTION

Leadership plays an important role in determining the success of an institution, especially in the field of education. School principals have the primary responsibility to create a conducive learning environment by directing, managing, and motivating teachers and staff so that educational goals are achieved. An education leader must be an example as well as a source of inspiration for the school community. In addition, mastering effective leadership strategies in various conditions, both routine and challenging, is indispensable (Hajar & Putra, 2021). A strong leadership foundation, including theoretical knowledge, formal recognition, and practical experience, will produce competent, skilled, and able leaders to build a positive influence in the educational environment (Falah Sungkar et al., 2025).

Research conducted by Hajar & Putra (2021) found that school principals apply a democratic leadership model in improving teacher discipline. The principal is open to suggestions, inputs, and criticism, prioritizes deliberation, and encourages teachers to continue to develop themselves. The role of the principal includes the preparation of discipline plans and programs outlined in the rules that regulate time discipline, administration, worship, rule enforcement, and attitudes.

Another study by Aswan & Ahyani (2021) examined the influence of school principals' leadership on teachers' work discipline. The results of the study showed that there was a close relationship between the principal's leadership and discipline indicators such as adherence to working hours, work procedures, and superiors' instructions.

Meanwhile, research by Prasetyo et al., (2023) at PAUD Al Ashriyyah Nurul Iman found that school principals use *autocratic* style as the dominant style. This study concludes

that leadership that relies on only one style is less effective; A variety of leadership styles is needed according to the teacher's level of motivation and competence.

The research conducted by Bayu Rahadian (2020) examines the leadership model of Ki Hajar Dewantara in a historical perspective and its application in the context of contemporary education. The results of this study show that Ki Hajar Dewantara's leadership model includes the following principles: (1) education for all, (2) local culture-based education, (3) humanist education, (4) independence in education, and (5) education as a means of social change.

The research also confirms that Ki Hajar Dewantara's leadership trilogy consisting of *Ing Ngarso Sung Tuladna* (in front of setting an example), *Ing Madya Mangun Karsa* (in the middle of building enthusiasm), and *Tut Wuri Handayani* (behind giving encouragement) is a holistic and adaptive leadership framework. The *principle of Ing Ngarso Sung Tuladna* places leaders as figures who provide examples of behavior, including in terms of discipline. The *Ingmad Mangun Karsa Principle* emphasizes the role of leaders in generating motivation and active participation of subordinates. The *principle of Tut Wuri Handayani* provides space for freedom of responsibility while still providing guidance when needed,

Research by Panji & Muadin (2023) at SD Negeri 009 Penajam found that school principals apply an instructive leadership style (*telling*) to improve discipline, a consultative style (*selling*) to increase work motivation, and a delegating style (*delegating*) to increase teacher responsibility. The obstacles faced include a decrease in teacher discipline, lack of performance motivation, and a low sense of responsibility.

Research by Hermanto et al. (2024) in Raudhatul Athfal found that school principals use a combination of authoritarian leadership styles to control attendance and administrative tasks, as well as democratic styles to provide development space for teachers. This research shows that teacher discipline can be effectively improved through a combination of control and empowerment.

Research by Suniati (2014) at State High Schools in Palangka Raya City, Central Kalimantan, found that there is a significant relationship between the principal's leadership style and school effectiveness. The results showed a significant correlation coefficient of $r_y = 0.963$ at $\alpha = 0.05$, indicating that the principal's leadership style contributed greatly to the success of achieving school goals. This study recommends that the leadership behavior of school principals can empower teachers in carrying out a good and productive learning process, as well as applying leadership principles that are in accordance with the teacher's level of maturity.

Research by Taradifa et al., (2024) at SMA/SMK Central Kalimantan found that the transformational leadership of school principals has a significant contribution to teacher performance, both directly and indirectly through commitment. This research emphasizes the importance of the support of school principals in developing teachers' professional competencies through various activities such as training, webinars, IHT, and independent development.

Effective leadership of a principal is an important factor in improving discipline in the school environment. A school principal who has strong leadership skills is able to build a safe, orderly learning atmosphere and motivate all school residents to obey the rules. In his role as an education leader, the principal directs various learning activities, makes strategic decisions, and supervises to ensure that disciplinary values are applied consistently. Through clear communication, firm policies, and good examples, school principals can foster a culture of discipline that supports the creation of an optimal learning process (Asror & Muthia, 2023).

Among leadership is an educational concept based on Indonesian cultural values that emphasizes the role of teachers as leaders who are able to set an example, build motivation, and provide encouragement for students. This concept aims to form a generation that is knowledgeable, has strong character, and has a leadership spirit that is relevant to the demands of the times. The Among system places the interests of students and human values as the basis for educational development, so that the learning process not only focuses on cognitive aspects, but also character formation. Thus, this concept is an important foundation in efforts to improve the quality of education in a sustainable manner. This is as expressed by

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Rusman et al., (2020) who have an analysis that the application of the Among leadership model can improve teachers' work discipline, especially in the aspects of punctuality, fulfillment of working hours, and lesson plan preparation (Kartiningsih et al., 2023).

Effective leadership of the principal is able to encourage the participation of teachers to work with full awareness and according to their responsibilities. A good leader can present a clear vision, build the big picture, set shared goals, and monitor and evaluate performance achievements. In addition, the principal also plays a role in developing teachers' abilities through direction, guidance, training, and providing feedback. Strong leadership is needed to create competent teacher performance for the achievement of the school's vision and mission. Teacher performance itself includes success in carrying out educational tasks, ranging from qualifications, planning, implementation, learning assessment, to professional development and additional tasks (Victorynie & Fitriah Eka Putri, 2024). Vebriani et al. (2022) have a consistent opinion that the principal's leadership style and school climate have a significant effect on teacher discipline. These two factors have proven to determine the level of teacher discipline in the school environment. Similar findings were also put forward by Wahyudi (2021) who stated that the principal's leadership and teachers' work discipline had a significant effect on teacher performance. In addition, Nasir (2024) emphasized that the leadership of school principals has an important role in improving teachers' work discipline so as to support improving the quality of performance and achieving school goals.

Based on the background and findings of these observations, the researcher is interested in conducting a research entitled "The Application of Leadership Among School Principals to Improve Teacher Discipline in Seruyan Regency."

Based on the above background, the formulation of the problem in this study is as follows: 1) How is the development of the Among leadership model by the Principal that is suitable for schools in the Seruyan Regency area? 2) How effective is the Among leadership model in improving teacher discipline in schools in the Seruyan Regency area? 3) How effective and efficient is the implementation of the Among leadership model by the Principal in supporting the improvement of teacher discipline in Seruyan Regency? This research has research benefits, namely it is hoped that a comprehensive understanding of the effectiveness of our leadership in improving teacher discipline in Seruyan Regency can be obtained and also provides practical benefits for several parties such as school principals, teachers, the Seruyan Regency Education Office, schools, and other research.

Leadership is a process of influencing and directing individuals or groups to work together in achieving predetermined goals. Therefore, the effectiveness of leadership is determined by the leader's ability to provide direction, motivation, and support according to organizational needs (Setiani et al., 2023). A leader's behavior has a direct influence on the motivation and performance of subordinates, but its effectiveness is also influenced by situational factors. These situational factors include subordinate characteristics, experiences, and work environment conditions, including task structure, authority systems, and work group dynamics. Thus, leadership that does not consider the situation and characteristics of subordinates tends to be less effective or even counterproductive. This view is in line with the concept of leadership which emphasizes the importance of leaders' ability to influence, direct, and motivate organizational members while adapting to the needs and conditions of the organization (Abijaya et al., 2021). Furthermore, effective leadership requires flexibility in adjusting leadership styles according to environmental conditions and subordinate characteristics so that organizational goals can be achieved optimally (Nurhalim, 2023; Suharti et al., 2024).

McShane and Glinow emphasize that Path-Goal Leadership is a contingency theory that links the leader's behavior to subordinate motivation, work situation, and individual character. Robbins and Judge have similar views, although there are differences in the output or end result aspects of leadership. This theory explains that the success of leadership does not only depend on the behavior of the leader, but also on the suitability between that behavior and the needs of the environment and the character of the subordinates. In other words, a leader must be flexible in adjusting his leadership style so that subordinates can maximize

performance and feel satisfied with the direction and support provided. This view is in line with the concept of leadership that emphasizes the importance of the role of leaders in influencing, directing, and motivating members of the organization to achieve common goals (Abijaya et al., 2021; Setiani et al., 2023). In addition, leadership effectiveness is also influenced by the leader's ability to adjust his leadership behavior to the situation and needs of the organization (Nurhalim, 2023; Suharti et al., 2024).

The Among system developed by Ki Hadjar Dewantara is an educational approach that emphasizes the principles of love, honing, and nurturing, namely education based on affection, coaching, and nurturing. This system is based on two main aspects, namely natural nature as a means to optimize children's development quickly, and independence as an effort to build birth and mental potential so that children are able to live independently. The Among System also carries the principles of Tut Wuri Handayani, Ing Madya Mangun Karsa, and Ing Ngarso Sung Tuladha, which are often better known to the public than the concept of the system itself because the general understanding of the entire Among System is still limited (Supriatna, 2020).

METHOD

This research uses *the Research and Development (R&D)* method using Borg & Gall Development procedures are systematically arranged according to the stages of research and development, namely: Needs Analysis, Product Design Preparation, Expert Validation, Phase I Product Revision, Limited Trial, Phase II Product Revision, Extensive Implementation / Field Test, Product Finalization. The trial design was prepared to ensure that the model and guidelines for the implementation of Among leadership are theoretically feasible, practical, and effective in improving teacher discipline in Seruyan Regency. The population in this study is all principals and teachers at the primary and secondary education levels (elementary and junior high) in Seruyan Regency, Central Kalimantan. Based on data from the Seruyan Regency Education Office in 2025, the number of schools in Seruyan Regency consists of 142 public elementary schools with 142 principals and 1,876 teachers, 15 private elementary schools with 15 principals and 158 teachers, 23 public junior high schools with 23 principals and 567 teachers, and 8 private junior high schools with 8 principals and 124 teachers. Thus, the total number of schools in Seruyan Regency is 188 schools with 188 principals and 2,725 teachers.

Given the limited time, cost, and geographical accessibility of Seruyan Regency which is spread across areas with limited infrastructure (including watersheds and papuan land), this study uses purposive sampling techniques. The inclusion criteria in the sample selection include school principals who have served at least 2 years in the same school, schools with minimum B accreditation to ensure minimum operational standards are met, and schools located in 3 representative sub-districts from a total of 10 sub-districts in Seruyan Regency, namely Seruyan Hilir District as the city center or urban area, Central Seruyan District as an urban-peri-urban area, and Seruyan Raya District as an inland or remote area. Meanwhile, the exclusion criteria are school principals who serve as executors for less than 1 year, schools with fewer than 6 teachers (small elementary schools that lack teachers), and schools that are not willing to participate in research.

Based on these purposive criteria, the number of research subjects involved was from Seruyan Hilir District as many as 4 schools with 4 principals and 68 teachers, from Central Seruyan District as many as 4 schools with 4 principals and 62 teachers, and from Seruyan Raya District as many as 2 schools with 2 principals and 28 teachers. Overall, the total number of research subjects amounted to 168 people consisting of 10 principals and 158 teachers.

The sampling technique in this study was carried out in stages. In the first stage, the researcher deliberately selected 10 schools out of 188 schools in Seruyan Regency by considering location heterogeneity (urban, peri-urban, inland), availability of transportation access (land and river), and school readiness to participate in qualitative research which included in-depth observation and interviews. In the second stage, from each selected school, teachers who were used as informants were selected with the criteria of a minimum of 2

teachers per school for in-depth interviews, teachers with a minimum of 3 years of service at the school, as well as variations in gender, employment status (civil servants and non-civil servants), and age. In the third stage, if the information from the initial informant is considered insufficient, the researcher uses the snowball sampling technique to recommend additional informants such as school supervisors, school committees, or senior teachers.

The trial was carried out in the schools where the research was located, according to the context of disciplinary issues and the need to increase the role of the Principal in coaching. After the revision, the implementation was continued to all teachers in the sample schools. At this stage, the Principal applies Among leadership guidelines in daily activities such as coaching, supervision, performance communication, motivation, professional example, and strengthening a discipline culture.

FINDINGS AND DISCUSSION

Results of Development of the Among Leadership Model

Analysis of the Needs of the Leadership Model Among

Based on the results of observations, interviews, and document analysis, information was obtained that teacher discipline in general is in the good category, but not evenly distributed in all aspects. The most dominant problems found were late attendance at school, late entry to class during class hours, inconsistencies in the implementation of teaching hours, and delays in completing learning administration. These findings show that teacher discipline is not only related to attendance, but also concerns the accuracy of carrying out professional duties as a whole. In addition, the results of the interviews show that there are internal and external factors that both affect teacher discipline.

Table 1 Results of Analysis of Teacher Discipline Needs

Dimensions	Key Findings	Internal Factors	External Factors	Impact on Learning
Attendance	The majority show up on time, but some are still late	Self-awareness, motivation	Home-school distance, road conditions, weather	Inconsistent teacher attendance interferes with the smooth running of study hours
Classroom entry accuracy	Some classes start late	Commitment to schedule	Changing hours, class management	Reduce effective hours of learning
Consistency of teaching hours	There is variation in the accuracy of the implementation of teaching hours	Professional discipline	Additional workload, health conditions	Disruption of the continuity of the student learning process
Learning administration	Delays in the collection of lesson plans, modules, and assessment reports	Planning and time management	Lack of supervision and monitoring	Lowering the quality of learning and documentation

Initial Design Preparation (Product Design)

The initial model is designed in an operational cycle consisting of five stages, namely example, motivation, mentoring, evaluation, and follow-up. In this design, the principal does not only act as a supervisor, but as a role model, motivator, supervisor, evaluator, as well as a humane and proportionate follow-up decision-maker.

Table 2 The Translation of Our Principles into Practical Guidelines for Teacher Discipline Development

Operational Stage	Our Principles	Practice Form of School Principal	Output Guidelines (Initial Product)	Evidence/Instruments Prepared
Examples	In the Presence of the Three Corners	The principal attends early, consistently attends classes, obeys administrative rules	Daily minimum standards of exemplary behavior	Leadership attendance log, exemplary checklist
Motivation	On the other side of the Atlantic, there is a carousel	Open communication about discipline, socialization of rules, strengthening of professional culture	SOP for discipline strengthening meeting, joint commitment sheet	Meeting minutes, commitment sheets, socialization documentation
Mentoring	Ready to Serve	Individual coaching for repeat teachers who are late or postpone class entry; Solution Support	Personal coaching procedures: dialogue → improvement plans → monitoring	Form coaching, follow-up notes, individual improvement plans
Evaluation	Integration of 3 principles	Periodic evaluation based on attendance data, punctuality, effective hours, administration; Joint reflection	SOP Monitoring and Evaluation of Discipline	Attendance recap, lesson hours observation sheet, evaluation report
Follow-up	Love-Nurture-Nurture	Consistent reinforcement for teachers and gradual correction of violations	Fair and context-sensitive reward-consequence scheme	Consequences matrix, award list, coaching minutes

Expert Validation

The validation results show that the initial guidelines have conceptually reflected the principles of TAmong leadership. However, there are several important inputs that need to be considered for product improvement, namely discipline indicators need to be expanded so that they are not only limited to teacher attendance, but also include the accuracy of learning administration and effective teaching hours. Operational procedures at the mentoring and evaluation stages need to be clarified, especially regarding the coaching mechanism for teachers who repeatedly violate discipline. Experts emphasized the need for more structured monitoring instruments so that school principals can conduct an objective assessment. Sensitivity to the local context needs to be made more explicit, for example in dealing with delays due to external factors such as bad weather or damaged road conditions.

Table 3. Results of Expert Validation of the Initial Product

Validated Aspects	Validation Results	Repair Notes
Compatibility of the Among concepts	The product has reflected the Among leadership trilogy	Need for more operational translation at every stage
Scope of discipline indicators	It already contains the basic dimensions of discipline	It is necessary to increase effective teaching hours and learning administration
Mentoring procedure	Already contains the principles of construction	Need for more detailed coaching and follow-up SOPs
Monitoring and evaluation	There is already a periodic evaluation mechanism	Need a structured instrument to make the assessment more objective
Local context sensitivity	It has begun to be noticed	Need a more emphatic explanation regarding external factors and organizational responses

Phase I Product Revision

The main improvements made include the expansion of discipline indicators, the formulation of more detailed SOP for mentoring and evaluation, the addition of coaching formats and individual improvement plans, and the preparation of more operational monitoring mechanisms. In addition, the sensitivity aspect of the local context is also strengthened so that the guidelines can be used fairly without ignoring the real conditions

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Table 4. Phase I Product Revision Based on Expert Input

Product Components	Before Revision	After Revision
Indicators of discipline	Dominant on presence and accuracy of presence	Plus punctuality of class entry, effective hours, and learning administration
Mentoring	General	Comes with a coaching format and an individual improvement plan
Evaluation	Conceptual	Clarified into data-based and observational evaluation
Monitoring	Unstructured	Equipped with more operational monitoring instruments
Local context	Still implicit	Clarified in the form of external constraint categories and organizational responses

Limited Trial

The quantitative results of the limited trial showed that the implementation of Among leadership guidelines provided an improvement in all teacher discipline indicators. In general, the average teacher discipline score or Teacher Discipline Index (IDG) increased from 76.58 before the implementation to 87.15 after the implementation of the guidelines. The results of the paired sample *t*-test showed that the increase was significant, with a value of $t = 9.87$ and $p < 0.001$. These findings show that the guidelines developed are effective in improving teacher discipline measurably.

Table 5. Comparison of Teacher Discipline Indicators Before and After the Implementation of the Guidelines

Indicator	Before (%)	After (%)	Difference (%)	Improvement
Teacher attendance	91,2	95,6	4,4	4,82%
Punctuality is present	76,4	86,9	10,5	13,74%
Classroom entry accuracy	68,5	82,1	13,6	19,85%
Learning administration	70,2	84,0	13,8	19,66%

Based on Table 5, it can be seen that the highest increase occurred in the indicators of correctness in classroom entry and learning administration. These findings show that the Among leadership model is not only effective on the physical presence aspect of teachers, but also on professional disciplines that are directly related to the quality of the learning process.

Table 6 Limited Trial Effectiveness Test Results

Variable	Average Before	Score	Average After	Score	Value t	Sig. (p)	Remarks
Teacher Discipline Index (IDG)	76,58		87,15		9,87	< 0.001	There is a significant increase

Based on Table 6, a significance value of less than 0.05 indicates that there is a significant difference between the conditions before and after the implementation of the guidelines. Therefore, it can be concluded that the leadership model Among developed is effective in improving teacher discipline at the limited trial stage.

Phase II Product Revision and Extensive Implementation

Based on the results of the limited trial, Between's leadership guidelines have undergone phase II revision. This revision aims to strengthen the clarity of operational procedures, expand discipline indicators, and improve the consistency of model implementation in schools:

Table 7 Product Revision After Limited Trial

Product Components	Before the Trial	After Product Revision
Indicators of discipline	Presence and precision presence	Plus, punctuality of class entry, effective hours, and learning administration
Procedure	Conceptual flow	Operational SOPs, monitoring instruments, and gradual follow-up
Mentoring	There are, but not yet structured	Equipped with coaching formats, improvement plans, and progress monitoring
Evaluation	General periodicals	Data-driven evaluation, light observation, and reflection
Context sensitivity	Still implicit	Categories of external constraints and organizational responses are affirmed

Product Finalization and Final Product Review

The results of the study show that the Among model has a strong correspondence with the two theories, but has the practical advantage of being easier to translate into operational SOPs that are in accordance with Indonesian school culture.

Table 8 Final Product Review: The Position of the Among Model on Modern Leadership

Aspects	Leadership Among	Transformational Leadership	Serving Leadership
Main orientation	Example, motivation, mentoring, encouragement	Vision, inspiration, change	Service, individual growth
Leadership position	In front of giving examples, in the middle of building enthusiasm, behind giving encouragement	Leaders as agents of change	Leader as a servant
Focus on coaching	Values-based discipline and accountability	Organizational behavior and culture transformation	Meet the needs and development of members
Practical strength	Easy to translate to school SOPs	Strong in vision and organizational culture	Strong in relationships and empathy
Product advantages	Humanist, contextual, operational, and measurable	Inspirational and strategic	Empathetic and supportive

Discussion

The Implementation of Among Leadership by School Principals in Seruyan Regency

Based on the results of the research that has been presented in the previous chapter, the implementation of Among leadership by school principals in the Seruyan Regency area in general has been running and shows characteristics that are in accordance with the philosophy of Ki Hajar Dewantara, although the level of implementation is not completely even and is still in the stage of cultural strengthening. Conceptually, TAmong leadership is based on Ki Hajar Dewantara's educational leadership trilogy, namely *Ing Ngarso Sung Tulodo* (in front of giving examples), *Ing Madya Mangun Karso* (in the middle of building enthusiasm), and *Tut Wuri Handayani* (behind giving encouragement). The results of the study show that school principals in Seruyan Regency have tried to apply these principles through an exemplary approach, family communication, and humanist coaching.

Field findings show that school principals no longer solely emphasize administrative supervision, but rather emphasize a persuasive and dialogical approach. Teachers feel that there is a more harmonious work atmosphere, more fluid relationships, and open communication between leaders and educators. This indicates that the value of *Ingmadias Mangun Karso* has been implemented in the form of togetherness and collaboration in building work motivation. However, this study also found that the implementation of Among leadership still faces challenges in terms of consistency and assertiveness. Some teachers stated that leadership effectiveness still needs to be improved through strengthening supervision and periodic evaluation. This shows that the humanist approach still requires a balance with structured performance management so as not to create an excessive perception of tenderness. When analyzed theoretically, these findings are in line with the transformational leadership theory put forward by Bass and Avolio, which emphasizes the importance of idealized

influence, inspirational motivation, and individualized consideration. Among leadership essentially has a strong wedge with transformational leadership, especially in an effort to build the intrinsic awareness and moral commitment of subordinates.

The results of this study are also supported by several studies in Indonesia. Research conducted by Noor & Suyanto, (2019) on the implementation of Ki Hajar Dewantara values-based leadership shows that school principals who apply the principles of exemplary and humanist coaching are able to create a more conducive school culture and increase teacher participation in academic activities. Another study by Wulandari (2021) in Yogyakarta found that TAmong based leadership contributes significantly to improving the positive work climate and teachers' loyalty to school institutions. In addition, research by Hidayat & Wulandari (2020) on the leadership of school principals based on local culture concluded that a leadership approach that emphasizes family values and exemplary has a strong influence on the stability of school organizations and the reduction of internal conflicts. These findings reinforce the results of research in Seruyan Regency that the application of Among leadership contributes to the creation of more harmonious working relationships.

In Seruyan Regency, the implementation of Among leadership also has high sociocultural relevance. The community environment that still upholds the values of togetherness and kinship is a supporting factor for the success of this approach. Leadership models that are too bureaucratic have the potential to create a distance between leaders and teachers. Therefore, the Among approach is an alternative that is more in line with the social character of the local community. However, it should be noted that the success of the implementation of Among leadership depends heavily on the integrity and consistency of the principal as a central figure. Without a real example, Among values will only be a philosophical slogan that has no significant impact. Therefore, the continuous implementation and strengthening of the evaluation system are important factors in ensuring the effectiveness of this model.

The results of this study show that the implementation of Among leadership in schools in the Seruyan Regency area has been running with a positive trend. The principal has adopted an exemplary approach, participatory coaching, and teacher empowerment. However, to achieve the optimal level, consistency, proportional firmness, and integration of performance-based evaluation are needed so that Among values not only form a harmonious atmosphere, but also result in continuous improvement in the quality of education.

Teacher Discipline Level in Seruyan Regency Regional Schools

The level of teacher discipline is one of the main indicators in assessing the quality of school management and the quality of learning. In the context of this study, teacher discipline is not only understood as compliance with formal rules, such as attendance and punctuality, but also includes professional responsibility, commitment to learning tasks, and integrity in carrying out the role of educator. Based on the results of the study, the level of teacher discipline in schools in the Seruyan Regency area shows a positive trend, especially after the strengthening of Among leadership by the principal. Quantitatively, there was an increase in the indicators of on-time attendance, adherence to teaching hours, and completion of learning administration. Qualitatively, teachers show a more responsible attitude and a higher awareness of their professional duties.

The results of the interviews show that most teachers are aware of the importance of discipline as part of the role model for students. Teachers understand that tardiness or absence not only has an impact on disrupting the learning process, but also affects the formation of students' character. This awareness is an indicator that the developing discipline is no longer completely external, but is beginning to be internalized as a professional value. However, this study also found that there are variations in the level of discipline between teachers and between schools. Some teachers show high consistency in maintaining discipline, while others still need coaching and strengthening. This variation is influenced by several factors, including intrinsic motivation, school work culture, principal's leadership, and social environmental conditions.

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The findings of this study are in line with the results of research in Indonesia. Research by Prasetyo et al., (2023) shows that teacher discipline has a significant effect on learning effectiveness and student achievement. Teachers who have a high level of discipline tend to be more planned in compiling learning tools and more consistent in carrying out evaluations. Another study by Nurlaela et al., (2021) concluded that the level of teacher discipline is positively correlated with a conducive school climate and an increase in student learning motivation. In addition, research by Rusman et al., (2020) on factors that affect teacher discipline found that the leadership of school principals is the main determinant in shaping a discipline culture. Principal-led schools with participatory leadership styles and high exemplary show better levels of teacher discipline compared to schools that apply a purely authoritarian approach.

In the case of Seruyan Regency, the relatively increased level of teacher discipline can be understood as the result of the interaction between Among leadership and the professional awareness of teachers. The humanist approach applied by the principal creates a sense of belonging to the school, so that teachers feel compelled to maintain discipline not because they are afraid of sanctions, but because of their moral commitment to their duties. However, this study also shows that teacher discipline still needs to be strengthened through a consistent and transparent evaluation system. Awareness-based discipline needs to be supported by an objective monitoring system so that there is no decrease in standards in the long term. Therefore, a balance between a humanist approach and performance management remains an important need. Overall, the level of teacher discipline in schools in the Seruyan Regency area is in the good category with a tendency to increase. The developing discipline is not only administrative, but begins to lead to intrinsic disciplines rooted in professional awareness. These findings serve as an important basis for explaining the contribution of Among leadership to improving teacher discipline, which will be discussed further in the next subchapter.

The Contribution of Among School Principals' Leadership in Improving Teacher Discipline in Seruyan Regency

Based on the results of the research that has been analyzed, it can be affirmed that Among leadership has a significant contribution in improving teacher discipline in schools in the Seruyan Regency area. This contribution is not only seen in administrative aspects such as attendance and punctuality, but also in changes in mindset, professional attitudes, and collective work culture in the school environment. Conceptually, Among leadership emphasizes the formation of awareness through example and coaching, not through structural pressure alone. In this study, it was found that when principals consistently applied the principles of *Ing Ngarso Sung Tulodo*, teachers showed a tendency to adapt their behavior to the exemplified standards. The example of the principal in terms of discipline, work commitment, and integrity is the initial factor that triggers changes in teacher behavior.

The change is then strengthened through the principle of *Ing Madya Mangun Karso*, where the principal is in the midst of the teacher to build enthusiasm and motivation for work. Open and dialogical interaction creates a more harmonious relationship so that teachers do not feel repressively supervised, but are accompanied in the process of improvement. This condition encourages the growth of a sense of collective responsibility which has a direct impact on improving discipline.

The *principle of Tut Wuri Handayani* also makes an important contribution in building a trust-based discipline. The principal gives the teacher space to develop and take initiative, but still within the framework of professional values and responsibilities. This approach strengthens teachers' intrinsic motivation so that discipline is no longer driven by fear of sanctions, but by moral awareness and commitment to students. Empirically, the improvement in teacher discipline that occurred in Seruyan Regency can be understood as a result of internalizing Among values in school culture. Teachers who previously viewed discipline as a formal obligation began to interpret it as part of professionalism. This transformation shows that Among leadership contributes to a paradigm shift, from a control-

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based discipline to a consciousness-based discipline.

These findings are in line with transformational leadership theory which states that an effective leader is a leader who is able to inspire and transform the values of his subordinates. Bass (1999) explains that transformational leadership is able to increase intrinsic commitment and motivation through exemplary and moral inspiration. The leadership of Among in this study shows these characteristics, especially in building teachers' professional commitment. Research by Hajar & Putra (2021) also concluded that school culture built through the example of school principals has a direct effect on teacher discipline behavior. When principals are consistent in showing commitment and integrity, teachers tend to adjust their behavior as a form of loyalty and respect for the leader.

In the case of Seruyan Regency, the contribution of Among leadership is also strengthened by the suitability of the approach with the social character of the community that upholds the values of togetherness and family. An overly bureaucratic approach tends to be less effective in building collective awareness, while the humanist Among approach is easier to accept and internalize by teachers. However, this study also shows that the contribution of Among leadership will be optimal if balanced with a consistent evaluation and supervision system. Without a clear monitoring mechanism, the humanist approach could potentially be interpreted as a leniency. Therefore, the combination of example, coaching, and performance-based evaluation is key in maintaining the sustainability of discipline improvement.

CONCLUSIONS

The model was declared feasible because it was conceptually able to answer the school's need for a humanistic but still professional leadership style. This product has been proven to be able to shift the pattern of discipline from "compliance because of control" to "consciousness-based discipline". The practicality of the model can be seen from the non-intimidating monitoring method and the use of dialogue as a means of coaching, so that these guidelines are easy to apply in the daily dynamics of schools. The effectiveness of the model is evidenced by the increase in quantitative numbers in all indicators, such as the accuracy of class entry which increased from 68.5% to 82.1%, and learning administration from 70.2% to 84.0%. These results show that the model successfully targets professional disciplines that have a direct impact on the effectiveness of learning in the classroom

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