

## **Case Study of Teacher Leadership Style to Improve Junior High School Student Discipline**

**Rahmania Sri Untari<sup>1)\*</sup>, Aliya Farah Dilara<sup>2)</sup>, Ayu Nikmatul Masfufah<sup>3)</sup>**

<sup>1,2,3)</sup>Program Studi Pendidikan Teknologi, Universitas Muhammadiyah Sidoarjo, Indonesia  
Email : [rahmania.sriuntari@umsida.ac.id](mailto:rahmania.sriuntari@umsida.ac.id)\*, [aliyafarah1705@gmail.com](mailto:aliyafarah1705@gmail.com), [rakaduandra@gmail.com](mailto:rakaduandra@gmail.com)

**Abstract.** Learning activities are a form of a series of behaviors between teachers and students in the classroom in achieving learning goals. Among the forms of student management in the classroom is to discipline students. Behavior influencing teachers towards students is a form of teacher leadership over students. Based on the results of the study, it is known that: (1) teachers of junior high school science subjects in Sidoarjo use situational leadership styles, and (2) the formulation of teacher leadership efforts in improving student discipline, namely, (a) the intention to change the undisciplined attitude of students, (b) be firm with students, (c) discipline students with a non-violent heart, (d) students who are not disciplined are punished in a gentle and educational way, (e) providing treatment to students according to the attitude and behavior of each student, (f) students are accustomed to smiling and shaking hands with their teachers when entering the classroom, (g) when students are late students are not allowed to enter the classroom but are still punished in an educational way, and (h) students who are late to class and do not do their assignments are reduced every day.

**Keywords :** leadership style, student discipline

### **I. INTRODUCTION**

Discipline among junior high school students is often a major challenge for educators. Discipline is not only about obeying the rules, but also forming students' character to be responsible and have good self-control. One factor that can influence students' level of discipline is the leadership style applied by the teacher. The teacher's leadership style plays a role in creating a conducive learning environment and supporting student character development. As times progress and changes in educational approaches, it is important to explore how various leadership styles can improve discipline among junior high school students. Student discipline refers to a student's ability to follow rules, respect authority, and behave in accordance with the norms that apply in the school environment [1].

Discipline is not only important for creating a calm and orderly learning atmosphere, but also for helping students develop social skills that are important in everyday life. Disciplined students tend to have a more positive attitude towards learning, achieve better academic performance, and have better relationships with peers and teachers. It is important for teachers to implement effective leadership strategies in managing student behavior in order to build strong and disciplined character. Leadership style is the way in which a leader influences, motivates, and guides others to achieve certain goals [2].

In an educational context, teacher leadership style refers to the approach used by teachers to lead classes, guide students, and manage student behavior. There are several leadership styles that are commonly applied in the world of education, including Authoritarian leadership is a style that emphasizes full control by the teacher. Teachers set strict rules and expect students to obey them without question. Although it may result in short-term discipline, this style tends to suppress student creativity and initiative. Democratic Leadership means teachers involve students in the decision-making process and encourage active participation. The teacher provides direction but also listens to input from students [3]. This style is considered effective in building a sense of responsibility and intrinsic discipline among students. Laissez-faire Leadership: This style gives students complete freedom to make their own decisions. The teacher acts as a facilitator, providing support when

needed but not directly involved in the classroom setting. This style can be beneficial for students who are already independent, but is often less effective in improving discipline among younger students.

Transformational Leadership, This style focuses on developing and motivating students through inspiration and influence. Teachers act as role models and motivate students to reach their full potential. This style is very effective in creating a positive environment and supporting continued discipline [4]. Authoritarian leadership styles, although effective in some situations, are often criticized for tending to reduce student creativity and initiative. In the context of junior high school, students are in a developmental stage where they begin to explore identity and independence. Therefore, an authoritarian approach that is too strict can cause resistance and decrease learning motivation. However, in certain situations where strict control is required, this style can help enforce rules and maintain order in the classroom. Exclusive use of an authoritarian style can have a negative impact on students' social and emotional development.

Students obey the rules because they are afraid of the consequences, not because they understand the importance of the rules. This can result in a lack of true internalization of discipline. Therefore, it is important for teachers to balance authoritarian approaches with more supportive and inclusive elements. A democratic leadership style offers a more inclusive approach by involving students in decision making and encouraging active participation [5]. In the context of junior high school, where students are beginning to develop critical thinking and social responsibility skills, this approach has proven effective in building sustainable discipline. Students feel more valued and have a sense of ownership of the rules they help create. This increases internal motivation to follow rules and behave positively [6].

Students who study under democratic leadership tend to be more disciplined and have better social skills. They learn to collaborate, communicate effectively, and manage conflict in a constructive way. By providing space for students to participate in the classroom setting, teachers can help students develop a stronger sense of responsibility and discipline [7]. The laissez-faire leadership style gives students great freedom to organize themselves with little intervention from the teacher. In a middle school context, where students still need guidance to develop discipline skills, this approach can be challenging. Without enough guidance, students may not have a clear sense of direction and could end up with less than disciplined behavior.

Based on the results of an interview on April 29 2024 with one of the science subject teachers, information was obtained that in one of the junior high schools in Sidoarjo, great attention was paid to student attitudes and behavior. This is done to ensure a conducive learning environment and support learning activities. The teacher emphasized that building student character is an important part of the educational process at school. Therefore, schools actively monitor and assess student attitudes and behavior, both inside and outside the classroom, to create a harmonious and productive atmosphere.

Discipline is one of the main focuses of this school in achieving learning goals. The science teacher stated that the school has a number of rules and policies designed to encourage student discipline. For example, there is a reward and punishment system that is applied consistently to ensure that students follow existing rules. Apart from that, regular training programs are also held to help students understand the importance of discipline in the learning process and daily life. With this approach, the school hopes to develop students who are not only academically intelligent, but also have good character.

The importance of good attitudes and behavior in the learning process not only impacts students' academic achievements but also their social and emotional development. The teacher explained that

disciplined students tend to adapt more easily and work together in group activities. They also show a higher level of concentration during the teaching and learning process. Thus, it is hoped that the special attention given by the school to student discipline and attitudes can form a young generation that is ready to face future challenges with strong knowledge and character.

## **II. METODE**

The research method uses qualitative consisting of observation, interviews and documentation [8]. In this case, the key informant is a science subject teacher from a junior high school in Sidoarjo [9] To obtain the data needed in this study, the researcher used three techniques, namely:

### **1. Observation**

The observation method is used to directly observe interactions between teachers and students in the classroom and how disciplinary rules are applied and obeyed [10]. The observations are based on research objectives and research questions. In these observations, the primary focus is to understand classroom dynamics, such as how the teacher sets disciplinary expectations and how students respond to them. Observations also include situations outside the classroom, such as during recess or extracurricular activities, to get a comprehensive picture of students' disciplinary behavior at school. From the results of observations, it was found that a democratic and supportive teacher leadership style tends to create a more positive and disciplined learning environment.

### **2. Interviews**

In-depth interviews were conducted with key informants, namely a science subject teacher, to gain further insight into the leadership approach applied [11]. In this interview, the teacher revealed that he tried to implement a leadership style that prioritized dialogue and giving real examples to students. This teacher believes that by communicating openly and setting a good example, students will better understand the importance of discipline and feel motivated to follow it. The informant also explained that it is important for teachers to recognize the needs and characteristics of each student, so that the approach taken can be more targeted.

### **3. Documentation**

Documentation involves collecting written data related to school discipline policies, attendance records, violation reports, and student achievement records [12]. These documents were analyzed to see the correlation between the implementation of teacher leadership styles and the level of student discipline. From the documentation obtained, it appears that the school has developed various programs to support discipline, including a reward system for students who demonstrate good behavior. The document also shows an increase in student participation in school activities which has implications for improving overall discipline.

## **III. RESULTS AND DISCUSSION**

### **A. Result**

#### **Leadership Style of Junior High School Science Subject Teachers in Sidoarjo**

Based on the results of observations and interviews with junior high school science teachers in Sidoarjo, it can be concluded that teacher leadership in this context has a great influence on student discipline (1) Teachers who apply a democratic leadership style, which involves open communication and setting a good example, are successful in creating a conducive learning environment. (2) With a supportive approach and deep understanding of students' needs, (3)

teachers are able to motivate students to obey the rules and improve discipline in the classroom (4) Observation results show that there is a positive relationship between effective teacher leadership and increased student discipline at school (5) This is reflected in a decrease in the number of disciplinary violations and an increase in students' active participation in learning activities, indicating that an adaptive and inclusive teacher leadership style can support educational success at the junior high school level.

### **Formulation of Teacher Leadership Efforts in Improving Junior High School Student Discipline in Sidoarjo**

Based on the results of observations and interviews, it can be concluded that the formation of teacher leadership efforts in improving the discipline of junior high school students in Sidoarjo involves a comprehensive and integrated strategy. (1) Teachers apply a leadership approach that emphasizes open communication, setting clear rules, and modeling good behavior. (2) In practice, teachers actively involve students in the learning process and application of rules, (3) creating an atmosphere that supports discipline through constructive dialogue and effective classroom management. (4) The implementation of consistent discipline policies and programs that motivate students also play an important role in this effort (5) Teachers in Sidoarjo have shown success in reducing the level of disciplinary violations (6) and increasing student participation through adaptive and inclusive leadership approaches (7) This is reflected in the increased sense of responsibility and involvement of students in school activities, (8) shows that planned leadership strategies can strengthen discipline in the educational environment.

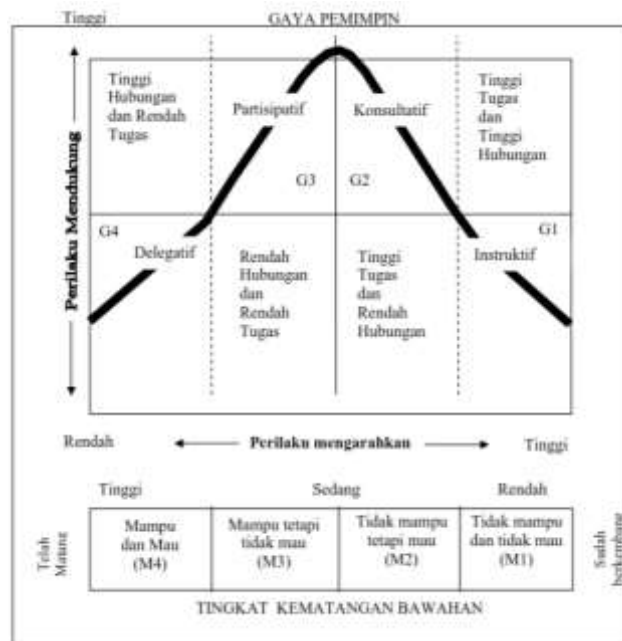
## **B. Discussion**

### **Leadership Style of Junior High School Science Subject Teachers in Sidoarjo**

Based on the research results, it is known that the leadership style of science subject teachers at Sidoarjo Middle School tends to follow a democratic and participatory approach. These teachers apply leadership principles that prioritize students' active involvement in the learning and decision-making process. In practice, teachers often involve students in class discussions and provide space for them to express their opinions and contributions to learning. This approach not only motivates students to be more active but also creates a sense of responsibility and ownership of their own learning process. Apart from that, the leadership style applied by this science teacher also shows openness and effective communication. Teachers routinely conduct dialogue with students to understand the needs and challenges they face in learning. Through open communication, teachers can provide constructive feedback and handle discipline problems in a way that is more understanding and promotes solutions. This helps create better relationships between teachers and students, which in turn can improve discipline in the classroom.

This democratic leadership approach is also reflected in the teaching methods used. Science teachers in Sidoarjo often adopt interactive and collaborative learning methods, such as group discussions and team-based projects. By involving students in activities that require cooperation and active participation, teachers not only teach subject matter but also facilitate social and emotional learning. This method contributes to the development of students' discipline as they learn to respect rules and work within a structured framework [13]. With a participative leadership style, science teachers also apply effective classroom management techniques to maintain discipline. Organized classroom settings and establishing clear rules are an integral part of their approach. The teacher ensures that each student understands the expectations and the consequences of breaking the rules. By having a clear structure and consistency in applying the

rules, it is easier for students to follow the rules and maintain discipline in the classroom. The relationship between situational leadership and follower maturity can be seen in figure 1.



**Figure 1.** The relationship between situational leadership and follower maturity

This theory emphasizes that leadership effectiveness depends on the leader’s ability to adapt their leadership style to the maturity level of their followers. According to this theory, effective leadership depends not only on the leader’s own skills and behavior, but also on their ability to assess the level of readiness and maturity of followers in a given context. Follower maturity is measured based on two main dimensions: their competence and commitment to the task. Leaders are expected to choose an appropriate leadership style, ranging from providing clear direction to full delegation, based on the maturity level of the follower.

**Formulation of Teacher Leadership Efforts in Improving Junior High School Student Discipline in Sidoarjo**

The formulation of teacher leadership efforts to improve junior high school student discipline in Sidoarjo involves a comprehensive strategy that integrates various leadership approaches and practices. This strategy begins with the recognition that effective leadership is crucial for creating a conducive learning environment where discipline can thrive. Teachers in Sidoarjo employ a range of leadership styles, primarily focusing on democratic and participative approaches, to engage students actively in the learning process. By involving students in discussions about classroom rules and expectations, teachers aim to foster a sense of ownership and responsibility towards maintaining discipline.

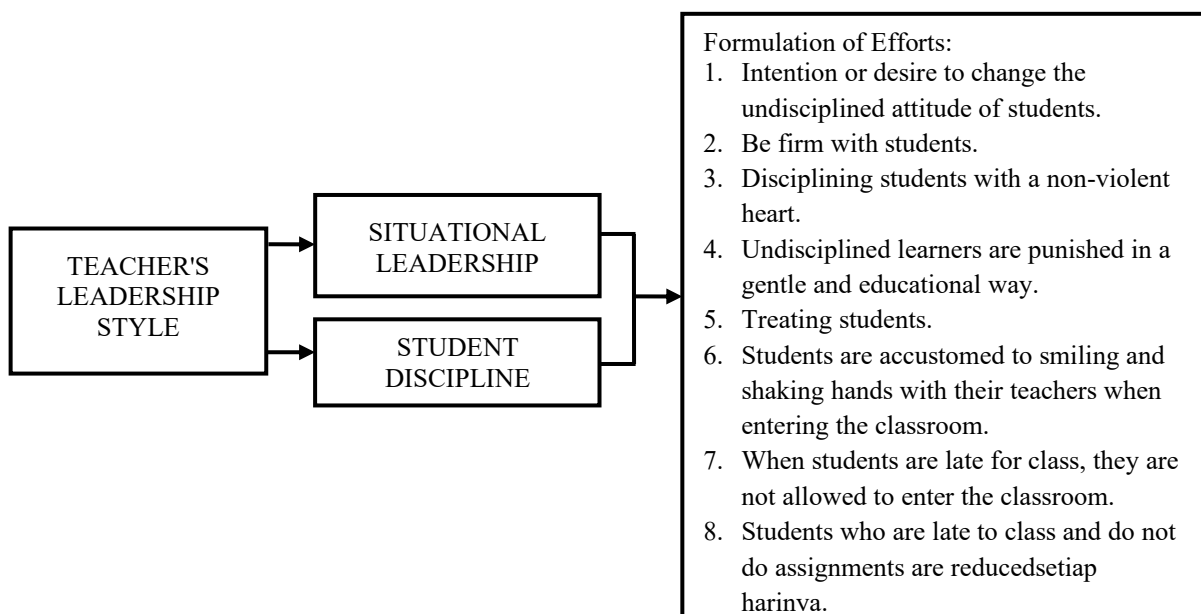
A key aspect of the formulation involves setting clear and consistent rules and expectations within the classroom. Teachers in Sidoarjo establish a structured environment where students are aware of the behavioral standards expected of them. This clarity helps prevent misunderstandings and ensures that students know the consequences of not adhering to the rules. The consistent application of these rules is essential in reinforcing the importance of discipline and ensuring that all students are held to the same standards [14]. The formulation of teacher leadership efforts includes the implementation of positive reinforcement strategies. Teachers

recognize and reward students who demonstrate good behavior and adherence to classroom rules. This approach not only motivates students to maintain disciplined behavior but also helps build a positive classroom atmosphere. By acknowledging and celebrating positive behaviors, teachers create an environment where discipline is viewed as a desirable and achievable goal rather than a set of punitive measures.

Professional development for teachers also plays a crucial role in these efforts. Continuous training and workshops enable teachers to stay updated on effective discipline strategies and leadership techniques. Teachers in Sidoarjo participate in such professional development activities to refine their skills and adapt their leadership approaches to better meet the needs of their students. This ongoing learning process ensures that teachers are well-equipped to handle various disciplinary challenges and foster a disciplined learning environment [15]. Collaboration among teachers and with school administrators is integral to the successful implementation of leadership efforts aimed at improving student discipline

Teachers in Sidoarjo work together to share best practices, address common challenges, and develop unified approaches to discipline. Regular meetings and collaborative planning sessions allow for the exchange of ideas and the development of cohesive strategies that enhance overall student behavior. By working together and aligning their efforts, teachers and administrators can create a supportive framework that effectively addresses and improves student discipline across the school.

The formulation of teacher leadership efforts in improving junior high school student discipline in Sidoarjo hinges on a multifaceted approach that combines clear rule-setting, positive reinforcement, continuous professional development, and collaborative practices. Teachers play a pivotal role by adopting democratic leadership styles, establishing consistent expectations, and motivating students through recognition of good behavior. Ongoing training ensures that educators remain adept in handling disciplinary issues, while collective efforts among staff and administrators foster a unified strategy for maintaining discipline. This comprehensive approach not only enhances individual student behavior but also contributes to a more positive and effective learning environment overall. Based on the above description, it can be summarized in the following scheme:



#### **IV. CONCLUSION**

First, the leadership style of science teachers is situational leadership style. This leadership style is reflected in the interview answers, namely student learning activities are adjusted to the student's ability and are able to provide good motivation, so that the student's discipline will also increase. The two formulations of efforts to improve student discipline are: (1) the intention or desire to change the undisciplined attitude of students, (2) be firm with students, (3) discipline students with a non-violent heart, (4) students who are not disciplined are punished in a gentle and educational way, (5) treat students, (6) students are accustomed to smiling and shaking hands with their teachers when entering the classroom, (7) when students are late for class, they are not allowed to enter the classroom, and (8) the data obtained is that students who are late for class and do not do their assignments are decreasing every day.

#### **ACKNOWLEDGMENTS**

Thank you to you for your willingness to be a resource person in this research. Your contribution in providing insight and experience has been very helpful in understanding positive habituation practices in the regulation of student characteristics. Your involvement in this research has provided significant added value and has helped in achieving the research objectives. Thank you again for your willingness and hopefully this contribution can help in improving the quality of education in the future.

#### **REFERENCES**

- [1] Mubarok, R. (2022). Guru Sebagai Pemimpin di Dalam Kelas Pada Pembelajaran Tatap Muka Terbatas (PTMT). *Ensiklopedia: Jurnal Pendidikan Dan Inovasi Pembelajaran Saburai*, 2(01), 19-32.
- [2] Salsabilah, A. P., & Kurniasih, M. D. (2022). Analisis kemampuan literasi numerasi ditinjau dari efikasi diri pada peserta didik SMP. *Edumatica: Jurnal Pendidikan Matematika*, 12(02), 138-149.
- [3] Handayani, R. (2020). Metode Penelitian Sosial. Bandung (p. 125).
- [4] Mattayang, B. (2019). TIPE DAN GAYA KEPEMIMPINAN: SUATU TINJAUAN TEORITIS. *JEMMA | Journal of Economic, Management and Accounting*, 2(2), 45.
- [5] Fathurrohman, I. (2018). Pengaruh Komunikasi Interpersonal Guru dengan Siswa terhadap Perilaku Belajar Siswa dalam Mewujudkan Prestasi Belajar Siswa. *Khazanah Akademia*, 2(2), 13–21.
- [6] Maulidah Az-Zahroh, N., Safvitri, C., Putra, S. A., & Anshori, I. (2023). Kajian Teori Kepemimpinan Situasional Dan Kepuasan Kerja : Studi Literature Review. *Jurnal Riset Dan Inovasi Manajemen*, 1(3), 131–154.
- [7] Meli, D., Mobonggi, A. H., & Erwinsyah, A. (2019). Pengaruh Kompetensi Pedagogik Terhadap Minat Belajar Siswa. *Tadbir: Jurnal Manajemen Pendidikan Islam*, 7(1), 71–85.

- [8] Aswidar, R., & Saragih, S. Z. (2022). Karakter Religius, Toleransi, dan Disiplin pada Siswa Sekolah Menengah Pertama. *Jurnal Imiah Pendidikan Dan Pembelajaran*, 6(1), 134.
- [9] 01.+ARTIKEL+LUAR+BARDATUS+SUFYANA. (n.d.).
- [10] Sofiana, R., Sulistiani, I. R., & Sulistiono, M. (2019). Upaya Kepala Sekolah Dalam Pembinaan Kedisiplinan Bagi Peserta Didik Di Smp Islam Al Ma'Arif 02 Malang.
- [11] Melati, C. S., & Susanto, R. (2023). Pengaruh kompetensi pedagogik guru terhadap motivasi belajar siswa di kelas rendah. *JPGI : Jurnal Penelitian Guru Indonesia*, 8(1), 144–150.
- [12] Ghufron. (2020). Teori-teori Kepimpinan. *FENOMENA*, Vol. 19 No. 1 April 2020, 19(1), 73–79.
- [13] Muljawan, A. (2019). Model Dan Strategi Manajemen Lembaga Pendidikan Islam. *Jurnal Asy-Syukriyyah*, 20(2), 51–69.
- [14] Muhammad Rifa'i. (2018). Manajemen Peserta Didik. CV. Widya Puspita (Vol. 53, pp. 1689–1699).
- [15] Wijaya, L. A. (2017). PENGARUH GAYA KEPEMIMPINAN SITUASIONAL, LINGKUNGAN KERJA DAN MOTIVASI BERPRESTASI TERHADAP PRODUKTIVITAS KERJA GURU SMP NEGERI DI SUB RAYON 16 TERARA KABUPATEN LOMBOK TIMUR. *JMM UNRAM - MASTER OF MANAGEMENT JOURNAL*, 6(1).