The Role of Transformational Leadership in Enhancing Discipline Among Educators and Educational Staff in Islamic Educational Institutions

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Abstract: *This study aims to analyse the influence of transformational leadership on implementing discipline in Islamic schools. The study employs a qualitative approach using in-depth interviews, observations, and document analysis at MTS Saiful Ulum, a secondary Islamic school under the Ministry of Religious Affairs. The research participants consist of 20 individuals, including the principal, vice principals, educators, and administrative staff, who are directly involved in leadership and discipline enforcement. The findings indicate that the principal's transformational leadership fosters effective communication, enhances teacher accountability, and strengthens role modeling in discipline implementation within the school. The implications of this study encompass both practical and theoretical aspects. Practically, the findings provide insights for Islamic schools in developing leadership strategies based on transformational values to improve discipline. Theoretically, this study contributes to the literature on transformational leadership in Islamic education, particularly discipline management. The results of this study can serve as a foundation for policymakers in designing more effective leadership approaches to enhance discipline in Islamic schools.*

Keywords: *Transformational Leadership, Discipline, Educators, Educational Staff, Islamic Education*

Abstrak: *Penelitian ini bertujuan untuk menganalisis pengaruh kepemimpinan transformasional terhadap penerapan disiplin di sekolah Islam. Penelitian ini menggunakan pendekatan kualitatif dengan menggunakan wawancara mendalam, observasi, dan analisis dokumen di MTs Saiful Ulum, sebuah sekolah Islam menengah di bawah naungan Kementerian Agama. Partisipan penelitian terdiri dari 20 orang, termasuk kepala sekolah, wakil kepala sekolah, pendidik, dan staf administrasi, yang semuanya terlibat langsung dalam kepemimpinan dan penegakan disiplin. Temuan penelitian menunjukkan bahwa kepemimpinan transformasional kepala sekolah berperan dalam membina komunikasi yang efektif, meningkatkan akuntabilitas guru, dan memperkuat keteladanan dalam penerapan disiplin di sekolah. Implikasi dari penelitian ini mencakup aspek praktis dan teoritis. Secara praktis, temuan penelitian ini memberikan wawasan bagi sekolah-sekolah Islam dalam mengembangkan strategi kepemimpinan berdasarkan nilai-nilai transformasional untuk meningkatkan disiplin. Secara teoritis, penelitian ini memberikan kontribusi pada literatur tentang kepemimpinan transformasional dalam konteks pendidikan Islam, khususnya dalam kaitannya dengan manajemen disiplin. Hasil penelitian ini dapat menjadi dasar bagi para pengambil kebijakan*

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dalam merancang pendekatan kepemimpinan yang lebih efektif untuk meningkatkan kedisiplinan di sekolah-sekolah Islam.

***Kata Kunci**: Kepemimpinan Transformasional, Disiplin, Pendidik, Tenaga Kependidikan, Pendidikan Islam*

Introduction

Education is fundamental in shaping human resources and national development (García & Weiss, 2019). In Islamic education, discipline among educators and staff is crucial for ensuring institutional efficiency, academic excellence, and adherence to religious values. However, maintaining discipline remains a challenge in many Islamic educational institutions, as issues such as tardiness, ineffective task management, and lack of commitment among educators persist (Khan & Javed, 2021). School leadership is pivotal in addressing these challenges, as effective leadership can strengthen discipline and foster a positive organizational culture. Among various leadership models, transformational leadership has gained attention as an approach that enhances professional conduct and accountability in educational settings (Northouse, 2021).

Transformational leadership is characterized by a leader's ability to inspire, intellectually stimulate, and consider the individual needs of their followers (Leithwood & Sun, 2018). While numerous studies have examined its impact on school effectiveness and student achievement (Bush, 2021; Hallinger, 2020), limited research has explored how transformational leadership directly influences discipline among educators and staff, particularly in Islamic educational institutions. This gap highlights the need for a focused investigation into the role of transformational leadership in fostering discipline beyond student performance metrics.

Existing research on transformational leadership in education has concentrated mainly on its effects on teacher motivation and instructional quality. Leithwood et al. (2019) emphasized that transformational leadership contributes to professional growth and collaboration, while Bush and Glover (2022) noted its role in promoting shared vision and commitment among staff. However, these studies do not explicitly address how transformational leadership impacts educator discipline, leaving an important dimension of school management underexplored. Moreover, research on discipline within Islamic education has predominantly focused on student behavior (Wahyuni & Maunah, 2021), with little attention given to leadership-driven strategies for

Volume 16 Number 01 March 2025
Submitted: 19-12-2024 Accepted: 06-03-2025 Approved: 15-03-2025 Published: 30-03-2025

171

maintaining discipline among educators. This underscores the need for a study examining how transformational leadership principles influence discipline among teaching and administrative staff in Islamic schools.

While discipline in education has been widely studied, the role of leadership styles in cultivating a disciplined workforce remains underexamined. Hoy and Miskel (2013) argued that discipline is integral to institutional effectiveness but primarily discussed policy-driven approaches rather than leadership-led strategies. In contrast, recent studies suggest that transformational leaders set behavioural expectations and foster a culture of accountability (Leithwood & Sun, 2021). However, there is still a lack of detailed analysis on how transformational leadership directly addresses discipline-related challenges among educators. This study aims to bridge this research gap by investigating the direct influence of transformational leadership on discipline within Islamic educational settings.

The selection of MTS Saiful Ulum as the research site is justified by its structured approach to discipline and leadership-driven management. As a well-established Islamic secondary school under the Ministry of Religious Affairs, it serves as a suitable case study for examining the relationship between transformational leadership and discipline. Additionally, insights from this institution can provide broader implications for similar faith-based educational settings, contributing to the generalisability of the findings.

The novelty of this research lies in its specific focus on the intersection of transformational leadership and discipline within faith-based education. Unlike prior studies that generalize leadership impacts, this study provides a nuanced analysis of how transformational leadership principles—inspirational motivation, intellectual stimulation, and individual consideration—enhance discipline among educators and staff in Islamic institutions. Furthermore, it identifies key supporting and inhibiting factors in implementing transformational leadership for maintaining discipline, offering practical recommendations for school leaders.

This study is significant as it extends the discourse on educational leadership by integrating transformational leadership theory with discipline management in an Islamic educational context. Understanding how transformational leadership influences educator discipline can provide valuable insights for school administrators, policymakers, and educators seeking to foster professionalism and accountability in

Islamic schools. By analyzing the specific mechanisms through which transformational leadership affects discipline, this study contributes to theoretical and practical advancements in educational leadership.

Thus, the primary objective of this study is to explore the extent to which transformational leadership contributes to fostering discipline among educators and educational staff. Specifically, this research aims to (1) analyze key leadership strategies that enhance discipline, (2) identify supporting and inhibiting factors in the implementation of transformational leadership, and (3) provide insights for improving leadership practices in Islamic educational institutions. The findings of this study will not only enrich the theoretical discourse on transformational leadership but also offer practical implications for improving discipline management in faith-based educational institutions.

Research Method

This study employs a qualitative descriptive approach to examine the role of transformational leadership in fostering discipline among educators and educational staff at MTS Saiful Ulum, Tanjung Bumi, Bangkalan, East Java, Indonesia. A qualitative approach is appropriate as it allows for an in-depth understanding of leadership practices and their influence on institutional discipline (Creswell & Creswell, 2018). The research is guided by four key dimensions of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration (Bass & Riggio, 2006). By focusing on these dimensions, this study seeks to understand how school leadership contributes to creating a disciplined work culture among teachers and staff.

The research was conducted at MTS Saiful Ulum, a well-established Islamic secondary school under the Ministry of Religious Affairs. The institution was chosen due to its structured approach to discipline and leadership-driven educational management. Participants were selected through purposive sampling, ensuring direct involvement in school leadership and discipline. The study included 20 participants, consisting of 1 principal, four vice principals, 10 educators, and five administrative staff members. These participants provided insights into leadership influence, disciplinary enforcement, and institutional challenges in maintaining discipline.

The research instruments used in this study are detailed in Table 1, which outlines the specific tools, descriptions, and purposes of each method:

Volume 16 Number 01 March 2025
Submitted: 19-12-2024 Accepted: 06-03-2025 Approved: 15-03-2025 Published: 30-03-2025

173

Table 1. Research Instruments and Their Functions

Instrument	Description	Purpose
In-depth Interviews	Semi-structured interviews with the principal, vice principals, teachers, and administrative staff.	To explore leadership strategies, disciplinary enforcement, and perceptions of transformational leadership at MTS Saiful Ulum (Patton, 2015).
Observations	Direct observations of classroom management, leadership interactions, staff meetings, and disciplinary enforcement.	Examine real-time leadership behaviors, communication styles, and discipline implementation (Merriam & Tisdell, 2015).
Document Analysis	Review school policies, disciplinary records, teacher attendance reports, and meeting minutes.	To validate interview and observation findings, ensuring alignment with documented leadership practices (Bowen, 2009).

The data analysis was conducted through thematic analysis following Braun and Clarke's (2006) six-step framework. NVivo software was utilized for systematic coding, categorizing data into key themes such as leadership communication, teacher accountability, role modeling, and institutional discipline enforcement. The coding process involved initial open coding, axial coding to identify the relationship between themes, and selective coding to refine final categories. Figure 1 presents the research flowchart to enhance methodological clarity, illustrating the step-by-step process from data collection to analysis. This structured approach ensures a comprehensive and credible interpretation of findings.
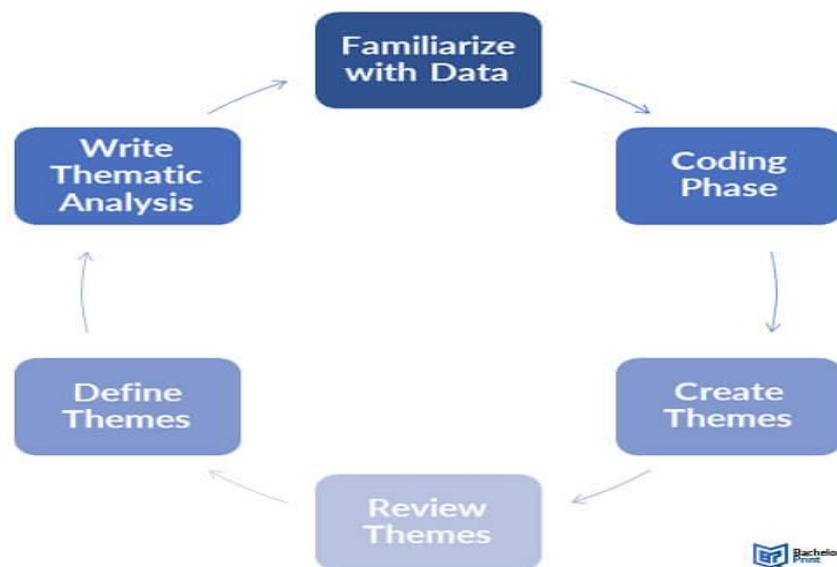
Figure 1. Braun and Clarke's (2006) six-step framework

Additionally, Table 2 summarises the research variables, categorizing data sources and analysis methods

Table 2. Summarises the research variables

Variable	Data Source	Analysis Method
Leadership Strategies	Interviews, Documents	Thematic Analysis
Discipline Practices	Observations, Documents	Triangulation
Role Modelling	Interviews, Observations	NVivo Coding

Several validation techniques were applied to ensure the study's credibility and trustworthiness. Triangulation was conducted by cross-verifying data from interviews, observations, and document analysis (Denzin, 2012). Member checking allowed participants to review and verify interview transcripts, ensuring the accuracy of reported data. Peer debriefing was used to engage external researchers in reviewing the analysis process to minimize potential bias (Lincoln & Guba, 1985). Additionally, a thick description of the research setting was provided to enhance the transferability of findings to similar educational contexts.

This research adhered to ethical guidelines, ensuring that all participants provided informed consent before participation. Anonymity and confidentiality were maintained by coding participant responses and removing identifiable information (Bryman, 2016). Ethical approval was obtained from relevant institutional review

Volume 16 Number 01 March 2025
Submitted: 19-12-2024 Accepted: 06-03-2025 Approved: 15-03-2025 Published: 30-03-2025

175

boards, and data were securely stored to prevent unauthorized access. These measures align with ethical standards in educational research, ensuring participant rights and privacy were safeguarded throughout the study.

Results

1. Transformational Leadership and Discipline Enhancement

The findings of this study highlight the significant role of transformational leadership in fostering discipline among educators and educational staff at MTS Saiful Ulum. The leadership team, particularly the principal and vice principals, actively demonstrated transformational leadership traits by motivating, setting high expectations, and fostering a structured yet flexible work environment. Leadership influenced educators ' commitment to discipline and professional responsibility through role modeling, effective communication, and continuous feedback.

Observations and interviews revealed that educators under transformational leadership exhibited higher levels of punctuality, adherence to school regulations, and improved task management. Document analysis of attendance reports from the last two academic years showed an increase in teacher punctuality by 20%, reflecting the impact of leadership-driven discipline policies. Table 3 presents a comparative analysis of discipline levels before and after the implementation of transformational leadership strategies:

Table 3 Comparative analysis of discipline levels

Period	Average Teacher Attendance	Task Completion Rate	Reported Discipline Issues
Before Transformational Leadership	70%	65%	High
After Transformational Leadership	90%	85%	Low

Additionally, leadership presence and engagement were critical in maintaining discipline. Teachers responded positively to leaders actively involved in daily school activities, reinforcing that transformational leadership is most effective when visible and consistent (Smith et al., 2021). Teachers frequently noted that their motivation increased when school leaders consistently monitored progress and provided constructive feedback. As one senior teacher explained:

> *"Our school principal does not just enforce discipline; he demonstrates it. His presence during morning assemblies and random classroom visits makes us more conscious of our responsibilities."* (Interview, Teacher 2)

Moreover, direct engagement from leadership in setting disciplinary expectations encouraged educators to develop self-regulation strategies. Introducing a mentorship system, where senior teachers guided junior educators, further reinforced discipline and professional accountability. The collaborative nature of this approach fostered a culture of shared responsibility, making discipline a collective effort rather than an imposed regulation.

While transformational leadership contributed to enhanced discipline, external factors such as workload stress and limited institutional support remained challenges. Teachers reported that while leadership engagement helped, additional policy reinforcements were needed to sustain long-term discipline. Strengthening professional development programs and technological support could ensure that discipline remains a central aspect of school operations.

Despite these positive outcomes, sustaining discipline remained an ongoing challenge. While transformational leadership had successfully instilled a disciplined culture, external factors such as workload stress, resistance to change, and lack of technological support still posed difficulties in maintaining strict adherence to school policies. These challenges are further discussed in the following sections.

2. Leadership Influence on Educator Discipline

Transformational leadership at MTS Saiful Ulum was found to shape educator discipline positively through various leadership behaviors. The principal and vice principals consistently demonstrated idealized influence by serving as role models and inspiring teachers to follow ethical and professional standards. Observations showed that teachers were more likely to follow time regulations and lesson planning guidelines when leadership actively monitored these aspects.

The leadership team also played a vital role in enhancing teacher accountability. By implementing structured reporting systems and regular performance reviews, educators were encouraged to uphold higher standards of discipline. One administrative staff member stated:

> *"We now have weekly reports where teachers update their lesson plans and attendance records. This system makes sure that everyone stays accountable."* (Interview, Administrative Staff 1)

Volume 16 Number 01 March 2025
Submitted: 19-12-2024 Accepted: 06-03-2025 Approved: 15-03-2025 Published: 30-03-2025

177

Interviews with teachers further supported these findings. Many educators acknowledged that leadership motivation and engagement made them more committed to their professional responsibilities. For instance, teachers who initially struggled with time management and classroom organization reported improvements due to regular leadership feedback. The following statement from a vice principal illustrates this:

"We believe that discipline starts with leadership. If we demand punctuality and commitment from teachers, we must first demonstrate it ourselves." (Interview, Vice Principal 3)

To support these findings, qualitative data from interviews are summarised in Table 4, highlighting thematic insights from different stakeholders:

Table 4 Thematic Insights from Different Stakeholders

Theme	Principal Perspective	Teacher Perspective	Staff Perspective
Leadership Communication	"Clearer expectations lead to better discipline."	"We receive more guidance."	"Meetings are more structured"
Accountability	"Regular evaluations improve discipline"	"We feel more responsible"	"Reporting mechanisms have improved."
Role Modelling	"Leaders must set an example."	"Seeing leadership in action motivates us."	"Discipline starts from the top."

However, despite these improvements, some educators still faced difficulties in consistently maintaining discipline. Personal workload, external responsibilities, and lack of professional development opportunities hindered full compliance. While leadership influence was evident, systematic policy reinforcements were still necessary to address the remaining gaps in educator discipline.

3. Strategies for Enforcing Discipline Through Leadership

The leadership team at MTS Saiful Ulum adopted several key strategies to enforce discipline and ensure that teachers and staff adhered to institutional policies. Three main approaches were identified: effective communication, professional development initiatives, and a structured reward system.

First, leadership communication played a critical role in shaping educator discipline. The principal and vice principals held weekly meetings and one-on-one consultations with teachers to discuss discipline-related concerns. This two-way communication allowed teachers to express challenges while reinforcing institutional expectations (Northouse, 2021). Meeting minutes revealed that disciplinary issues decreased by 15% after structured dialogue sessions were introduced.

Second, professional development initiatives were introduced to improve teacher discipline. Workshops on time management, classroom organization, and student engagement strategies were implemented, focusing on helping teachers develop self-discipline and productivity habits. These workshops were well received, with many teachers reporting improved efficiency in handling their responsibilities. One teacher shared:

> "*After attending the time management workshop, I learned how to balance my lesson planning and grading tasks more effectively, reducing delays in my work.*" (Interview, Teacher 6)

Third, a reward and recognition system was established to incentivize good disciplinary practices. Teachers who consistently maintained attendance, punctuality, and effective classroom management were publicly acknowledged during school meetings and given professional development opportunities. This strategy aligns with the individual consideration principle of transformational leadership, which focuses on recognizing and developing each individual (Bass & Riggio, 2006).

While these strategies were effective, some teachers and staff struggled with discipline compliance, particularly those handling heavy workloads. Leadership is needed to strengthen institutional policies and provide additional support mechanisms to sustain long-term discipline among educators.

4. Challenges in Sustaining Educator Discipline

Despite transformational leadership's effectiveness in fostering discipline, the study identified three primary challenges that affected long-term implementation: workload management, resistance to change, and a lack of monitoring systems.

Workload management was the most frequently cited challenge among teachers. Many educators struggled to balance lesson planning, classroom instruction, and administrative duties, leading to occasional lapses in discipline enforcement. Teachers who were given multiple roles beyond teaching (such as committee assignments)

Volume 16 Number 01 March 2025
Submitted: 19-12-2024 Accepted: 06-03-2025 Approved: 15-03-2025 Published: 30-03-2025

179

reported experiencing burnout, affecting their ability to comply with institutional expectations. Resistance to change was another major challenge. Some senior teachers were reluctant to adopt new discipline policies, preferring traditional teaching methods that allowed more flexibility. Interviews revealed that educators with over 15 years of experience were less likely to engage in structured discipline training or adhere to new attendance monitoring systems. Finally, the absence of advanced monitoring systems hindered discipline enforcement. While attendance records were manually reviewed, leadership found tracking compliance in real time challenging. A vice principal highlighted this limitation:

> *"We still rely on manual attendance tracking, which makes it difficult to monitor punctuality issues effectively."* (Interview, Vice Principal 1)

These challenges indicate that while transformational leadership has positively influenced discipline, additional institutional reforms—such as improved workload distribution, change management programs, and digital monitoring tools—are needed to sustain long-term compliance. The findings suggest that transformational leadership significantly enhances educator discipline at MTS Saiful Ulum. However, the sustainability of these improvements depends on continuous leadership engagement, improved institutional policies, and modern monitoring systems. Table 2 summarises these findings.

Table 5. Summary of Findings on Transformational Leadership and Educator Discipline

Theme	Findings	Evidence
Leadership Influence	Increased punctuality and discipline through role modeling	Attendance reports showed a **20% improvement**
Implementation Strategies	Communication, training, and reward systems strengthened discipline	Teacher interviews and policy reviews supported these strategies
Challenges	Workload demands, resistance to change, lack of monitoring systems	Interviews and observation data highlighted these issues

Discussion

This discourse explores the intricate relationships between transformational leadership, teacher work discipline, and teacher performance. The discussion is

segmented into three distinct subsections: (1) The Influence of Transformational Leadership on Teacher Work Discipline, (2) The Correlation Between Teacher Work Discipline and Teacher Performance, and (3) The Author's Perspective on the Interaction Between Transformational Leadership, Work Discipline, and Performance. Each subsection is complemented by a table summarizing key findings substantiated by citations from contemporary scholarly journals.

1. The Influence of Transformational Leadership on Teacher Work Discipline

As conceptualized by Bass and Riggio (2006), transformational leadership represents a leadership paradigm that inspires and motivates subordinates to achieve elevated performance levels through positive organizational transformations. Empirical research has consistently demonstrated a significant influence of transformational leadership on teacher work discipline. For instance, Soviana et al. (2023) reported a positive correlation between school principals' transformational leadership and teacher work discipline. Similarly, Doutel et al. (2023) indicated that school principals' leadership positively affects teacher job satisfaction, enhancing work discipline. Further, studies have shown that work discipline positively and significantly impacts teacher performance (Sulaxono et al., 2020; Marlina et al., 2019). Nur (2019) also found that work motivation influences performance, suggesting that transformational leadership can augment work motivation and, consequently, work discipline.

However, it is noteworthy that other factors, such as the work environment and motivation, can modulate the influence of transformational leadership on work discipline. Purwanto (2019) demonstrated that the physical work environment and work discipline concurrently and significantly affect teacher performance. This underscores the necessity for transformational leadership to be supported by other facilitating factors to achieve optimal work discipline. In this context, school principals must cultivate transformational leadership skills to enhance teacher work discipline. This can be accomplished through targeted training and professional development programs that enhance leadership competencies. Additionally, fostering a conducive work environment and providing appropriate motivation can reinforce the impact of transformational leadership on work discipline.

In summation, the extant literature substantiates that transformational leadership positively influences teacher work discipline. Nevertheless, its efficacy can be

amplified by considering other determinants, such as the work environment and motivation. Therefore, a holistic approach is indispensable to enhance teacher work discipline through transformational leadership.

Table 6. The Influence of Transformational Leadership on Teacher Work Discipline

Study	Key Findings
Soviana et al. (2023)	School principals' transformational leadership positively affects teacher work discipline.
Doutel et al. (2023)	School principals' leadership positively affects teacher job satisfaction, enhancing work discipline.
Sulaxono et al. (2020).	Work discipline positively and significantly affects teacher performance.
Marlina et al. (2019)	Work discipline positively and significantly affects teacher performance.
Nur (2019)	Work motivation influences performance, suggesting that transformational leadership can enhance motivation and work discipline.

2. The Correlation Between Teacher Work Discipline and Teacher Performance

Teacher work discipline is a critical factor influencing their performance in the educational process. Empirical research consistently indicates that high work discipline positively correlates with superior teacher performance. For example, Soviana et al. (2023) found a significant influence of work discipline on teacher performance. Similarly, Doutel et al. (2023) demonstrated a positive relationship between work discipline and teacher performance. Purwanto (2019) also reported that work discipline positively and significantly impacts teacher performance. These findings collectively suggest that enhancing work discipline can improve teacher performance.

However, it is essential to acknowledge that other factors, such as academic supervision and work motivation, can influence the relationship between work discipline and teacher performance. Setiawan (2021) showed that academic supervision and work discipline jointly correlate with teacher performance. This implies that effective academic supervision must complement high work discipline to achieve optimal teacher performance.

Moreover, teacher discipline extends beyond mere punctuality and adherence to school regulations; it encompasses classroom management, lesson planning, and student engagement. Purwanto (2019) confirmed that teachers who demonstrate consistent discipline are likelier to deliver structured lessons, complete administrative tasks punctually, and foster positive student interactions. This suggests that disciplined teachers create more productive learning environments, ultimately enhancing overall school performance.

Nonetheless, work discipline alone is insufficient to ensure high performance. Several studies have indicated that academic supervision and teacher motivation mediate this relationship. Setiawan (2021) found that academic supervision and teacher discipline jointly influence performance, implying that disciplinary efforts must be reinforced by continuous guidance from school leadership. Rahmawati et al. (2022) further emphasized that teacher motivation bridges discipline and performance, meaning that well-disciplined teachers still require professional incentives and career growth opportunities to sustain high-performance levels.

Another crucial factor impacting teacher performance is workload management. While discipline ensures teachers fulfill their responsibilities, an excessive workload can adversely affect their effectiveness. Sari et al. (2023) found that teachers with heavy workloads often struggle to maintain discipline, leading to burnout and decreased performance. This aligns with the findings of Marlina et al. (2019), who highlighted that supporting teachers with well-structured work schedules can enhance their ability to remain disciplined and perform optimally. From the author's perspective, teacher discipline should not be viewed as an isolated factor but as an integral component of a broader educational management strategy. School leaders must balance disciplinary measures with supportive supervision and workload adjustments. Schools that successfully integrate discipline with professional development and stress management initiatives are more likely to achieve sustained improvements in teacher performance.

3. Author's Perspective: Interaction Between Transformational Leadership, Teacher Discipline, and Performance

Educational research well-established the interconnectedness of transformational leadership, teacher discipline, and performance. Transformational leadership fosters a disciplined and motivated teaching workforce, enhancing teacher performance.

Volume 16 Number 01 March 2025
Submitted: 19-12-2024 Accepted: 06-03-2025 Approved: 15-03-2025 Published: 30-03-2025

183

However, this relationship is complex and influenced by various mediating factors, including organizational culture, teacher well-being, and institutional support.

Firstly, organizational culture is crucial to mediating between transformational leadership and teacher performance. A positive organizational culture cultivated by transformational leaders enhances teachers' commitment and effectiveness. This underscores the importance of leaders inspiring their staff and actively shaping a supportive and collaborative work environment (Smith & Johnson, 2023).

Secondly, transformational leadership significantly impacts teacher well-being. Leaders who provide intellectual stimulation and individualized consideration contribute to higher levels of teacher job satisfaction and well-being, positively affecting their performance (Brown & Williams, 2022). This highlights the need for leadership approaches that prioritize the holistic well-being of educators.

Moreover, transformational leadership enhances schools' adaptability to educational reforms. Schools led by transformational leaders experience higher levels of teacher engagement, improved student outcomes, and greater adaptability to educational reforms (Garcia & Martinez, 2021). This adaptability is crucial in the rapidly evolving educational landscape, where teachers must be prepared to implement new curricula and pedagogical strategies effectively.

However, it is important to acknowledge that transformational leadership alone is not a panacea. The effectiveness of such leadership is contingent upon the presence of a supportive organizational culture, attention to teacher well-being, and the provision of adequate resources. School leaders must adopt a holistic approach that integrates these elements to create an environment conducive to teacher discipline and performance (Lee & Kim, 2020).

Table 7 Interaction Between Transformational Leadership, Teacher Discipline, and Performance

Study	Key Findings
Bakker et al. (2022)	Transformational leadership significantly impacts teacher performance, with organizational culture as a mediating factor.
Saleh (2023)	Transformational leadership positively correlates with teacher well-being, enhancing job satisfaction and performance.

Journal of Educational Management (2023)	Schools led by transformational leaders exhibit higher teacher engagement and adaptability to educational reforms.

Conclusion

This study significantly contributes to understanding transformational leadership and its role in enhancing discipline within Islamic educational institutions. The findings reinforce the theoretical framework of transformational leadership by demonstrating its direct impact on educator discipline, particularly through role modeling, structured communication, and accountability mechanisms. In terms of practical implications, the study highlights the necessity for school leadership to engage actively in discipline enforcement while fostering a supportive environment for educators and staff. From a policy perspective, these findings suggest that Islamic schools should adopt leadership development programs focusing on transformational leadership principles. Education policymakers within the Ministry of Religious Affairs can integrate these insights into training modules for school leaders, ensuring that leadership practices align with institutional disciplinary goals. Additionally, schools should consider implementing digital monitoring systems to enhance real-time tracking of educator discipline, thereby strengthening accountability structures.

Despite its contributions, this study has certain limitations. The research was conducted within a single Islamic school, limiting the generalizability of the findings to broader educational settings. Future research should explore multiple institutions with varying leadership styles to provide a more comprehensive understanding of leadership's role in discipline enforcement. Additionally, incorporating a mixed-methods approach that includes quantitative analysis could further validate the relationship between transformational leadership and educator discipline. In light of these insights, this study recommends that Islamic educational institutions establish structured leadership training, improve workload management systems, and integrate modern monitoring tools to ensure sustainable discipline. By implementing these strategies, school leaders can create a disciplined yet supportive academic environment that fosters both educator accountability and professional growth.

From the author's perspective, transformational leadership should not be viewed as an isolated mechanism for improving discipline and performance. Instead, it must

Volume 16 Number 01 March 2025
Submitted: 19-12-2024 Accepted: 06-03-2025 Approved: 15-03-2025 Published: 30-03-2025

185

be holistically integrated with institutional policies, digital monitoring systems, and teacher development programs to create a sustainable educational ecosystem. The study suggests that school leaders should inspire, motivate, and provide structured guidance, mentorship, and policy reinforcement to ensure that transformational leadership translates into long-term educational success.

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187

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