Principal's Leadership in Forming Student Discipline

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Article Info	ABSTRACT
	The principal's leadership is key in achieving the school's vision, mission, and goals through well-planned and gradual programs. This study examines the principal's role in shaping student discipline at Bina Siswa Private Middle School. The research method used is a case study approach with data collection techniques through observation, interviews, and documentation. The results: the principal plays a crucial role in shaping student discipline by establishing and enforcing rules that promote positive behaviour and prevent negative actions, creating a conducive learning environment. As a leader, the principal sets an example by being punctual and organising programs to improve student behaviour, such as extracurricular activities and character-building initiatives. As a supervisor, the principal conducts classroom observations and home visits to ensure consistent discipline and monitor student development. Internal and external factors influence student discipline, including family, school, and the community. Although discipline fosters a productive environment, excessive strictness may cause stress, requiring a personalized educational approach. In conclusion, the principal's leadership is vital in shaping the discipline character at school.

A. INTRODUCTION

The students at Bina Siswa Private Junior High School show violations of student regulations, such as loitering during class hours, leaving school early, and wearing inappropriate clothing. This situation raises concerns about the effectiveness of school management. Low discipline impacts students' concentration and leads to a decline in academic performance. The implementation of discipline in schools plays a crucial role in shaping student behavior, ensuring compliance, promoting achievement, and influencing the school's progress, while the principal must create a conducive environment and improve discipline (Pamungkas et al., 2024; Marjuki

et al., 2024; Churdaini, 2020; Nopembri, 2015). Appropriate measures and the principal's active role are needed to address this. Enforcing student discipline cannot be done instantly; it requires cooperation from various parties, with the principal as the main driver.

Leadership is the process of guiding, directing, and controlling the behaviour and feelings of others within the scope of supervision, and is crucial for the success of an organisation (Lestari, 2022; Islami et al., 2021; Faizal, 2024; R & Hidayattullah, 2023). Leadership is defined as the ability to motivate people to work together as a team to achieve shared goals, and is vital in educational institutions for institutional success (Samsudin, 2006; Ngadi et al., 2020; Siahaan et al., 2023; Idawati et al., 2025).

The leadership of the principal involves guiding, managing, and motivating personnel to achieve educational goals, while influencing the school community for organisational success and creating a conducive learning environment (Sasmita & Prastini, 2023; Arifai, 2018; Suherman, 2019; Marjan, 2022; Rismawati & Ashari, 2023). As a manager and leader, the principal influences educators and education staff through their knowledge and ability to manage the institution, strengthen task effectiveness, and take responsibility for improving the quality of education (Ali & Habibatul, 2021; Anwar et al., 2023; Rismawati & Ashari, 2023; Wahid & Hady, 2022).

The principal's leadership affects student learning outcomes by aligning personal values with the school's disciplinary climate and empowering teachers to improve the learning environment (Branson et al., 2015; Sebastian et al., 2016). The principal's leadership behaviour does not directly influence teacher job satisfaction or student achievement, but through the social climate, transformational leadership impacts both, while building positive relationships with students (Dutta & Sahney, 2016; Kudlats, 2022).

Research on 918 principals in Ireland highlights the important role of principals in addressing student bullying, although counsellors, specialised staff, and more straightforward policy guidelines are still needed (Foody et al., 2018). Strong parental trust in teachers and principals reduces the risk of exclusionary discipline, emphasizing the importance of positive school-family relationships to address disparities based on race and special education status (Rodriguez & Welsh, 2024).

This study reveals the role of assistant principals in addressing racial issues when applying discipline to African American students in urban schools through a critical race theory approach (Williams et al., 2023). Effective principals create a shared vision, quality environments, teacher capacity, and external partnerships, while supporting students with disabilities in inclusive schools to enhance student achievement through collaboration and professional development (McLeskey et al., 2016).

This study aims to determine and analyse the role of the principal's leadership in shaping student discipline at Bina Siswa Private Junior High School. This research's impact is expected to improve student discipline character through effective leadership. Additionally, the study is intended to serve as a reference for other schools to implement a consistent and sustainable discipline development strategy, foster a more organized educational environment, and support the optimal development of students' character.

B. RESEARCH METHODS

This research uses a qualitative approach with a case study method to understand the principal's leadership level in shaping student discipline at Bina Siswa Private Junior High School, Medan, North Sumatra. The data collection techniques are described in the following table:

Table 1. Research Guidelines

Research Focus	Data to be Collected	Data Collection Techniques	Informants
The Principal's Role in Improving Student Discipline	The principal's role as a manager	Interviews and documentation	Principal, teachers
	The principal's role as a leader	Interviews and observation	Principal, teachers
	The principal's role as a supervisor	Interviews, observation, and documentation	Principal, teachers
Impact on student discipline	The impact of discipline enforcement by the principal	Interviews, observation, and documentation	Principal, teachers, students, and parents

The first stage of data processing is data condensation, during which collected data are sorted and filtered to select information relevant to the research focus: specifically, the principal's efforts in shaping student discipline, which will then be analysed further. Next, after data reduction, the following step is data presentation in the form of concise and structured narratives to clearly and systematically convey information, making it easier for the researcher to draw conclusions about the principal's role in improving student discipline. Finally, in the last stage, the researcher summarises and analyses the findings as a whole. Based on the processed data, the conclusions drawn will describe how the principal plays a role in shaping and enhancing student discipline at the school.

To ensure the validity of the obtained data, source triangulation was used. This involved collecting data from various sources to gain a more comprehensive perspective and reduce bias by comparing information from the principal, teachers, and students. The aim was to explore the principal's role in enhancing student discipline by comparing the information these informants provided.

C. RESULTS AND DISCUSSION

1. The Role of the Principal in Improving Discipline at Bina Siswa Private Junior High School

Student discipline in the learning process is essential and needs to be considered so that the learning process is taken to get optimal results. then, the role of the principal in determining student discipline can be through the following:

a. The role of the principal as a manager at Bina Siswa Private Junior High School

Establishing school regulations or school rules. The existence of rules regulates and supervises student behavior to remain disciplined and behave positively, and prevents students from behaving negatively. according to the principal of the school, the rules are as follows:

Discipline rules that exist in the private junior high school Bina Siswa: 1) Students must arrive at school a maximum of 10 minutes before class time begins. 2) Students who

are late for approximately 10 minutes must report to the picket teacher in charge. 3) Students must follow the uniform rules for the day, wear complete, clean, neat, and socks. 4) Students or students who are unable to attend are required to obtain a certificate from the parents or guardians of the students concerned. 5) Students must behave nicely and politely to everyone in the school environment, starting from the principal, teachers, guest employees, and friends. 6) Students or schoolgirls absent three times a month without explanation, their guardian or parents will be summoned to school. 7) Students who are absent without any reason will be considered absent. 8) Student permission letters that the student's guardian does not know or parents are considered invalid. 9) Students are prohibited from bringing various items unrelated to teaching and learning activities, such as toys, electronic devices, and so on. 10) Students must be able to maintain the cleanliness and tidiness of the school environment, starting from classrooms, toilets, and public facility areas.

According to research conducted by Nurfadillah, student discipline in complying with the rules can support the creation of a comfortable and effective teaching and learning atmosphere and a safe, peaceful, and orderly school environment (Nurfadillah et al., 2022). Likewise, research conducted by Taha said that regulations aim to familiarize students with the following applicable norms and direct students to behave positively (Taha & Sujana, 2021).The principal's duties as a manager can be done by socializing the school's vision and mission, learning programs at school, student programs, learning equipment and supplies, cooperation with all colleagues, and planning and evaluating school programs (Farida & Ma'ruf, 2022).

As a manager, the principal of Bina Siswa Junior High School established a policy for building student discipline through a character education program focused on moral development. This program is implemented through students' religious activities, such as joint prayers and daily routines upon arriving at school, showing politeness, greeting teachers with a salutation and a smile. Furthermore, discipline is enhanced through a scheduled duty roster, completing assignments given by teachers, and complying with school rules. However, in implementing these activities, the principal could not overcome challenges, resulting in the program not running as planned. These challenges included a lack of consistent guidance from teachers and students not fully emulating the guidance provided. As a result, the school has not been entirely successful in fostering strong character development among its students.

According to The factors that influence a person's self-discipline are dual, namely, the internal factors and the external factors, the discipline that is formed by the internal factors that originate from the personality of a person's self-confidence, the key to confidence is that with discipline, it is the key to success In all aspects of discipline, one can boast of orderliness in life, thus allowing achieving everything that one dreams of. External factors are factors that originate from outside the individual, for example, education and the family environment (Faridah et al., 2019). Discipline is the only way to train efficiency until the effectiveness of the work is compromised. Listening to the effectiveness of the work and being efficient at the same time means that discipline is the key to success (Zamiyenda et al., 2022).

The purpose of discipline in schools is to support the creation of non-deviant student behaviour, encourage them to return to face the realities of life, and help students, especially young ones, to adjust to environmental demands and navigate school life well. Meanwhile, Brown highlights several reasons why undisciplined behaviour often arises among students. One is because such behaviour can provoke teacher irritation and result in criticism from the school. He also mentioned that unpleasant school conditions, poorly organised, and chaotic traffic can trigger an increase in undisciplined behaviour. In addition, undisciplined behaviour is also often found in students who come from troubled families, which makes it difficult for them to adjust to school rules and the environment. The principal of a school as a primary leader must have the authority in terms of legal qualifications and the competence to organise and reinstate in managing matters professionally. For this reason, the school principal must have professional competencies, namely: (1) school head as leader, (2) school head as teacher, (3) school head as teacher, (4) school head as administrator, (5) school head as administrator, (6) School principals are the creators of the work climate (Siahaan et al., 2022). Leadership becomes a central function in the success of the management of educational institutions, through roles that indicate the law in the balance of goals to be achieved, the function of leadership that is related to the tasks as well as the function of harmonising the goals based on the reliability of the organisation, In the duties of the school principal, he is always responsible for the journey in educational aspects (Syahputra et al., 2020).

b. The principal's role as a Leader at Bina Siswa Private Junior High School

As a leader, the principal of Bina Siswa Private Junior High School often provides input to teachers through directives aimed at improving the culture of discipline in the school environment. Some forms of direction include: a) Setting an example by coming to school on time.b) Conveying strategies for dealing with students who often violate the rules. c) Organising training for teachers to deal with student problems. Research conducted by Priambodo states that principals have a strategic role as leaders and managers in managing discipline in schools (Priambodo & Ikhwan, 2024).

The principal's leadership in shaping student discipline is carried out through educational programs, specifically student character development. Character development focuses on nurturing students' personalities and instilling noble values that align with the principles of school life. This is implemented through various school activities. For example, students practice the "Smile, Greet, Salute, and Be Courteous" after prayer.

Another key program is student self-development, which is facilitated through extracurricular activities. These extracurricular programs offer structured opportunities for students to practice discipline and cultivate disciplined character. One such activity that plays a role in character building is the Islamic Spiritual Group (Rohani Islam or Rohis). Through this program, students are expected to be guided back toward noble character.

However, there are several obstacles to implementing character-based discipline. These include the diversity among students, some of whom lack discipline or awareness of their environment for instance, disobeying traffic rules, littering, showing apathy,

neglecting assigned duties such as classroom cleaning, failing to complete tasks given by teachers, leaving class before the bell rings, behaving inefficiently, ignoring school regulations, or frequently engaging in conflicts in the school hall. Such behaviours often arise when students interact with hostile environments, which can shape poor character traits.

On the other hand, when students engage in a positive environment, their discipline improves. Undisciplined students often learn through the consequences imposed by the school principal. For example, students who arrive late are summoned by the principal and given a form of punishment. These disciplinary actions aim to make students aware of their mistakes and discourage repeated offences.

c. The role of the principal as a supervisor at Bina Siswa Private Junior High School

As a supervisor, the principal increases supervision and control over teachers, students and other personnel. One form of supervision carried out by the principal is conducting class visits. Research conducted by Khotimah said that the principal's ability to carry out his role as a supervisor can help students become more active learners and improve academic achievement (Khatimah et al., 2021). The principal's policy in dealing with undisciplined students includes conducting home visits. These visits aim to understand the students' backgrounds and provide direct correction at their homes. By meeting directly with the students' families, the principal can support the development of student discipline more effectively. Student discipline can be successfully established through consistent activities, which will yield positive results in the future. A school will progress further if the principal can establish clear disciplinary policies among students, teachers, and all school members to achieve overall school success.

2. Discipline Impact at Swasta Bina Middle School Students

Student discipline is the result of interactions between various elements in their surroundings. Discipline is also a cycle shaped by several contributing factors, including domestic and local traffic factors, and factors within the school itself. Another important aspect in forming discipline involves two categories: internal and external factors. Internal factors refer to elements within the individual, such as physical and psychological resilience. External factors include family, school, and broader social and community influences. While schools serve as primary education centres, they can also present challenges in enforcing discipline. Disciplinary habits should be instilled from an early age. When discipline is introduced early in life, it becomes an integral part of character formation in school. Internal discipline encourages students to positively engage in real-life learning practices at school, doing what is right and just, while rejecting negative thinking.

Students can adapt to their surroundings through discipline, creating inner balance in their social relationships. The development of student discipline is supported by enforcing various rules designed to foster their personal and social growth optimally. Schools facilitate the development of disciplined behaviour by accommodating differences in students' characteristics, including any special conditions they may have. Furthermore, students are encouraged to elevate their behavioural standards as part of the character-building process. It is essential for students to recognize, understand, and comply with all school rules, as these are created for their own well-being and future success.

Orderly communication has become an important instrument in an educational institution. (Sofiati & Pratikno, 2024), including in junior high schools and student groups. Orderly communication creates a familiar social atmosphere among all school members, including teachers, staff, and students, and carries out daily activities. Balpalk Supralpto explains the validity of orderly regulations in schools: "The guidelines for orderly regulations are prepared in a plenary meeting, which is prepared by all elements in the school, such as teachers, principals in the school principal's office, and students, to review the regulations that still need to be implemented. Implemented, which needs to be strengthened and which needs to be eliminated.

The rules of conduct for junior high school students are as follows: when students are confused, several central points are enforced by traffic jams: 1) Attendance: Students must attend meetings and be present in person for registration. If absent, students must provide an apparent reason. Recurring late delays always result in recurrent delays due to school procedures. 2) Palkalialn Seralgalm: Seralgalm must be known to ralpi following the applicable provisions, including traffic attributes such as dalsi, sepaltu, in penalilaln. 3) Student Behaviour: Students are discouraged from always behaving politely, respecting teachers and their friends, and avoiding behaviour that could be detrimental to themselves and others.

Implementing strict discipline in the learning environment has positive and negative impacts. On the positive side, discipline helps build quality student character, such as responsibility, integrity and commitment in life and professional work. It creates a more conducive, focused and productive learning environment, as every student is encouraged to study seriously. However, on the negative side, the high level of discipline may cause pressure and stress for some students, so a more personalised educational approach is needed to maintain their mental health. In addition, the use of digital alternatives as part of the learning process also has the potential to cause distractions and dependencies that can reduce students' motivation to learn.

Most students feel that discipline is essential in their education. Even though there are many problems, most have very low values in the discipline of digital definition, focusing more on the discipline of students at school. The aim of discipline in the school is to create a natural environment, a comfortable environment for students and an active learning environment. Discipline is essential in the educational process, meaning schools must have a tradition that must be followed and applied by every teacher and student in the entire school environment. An example of a student's discipline is always being on time and walking. The architecture that students, teachers and administrators enforce becomes the basis for school discipline. Discipline in schools must be implemented so that learning in schools is carried out according to the vision and mission of the school. Students must go through various methods in an orderly manner at school for further changes. Restoring student discipline in the school environment is an internal educational process. The job of teachers at school is not just to carry out education, but also to train students to achieve optimal development. This change has more to do with the student aspect, including establishing students' disciplinary characteristics at home, school, or even at home.

Discipline positively affects students, but many still pay less attention to discipline. Student discipline is a part of the safety of the school. The hall can be seen from the many irregularities in the school's orderly behaviour that students carry out, such as the number of students who come late to school, often play truant, disrupt the school's orderliness, and cause problems with students' traffic. In general, students have not implemented the school regulations as provided by the provisions in force at school. However, many students' behaviour lacks discipline when dealing with school regulations. For this reason, students need to be internally disciplined.

D. CONCLUSION

The principal at Swasta Bina Junior High School plays a crucial role in shaping student discipline. As a manager, the principal establishes and enforces school rules that promote positive behaviour and prevent negative actions, creating a conducive learning environment. As a leader, the principal sets an example by being punctual and organising programs to improve student behaviour, such as extracurricular activities and character-building initiatives like the "Smile, Greet, Salute, and Be Courteous" movement. As a supervisor, the principal conducts classroom observations and home visits to ensure consistent discipline and monitor student development. These efforts are vital for the school's success.

Internal and external factors, including family, school, and the community environment, influence student discipline at Swasta Bina Junior High School. Discipline instilled from an early age helps shape positive character traits such as responsibility and integrity. Discipline is developed by implementing rules that support students' personal and social growth. Although discipline contributes positively to creating a productive learning environment, strict discipline may also cause pressure and stress for some students, which calls for a more personalised educational approach. Additionally, using digital alternatives in learning can lead to distractions and dependency, ultimately reducing students' motivation to learn.

AUTHOR CONTRIBUTIONS

Author 1	:	Designed and developed the theoretical framework of the research, conducted field data collection, and performed initial analysis of the interview and observation results.
Author 2	:	Designed the research instruments, analysed the data, and drafted the discussion section.
Author 3	:	Developed the research methodology and validated the data obtained, edited and refined the research manuscript, and contributed to the conclusion section.

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