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## PRINCIPAL MANAGERIAL LEADERSHIP AND TEACHER DISCIPLINE GOVERNANCE: A COMPARATIVE STUDY OF ISLAMIC AND PUBLIC PRIMARY SCHOOLS

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### Abstract

This study aims to examine the managerial leadership of school principals in enforcing teacher discipline at Islamic and public primary schools. Using a qualitative descriptive-comparative approach, this study was conducted at MIS Al-Hidayah and SDN Kampung Bulak 02 in South Tangerang. The participants consisted of 12 informants, including principals, vice principals, school committee members, and teachers selected through purposive sampling. Data were collected through in-depth interviews, observation, and document analysis, and were analyzed using Miles and Huberman's interactive model through data collection, data reduction, data display, and conclusion drawing. The findings show that the principals performed seven interrelated managerial roles: evaluator, manager, administrator, supervisor, leader, innovator, and motivator. Both principals demonstrated exemplary leadership as the main basis for building teachers' collective awareness of discipline. However, MIS Al-Hidayah showed a more structured discipline governance system through fingerprint attendance, weekly and monthly evaluations, integrity pacts, and direct follow-up mechanisms. In contrast, SDN Kampung Bulak 02 relied more on personal communication, collaborative discussion, manual attendance records, and direct reprimands. The study concludes that teacher discipline enforcement becomes more sustainable when exemplary leadership is supported by accurate administrative data, routine evaluation, systematic supervision, and technology-based monitoring. These findings contribute to educational leadership and school management studies by integrating leadership influence, managerial functions, and discipline governance in the context of Indonesian primary education.

**Keywords:** principal managerial leadership, teacher discipline, discipline governance, primary school, school management, fingerprint attendance

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## INTRODUCTION

Education is expected to serve as a strategic foundation for improving human quality, strengthening social mobility, and supporting national development. Through education, individuals are able to move beyond ignorance and its consequences, including poverty, powerlessness, vulnerability to deception, and limited ways of thinking. The higher the level of education attained, the broader one's knowledge, perspective, and opportunity for better careers, employment, and social standing become (Dina, Cahyanto, & Putri, 2026). Therefore, education has an important role in improving the quality of human resources and supporting national progress. In the school context, however, educational quality is not determined only by curriculum, facilities, or learning materials. It is also shaped by the ability of school leaders to manage human resources, maintain institutional discipline, and ensure that learning activities run consistently.

In Indonesia, education administration is managed by several ministries, including the Ministry of Primary and Secondary Education, the Ministry of Religious Affairs, and other related institutions. The administration of education is directed toward the national goal of enlightening the life of the nation. As a developing country, Indonesia continues to improve its education system so that it can respond to social change and compete with other nations. The National Education System, as stipulated in Law No. 20 of 2003, affirms that education aims to develop citizens who are faithful, pious, noble in character, healthy, knowledgeable, competent, creative, independent, democratic, and responsible (Munirah, 2024). This vision requires the integration of various educational components, including the school environment, facilities, infrastructure, human resources, and community participation. In this context, the principal occupies a central position because the success of school governance depends greatly on how leadership is translated into daily managerial practice.

One of the key factors in achieving national educational goals is the role of the school principal in organizing the school to create a high-quality learning process. The school principal is not only the formal leader of an educational institution, but also the person responsible for ensuring that teachers perform their professional duties in an orderly and accountable manner. This role is emphasized in the Ministry of Education Regulation No. 13 of 2007, which outlines five core competencies of school principals: personal, managerial, entrepreneurial, supervisory, and social. Through these competencies, principals are expected to plan, organize, lead, supervise, and develop teaching and non-teaching staff. Thus, the principal's responsibility is not limited to administrative coordination; it also includes building a disciplined work culture, strengthening teacher commitment, and ensuring that school regulations are implemented consistently.

In practice, this ideal condition is not always easy to achieve. The quality of education in Indonesia still faces various challenges, particularly in relation to students' conceptual understanding and teachers' professionalism. Conceptual understanding refers to students'

ability to comprehend and explain subject matter using their own words (Sholehuddin & Fiolanisa, 2024). Meanwhile, teacher professionalism refers to teachers' ability to perform their duties optimally, including mastery of subject matter and pedagogy, the ability to guide and assess students, polite and responsible behavior, and commitment to professional development (Oviyanti, Astuti, & Yussof, 2025). Teacher professionalism, however, is not only reflected in pedagogical competence. It is also visible in attendance, punctuality, classroom responsibility, compliance with school rules, and consistency in carrying out learning activities.

Many teachers are not yet fully able to carry out their core duties, such as designing lessons, managing classrooms, evaluating student learning outcomes, and mentoring students. Teachers are individuals who transfer knowledge in accordance with their areas of expertise. A person is recognized as a teacher when they possess the required academic qualifications and competencies, usually obtained through formal teacher education (Wiyarti, Supandi, & Nurkolis, 2026). One factor that contributes to weak implementation of teachers' professional duties is the lack of discipline, especially in attendance, punctuality, and adherence to school regulations. Discipline is essential because the learning process depends on teachers' consistent presence and responsibility in the classroom. In addition, teachers play an important role in increasing students' learning motivation through various learning approaches (Dewi, Iswan, & Sholehuddin, 2025). When teachers arrive late, leave classes without clear reasons, or do not follow school regulations, the learning process becomes disrupted and the school's disciplinary culture becomes weaker.

The principal's role is therefore crucial. The principal functions not only as an administrative manager, but also as a leader who sets an example, provides guidance, supervises teachers, and fosters discipline. As a school leader, the principal is responsible for ensuring the implementation of effective learning processes both inside and outside the classroom (Zaytun & Irawan, 2025). The principal's success in empowering teachers and educational staff has a direct bearing on the quality of education. For this reason, principals are expected to become role models in discipline so that teachers develop collective awareness to obey the rules that have been agreed upon (Samili, Saibi, Ibrahim, Adjam, & Hasim, 2022). In this sense, discipline enforcement is not simply a matter of giving sanctions. It is a managerial process that involves evaluation, supervision, administrative control, motivation, innovation, and exemplary leadership.

From an Islamic perspective, educational leadership also receives serious attention. Allah SWT states in Surah An-Nisa' verse 59 about the importance of obedience to Allah, the Messenger, and ulil amri, or leaders. This verse implies that leaders bear responsibility for maintaining order and discipline in the community, including within educational institutions (Sarnoto & Rahmawati, 2022). Thus, the school principal, as a leader within the school environment, is expected to first demonstrate discipline before requiring it from teachers and students. In Islamic educational institutions, discipline enforcement is therefore not merely

procedural. It also has an ethical dimension because the principal's moral example becomes an important source of legitimacy in leading teachers.

Previous studies have shown that principal leadership is closely related to teacher performance, school climate, and instructional quality. Hallinger (2011) explains that leadership for learning contributes to school improvement through a focus on values, learning, context, and shared leadership. Liebowitz and Porter (2019) found that principal behavior influences student, teacher, and school outcomes through various leadership strategies. Sebastian and Allensworth (2012) also show that principal leadership affects classroom instruction and student learning through organizational factors such as professional capacity, school climate, and coherence of school programs. Furthermore, Day, Gu, and Sammons (2016) argue that successful school leaders combine transformational and instructional leadership strategies to improve school outcomes. These studies indicate that principal leadership is an important factor in creating effective schools, including in shaping teachers' professional behavior and discipline.

Other studies also underline the importance of monitoring, supervision, and teacher attendance in school effectiveness. Clotfelter, Ladd, and Vigdor (2009) show that teacher absence is not a minor administrative issue because it can affect instructional continuity and student learning opportunities. Grissom, Loeb, and Master (2013) found that principals' instructional activities, such as teacher coaching, evaluation, classroom observation, and instructional program development, are associated with school effectiveness. Meanwhile, studies on professional learning communities indicate that principal leadership can strengthen teacher commitment, trust, and collaborative professional culture (Yin & Zheng, 2018; To, Yin, Tam, & Keung, 2023). These findings suggest that teacher discipline should be understood as part of a broader school management system, not merely as individual compliance with rules.

Although several studies have examined the role of school principals in enforcing discipline, research that specifically compares the managerial roles of principals in two different types of primary education institutions remains limited. In particular, studies comparing a private Madrasah Ibtidaiyah and a public elementary school within the same regional context are still rarely found. Most previous studies tend to examine principal leadership, teacher performance, or discipline in a single school context. They have not sufficiently explained how different institutional structures may shape the way principals enforce teacher discipline. In addition, the role of administrative infrastructure, especially technology-based attendance systems such as fingerprint attendance, has not been widely discussed as an important factor in discipline governance at the primary school level.

Based on this gap, this study offers three main points of novelty. First, it uses a descriptive-comparative approach by comparing two structurally different primary education institutions, namely MIS Al-Hidayah as a private Islamic madrasah and SDN Kampung Bulak 02 as a public elementary school in South Tangerang. Second, it analyzes the principal's managerial role through seven interrelated roles: evaluator, manager, administrator, supervisor,

leader, innovator, and motivator. Third, it positions attendance-monitoring technology, particularly fingerprint attendance, as an analytical aspect in understanding the effectiveness of teacher discipline governance. Through this approach, the study does not only describe what principals do, but also explains how different managerial practices influence the consistency of discipline enforcement in different school contexts.

Theoretically, this study is grounded in Bush's educational leadership theory and Terry's management functions. Bush (2020) identifies three important elements of effective school leadership: leadership as influence, leadership and values, and leadership and vision. Leadership as influence refers to the principal's ability to motivate and influence teachers, staff, students, and parents toward shared educational goals. Leadership and values emphasize that the principal's decisions and actions should be based on strong moral and ethical principles. Leadership and vision refer to the principal's ability to imagine, communicate, and realize a better future for the school. These three dimensions are relevant to teacher discipline because discipline is shaped not only by rules, but also by influence, shared values, and institutional vision.

In the context of educational management, school principals also perform human resource functions, including recruitment, development, performance evaluation, and mentoring of teaching staff. Effective human resource management in schools does not focus only on administrative matters, but also on continuous efforts to improve teacher quality and competence (Azzahra & Nukman, 2024). Terry states that management functions include planning, organizing, directing, and controlling, all of which are relevant to the principal's duties in managing school resources. Therefore, the principal's managerial capability becomes an important foundation for effective school governance, including discipline enforcement (Terry, 2021). In this study, the roles of evaluator and supervisor are related to the controlling function; the roles of manager and administrator are related to planning and organizing; the roles of leader and motivator reflect directing and influencing; while the role of innovator represents the principal's vision in developing a more systematic and technology-supported discipline system.

Based on this background, this study aims to describe the managerial role of school principals in enforcing discipline and managing teacher performance at MIS Al-Hidayah and SDN Kampung Bulak 02 in South Tangerang. More specifically, this study seeks to examine: first, how school principals perform their roles as evaluators, managers, administrators, supervisors, leaders, innovators, and motivators in enforcing teacher discipline; second, how discipline enforcement differs between MIS Al-Hidayah and SDN Kampung Bulak 02; and third, what managerial factors support or hinder the consistency of teacher discipline enforcement in both schools.

This study is expected to provide theoretical and practical contributions to the field of educational management. Theoretically, it contributes to the discussion of educational leadership by integrating leadership theory, management functions, and discipline governance

in the context of Indonesian primary schools. Practically, the findings are expected to provide insights for school principals, education offices, and madrasah stakeholders in strengthening routine evaluation, improving attendance-monitoring systems, developing exemplary leadership, and building a sustainable culture of teacher discipline.

## **METHOD**

This study employed a qualitative descriptive-comparative approach to examine the managerial roles of school principals in enforcing teacher discipline at MIS Al-Hidayah and SDN Kampung Bulak 02. The research instruments consisted of an interview guide, observation sheet, document review checklist, and field notes. The participants were selected using purposive sampling and consisted of 12 informants: two principals, two vice principals, two school committee members, and six teachers from both schools.

Data were collected through in-depth interviews, observation, and document analysis. The interviews explored the principal's roles as evaluator, manager, administrator, supervisor, leader, innovator, and motivator. Observations focused on teacher attendance, punctuality, supervision practices, classroom monitoring, and school discipline culture. Document analysis examined attendance records, supervision notes, evaluation reports, school regulations, meeting minutes, and integrity pacts.

Data were analyzed using Miles and Huberman's interactive model, consisting of data collection, data reduction, data display, and conclusion drawing/verification. The data were coded thematically based on the seven managerial roles of the principal and then compared across the two schools. Data validity was ensured through source triangulation and methodological triangulation by comparing information from different participants and different data collection techniques.

## **RESULTS**

The findings of this study show that the principals of MIS Al-Hidayah and SDN Kampung Bulak 02 performed seven interrelated managerial roles in enforcing teacher discipline: evaluator, manager, administrator, supervisor, leader, innovator, and motivator. These roles were identified through in-depth interviews, observation, and document analysis, and were analyzed thematically based on the focus of the study. The findings indicate that both principals had a similar commitment to building teacher discipline, although they differed in the degree of systematization, administrative support, evaluation frequency, and use of technology.

At MIS Al-Hidayah, discipline enforcement was supported by more structured mechanisms, including weekly and monthly evaluations, fingerprint-based attendance records, integrity pacts, classroom supervision, and personal guidance. At SDN Kampung Bulak 02, discipline enforcement relied more on personal communication, collaborative discussion, direct reprimands, manual attendance records, and reward-and-punishment practices. This difference

indicates that teacher discipline is shaped not only by the principal’s personal leadership, but also by the availability of administrative systems that support monitoring, evaluation, and follow-up.

This finding is consistent with previous studies showing that principal leadership influences teacher behavior, school climate, and instructional quality. Hallinger (2011) explains that leadership for learning contributes to school improvement through values, learning focus, context, and shared leadership. Liebowitz and Porter (2019) also emphasize that principal behavior affects teacher and school outcomes through various leadership practices. In this study, such influence was reflected in the principals’ ability to shape teacher discipline through example, monitoring, evaluation, supervision, innovation, and motivation.

**Table 1.** Mapping of the Principal’s Managerial Roles in Enforcing Teacher Discipline

No.	Role	MIS Al-Hidayah	SDN Kampung Bulak 02	Interpretation
1	Evaluator	Weekly and monthly evaluations based on personal notes and administrative data	Monthly, semester, and annual evaluations based on manual attendance records	MIS Al-Hidayah shows stronger continuity in evaluation, while SDN Kampung Bulak 02 applies evaluation less frequently
2	Manager	Integrity pact, sanctions, structured planning, and formal accountability	Collaborative discussion on lesson planning and learning resources	MIS emphasizes formal accountability, while SDN emphasizes collaborative management
3	Administrator	Fingerprint attendance system with more accurate attendance data	Manual attendance records that depend on direct verification	The attendance system becomes a key difference in discipline monitoring
4	Supervisor	Classroom spot checks, direct dialogue with students, and follow-up in routine meetings	Classroom visits and attendance monitoring	MIS links supervision findings more directly to evaluation forums
5	Leader	Principal arrives earlier, monitors classrooms, and provides direct guidance	Principal arrives earlier and personally asks late teachers about their reasons	Both principals use exemplary behavior as the main basis of discipline enforcement
6	Innovator	Fingerprint technology as an attendance-monitoring innovation	Limited use of digital communication without a structured monitoring system	MIS has a more system-based innovation, while SDN still uses

No.	Role	MIS Al-Hidayah	SDN Kampung Bulak 02	Interpretation
7	Motivator	Personal approach and encouragement through exemplary conduct	Exemplary conduct, career development opportunities, and reward-and-punishment	incidental digital monitoring Both schools use motivation, but MIS relies more on personal-example-based motivation, while SDN combines example and external reinforcement

### Principal as Evaluator

As evaluators, the principals at both schools conducted evaluations of teacher discipline, particularly related to attendance, punctuality, classroom responsibility, and compliance with school regulations. However, the frequency and structure of evaluation differed between the two schools. At MIS Al-Hidayah, evaluation was conducted weekly and monthly. The principal used personal notes and administrative records as the basis for evaluating teacher discipline. This was confirmed by the principal of MIS Al-Hidayah, who stated:

*“We always conduct disciplinary evaluations of all teachers at MIS Al-Hidayah regularly, weekly for personal records, followed by monthly reviews covering comprehensive records, including data from my personal notes as principal and data from the administrative office managing attendance.”*

At SDN Kampung Bulak 02, evaluation was conducted monthly, at the beginning of each semester, and annually. Teacher attendance was discussed based on manual attendance sheets signed by teachers. Although this evaluation was useful, the data from interviews and observations indicated that the follow-up process was less immediate because attendance data still depended on manual verification.

This difference suggests that evaluation frequency affects the consistency of discipline monitoring. MIS Al-Hidayah’s weekly and monthly evaluation system allowed the principal to detect and respond to disciplinary issues more quickly. By contrast, the less frequent evaluation pattern at SDN Kampung Bulak 02 made disciplinary follow-up more dependent on the principal’s physical presence and situational judgment. Grissom, Loeb, and Master (2013) argue that principal activities such as teacher evaluation, coaching, and instructional program development are associated with school effectiveness. In this study, regular evaluation became an important mechanism for maintaining teacher discipline and preventing repeated violations.

From the perspective of Terry’s management functions, evaluation reflects the controlling function because it enables the principal to compare expected behavior with actual teacher performance. Through routine evaluation, the principal does not merely record

violations, but also creates a mechanism for correction, feedback, and professional accountability (Terry, 2021). This also supports Bush's concept of leadership as influence, because evaluation communicates institutional expectations and reinforces discipline as a shared school standard (Bush, 2020).

### **Principal as Manager**

As managers, both principals were responsible for ensuring that teachers carried out learning activities according to school expectations. The findings show that the two principals used different managerial approaches. At MIS Al-Hidayah, the principal emphasized structured planning and formal accountability through an integrity pact. Teachers were expected to maintain the continuity of learning, and sanctions could be applied when they failed to fulfill their duties without clear reasons.

At SDN Kampung Bulak 02, the principal applied a more collaborative approach. The principal discussed lesson planning, classroom needs, learning resources, and obstacles faced by teachers. When teachers needed certain facilities or resources to support instruction, the principal tried to allocate school funds to address those needs. This shows that discipline enforcement at SDN Kampung Bulak 02 was not only carried out through control, but also through support and problem-solving.

The comparison shows two different models of managerial accountability. MIS Al-Hidayah represents a formal accountability model, while SDN Kampung Bulak 02 represents a collaborative management model. Both approaches are important, but their effectiveness depends on consistency. Formal mechanisms such as integrity pacts can strengthen clarity of responsibility, while collaborative discussion can build teacher participation and reduce resistance. Yin and Zheng (2018) found that leadership practices and faculty trust contribute to the development of professional learning communities. This finding is relevant because discipline enforcement will be stronger when formal rules are accompanied by trust and professional collaboration.

Thus, the principal's role as manager should not be understood only as enforcing compliance. It also includes organizing work expectations, providing support, solving instructional problems, and ensuring that teachers can carry out their professional duties responsibly. This aligns with the idea that effective school management requires planning, organizing, directing, and controlling school resources to achieve institutional goals (Terry, 2021).

### **Principal as Administrator**

The administrator role emerged as the clearest difference between MIS Al-Hidayah and SDN Kampung Bulak 02. At MIS Al-Hidayah, teacher attendance was monitored through a fingerprint attendance system. This system automatically recorded teachers' arrival times and reduced the possibility of attendance manipulation. The principal could use attendance data as a basis for reprimands, weekly evaluations, and monthly discipline reviews.

At SDN Kampung Bulak 02, attendance was still recorded manually through daily signature sheets. Based on observation, the manual attendance sheets were not always verified directly by the principal, especially when the principal had external duties. This created a risk of inaccurate attendance records and delayed corrective action. As a result, discipline monitoring became more dependent on direct observation and less supported by objective administrative data.

This finding indicates that administrative infrastructure plays a significant role in discipline governance. Teacher attendance is not simply a clerical matter; it is connected to instructional continuity and school accountability. Clotfelter, Ladd, and Vigdor (2009) show that teacher absence can affect learning opportunities and should be treated as an important issue in school management. In the context of this study, the fingerprint attendance system at MIS Al-Hidayah helped the principal monitor teacher discipline more accurately, while the manual system at SDN Kampung Bulak 02 limited the principal's ability to respond quickly.

Therefore, the difference between fingerprint and manual attendance systems reflects more than a technological gap. It reflects a difference in institutional capacity to produce reliable data, support timely decision-making, and maintain consistent discipline enforcement. This finding supports the view that administrative accuracy is an important part of effective school governance and teacher performance monitoring (Zachary & Fathoni, 2024).

### **Principal as Supervisor**

As supervisors, both principals monitored teachers' punctuality, classroom presence, classroom order, and the implementation of learning activities. At MIS Al-Hidayah, supervision was carried out through unannounced classroom visits. The principal did not only observe from outside the classroom, but also interacted with students to understand whether teachers arrived on time and whether the learning process ran properly. These supervision results were later discussed in weekly and monthly evaluation meetings.

At SDN Kampung Bulak 02, supervision was conducted through classroom visits and daily attendance monitoring. The principal observed teacher punctuality, classroom discipline, and dismissal time. Supervision results were also used as considerations for teacher development and career guidance. However, compared to MIS Al-Hidayah, the follow-up mechanism was less structured because supervision findings were not always directly connected to routine evaluation forums.

This finding shows that supervision becomes more effective when it is linked to follow-up. Classroom visits without systematic feedback may only function as routine monitoring. By contrast, supervision that is followed by evaluation, guidance, and corrective action can strengthen teacher discipline. Grissom et al. (2013) emphasize that instructional leadership activities such as coaching, evaluation, and instructional program development are important

aspects of effective school leadership. In this study, supervision was meaningful because it provided the principal with concrete information about teacher behavior in the classroom.

The findings also confirm that teacher discipline has an instructional dimension. When teachers arrive late or leave the classroom without clear reasons, the learning process is disrupted, and students may imitate undisciplined behavior. This supports Fitriyati, Sulistiani, and Zakaria's (2021) finding that teachers' lack of discipline can weaken students' learning habits and classroom order. Therefore, supervision should not stop at monitoring; it must be followed by feedback, guidance, and corrective action.

### **Principal as Leader**

The leader role appeared as the most visible and influential role in both schools. The principals of MIS Al-Hidayah and SDN Kampung Bulak 02 consistently arrived earlier than teachers. This behavior was not only symbolic, but also functioned as a practical strategy for monitoring school readiness, classroom conditions, and teacher attendance.

At MIS Al-Hidayah, the principal used the time before teachers arrived to check classroom readiness and record which teachers arrived on time. At SDN Kampung Bulak 02, the principal personally approached late teachers and asked about the reasons for their tardiness. This approach reflected a more humanistic style of discipline enforcement because the principal did not immediately humiliate or punish teachers, but first opened communication and sought to understand the situation.

The findings show that exemplary leadership became the strongest moral basis for discipline enforcement. Rules and attendance systems are important, but teachers were more likely to accept discipline enforcement when the principal first demonstrated the expected behavior. This is consistent with Liebowitz and Porter's (2019) meta-analysis, which shows that principal behavior is related to teacher and school outcomes. It also aligns with Hallinger's (2011) concept of leadership for learning, which emphasizes values, leadership focus, and context.

Thus, the principal's example became a managerial instrument. The principal's early arrival, consistent presence, and direct communication created a work culture in which discipline was not merely demanded but demonstrated. In this study, leadership by example became the connecting element that strengthened the other six roles. This finding is also in line with Bush's view that leadership operates through influence, values, and vision rather than through formal authority alone (Bush, 2020).

### **Principal as Innovator**

The role of innovator was most clearly seen in the use of attendance-monitoring technology. At MIS Al-Hidayah, the fingerprint attendance system represented a concrete innovation in discipline management. The system changed attendance monitoring from a trust-based manual practice into a data-based administrative process. Because the data were recorded

automatically, the principal could monitor attendance more objectively and use it as evidence in evaluations.

At SDN Kampung Bulak 02, the principal had used digital communication to monitor teacher performance when direct presence was not possible. However, this use of technology was still incidental and had not become an integrated monitoring system. Communication through messages or phone calls helped the principal maintain contact with teachers, but it did not produce systematic attendance data that could be used for long-term evaluation.

This innovation gap affected the consistency of discipline enforcement. MIS Al-Hidayah had more reliable data for monitoring and follow-up, while SDN Kampung Bulak 02 still relied on situational observation and manual attendance records. In management terms, innovation is meaningful when it is integrated into the school's monitoring and decision-making system. Technology does not replace leadership, but it can strengthen the principal's capacity to manage discipline more fairly, accurately, and consistently (Terry, 2021).

The findings suggest that innovation in school discipline should not be understood merely as adopting digital tools. More importantly, innovation must support accountability, data accuracy, timely feedback, and better follow-up. In this regard, MIS Al-Hidayah showed a stronger move toward system-based governance, while SDN Kampung Bulak 02 still relied more on person-dependent monitoring. This reflects Bush's idea of leadership and vision, where school leaders are expected to develop institutional mechanisms that support long-term improvement (Bush, 2020).

### **Principal as Motivator**

As motivators, both principals encouraged teachers to maintain discipline, but they used different approaches. At MIS Al-Hidayah, motivation was built through personal guidance and exemplary behavior. The principal approached teachers individually, provided direction, and showed discipline through consistent presence at school. This approach encouraged teachers to view discipline not as a burden, but as a shared professional value.

At SDN Kampung Bulak 02, motivation was built through exemplary behavior, career development opportunities, and reward-and-punishment practices. Teachers who showed good performance and discipline were given opportunities for professional development, while teachers who violated discipline received direct reprimands. Although formal sanctions were not always applied, the reward-and-punishment approach provided an external mechanism to encourage compliance.

The comparison shows that motivation based on example tends to build internal awareness, while reward-and-punishment can strengthen short-term compliance. However, reward-and-punishment needs consistent implementation so that teachers do not perceive it as situational. To, Yin, Tam, and Keung (2023) show that principal leadership practices are related to teacher commitment through professional learning communities. This supports the finding

that motivation becomes more sustainable when teachers feel supported, recognized, and involved in a professional school culture.

Therefore, effective motivation in discipline enforcement should combine personal example, professional support, recognition, and consistent consequences. In both schools, motivation was not merely verbal encouragement; it was embedded in daily leadership practices. This finding supports the view that teacher discipline is more sustainable when it is built through internal awareness, institutional values, and consistent managerial support (Bush, 2020; Terry, 2021).

### **Cross-Case Discussion**

The comparison between MIS Al-Hidayah and SDN Kampung Bulak 02 reveals three important patterns. First, both schools relied on principal exemplary behavior as the moral foundation of teacher discipline. The principals' habit of arriving earlier than teachers created a visible standard of discipline. This finding confirms that leadership influence is crucial in shaping teachers' work culture.

Second, MIS Al-Hidayah had stronger systematization in discipline enforcement. Weekly and monthly evaluations, fingerprint attendance, integrity pacts, and direct follow-up created a more structured discipline system. Meanwhile, SDN Kampung Bulak 02 relied more on personal communication, collaborative discussion, manual attendance, and direct reprimands. This approach was more relational but less supported by reliable administrative data.

Third, the main obstacle in discipline enforcement was not only teacher behavior, but also the consistency of the monitoring system. At SDN Kampung Bulak 02, manual attendance records and less frequent evaluations limited the principal's ability to respond quickly to violations. At MIS Al-Hidayah, the fingerprint system and routine evaluations helped the principal maintain more continuous control. This shows that discipline enforcement requires the integration of leadership, administrative data, supervision, and follow-up mechanisms.

Overall, the findings demonstrate that the seven managerial roles of the principal are not separate functions. They operate as an integrated system. The evaluator role provides feedback; the manager role organizes accountability; the administrator role records and controls data; the supervisor role monitors classroom practice; the leader role provides example; the innovator role strengthens the system; and the motivator role builds teacher commitment. When these roles are carried out consistently, teacher discipline becomes more sustainable.

### **Theoretical Interpretation**

The findings support Bush's three dimensions of educational leadership: leadership as influence, leadership and values, and leadership and vision (Bush, 2020). Leadership as influence was reflected in the principals' exemplary behavior and personal communication with teachers. Leadership and values were reflected in the integrity pact, discipline expectations, and the moral

responsibility of principals to become role models. Leadership and vision were reflected in the use of fingerprint attendance technology at MIS Al-Hidayah as an effort to build a more systematic and accountable discipline system.

The findings also support Terry's management functions of planning, organizing, directing, and controlling (Terry, 2021). Planning and organizing appeared in the principal's role as manager and administrator. Directing appeared in the roles of leader and motivator. Controlling appeared in the roles of evaluator and supervisor. The innovator role connected these functions by introducing a more system-based mechanism for monitoring teacher discipline.

Thus, effective discipline enforcement depends on the integration of leadership and management. Leadership provides influence, values, and example, while management provides structure, procedures, data, and follow-up. Without leadership, discipline may become merely procedural. Without management, discipline may depend too much on personal charisma and become difficult to sustain.

## DISCUSSION

This discussion explains how prospective Madrasah Ibtidaiyah (MI) teachers understand and integrate Artificial Intelligence (AI) in microteaching based on the TPACK framework. This framework is used to examine the interaction between technological knowledge, pedagogical knowledge, and content knowledge in modern instructional practices. The findings indicate that students' initial understanding of AI remains low. Although they are familiar with several platforms such as ChatGPT and Edcafe, their understanding is limited to basic functions, resulting in underdeveloped Technological Knowledge (TK). This condition affects their ability to develop Technological Pedagogical Knowledge (TPK) and Technological Content Knowledge (TCK), which is consistent with the findings of Zawacki-Richter et al., (2019) regarding the limited ability of prospective teachers to connect technology with learning contexts.

This research also shows that Edcafe not only functions as a technical tool to produce lesson plans, slides, and quizzes, but also as a pedagogical scaffold that helps students organize learning tools more systematically and efficiently. These findings are important because they show that AI can help reduce procedural burden, giving students more room to think about alignment of learning objectives, activities, and assessments. In this case, the integration of AI in microteaching can be understood in line with the development of ethnomathematics-based e-modules that emphasize the importance of digital media designed according to the needs and characteristics of learners (Suryaningsih & Putriyani, 2022). Although the contexts are different, they show that technology will have educational value when it not only delivers efficiency, but also supports more purposeful, contextual, and relevant learning designs for learners.

The development of TPACK in this study seems to take place gradually through three phases of microteaching, namely planning, implementation, and evaluation. In the planning stage, students use Edcafe to compile lesson plans, make presentations, and design AI-based quizzes. At the implementation stage, TPACK integration is increasingly visible through the use of platforms such as Educaplay and Gimkit that encourage student engagement. Meanwhile, at the evaluation stage, AI Quiz Maker helps students prepare formative assessments with automated feedback. This pattern shows that AI does not stop at its role as a technical tool, but begins to enter pedagogical and evaluative territory. This finding can be strengthened by an inquiry-based learning study that emphasizes that the quality of learning increases when prospective teachers and students are actively involved in the learning process, rather than just passively receiving material (Suryaningsih & Ruslih, 2020). In other words, AI in microteaching becomes more meaningful when used to build participatory, reflective, and learner-centered learning.

These findings suggest that Edcafe did not merely function as a technical tool for producing lesson plans, slides, and quizzes, but also as a pedagogical scaffold that helped students organize instructional components more systematically and efficiently. In this sense, the platform reduced procedural burdens and provided more space for students to focus on aligning learning objectives, activities, and assessment. This interpretation is consistent with international evidence in higher education showing that AI can enhance teaching and learning through resource generation, assessment redesign, and instructional efficiency, while its real educational value depends on whether technology is integrated with sound pedagogical decision-making rather than used only for automation. Lee et al., (2024) found that generative AI was already being used by higher education staff for teaching and assessment, yet many still required clearer institutional support and guidance for best practice. Similarly, Schmidt et al., (2025) reported that although students and lecturers recognized AI's potential to improve teaching and learning, major concerns remained regarding reliability, ethical use, curriculum integration, and over-reliance. In the present study, this helps explain why Edcafe was effective in strengthening students' technological engagement during lesson planning, but did not automatically ensure deep pedagogical integration. From a TPACK perspective, Edcafe appears to strengthen Technological Knowledge (TK) first; however, its deeper contribution depends on the extent to which that technological competence is transformed into Technological Pedagogical Knowledge (TPK) and Technological Content Knowledge (TCK), so that AI is used not only to make teaching materials visually attractive and efficient, but also to support conceptually meaningful, pedagogically appropriate, and learner-centered instruction.

Nevertheless, microteaching activities encourage the gradual development of TPACK. During the planning stage, students used Edcafe to design lesson plans, create automated presentation slides, and generate AI-based quizzes. These activities demonstrate improvements in TK and TCK, as described by (Mishra & Koehler, 2006). Students began to connect

instructional content with technology and adjust learning media to the characteristics of MI students. During the implementation stage, TPACK integration became more evident through the use of platforms such as Educaplay and Gimkit. Gamification features increased student engagement and reflected students' ability to apply TPK by selecting appropriate pedagogical strategies integrated with technology, in line with (Angeli & Valanides, 2009). In the evaluation stage, students utilized AI Quiz Maker to develop adaptive formative assessments with automated feedback. This practice strengthened the development of TCK, as students were able to align assessment content with learners' needs and leverage AI to enrich the assessment process.

However, interview results reveal that students continue to face several challenges, including low technological literacy, limited pedagogical readiness, technical constraints such as device availability and internet connectivity, and psychological factors such as anxiety and lack of confidence in using technology. These challenges hinder the optimal development of TPACK as a whole. This finding is reinforced by recent evidence from the Indonesian higher education context showing that although AI is widely used as an academic assistance tool, a means of skill development, and a support for learning effectiveness, it also raises concerns related to excessive dependence, reduced critical engagement, and academic integrity. In contexts where AI adoption develops more rapidly than formal guidance and AI literacy initiatives, students often rely on informal practices and peer support rather than structured pedagogical direction. As a result, AI may improve efficiency, but it does not automatically strengthen deep learning unless its use is accompanied by self-regulated learning, ethical awareness, verification, reflection, and authorship. This perspective helps explain why, in the present study, the development of TPACK was beneficial yet not fully optimal across all participants (Rahiem, 2026). Nevertheless, the effectiveness analysis showed that the use of AI had a significant impact on improving teaching competence. The Wilcoxon test results ( $p = 0.003$ ) confirmed a significant improvement from pretest to posttest, indicating not only the strengthening of TK but also improvements in PK and CK. These findings support the theory proposed by Holmes & Porayska-Pomsta (2023), which suggests that AI can enrich pedagogical competence through adaptive learning resources and automated feedback.

From a practical perspective, these findings imply that AI integration in microteaching should not be limited to introducing digital tools, but should be systematically embedded in teacher education programs through structured training, guided practice, and reflective supervision. Lecturers in microteaching courses can use AI-based platforms to help prospective teachers design lesson plans, create interactive media, and develop formative assessments more efficiently. At the institutional level, teacher education programs should provide adequate infrastructure, stable internet access, and pedagogical mentoring to ensure that AI is used meaningfully rather than merely technically. In addition, workshops on AI literacy and ethics

are needed so that prospective teachers can use AI critically, responsibly, and contextually in elementary Islamic school settings.

Despite its contributions, this study has several limitations. First, the study was conducted in one institutional context only, namely the PGMI Program at UIN Jakarta, which may limit the generalizability of the findings to other teacher education contexts. Second, the qualitative phase involved a relatively small number of participants, which may not fully represent the diversity of experiences among prospective MI teachers. Third, the study focused primarily on microteaching practices and did not examine the long-term impact of AI integration on actual classroom teaching performance. In addition, some of the data relied on self-reported responses, which may have been influenced by participants' subjective perceptions.

Therefore, future research should involve a larger and more diverse sample drawn from multiple institutions to provide broader evidence regarding AI integration in teacher education. Further studies are also recommended to examine the long-term effects of AI-assisted microteaching on real teaching practice, pedagogical decision-making, and student learning outcomes. Experimental or longitudinal designs may provide deeper insight into how TPACK develops over time through AI-supported training. Future research may also explore specific models of AI-based pedagogical intervention, including ethical guidance frameworks, to better support prospective teachers in responding to the demands of 21st-century education.

Overall, the integration of AI in TPACK-based microteaching has substantial potential to improve the teaching quality of prospective MI teachers. Although technical, pedagogical, and psychological barriers remain, AI contributes positively to the development of professional competence. With stronger technological literacy, adequate infrastructure support, and sustained pedagogical guidance, prospective teachers are more likely to develop TPACK more deeply and to be better prepared for the demands of 21st-century education.

## CONCLUSION

This study concludes that teacher discipline enforcement in primary schools is shaped by the consistency and integration of the principal's seven managerial roles: evaluator, manager, administrator, supervisor, leader, innovator, and motivator. These roles operate as an interconnected system rather than separate functions. The evaluator and supervisor roles strengthen monitoring and follow-up; the manager and administrator roles organize responsibility, attendance data, and institutional accountability; the leader and motivator roles build teachers' awareness through example and guidance; while the innovator role supports a more systematic and technology-based discipline mechanism.

The comparison between MIS Al-Hidayah and SDN Kampung Bulak 02 shows that exemplary leadership is the most visible factor in building collective disciplinary awareness among teachers. In both schools, the principals' habit of arriving earlier, being present at school,

communicating directly with teachers, and showing consistency in discipline became a moral example for teachers. However, MIS Al-Hidayah demonstrated a more structured discipline management system through fingerprint attendance, weekly and monthly evaluations, integrity pacts, and direct follow-up mechanisms. Meanwhile, SDN Kampung Bulak 02 relied more on personal communication, collaborative discussion, manual attendance records, and direct reprimands. This indicates that discipline enforcement becomes more sustainable when exemplary leadership is supported by accurate administrative data, routine evaluation, and systematic supervision.

Theoretically, this study strengthens the integration between Bush's educational leadership theory and Terry's management functions. Bush's dimensions of leadership as influence, leadership and values, and leadership and vision are reflected in the principals' exemplary conduct, moral responsibility, and innovation in discipline governance. Terry's management functions are reflected in evaluation, attendance administration, supervision, coordination, and follow-up. Practically, this study recommends that school principals strengthen regular evaluation, supervision, technology-based attendance monitoring, and exemplary leadership. However, this study is limited to two schools in South Tangerang and does not measure the direct impact of teacher discipline on student learning outcomes. Future research may involve more schools, use mixed-method designs, and examine the relationship between principal leadership, teacher discipline, school climate, and student achievement.

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