

## **The Impact of the Principal's Authoritarian Leadership on the Discipline and Compliance of Educators and Education Personnel**

**Nurti, Muhammad, Agus**  
Universitas Islam Negeri Mataram

---

### **Article Info**

#### **Article history:**

Received: 20 October 2025

Publish: 1 November 2025

---

#### **Keywords:**

Authoritarian Leadership;

Principal;

Discipline;

Compliance;

Educators;

Education Staff.

---

### **Abstract**

*This study aims to describe the influence of authoritarian leadership of school/madrasah principals on the discipline and compliance of educators and education personnel in the school environment. This type of research is qualitative research Library research. The research results show that the authoritarian leadership style implemented by the principal significantly influences the level of discipline among educators and education staff. Educators and education staff tend to exhibit high levels of discipline due to strict supervision and clear punishments. However, this compliance is temporary, driven more by fear and pressure than by personal awareness and responsibility. Furthermore, an authoritarian leadership style also lowers work motivation, inhibits creativity, and reduces active participation in school decision-making. Thus, it can be concluded that authoritarian leadership by principals is indeed capable of improving formal discipline, but is less effective in fostering compliance stemming from intrinsic awareness and harmonious working relationships. This study recommends that principals adopt a more participatory and communicative leadership style to create a healthy and productive work climate.*

*This is an open access article under the [Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional](https://creativecommons.org/licenses/by-sa/4.0/)*



---

### **Corresponding Author**

Nurti, Muhammad, Agus

Universitas Islam Negeri Mataram

Email: [Nurti@gmail.com](mailto:Nurti@gmail.com)

---

## **1. INTRODUCTION**

A school is a formal organization engaged in education. Within the school context, an organization is a group of people working together, with a specific structure and tasks, to achieve predetermined goals. Every organization requires centralized instruction and direction from a leader. Within the school context, the highest leadership position is held by the principal. The success of an institution in implementing the educational process is a collaborative effort that must be undertaken by the entire school community. However, this success is also inseparable from the form or style of leadership exercised by the principal.

In carrying out his duties as a leader, the principal must possess a good leadership spirit and style, apply leadership principles, have a good personality and so on. The choice of leadership style can affect the achievement of quality or quality standards of an educational institution. In addition, the leadership style adopted by the principal in an educational institution also affects the performance, discipline/compliance of educators and educational staff in carrying out the tasks and mandates assigned. Remembering that the more effective the leadership style of the principal, the better the performance of educators and educational staff in an educational institution. Conversely, less than optimal leadership of the principal

can trigger a decrease in productivity and discipline, low work motivation and the emergence of conflicts that can cause an institution to fail to achieve success.

Several leadership styles can be used in an organization, including in the educational sector: authoritarian, democratic, freewheeling, bureaucratic, and so on. Each style has positive and negative impacts on productivity, particularly in the area of discipline and compliance among educators and educational staff. This paper will focus on discussing the impact of authoritarian leadership on the discipline and compliance of educators and educational staff with the rules applicable to each educational unit.

## 2. RESEARCH METHODS

Qualitative research is research that uses phenomenal data, a focus that can only be explained narratively and cannot be proven through quantitative measurements. Qualitative research is research conducted to build theories from data, and researchers spend more time with the data to obtain as much information as possible until data saturation is reached.

## 3. DISCUSSION

### A. Principals, Educators and Education Personnel

#### 1. Headmaster

A school principal is an educator or teacher who has the additional responsibility of leading, managing, and being responsible for all educational activities carried out by the educational unit. The principal is known as the mobilizer of resources within the school. The principal plays the role of the highest leader in the organizational structure of an educational institution who is responsible for the management and improvement of the quality of education at the school where he/she is based.

In general, there are four roles of the principal, namely as an *educator*, *manager*, *administrator*, entrepreneurship and supervisor..

- a. As *educators* or educators, the principal must also have extensive knowledge so that he can play an active role in developing and guiding every member of the school community to be more professional and achieve success.
- b. As *manager*, the principal carries out management and leads an educational institution which includes planning, organizing, implementing, supervising and evaluating school resources to achieve the planned educational goals.
- c. As *administrator*, the principal has the responsibility to plan, organize, supervise and control various operational and administrative aspects of the school such as resources, finance, curriculum and other facilities.
- d. As an entrepreneur, the principal must be able to innovate, motivate, manage and develop educational program resources both academically and non-academically to improve the quality and sustainability of the school.
- e. As *supervisor*, the principal has the task of providing guidance, supervision and evaluation of the learning process and all school activities, both formal and non-formal, in order to improve the quality of teaching and learning outcomes.

The role of the principal is demonstrated when carrying out various interactions and giving orders through direct or written instructions in various aspects such as task instructions, program development and supervision, resource management and decision making.

#### 2. Educators and education personnel

Educational staff are employees, namely those who fulfill the requirements stipulated in the applicable laws and regulations, appointed by authorized officials. and entrusted **other** state duties stipulated based on applicable laws and regulations

Educators are educational staff who are qualified as teachers, lecturers, counselors, learning facilitators, tutors and other titles who participate in the provision of education, while educational staff are members of the community who dedicate themselves to supporting the provision of education.

Educators or teachers are professional educators whose primary role is to teach. Meanwhile, educational staff are individuals who support and participate in the implementation of education and assist with learning through non-teaching administrative tasks. Educational staff include administrative staff, librarians, laboratory assistants, administrative staff, and others who contribute to the implementation of education.

3. Teachers and other educational staff carry out their duties and responsibilities under the leadership and direction of the principal. Both are human resources who play a significant role and influence in achieving educational goals and quality. Therefore, principals, educators, and educational staff should work together to create a healthy work environment and build a productive organization.

## **B. Authoritarian Leadership**

Leadership is a fundamental part of the management process of an organization. Leadership is the command center that drives all elements of the organization and serves as the center where all important directions and decisions are made within an organization. The principal is the leader or leader. The principal is the highest level in a school organization, tasked with managing all school resources to achieve predetermined goals. As a leader, the principal must possess strong leadership skills. Each leader has their own unique approach to running the organization they lead, known as their leadership style..

Leadership style is a form of attitude or behavior used by leaders when working with employees. Simply put, leadership style is a method used by a leader to influence, direct, and demonstrate their capabilities to subordinates in order to achieve the goals of the organization or institution they lead. A person's leadership style is often identified and influenced by their nature, habits, temperament, distinctive personality traits, and other personality traits. A good leadership style is essential in various organizational sectors, including educational institutions.

One of the most widely used leadership styles is authoritarianism. In 2020, 74 developing countries were recorded as having an autocratic leadership system. Authoritarian leadership styles are often found in various types of organizations, both formal and non-formal, including educational institutions. Authoritarian leadership is a type of leadership that focuses on completing tasks or work by utilizing authority and power. This leadership style emphasizes task completion and the use of power to regulate. Some characteristics of authoritarian leadership are as follows:

1. Leaders who consider the organization as their own, are arrogant and consider personal goals to be in line with organizational goals.
2. Treating subordinates as a tool to achieve goals
3. Reluctant to accept criticism and heavily dependent on formal power to maintain position
4. Using coercion and punishment to enforce authority
5. Making decisions unilaterally without involvement and consultation with subordinates.

Some other characteristics of authoritarian leadership are:

1. Leaders give clear and detailed instructions, give specific orders and expect subordinates to comply without debate.

2. Emphasizes discipline and compliance with work rules and processes
3. Supervision is carried out strictly to ensure the achievement and conformity of targets based on instructions.

Based on the characteristics outlined above, it can be concluded that leaders with this style have complete control over decision-making, policies, and goal-setting. Leadership styles have varying impacts on employee performance and well-being. An authoritarian leadership style often neglects the emotional and psychological needs of employees. This ultimately leads to rigid and unhealthy interactions within the work environment, ultimately hindering the achievement of goals. However, there are many reasons why authoritarian leadership can be effective, given that each situation requires a different form and style of leadership.

### **C. Discipline and compliance**

Discipline and compliance are two closely related words. Discipline is an effort made to prevent violations of applicable regulations. Discipline is an attitude of respecting and obeying applicable regulations. Furthermore, obedience is a form of social influence that involves a person's obedience to and adherence to rules, orders, or requests from a person in power or an authorized institution.

Implementing discipline and compliance in the school environment is a crucial focus of education, especially for educators and educational staff. The discipline demonstrated by teachers and educational staff significantly influences the development of disciplined character in students and other school members. Teachers with a high level of work discipline tend to be committed to consistently improving their performance and minimizing violations. The implementation of discipline in an educational institution must be carried out with strict and structured supervision. Compliance and discipline are two crucial elements in organizational performance, such as the management of educational units. Both are essential components in creating an effective educational environment. Complying with the rules imposed by leadership is one effort that every element of the organization can make to create a harmonious, productive, and stable organization.

Discipline and compliance in running an organization, especially in an educational institution, must be balanced. Educators and staff, who serve as members of the organization, must always follow the principal's direction to achieve shared goals. Furthermore, principals, who have the authority to lead, must demonstrate exemplary behavior, create a healthy work climate and environment, and comply with applicable regulations.

### **D. The Impact of Authoritarian Leadership on the Discipline and Compliance of Teachers and Education Personnel with Rules**

Low employee performance and unproductiveness (teachers and educational staff) are often caused by ineffective leadership styles. In authoritarian leadership, motivation is provided through a system of rewards and sanctions. As a result, it can increase work discipline in the short term and tends to be detrimental in the long term. Based on the statement above, it can be concluded that employees (educators and educational staff) will be disciplined and comply with existing rules not because of self-awareness but because of fear and to avoid punishment or other negative consequences.

In some situations, authoritarian leadership can have a positive impact, such as during a crisis that requires quick and decisive decision-making. From an efficiency perspective, authoritarian leadership used by a principal in managing an educational institution can increase the efficiency and speed of decision-making, as well as

discipline and compliance. The emphasis on compliance and discipline in the context of leadership is often influenced by authority. Educators and educational staff will tend to comply with rules imposed by recognized or powerful authorities. Furthermore, compliance and discipline with rules are also influenced by perceived behavioral control. Emphasizing compliance and discipline can create a disciplined and orderly work environment, but it can also have negative consequences if enforced without discussion between leaders and subordinates.

The success of an educational institution is not solely the responsibility of the principal as the highest leader of the educational institution, but rather a shared responsibility, including educators and educational staff. Authoritarian leadership is deemed necessary to improve discipline across all organizational elements in order to achieve goals in accordance with planned targets. Authoritarian leadership tends to establish strict rules and procedures with high supervision and discipline to create a structured work environment and motivate all members of the organization or institution to comply with the rules in accordance with applicable standards. In addition to having a positive impact on discipline, authoritarian leadership can also instill fear and reduce the creativity and participation of subordinates.

Authoritarian leadership has diverse impacts on discipline and compliance. Authoritarian leadership can be effective if a leader or principal possesses intelligence, personality, and strong decision-making skills. In Islam, leaders must not be oppressive. As stated in Surah Al-Baqarah, verse 124, which states:

Indeed, I will make you a leader for the people. He said, "And of my descendants?"

He said, "My covenant does not include the wrongdoers."

*"Indeed, I have made you a leader over all mankind." He (Abraham) said, "(I also ask) from some of my descendants." Allah said, "(I accept your prayer, but) My promise does not apply to the wrongdoers."*

The verse above explains that leadership is not tied to heredity, group, or religion. Allah also emphasizes that leadership must be based on and fall to the right and competent person, not an oppressor. A competent principal can use this style to lead a school by creating a clear and disciplined structure aligned with the institution's interests and goals. Conversely, if authoritarian leadership is implemented by an incompetent principal, this can create an unhealthy and rigid work climate and reduce productivity and discipline among the educational staff under his leadership. Therefore, it is important for a principal to consider flexibility, balancing close supervision and support, participation and control, discipline and empowerment of members, and the needs and compliance of employees by respecting and providing space for educators and education staff to participate in every process carried out within the institution. This creates a work environment that is mutually respectful, obedient, and disciplined in carrying out the duties and functions of each element of the organization.

#### 4. CONCLUSION

The principal is the highest-ranking official in a school organization. Within the management of an educational institution, the principal holds several important roles, such as leader, manager, administrator, entrepreneur, and supervisor. Furthermore, educators and other educational staff carry out their duties based on the principal's instructions. The success of an educational institution is greatly influenced by the leadership style employed by the principal. One common leadership style is authoritarian leadership, which emphasizes control, discipline, and adherence to rules. Authoritarian leadership has a positive impact in the form of increased discipline, compliance, efficiency, and speed in decision-making, especially in crisis situations that require rapid decision-making.

Conversely, authoritarian leadership also has other negative impacts, such as creating a rigid organization, instilling fear in subordinates (teachers and staff), decreasing motivation, limiting creativity and participation of educators and education personnel in terms of work productivity, and so on. In authoritarian leadership, discipline and obedience will emerge not from personal awareness but from fear of punishment and other negative sanctions.

Each leadership style used by leaders in running an organization, including educational institutions, has its own advantages and disadvantages, and authoritarian leadership is no exception. The effectiveness of authoritarian leadership depends heavily on the competence of the principal. Through wise leadership, authoritarian leadership can help create a structured, disciplined work environment that encourages the achievement of educational goals through a healthy and productive work environment.

## 5. BIBLIOGRAPHY

- Amalia, Rafifa Najla, Ghina Salsabila Daulay, and Aos Kuswandi. "Gaya Kepemimpinan Otoriter Terhadap Stres Kerja." *Jurnal Multidisiplin Ilmu Akademik* 2, no. 4 (2025): 635–40. <https://doi.org/https://doi.org/10.61722/jmia.v2i4.5744>.
- Amon, Lorensius, Theresia Ping, and Soerjo Adi Poernomo. "Tugas Dan Fungsi Manajemen Pendidik Dan Tenaga Kependidikan." *Gaudium Vestrum: Jurnal Kateketik Pastoral* 5, no. 1 (2021): 1–12.
- Du, Jing, Nan Nan Li, and Yuan Jing Luo. "Authoritarian Leadership in Organizational Change and Employees ' Active Reactions : Have-to and Willing-to Perspectives." *Frontiers in Psychology* 10, no. February (2020): 1–8. <https://doi.org/10.3389/fpsyg.2019.03076>.
- Lubis, Mohammad Abdulloh. "Meningkatkan kedisiplinan guru (Studi SDN Cangkreng I Lenteng Kabupaten Sumenep )." In *Prosiding Seminar Nasional Fakultas Ilmu Sosial Dan Ilmu Politik*, 1:754–61, 2024.
- Nurhafizah, Salsabillah Putri, Firdaus, M Rezi Muda Putra, and Afriza. "Analysis Of Teacher Discipline In Obeying Regulation At The Bustanul Ulum Integrated Elementary School In Pekanbaru." *JKIP : Jurnal Kajian Ilmu Pendidikan* 5, no. 4 (2025): 868–73.
- Pranitasari, Diah, and Khusnul Khotimah. "Analisis Disiplin Kerja Karyawan." *Jurnal Akuntansi Dan Manajemen* 18, no. 01 (2021): 22–38.
- Rakhma, Meyla Tazqiya, salma Nisrina N F, Muhammad Fahmi, and Neni Yulianita. "leadership styles in ethical dilemmas: literature review on leadership communication style." *Jurnal Common* 6, no. 1 (2022): 41–57. <https://doi.org/https://doi.org/10.34010/common>.
- Redian, Sharleen Aulia, Cecylia, Sundari Sri Sundari, and Marisi Pakpahan. "Pengaruh Kepemimpinan Otoriter Terhadap Iklim Kerja Dan Produktivitas Pegawai." *Jurnal Studi Multidisipliner* 8, no. 10 (2024): 127–32.
- Santoso, Seger, Tanti Sugiharti, and Eri Kusnanto. "Dampak Gaya Kepemimpinan Otoriter Terhadap Motivasi Kerja Dan Produktivitas Karyawan." *JUMMA'45: Jurnal Mahasiswa Manajemen Dan Akuntansi* 4, no. 1 (2025): 203–18. <https://doi.org/https://doi.org/10.30640/jumma45.v4i1.4128>.
- Sari, Fhidian, Bunga Nurjannah Gea, Syahida Tahniah, Wiranti Utami Panjaitan, and Wasiyem. "The Influence of Authoritarian Leadership Style on the Level of Work Stress in Employees : Literature Review." *Jurnal Kolaboratif Sains* 7, no. 12 (2024): 4865–71. <https://doi.org/10.56338/jks.v7i12.6549>.
- Susanto, Daris, and Fitri Syifa Nuriah. "Pengaruh Sosial Kepemimpinan Dalam Organisasi." *Jurnal Pelita Nusantara: Kajian Ilmu Sosial Multidisiplin* 1, no. 4

- (2024): 524–28. <https://doi.org/10.59996/jurnalpelitanusantara.v1i4.337>.
- Sutikno, Yadi, Hosan, and Irawati. “Peran Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan Yadi.” *Jurnal Maitreyawira* 3, no. April (2022): 1–7.
- Wati, Dita Prihatna, Nur Wahyuni, Arum Fatayan, Aska Amalia Bachrudin, Pendidikan Guru, Sekolah Dasar, Universitas Muhammadiyah, and Prof Hamka. “Analisis Kepemimpinan Kepala Sekolah Di Sekolah Dasar.” *Jurnal Basicedu* 6, no. 5 (2022): 7970–77. <https://doi.org/https://doi.org/10.31004/basicedu.v6i5.3684> ISSN.