

## Enhancing School Principals' Discipline Character through Transformational Leadership Training in Praya District

Raden Sumiadi<sup>1</sup>, Syahrir<sup>2</sup>, Gita Sarwadi<sup>3</sup>, Supriadin<sup>4</sup>, Adi Purmanto<sup>5</sup>

<sup>1,3,5</sup>Akademi Bisnis Lombok, Indonesia

<sup>2,4</sup>Universitas Pendidikan Mandalika, Indonesia

---

### Article Info

#### Article history:

Accepted: 17 Juni 2026

Publish: 25 Juni 2026

---

#### Keywords:

Disciplinary Character;

Principal;

Transformational Leadership;

Educational Quality.

---

### Abstract

Principals are educational leaders who play a crucial role in building an effective, professional, and character-based work culture within the school environment. One of the characteristics that principals need to possess and strengthen is discipline, as this character influences the quality of school management, teacher performance, and the achievement of educational goals. However, various challenges in school management, such as suboptimal time management, consistent program implementation, and oversight of task implementation, indicate the need for efforts to strengthen the disciplined character of principals. One strategy that can be implemented is through transformational leadership training oriented towards increasing leadership capacity, exemplary behavior, motivation, and commitment to change. This activity aims to improve the understanding and ability of principals in applying the principles of transformational leadership as a means of strengthening the character of discipline. The training was conducted through a participatory approach that included material delivery, group discussions, case studies, self-reflection, and the development of follow-up plans. Participants were principals in Praya District who were from elementary school education levels. The results of this activity were an increased understanding of the concept of transformational leadership, a growing awareness of the importance of discipline as a core leadership value, and an increased ability to manage time, implement school programs consistently, and serve as role models for the school community. Furthermore, this activity can also encourage the development of a sustainable culture of discipline within the school environment through inspirational leadership practices oriented toward positive change.

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:

Raden Sumiadi

Akademi Bisnis Lombok, Indonesia

Email Coresspondent: [radensumiadi01@gmail.com](mailto:radensumiadi01@gmail.com)

---

## 1. INTRODUCTION

Quality education is not only determined by the availability of facilities and infrastructure, curriculum, and teacher competence, but is also greatly influenced by the quality of the principal's leadership. The principal is a central figure responsible for managing educational resources, directing school programs, and building an organizational culture that supports the achievement of educational goals. In carrying out these duties, the principal is required to possess strong character traits, one of which is discipline.

Discipline is an individual's ability to obey rules, manage time effectively, carry out tasks consistently, and demonstrate responsibility in every activity undertaken. For the principal, discipline is a crucial foundation for carrying out managerial functions, academic supervision, human resource development, and decision-making. A disciplined principal will serve as a role

model for teachers, education staff, and students in building a professional and productive work culture.

However, the increasingly complex world of education requires principals to be able to adapt to various policy changes, technological developments, and societal demands for improved educational quality. In these conditions, various problems related to discipline are still encountered, such as suboptimal time management, low consistency in school program implementation, weak monitoring and evaluation of activities, and a lack of role models in implementing a disciplined work culture. These problems have the potential to hinder the effectiveness of school management and the achievement of educational performance targets.

Praya District, as a continuously developing educational area, faces similar challenges. School principals are required to improve their leadership quality while strengthening their disciplined character to enable them to manage their schools more effectively and responsively to various changes. Therefore, capacity development efforts are needed that focus not only on the technical aspects of school management but also on strengthening character and leadership.

One relevant approach to addressing these needs is transformational leadership. Transformational leadership is a leadership model that emphasizes the leader's ability to build a shared vision, provide inspiration, encourage innovation, and serve as a role model for organizational members. Through transformational leadership, principals are expected to increase self-awareness, commitment to their duties, and professional responsibility, ultimately strengthening their disciplined character in carrying out their leadership duties.

Transformational leadership training is an effective means of developing the competencies and character of school principals. Through this training, participants gained an understanding of the concepts and practices of transformational leadership, skills in motivating and mobilizing the school community, and the ability to build a sustainable culture of discipline. Furthermore, the training provided a space for principals to reflect, share experiences, and develop leadership implementation strategies tailored to the needs of their respective schools.

The community service activity, themed "Strengthening the Disciplinary Character of School Principals" in Praya District through Transformational Leadership Training, was implemented as a form of higher education's contribution to supporting the improvement of educational leadership quality. This activity is expected to improve principals' understanding, attitudes, and skills in applying transformational leadership principles, thereby fostering a stronger disciplined character and impacting the quality of school management.

## **2. IMPLEMENTATION METHOD**

The Transformational Leadership Training program for strengthening the discipline of school principals in Praya District was implemented using a participatory training approach, placing participants as the primary subjects in the learning process. This approach was chosen because it fosters active involvement of principals in understanding, reflecting on, and implementing disciplinary values through the development of transformational leadership competencies. The program targets principals at various levels of education in Praya District, who play a strategic role in building a culture of discipline and improving the quality of school management.

The program began with a preparatory phase, which included coordination with the Education Office and the Praya District principal working group, identifying participant needs, developing training materials, and preparing evaluation instruments. A needs analysis was conducted to determine participants' understanding of disciplinary character and transformational leadership, ensuring that the materials provided were aligned with the needs and challenges faced in the field.

The implementation phase involved training activities that combined interactive lectures, group discussions, case studies, self-reflection, and the development of follow-up plans. Interactive lectures were used to provide an understanding of the concepts of transformational leadership, disciplinary character, and the role of the principal as an agent of change in educational

organizations. Group discussions and case studies were used to encourage participants to identify various issues related to discipline in schools and formulate solutions based on transformational leadership principles. Next, participants engaged in self-reflection to evaluate their leadership practices and identify aspects of discipline that needed improvement. At the conclusion of the training, each participant developed a follow-up plan containing strategies for implementing the training findings in their respective schools.

**Figure 1 Training Mentoring Activities**



To ensure the sustainability of the program, the program continued with a mentoring phase. This mentoring was conducted through monitoring and consultation, both in person and online, to assist participants in implementing the developed follow-up plan. The mentoring also served as a platform for sharing experiences and best practices among principals in building a culture of discipline within the school environment.

The program was evaluated using both quantitative and qualitative approaches. Quantitative data was obtained through pre- and post-tests to measure participants' understanding of transformational leadership and disciplinary character. Qualitative data was obtained through observation, interviews, documentation, and participant reflection sheets to determine changes in attitudes, commitment, and implementation of the training outcomes in schools. The collected data were analyzed descriptively by comparing pre- and post-training results and identifying changes in leadership behavior that emerged after the training.

Through this implementation method, it is hoped that the transformational leadership training will not only improve the knowledge and skills of principals but also strengthen the disciplinary character as a foundation for effective leadership. This strengthening of disciplinary character is expected to impact the creation of a more professional work culture, improve the quality of school management, and realize improvements in the quality of education in Praya District.

### **3. RESULTS AND DISCUSSION**

#### **Research Results**

The Transformational Leadership Training program, which aims to strengthen the discipline of school principals in Praya District, was implemented with the participation of school principals from various educational levels in the district. The training was conducted in a participatory manner, encompassing material delivery, group discussions, case studies, self-reflection, and the development of follow-up plans. All participants demonstrated high enthusiasm throughout the training, as evidenced by their active participation in discussions, sharing their experiences, and addressing various challenges they faced in carrying out leadership roles in their respective schools.

In the initial phase of the training, participants' understanding of the character of discipline and transformational leadership was identified. The results indicated that most principals understood the importance of discipline in carrying out their duties, but they still faced limitations in consistently implementing discipline, particularly in time management, school program

supervision, and performance evaluation. Furthermore, their understanding of the concept of transformational leadership varied.

After the training, participants' understanding of the principles of transformational leadership, including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, improved. Participants began to understand that discipline is not only about complying with rules, but also reflects commitment, responsibility, exemplary behavior, and the ability to manage oneself as a leader.

The participants' self-reflection demonstrated an increased awareness of the importance of being a role model for teachers and education personnel. Most participants stated that the focus of leadership has been largely directed at completing administrative tasks, while fostering a culture of discipline and developing human resources has not received optimal attention. Through this training, participants gained a new perspective on the importance of building a school culture through exemplary behavior and inspiring leadership.

Furthermore, all participants successfully developed follow-up plans containing programs to strengthen discipline in their respective schools. These programs include enforcing a culture of punctuality, improving discipline in meetings and school activities, developing a teacher performance monitoring system, and strengthening a culture of regular evaluation and reflection. These follow-up plans demonstrate the participants' commitment to implementing the training findings in their daily leadership practices.

### **Discussion**

The training results showed that transformational leadership plays a crucial role in strengthening the disciplined character of school principals. Before the training, some participants still understood discipline as simply complying with administrative rules. However, after receiving the materials and learning experiences during the training, participants understood that discipline is an integral part of leadership character that must be demonstrated through exemplary behavior, commitment, and consistency in carrying out duties.

This finding aligns with transformational leadership theory, which emphasizes that effective leaders are able to inspire, influence, and drive positive change within an organization. Principals who implement transformational leadership not only function as school administrators but also as motivators, capable of building a disciplined work culture oriented toward achieving shared goals. When principals demonstrate discipline in attendance, time management, and program implementation, teachers and other educational staff tend to emulate these behaviors, creating a more positive organizational culture.

The training also provided participants with a space for reflection to evaluate their leadership practices. Reflection is a crucial process in leadership development because it helps individuals identify their strengths and weaknesses. Through reflection, participants realized that successfully building a culture of discipline cannot be achieved simply by establishing rules but must begin with the leader's exemplary behavior. This awareness is crucial for building sustainable behavioral change.

The participants' development of follow-up plans demonstrates that the training not only resulted in increased knowledge but also encouraged changes in action. Participants' commitment to implementing various discipline strengthening programs in schools is an indicator that the learning process has had a more concrete impact. This is crucial because the success of a training is measured not only by participants' increased understanding but also by their ability to implement the knowledge gained in their work contexts.

Overall, the transformational leadership training has proven effective in increasing principals' understanding, awareness, and commitment to the importance of discipline in carrying out leadership duties. Strengthening discipline through a transformational leadership approach positively contributes to improving the quality of principal leadership and has the potential to create a more professional work culture within the school environment. Therefore, this training can be an effective professional development strategy for principals to support educational quality improvement in Praya District.

#### 4. CONCLUSIONS

Based on the results and discussion of the Transformational Leadership Training for School Principals in Praya District, the training strengthened principals' understanding, awareness, and commitment to the importance of discipline in carrying out leadership duties. Through various training methods, including interactive lectures, group discussions, case studies, self-reflection, and the development of follow-up plans, participants gained a more comprehensive understanding of the concept of transformational leadership and its relationship to developing discipline.

This training also successfully shifted participants' perspectives on discipline, from initially understanding it as compliance with administrative rules to embodying leadership values through exemplary behavior, responsibility, commitment, and consistency in carrying out their duties. Reflections demonstrated increased awareness among principals to serve as role models for teachers, education staff, and students in building a disciplined and professional work culture.

In addition to increased understanding, this activity resulted in follow-up plans developed by participants as a commitment to implementing the training findings in their respective schools. The programs designed included strengthening a culture of punctuality, improving discipline in school activities, establishing a performance monitoring system, and fostering regular evaluation and reflection. This demonstrates that training not only impacts knowledge but also encourages behavioral changes and concrete actions in leadership practice.

Thus, transformational leadership training can be an effective strategy for strengthening the disciplined character of school principals. This strengthening of disciplined character contributes to improving leadership quality, creating a more professional work culture, and supporting efforts to improve the quality of education in schools in Praya District. Therefore, similar activities need to be implemented sustainably and expanded in scope so that their impact can be felt more broadly in the development of educational leadership.

#### 5. ACKNOWLEDGMENTS

The authors would like to express their sincere gratitude to all individuals and institutions that contributed to the successful implementation of the community service program entitled Strengthening School Principals' Discipline Character through Transformational Leadership Training in Praya District. Special appreciation is extended to the local education authorities in Praya District for their support, coordination, and facilitation throughout the program. The authors also gratefully acknowledge the participation and commitment of all school principals who actively engaged in the training activities and shared valuable experiences during the learning process. Finally, the authors appreciate the support provided by their respective institution in facilitating the planning, implementation, and evaluation of this community service activity. It is hoped that the outcomes of this program will contribute to strengthening educational leadership, fostering a culture of discipline, and improving the quality of education in Praya District.

#### 6. BIOGRAFFY

- Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The influence of transformational leadership and work motivation on teachers' performance. *International Journal of Scientific & Technology Research*, 7(7), 19–29.
- Bass, Bernard M., & Avolio, Bruce J.. (1994). *Improving organizational effectiveness through transformational leadership*. Sage Publications.
- Bass, Bernard M., & Riggio, Ronald E.. (2006). *Transformational leadership* (2nd ed.). Lawrence Erlbaum Associates.
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022). *Standar kompetensi kepala sekolah*. Kemdikbudristek.
- Leithwood, Kenneth, & Jantzi, D. (2005). A review of transformational school leadership research 1996–2005. *Leadership and Policy in Schools*, 4(3), 177–199.
- Luthans, Fred. (2011). *Organizational behavior: An evidence-based approach* (12th ed.). McGraw-Hill.

- Mulyasa, E.. (2022). *Menjadi kepala sekolah profesional*. PT Remaja Rosdakarya.
- Northouse, Peter G.. (2022). *Leadership: Theory and practice* (9th ed.). Sage Publications.
- Purwanto, Ngalim. (2019). *Administrasi dan supervisi pendidikan*. PT Remaja Rosdakarya.
- Robbins, Stephen P., & Judge, Timothy A.. (2019). *Organizational behavior* (18th ed.). Pearson Education.
- Sagala, Syaiful. (2018). *Kemampuan profesional guru dan tenaga kependidikan*. Alfabeta.
- Sun, Jian, & Leithwood, K. (2015). Direction-setting school leadership practices: A meta-analytical review of evidence about their influence. *School Effectiveness and School Improvement*, 26(4), 499–523.
- Wahyudi. (2017). Kepemimpinan kepala sekolah dalam organisasi pembelajar (learning organization). *Jurnal Manajemen Pendidikan*, 12(2), 123–134.
- Wibowo. (2021). *Manajemen kinerja* (6th ed.). PT RajaGrafindo Persada.