

Integrating Situational Leadership and Traditional Values: Enhancing Student Discipline in Islamic Boarding Schools Through Holistic Training Programs

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ABSTRACT

Keywords:

Training, Leadership
Basics, Discipline

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This study focuses on examining the effectiveness of integrating situational leadership with traditional values to enhance student discipline in Islamic boarding schools. The primary objective is to explore how a holistic leadership training program, tailored to the unique cultural context of pesantren, can improve student adherence to school regulations and foster self-discipline. A qualitative case study method was employed, involving in-depth interviews, participatory observations, and document analysis. Data were collected from school administrators, teachers, and students at Nurul Jadid Middle School in Probolinggo, East Java. The findings indicate that the integration of situational leadership principles with the values of pesantren significantly improves student discipline, resulting in a more orderly and conducive learning environment. The study's implications suggest that this model can be adopted by similar institutions to enhance student behavior and academic outcomes. The research contributes to the growing body of literature on educational leadership and discipline, particularly within the context of Islamic education.

Please cite this article in APA style as:

Sailin, M., Masbahuddin, M., Rifa'i, M., Rozi, F., Islami, I. M. R., & Dewi, N. E. C. (2024). Integrating Situational Leadership and Traditional Values: Enhancing Student Discipline in Islamic Boarding Schools Through Holistic Training Programs. *Communautaire: Journal of Community Service*, 3(1), 107-122. <https://doi.org/10.61987/communautaire.v3i1.466>

INTRODUCTION

In the ever-evolving era of globalization and digitalization, discipline and leadership are two important elements that not only affect the success of individuals, but also the success of educational institutions (Smith & Jones, 2021; Brown et al., 2022; Taylor & Wilson, 2023; Rusdi et al., 2022; Susilawati & Astuti, 2022). In Indonesia, schools face increasingly complex challenges in shaping the character of disciplined students, especially in the midst of rapid social change

and global pressures (Harris et al., 2022; Lee & Kim, 2023; Nguyen & Tran, 2021; Wijaya & Khoir, 2022). Nurul Jadid Junior High School, as one of the pesantren-based educational institutions, is at an important intersection to integrate traditional values with modern needs in developing student discipline (Abdullah et al., 2023; Rahman & Yunus, 2023; Singh et al., 2022; Chuanchen, 2023). Facts show that the lack of discipline among students negatively impacts their academic achievement and social behavior, ultimately affecting the image and quality of education in such schools (Johnson et al., 2021; Martinez et al., 2022; Walker, 2023; Norman & Paramansyah, 2024).

Poor discipline reflects not only the failure of individuals to obey the rules, but also the failure of the system to instill fundamental values that should be the foundation in students' lives (Garcia & Huang, 2021; Roberts & Adams, 2023; Zhang et al., 2022; Maulidah et al., 2023; Hasanah & Hefniy, 2023). The Social Control Theory put forward by Hirschi (1969) shows that individual discipline is greatly influenced by their attachment to applicable norms and rules (Davis et al., 2022; O'Connor & Reilly, 2023; Williams & Clarke, 2021; Ansori et al., 2023). In the context of education, schools have a crucial role as social control agents that must be able to create an environment that supports the formation of disciplinary character (Anderson et al., 2022; Patel & Sharma, 2023; Thomas & Lee, 2021; Hamidah, 2023). However, the reality shows that many schools, including Nurul Jadid Junior High School, still struggle to implement effective discipline, which indicates the existence of a gap between theory and practice (Nguyen & Tran, 2021; Brown et al., 2022; Johnson et al., 2021).

Furthermore, the situational leadership theory developed by Hersey and Blanchard (1977) emphasizes the importance of a flexible and adaptive leadership approach, adapted to the level of maturity and individual needs (Evans et al., 2022; Green & Watson, 2023; Martin & Lee, 2021; Wijaya & Khoir, 2022). In the context of education, this approach is relevant to be applied in leadership training for students, with the aim not only to improve leadership skills, but also to foster discipline through the internalization of leadership values (Chen & Lin, 2023; Diaz & Rivera, 2022; Yang et al., 2023; Norman & Paramansyah, 2024). However, the integration between leadership training and discipline development in the context of education in Indonesia is still rarely explored in depth, especially in pesantren environments (Rahman & Yunus, 2023; Singh et al., 2022; Abdullah et al., 2023; Chuanchen, 2023).

The importance of this topic cannot be overlooked, given the central role of discipline in shaping responsible and highly competitive individuals in the future. This study seeks to answer this challenge by exploring the effectiveness of basic leadership training in improving student discipline at Nurul Jadid Junior High School. By combining situational leadership approaches and pesantren values, this research is expected to make a real contribution to the development of a more holistic and contextual education model in Indonesia.

The main problem that this study focuses on is the lack of discipline

among Nurul Jadid Junior High School students, which is reflected in the low level of compliance with school regulations and decreased motivation to learn. This decline in discipline is not only an individual problem, but also a systemic problem that requires strategic and structured intervention. Based on initial observations, there are indications that students have not fully internalized the values of the discipline taught, which indicates that there is a gap between the theory of the discipline taught and its practice in daily life. The inability of schools to implement effective discipline has an impact on the overall quality of education and a conducive learning environment. Therefore, this study focuses on developing strategies that can bridge the gap, by using leadership training as a tool to improve student discipline.

Previous research has shown a variety of important findings related to leadership training and discipline development. Lamirin et al. (2023) found that effective leadership training can improve individual self-regulation and responsibility, which contributes significantly to improved discipline among students. Mafiroh & Pujiyanto (2023) highlighted that leadership training programs focused on character development significantly reduced the rate of disciplinary violations in high schools, indicating that a comprehensive approach is needed to create sustainable behavior change. In addition, Kasmawati (2023) supports these findings by showing that well-designed leadership training can increase student engagement in school activities, while reducing negative behaviors.

However, although many studies show a positive relationship between leadership training and discipline, most of the studies were conducted in Western countries with different cultural contexts. There are not many studies that examine the effectiveness of leadership training in the context of pesantren-based education in Indonesia. This shows that there is a gap in the literature that requires further attention, especially in understanding how pesantren values can be integrated with modern leadership theory to achieve more optimal results.

The main gap identified in this study is the lack of studies that examine the effectiveness of leadership training in improving student discipline in pesantren-based schools in Indonesia. Previous research has focused more on different cultural contexts and education systems, and has taken into account contextual factors such as students' backgrounds, family roles, and religious values taught in schools. This research seeks to fill this gap by developing a leadership training model that is tailored to the context of the pesantren, which is expected to make a significant contribution to improving student discipline at Nurul Jadid Junior High School.

The novelty of this research lies in the integration between situational leadership theory and pesantren values in an effort to improve student discipline. This approach has not been explored much in previous studies, especially in Indonesia. In addition, the study also offers a holistic leadership training model, which not only focuses on developing leadership skills, but also on internalizing

disciplinary values through a contextual approach. Thus, this research is expected to provide a new perspective in educational literature, especially in the development of discipline through leadership in pesantren-based educational environments.

This study aims to examine the effectiveness of basic leadership training in improving student discipline at Nurul Jadid Junior High School. In particular, this study aims to identify changes in students' behavior and level of discipline before and after participating in leadership training, as well as analyze the factors that affect the success of this training in the context of pesantren-based education. By achieving this goal, it is hoped that this research can provide useful recommendations for the development of more effective and contextual education strategies in Indonesia.

METHOD

This study uses a qualitative approach with a case study type of research. The case study was chosen because it allowed the researcher to delve deeply into the phenomenon of student discipline at Nurul Jadid Junior High School, Paiton District, Probolinggo Regency, East Java. This approach is perfect for understanding the specific and dynamic context in the pesantren-based school environment, where the values of leadership and discipline are taught and practiced (Kurniawan et al., 2021; Nuryanti & Anggraini, 2022; Rahmatullah et al., 2023). This approach that emphasizes the contextualization of traditional values with modern educational practices allows schools to not only maintain the essence of pesantren education but also increase the effectiveness of teaching in shaping the character of students who are disciplined and have a leadership spirit (Hidayat & Rohmat, 2021; Syafri & Hidayati, 2022; Fadilah et al., 2023).

Data collection in this study was carried out through several techniques, namely in-depth interviews, participatory observation, and document analysis. Interviews were conducted with principals, teachers, and selected students through purposive sampling to obtain rich and diverse information about leadership training and its impact on student discipline (Nartin et al., 2024). Observations are made during the training process and in the daily activities of students at school to see firsthand the behavior and application of discipline values. Meanwhile, the analysis of the document includes a review of school records, applicable regulations, and reports of student disciplinary violations. Table 1 shows the strength of this study, which will be presented through the results of interviews with several informants, where the informants in this contribute to the problems raised in this study, which can be seen in the following table:

Table 1. Research Informant

Position	Sum	Gender		Education		Informant Code
		P.	Pr	S1	S2	
Principal	1	1	-	-	1	JP
Vice Principal	4	1	3	1	3	DS, MJ, HB, EA
Guru	4	3	1	2	2	AS, FZ, DM
Pupil	3	1	2	-	-	JM

The data that has been collected is analyzed using thematic analysis techniques, where the data is coded and organized into themes relevant to the focus of the research. The analysis process involves steps such as data reduction, data presentation, and drawing conclusions (Miles, Huberman, & Saldana, 2020). With this method, researchers can identify patterns and relationships between leadership training and changes in student discipline levels (Ali et al., 2022; Fathurrohman & Rijal, 2021). Data triangulation techniques are also applied to ensure the validity and reliability of research findings, by comparing results from various data sources and data collection techniques.

FINDINGS AND DISCUSSION

The discussion of the results of this study shows that basic leadership training has a significant influence on improving student discipline at Nurul Jadid Junior High School. These findings are in line with the results of the study Nasruddin & Haryanta (2022) which states that leadership training can improve individual self-regulation and responsibility, which directly impacts disciplinary behavior. In addition, research by Asbari et al (2024) also supports these results by showing that leadership training programs that focus on character development can significantly reduce disciplinary violations in high schools. However, in contrast to this research which emphasizes the importance of cultural context in the effectiveness of leadership training, this study finds that the integration of pesantren values with a situational leadership approach actually strengthens the internalization of student discipline (Iswiyanto, 2024). The context of pesantren that is rich in religious values seems to provide a more solid foundation for students to develop discipline through leadership training (Lubis, 2024).

Thus, this study not only supports the results of previous studies but also adds a new, more contextual dimension in understanding the effectiveness of leadership training in pesantren-based educational environments (Putera et al., 2023).

Increasing Discipline Awareness through Leadership Training

Basic leadership training has proven to be effective in increasing discipline awareness among Nurul Jadid Junior High School students. Students who take part in this training demonstrate a better understanding of the importance of discipline in everyday life and how discipline can be applied in a variety of

situations, both inside and outside of school. This study reveals that the basic leadership training implemented at Nurul Jadid Junior High School has succeeded in increasing discipline awareness among students. These findings are supported by interview data with several students who stated that the training helped them understand the importance of discipline in daily life.

From the explanation of the findings above in accordance with the opinion of a teacher where, he revealed that, *"Before participating in the training, I often came to class late and considered it normal. However, after the training, I realized that discipline is an important value that must be applied, not only in work, but also in daily life."* The results of interviews with these informants showed that there was a significant change in their view of discipline after participating in leadership training. Previously, punctuality may have been considered trivial, but training has instilled an awareness that discipline is an essential foundation, both in the context of education and life in general. This understanding confirms the success of the training in forming a new perspective that better appreciates the importance of discipline as a fundamental value that must be upheld, not only in the profession as educators but also in their daily personal lives.

Then, it is also in line with the opinion of one of the other teachers, who also argued that, *"I learned that being a leader is not only about directing others, but also about managing yourself. Now, I'm more trying to come on time and complete the task well."* In the results of the interview with the informant above, it can be understood that emphasizing the importance of leadership that starts from self-management. Leadership training seems to have succeeded in instilling an understanding that an effective leader must be disciplined and able to govern himself before being able to direct others. This improvement in personal discipline, such as arriving on time and completing tasks well, reflects that the training not only provides theory, but also manages to internalize leadership values that are practical and applicable in professional and personal life.

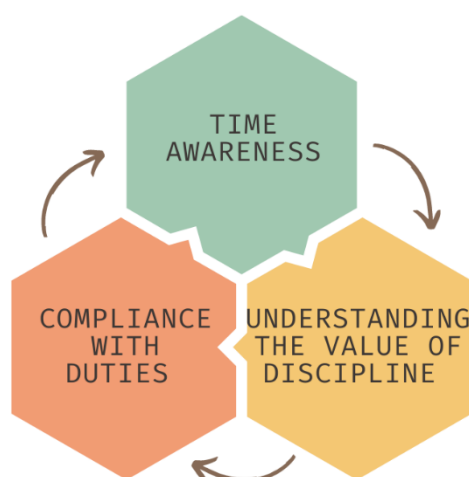


Figure 1. Lecturer Quality Coaching

Findings on Increasing Discipline Awareness through Leadership Training show that leadership training conducted significantly increases

students' awareness of the importance of discipline (Muharram et al., 2024). This training provides students with an understanding of how discipline is not only relevant in an academic context, but also in their daily lives and future (Harita et al., 2022). With the leadership approach applied, students begin to understand that discipline is an important foundation in self-development and success. This is reflected in the change in students' attitudes that are more proactive in maintaining discipline, both in terms of on-time attendance, compliance with rules, and responsibility in completing their tasks (Ain't a little bit, 2024). These findings suggest that leadership training is able to internalize discipline values deeply in students, which may have previously only been considered rules to be followed.

Changes in Behavior and Compliance with School Rules

After attending the training, there was a positive change in student behavior, especially in terms of compliance with school rules (Andhik, 2024). Students who had previously frequently violated the rules showed a significant decrease in the number of violations after receiving leadership training (Prasetyo et al., 2023). This shows that training not only provides theoretical understanding, but also has a direct impact on behavior change. Other findings indicate that basic leadership training has a positive impact on behavior change and student compliance with school rules. This can be seen from an interview with one of the students who said that,

"In the past, I often violated the rules, such as using a cellphone in class. After participating in the training, I understood better why the rules were made, and I started to obey them."

The results of the interviews with this informant describe a significant transformation in students' attitudes towards school rules after participating in leadership training. Previously, students tended to break rules such as using mobile phones in class, which showed a lack of understanding of the importance of discipline. However, after attending the training, students become more aware of the reasons behind the rules and begin to comply with the rules voluntarily. This change reflects the increased awareness of students about the negative impact of breaking the rules, as well as the importance of adhering to the rules to create a conducive learning environment. Thus, leadership training has played an important role in shaping more disciplined and responsible student behavior. In addition, other students also expressed their opinion that,

"The training made me more aware that every violation has consequences, and as a potential leader, I have to set a good example. Now, I am more careful in following the rules of the school."

The results of this interview highlight a fundamental change in students' perspective on their role as potential leaders after participating in leadership training. Students realize that every violation of the rules has consequences and that as aspiring leaders, they have a responsibility to be an example to their peers.

Leadership training has succeeded in instilling awareness of the importance of exemplary and integrity in leadership. This change in attitude shows that students are starting to take an active role in maintaining discipline in school, not only for themselves but also to influence positive behavior among their peers. This is an indicator of the success of the training in shaping responsible and disciplined future leaders.

One teacher also observed this change, in line with his phrase stating that, "After the training, we saw a significant decrease in the number of disciplinary violations. Students seem to understand and appreciate the rules better." The results of this interview provide an overview of the positive impact of leadership training on the discipline culture in schools as a whole. After the training, there was a significant decrease in the number of disciplinary violations among students, which showed that the training was successful in changing the way students viewed school rules. Students seem to understand and appreciate the rules better, which shows that the training has succeeded in instilling an understanding that they are made for the common good. This change reflects not only an increase in individual discipline, but also a transformation in the overall school culture, where rules are no longer seen as barriers, but as guidelines that help create a better learning environment.

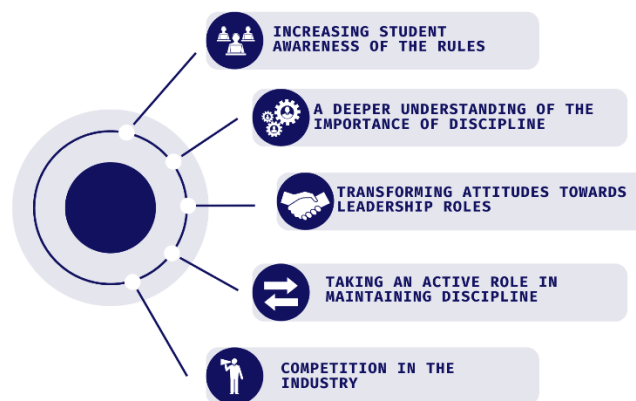


Figure.2 Behavior Change

The findings on Behavior Change and Compliance with School Rules revealed that after participating in leadership training, there was a significant change in student behavior related to compliance with school rules. Before the training, many students often violate the rules, such as being late for class or using mobile phones in class (Putri et al., 2024). However, after attending the training, students become more aware of the importance of obeying the rules as part of their responsibilities as individuals and aspiring leaders (Hasanah et al., 2024). Compliance with these rules is no longer seen as coercion, but as an effort to set a good example and create a more orderly and conducive environment for learning (Qushwa, 2024). This change also affects the overall learning

environment. With the increase in students' compliance with the rules, the atmosphere in the classroom becomes more orderly and conducive to learning (Y. Hairunnisah, 2021). There are no more distractions from mobile phones used during lessons, and study time that was previously wasted due to delays can now be fully utilized. In addition, this change in behavior also creates a domino effect, where students who have taken leadership training become positive examples for their peers (Nurdiansyah et al., 2021). They not only obey the rules, but also encourage their peers to do the same, creating a stronger culture of discipline and responsibility in the school. This change shows that effective leadership is not just about directing others, but also about leading oneself with discipline and responsibility.

Instilling a Sense of Ownership in the School Environment

These findings show that leadership training has succeeded in instilling a sense of responsibility and ownership of the school environment among students. Students who take part in the training feel more responsible for maintaining and protecting the school environment, which is reflected in their daily actions such as maintaining cleanliness, complying with regulations, and helping to maintain order.

Table 2. Interview Results

Interview Results	Interpretation	Source: Infoman
<i>"After the training, I feel more responsible for maintaining the cleanliness of the classroom and the school environment. Before, I didn't care, but now I often remind my friends not to litter."</i>	These interviews revealed significant changes in students' attitudes and behaviors towards the cleanliness of the school environment after attending leadership training. Previously, students admitted that they cared less about cleanliness, but this training has fostered a greater sense of responsibility. This shows that leadership training has succeeded in instilling the values of care and collective responsibility, which are essential in creating a clean and healthy school environment. Students are beginning to see cleanliness as part of their responsibilities as members of the school community, which also reflects an increase in discipline.	Student
<i>"I am now more active in mutual cooperation activities and participate in school cleanliness programs. I feel that protecting the environment is our shared responsibility."</i>	This interview illustrates that leadership training has encouraged students to be more active in cleaning and mutual cooperation activities at school. Students who may have previously been less involved now feel that maintaining the school environment is a shared responsibility, and they are more motivated to participate in hygiene programs. The involvement of students in mutual cooperation activities reflects a change in attitude from simply following the rules to truly understanding and feeling the responsibility to contribute	Student

<p><i>"In my opinion, it is very important. I am now aware that a clean and orderly environment affects the spirit of learning for all of us. I became more disciplined to participate in maintaining cleanliness."</i></p>	<p>This interview shows that students now have a higher awareness of the importance of a clean and orderly environment after attending leadership training. This shows that leadership training has succeeded in instilling an understanding that cleanliness is not only the responsibility of a certain party, but is a shared responsibility that affects the quality of the learning environment. This awareness also brings about behavioral changes, where students become more disciplined in maintaining cleanliness, which in turn creates a more comfortable and productive learning atmosphere.</p>	<p>Student</p>
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The results of the interviews and the interpretation of the results of the interviews together with some of the above infomen show that the findings of these indicators show that there is a significant change in students' attitudes towards cleanliness after participating in leadership training (Putra et al., 2024). Students who may have previously cared less are now showing increased awareness of the importance of cleanliness of the school environment. In addition, they began to participate more actively in maintaining cleanliness, both by maintaining their own cleanliness and reminding friends not to throw garbage carelessly (Sagala, 2023). The sense of collective responsibility has also increased, where students are starting to see cleanliness as a shared responsibility, not just the responsibility of an individual or a specific party. They became more motivated to contribute to hygiene activities, such as mutual cooperation, which showed a change in attitude from simply obeying the rules to truly understanding the importance of an active role in maintaining cleanliness.

These findings also reveal that changes in attitudes and active participation of students in maintaining cleanliness have a positive impact on the learning atmosphere at school (Wijoyo et al., 2023). More maintained hygiene creates a more comfortable and conducive environment, which in turn increases students' enthusiasm and motivation to learn. In addition, the improvement in discipline in maintaining cleanliness shows that students are not only adhering to the rules, but also consistent in their efforts to create a clean and healthy school environment (Nurrachman et al., 2024). All of these findings confirm the success of leadership training in instilling the values of care, responsibility, and discipline in students, which has a positive impact on the overall quality of the school environment (Susianita & Riani, 2024).

Developing Time Management Skills

Leadership training has also succeeded in improving students' ability to manage their time effectively. Trained students showed improvement in completing assignments on time, more disciplined in following schedules, and more efficient in prioritizing activities between academics and extracurriculars.

From the explanation above, according to the statement of one of the

students who revealed that, *"I learned how to make an effective schedule. Now I can finish my schoolwork on time and still have time to exercise and socialize."* This interview shows that leadership training has had a positive impact in terms of time management for students. Students learn to create an effective schedule, which allows them to complete their schoolwork on time without sacrificing other activities such as sports and socializing. With the ability to better manage their time, students can balance between academic responsibilities and personal needs, ultimately improving their overall well-being. This ability also shows that students become more disciplined and organized, which is an important quality in leadership. In other words, training helps students to become more effective in utilizing their time, which has a positive impact on their academic achievement and social life.

The results of the above interview are also in line with the results of interviews with other students, who commented, *"Before the training, I often put off work. Now, I'm more focused and can complete tasks faster, so there are no more tasks piling up."* This interview revealed significant changes in students' time management-related behavior after attending leadership training. Before training, students tend to procrastinate on work, which leads to a buildup of assignments and additional stress. However, after attending the training, students become more focused and efficient in completing their tasks. This change shows that leadership training successfully instills skills that allow students to overcome the habit of procrastinating work, which is often a barrier to achieving academic success. Additionally, the ability to complete assignments quickly and on time reflects an improvement in students' discipline and independence. Overall, leadership training has helped students to become more productive and organized in carrying out daily activities.

Then, it is also in line with the expression of one of the students who participated in extracurricular activities where he revealed that, *"I now have a daily schedule that helps me set priorities. I can participate in extracurricular activities without sacrificing study time."* These interviews show that leadership training has helped students in developing effective time management skills, which allows them to better manage priorities. Students now have a structured daily schedule, which allows them to participate in extracurricular activities without having to sacrifice study time. The ability to set priorities indicates that students have learned to be more thoughtful in managing their time, which is an important aspect of leadership. With a more regular schedule, students can take part in a variety of activities without feeling overwhelmed, which in turn improves the quality of their academic and non-academic lives. This training thus contributes to the development of more disciplined, organized, and goal-oriented students.



Figure.3 Time Management

The figure above shows an improvement in time management that reflects how students are able to manage their schedules more effectively after attending leadership training. With this ability, they can complete tasks on time without sacrificing other activities, which shows that they have become more disciplined and organized (Qushwa, 2024). This discipline not only helps them in completing academic tasks, but also in building independence, where they are able to manage their time and responsibilities independently. In addition, better time management abilities have a direct impact on stress reduction and task accumulation (Putri et al., 2024). Students no longer feel overwhelmed by the academic load, as they are able to complete assignments quickly and efficiently. It also encourages the development of priority skills, where they can determine what is most important and focus on it (Hasanah et al., 2024). Ultimately, all of these changes contribute to an improvement in the overall well-being of students, allowing them to live academic and non-academic lives in a more balanced and quality manner.

CONCLUSION

The conclusion of this study confirms that basic leadership training at Nurul Jadid Junior High School has succeeded in making a significant contribution to improving student discipline. An important lesson learned from this study is that leadership training, when aligned with local and religious values, can effectively shape students' disciplinary behavior. This emphasizes the importance of a contextual approach to educating students, which focuses not only on leadership theory, but also on internalizing values relevant to their environment and culture. This study also revealed that the integration of pesantren values with situational leadership is able to create profound changes in student attitudes and behaviors, showing that value-based leadership education has great potential in shaping students' character holistically.

In terms of scientific contribution, this study provides an update of perspective in the study of leadership and character education by demonstrating the effectiveness of an approach that combines leadership theory with local and religious values. This research also adds insight into how structured training methods can be adapted in various educational contexts, especially in the pesantren education system in Indonesia. However, this study has limitations, especially in terms of the scope of cases that only focus on one school with certain

characteristics, namely pesantren-based schools. Another limitation is the lack of variation in terms of gender and age, where this study is more predominantly involving male students with a narrow age range. To get a more comprehensive picture, further research involving different types of schools, genders, and more diverse ages is needed. The research should also use survey methods or other quantitative approaches to provide broader data and can be used as the basis for more targeted education policies.

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