

Philosophy and Concept of Leadership in Change Management SDM Da'wah Institute

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ARTICLE INFO	ABSTRACT
<p>Keywords: <i>Philosophy, Leadership, Da'wah Institution</i></p>	<p>This study aims to know and describe the Principal's leadership role in improving teacher work discipline and find out the obstacles to the Principal's leadership role in improving teacher work discipline at SMA Negeri 1 Airmadidi. This research is descriptive with qualitative research types and <i>purposive sampling</i> techniques. The Headmaster has five parts and two obstacles to improving teacher discipline. The results showed that the Principal of SMA Negeri 1 Airmadidi acted as a leader with planning and thinking, as a leader by creating cooperation between teachers, as an educator by creating a curriculum, as an administrator by installing managed facilities and infrastructure, as financial management as motivation through motivation in a profitable school environment. Obstacles to school leaders in improving teacher work discipline include teachers who need more discipline in carrying out their duties. Improving work discipline and inadequate school facilities and infrastructure is also challenging.</p>

INTRODUCTION

It is understood that a school is a type of organization, often called a formal education organization (Kairiené, 2018) (Turnadi, Sasongko, Kristiawan, Oktaria, & Susanto, 2021). One essential organizational element is people, namely the internal staff of the school organization consisting of directors, teachers, students, and school administration. Its main activities are teaching and learning. In organizing education, Indonesia certainly has its philosophy and ideology for developing the world of education. Through the Ministry of National Education as a government representative, the government bears greater responsibility for education in Indonesia and strives to continue to implement, develop and improve the quality of public education with its interpretation. For the education process in schools to run well, qualified teachers with loyalty and high discipline are needed.

High discipline is constructive for achieving goals, whereas creating a high field requires a genuinely qualified leader to fulfill his duties and responsibilities in school leadership, namely working with and through others to help achieve the organization's overall goal. Effective (Andayani, 2019). Develop and implement effective solutions to increase demand and provide resources for developing and applying innovations that strengthen school leadership (Moolenaar, Daly, & Slegers, 2010). Teacher discipline can lead to better quality education. The better the work discipline of a teacher, the higher the achievement he can achieve (Sudirman, Lie, Sherly, & Dharma, 2019) The field in the workplace significantly impacts employee behavior, which in turn affects employee performance (Tentama, Dewi, & Meilani, 2020).

However, a process is still needed to create these conditions for school leaders to improve teacher discipline. This is following the observations of SMA Negeri 1 Airmadidi that there are indications that point to low work discipline among workers and teachers. (Moolenaar et al., 2010) (Tamirano & Castrawijaya, 2023) Although academic improvement is more likely to occur in an atmosphere conducive to innovation, the need for leadership that encourages such an atmosphere needs to be addressed. Most reform efforts have focused on the technical aspects of reform, and thus many reform efforts in underperforming systems have focused on program

compliance, rigid curricula, and prescriptive approaches. Teacher efficiency must be considered because the level of discipline can affect the quality, quality, and efficiency of teachers who do not meet existing standards. Personality, work skills, discipline, and honesty can all contribute to peak performance (Nugraheni et al., 2020).

Some observations about the work discipline of employees and teachers who need to be more suitable include entering work without a clear explanation and neatness in using uniforms provided by the school. During the teaching and learning process, some teachers need to be present. Come to school and go home before the time set by the school. Based on the description above, teacher work discipline still needs to be improved. Understanding the importance of work discipline in realizing the vision and mission of the school, good leadership is required to improve teacher work discipline. With this description, the author is interested in choosing the title "Principal's Leadership in Improving Teacher Work Discipline at SMA Negeri 1 Airmadidi".

METHOD

The type of research used in this study is qualitative descriptive research. The location of this study is SMA Negeri 1 Airmadidi. This research was carried out in the even semester of the 2022/2023 academic year. Data Collection Techniques; Literature research, field research, observation, interviews, document studies, and documentation. The data analysis technique used in this study is an interactive model proposed by Miles and Huberman, namely by collecting, simplifying, and presenting data and conclusions.

RESULTS AND DISCUSSION

The leadership role of Principal, The Headmaster, is the highest leader of the school he leads. The management model is impressive and even determines the progress of the school. Principal's leadership is a way or attempt to influence, encourage, guide, direct, and move teachers, staff, students, parents of students, and other related parties to contribute in the way or work efforts of the Principal or participate in the achievement of the objectives of an established sentence A school leader must have talents or skills as a leader that supports his ability to be a leader in the school, Such as good communication, technical knowledge in the field, strong analytical skills, determination and courage to make decisions, solid and clear work ethic. vision (Akhadiyah, Ulfatin, & Kusumaningrum, 2019). The post of Principal is the highest leader and must control and protect all the school's human resources. In his position, the Principal is responsible for implementing the entire educational process in the school, which is carried out by all components of the school community.

As a leader, the Principal must strive to implement the educational process effectively and successfully. A principal has several responsibilities or essential roles in carrying out his duties. In addition to the part of the leader, the Principal's role in achieving the institution's goals is as a leader, administrator, and educator. Still, the Principal must also be able to mobilize all school residents, teachers, students, parents, communities, and educational institutions to achieve academic goals. In carrying out their duties, leaders must have management principles (Exposto & Sujaya, 2021). The most important guiding principles are constructive, creative, inclusive, cooperative, delegated, integrative, rational, and objective. The existence of school principals at all levels of education is essential. The leadership of the Principal primarily determines the success of a successful school. The presence of the Principal is closely related to the quality of school leadership. The Principal is the director of education who plays a vital role in developing the quality of teaching in schools.

The development of morale, harmonious cooperation, interest in further educational development, pleasant working atmosphere, and development of professional qualities of teachers are primarily determined by the leadership qualities of the Principal. Therefore, the Principal is one of the keys to the school's success in achieving its goals. From the statement above, it is clear that the Principal can carry out his leadership role at SMA Negeri 1 Airmadidii. It is proven that the Headmaster can formulate and set goals achieved by the school and decide on plans, reflect, and receive suggestions or feedback from teachers and school staff. The Principal as a supervisor is the Principal's role as a leader in influencing teachers to achieve school goals, increase efficiency, and utilize all school resources to solidify the realization of the vision, mission, and goals. The Headmaster requires that each subject teacher complete the learning process according to graduation standards and interviews of subject teachers at school so that they have adequate administrative and leadership skills to take the initiative and initiative to improve the quality of the school.

School leaders may consider correcting weaknesses that schools may face in teaching and learning (Moolenaar et al., 2010) With the ceremony every Monday encouraging teachers to fulfill their duties, work responsibly, and achieve the school goals we have set together, it is clear that the Headmaster is doing so to inspire teachers and staff to carry out their duties. The Headmaster is primarily responsible for implementing

innovative educational management principles in the school. As a recipient of additional duties, the Principal has the responsibilities of a teacher, namely teacher and educator. As teachers and educators, principals direct and give lessons or teach specific areas of education.

Regarding management, "supervisor" refers to management and leadership. In most literature, the word "administration" is often cited as the origin of the word "administration," meaning "to train," or literally "to handle," pointing to direct, "treat," or "supervise." At the same time, control is a noun that can mean control, mastery, or control. The concept of management has the following characteristics: goals must be achieved; as a combination of science and art; it is a systematic, coordinated, collaborative, and fundamentally integrated process; at least two people working together in two or more people working in the same organization; based on the division of labor, duties, and responsibilities; contains several functions; is a means to an end. Management manages existing resources with four parts: planning, organizing, activating, and controlling, to achieve what is determined using human and other resources. The duties and responsibilities of the Principal, in this case, include planning, organizing, directing, coordinating, monitoring, and evaluating all school activities, including teaching and learning processes, office management, student management, staff management, equipment management, financial management, and library management, etc., and public relations.

Therefore, to achieve organizational goals, the Principal is responsible for planning, organizing, activating, and controlling all available school resources and operations. In this position, the Principal serves as an educator, leader, administrator, and supervisor. However, the territory of the superior is discussed, and the Principal has duties and responsibilities. A principal works with and through others and understands teachers, staff, students, parents, top supervisors, principals, and other parties who must communicate and cooperate. The superior is responsible and accountable; the subordinate's success and failure directly reflect the superior's success or failure.

The Principal must be able to manage various issues with limited time and resources. With all the limitations, the Principal must be able to carry out the task appropriately. A leader must think analytically and conceptually. This skill means that customers must be able to solve problems through analysis and then solve problems with workable solutions. As a mediator, the Principal involves people from various backgrounds within the school as an organization, with different characters, education, and experiences. For a dispute to arise, the client must intervene in this context as a mediator. Principals as Politicians: Being a politician means that the Principal must always try to improve the organization and develop far-reaching programs. As a diplomat, in his diplomatic role in various principals' meetings, the Principal is the official representative of the school he leads. Decision-makers are complicated when there are difficulties such as Resources, persistent employees, and disagreements - the main character is expected to act as someone who can solve such complex problems.

In carrying out duties as a position manager, a principal must have three skills: technical ability, knowledge of methods, processes, procedures, and techniques to carry out certain functions, and the ability to use and utilize supporting facilities and infrastructure. These special functions. Humanitarian skills include the ability to understand human behavior in the process of cooperation, the ability to understand the feelings, attitudes, and motives of others, the ability to communicate clearly and effectively, and the ability to create effective, practical, diplomatic, and publicly acceptable cooperation behavior. Conceptual skills, analytical skills, rational thinking skills, knowledge and skill in various concepts, ability to analyze different events, ability to foresee different sequences, and ability to identify additional opportunities and social problems ((Grauwe, 2005)(Memisoglu, 2009).

In addition to the above skills, the Principal must be able to raise the spirits of the entire staff, teachers, and students to achieve the goals that have been set, and the Principal must also have counseling skills and the Principal as an educator while promoting. They are defined. As the provision of education (teaching, leadership) about morality and intellectual intelligence, education in the sense of attitude can be interpreted as a process of transformation and a person or group of people trying to mature themselves into humans through teaching and training (Husna, 2017) Teachers and school leaders must be able to teach, encourage and establish four types of values: Spiritual, matters related to the attitude and character of people. Oral matters about good and evil teachings about good and bad deeds, attitudes and duties or morals; physical, issues related to the body's condition or physical health and human appearance. Artistic matters about human sensitivity to art and beauty, which the Principal must consider as an educator, are mainly two things, namely the target group or to whom the behavior as an educator is intended and how the role of the teacher is carried out. Therefore, the three main targets are teachers or other operational personnel, administrative personnel, and students.

In addition to the three main objectives of realizing the role of the Principal as an educator, other target groups are no less important, namely parent organizations, student organizations, and teacher organizations. The existence of parent organizations is more required to support various means to advance school life and answer needs, both in the form of funds, facilities, services, and ideas, as well as assist in the implementation of student development, especially in the performance of school life through non-teaching programs. Student organizations are needed to develop diverse interests, talents, and creativity inside and outside the curriculum and to support the success of extracurricular programs. Based on the results of the author's interviews with ten teachers and staff, the role of the Principal as a teacher at SMA Negeri 1 Airmadidi is essential to improve the teaching and learning process in schools. Therefore, teachers must be creative, highly motivated, and noble moral educators.

All of these things can be done if the teacher, in completing his task, is satisfied with his work. When their needs are met, teachers will have positive values and attitudes in working aimed at a better education. The Principal of SMA Negeri 1 Airmadidi uses question-and-answer methods, assignments, and discussions in learning. With the explanation from the Principal, he hopes that the methods used in schools can train students' courage to express their opinions. What students want, in addition to debriefing from the Principal, is that students can exchange information with teachers and other students so that the relationship between students and subject teachers is tighter. Through this task, the Principal wants to instill in students a sense of responsibility and the ability to complete the tasks the teacher assigns.

As educators, principals must model good behavior to teachers, staff, and students. The success of a leader is measured by the productivity and achievements he achieves and measured by his familiarity with carrying out his activities at school. Therefore, it is necessary to create influential and benevolent leaders. This shows that the Principal's role as an educator is always to lead and set an example to teachers, staff, students, and other school residents. As an educator, the Principal must be able to teach, encourage, and encourage at least four types of values. First, spiritual formation refers to the role of the Principal in supporting teaching staff in terms of spiritual attitudes and character. In this case, the Principal must create a conducive atmosphere for each teaching staff to fulfill their duties appropriately, proportionately, and professionally (Hermino, 2012) Therefore, school leaders should strive to equip learning spaces, infrastructure, and resources to facilitate teachers' teaching responsibilities. Second, moral coaching refers to the role of the Principal in teacher development, which is related to the good and bad of teaching in terms of actions, attitudes, and responsibilities following the duties of each teacher.

More than understanding the meaning of 'educator' is needed to stick to the definition contained in 'educator' needs to be studied about the sense of education, the purpose of education, and the implementation of educational strategies. The dictionary meaning or definition of an educator is a person who educates, meaning to provide moral and intellectual education (teaching, management) so that education can be interpreted as a process in which the attitudes and behavior of a person or group of people. It is being changed. Human maturation efforts through teaching and learning efforts Education(Husna, 2017) Principals' efforts to improve teacher performance.

Teachers, especially those involved in learning activities, can be described with three tasks. First, teacher guidance is mainly in planning and implementing learning programs, evaluating student learning outcomes, analyzing learning evaluation results, and designing enrichment and development programs. Second, the ability to provide examples of good learning models by analyzing subjects, year programs, year programs, semester programs, and learning programs or courses and making a list of student learning outcomes. Third, school leaders must be able to offer effective alternative learning models using different learning methods and resources. Based on the description above, the Principal, as an educator, should be a role model for teachers, staff, and students.

As an educator, the Principal aims to humanize humans by putting forward spiritual and moral values in discipline, honesty, responsibility, friendship, flexibility, etc. In addition, the Principal should be a role model, interested in qualities, and work based on good interpersonal relationships. As a client manager, that is. Customers must correctly manage and perform their duties (Afrita, Imron, & Arifin, 2018). The Principal must be creative to have ideas and initiatives that support the development of the school.

Various tasks must be carried out, such as planning and preparing the school's annual program, curriculum, personnel, financing, and arrangement of necessary facilities. This plan is then outlined in the school's annual plan, which translates into a two-semester program. School leaders must understand and manage curriculum, student management, infrastructure, and records management. These steps must be implemented effectively so school management is well organized and implemented. As a committee member, this is also related to the economy, and the achievement of improving teacher competence cannot be separated from the cost factor. From the results of

the author's research with ten teachers of SMA Negeri 1 Airmadidi, it can be seen that they know how to plan school financial management activities that are implemented and adaptive. Programs implemented in schools must be able to prioritize what is more important and urgent to implement, such as complementing what is lacking in school, such as books in the library that still need to be completed.

However, in this case, the Principal must be able to fulfill his administrative duties well. The Principal becomes a motivator, actively and competently encouraging him to do his job following the established methods and procedures because the motivation given by the Principal makes the teacher feel motivated or stimulated to complete tasks and act correctly. Full of responsibility and ability to achieve the goals set together. As a motivator, the Principal must understand that motivation is essential to a school. Teachers and staff work hard when highly motivated (Finnigan, 2010) When teachers and staff have positive reasons, teachers and staff show more interest, attention, and desire to participate in tasks and work. In other words, teachers do well when the Principal's motivational or motivational factor is high (Amankwah & Guo-Hua, 2020). The Principal always motivates and encourages teachers to deal with different students, meaning that the Principal must encourage teachers to be patient and firm because he is dealing with students who must have other behavioral thoughts in facing problems and accepting different behaviors. Therefore, the Principal must pay more attention to the teacher to encourage him to achieve the mutually agreed school goals.

The role of the Principal as a motivator is to encourage all school children to carry out their duties at school properly and correctly. The Principal's ability as a motivator is reflected in the Principal's ability to manage the school work environment, regulate the working atmosphere so that the working atmosphere becomes pleasant, and can arouse creativity and bright ideas in school children. The Principal's ability to manage the work environment includes managing the school's physical environment, calming office space that encourages enthusiasm for work, managing classrooms that promote teaching and learning activities, managing astonishing and organized school yards, and providing school facilities and infrastructure. Support it—school facilities and infrastructure that support work productivity and manage library space conducive to learning.

The Principal's skills in shaping the working atmosphere include creating a harmonious working relationship with other teachers, creating a balanced relationship between the school and its environment, creating an atmosphere of togetherness at school, and providing regular guidance and understanding of tasks. Based on the principle of reward and punishment (Tangen, 2018), employees who reward are motivated to increase positive and productive activities. Tips are meaningful when they are openly linked to employee performance so that every employee has the opportunity to achieve them. Meanwhile, (Wondol et al., 2019) explained that the purpose of punishment is to reduce and eliminate the possibility of repetition of unwanted behavior.

Building principles of appreciation, appreciation, and punishment includes giving proper rewards to successful teachers, recognizing and celebrating everything teachers do, warning teachers when they do not complete their assignments on time, and giving timely reprimands for teachers who are late or absent from class. , reprimand if the teacher does not come to work without permission, show the teacher's good work as a reference for other teachers, criticize if the teacher's work is considered harmful and severe sanctions for teachers who violate the rules.

Obstacles faced by school principals in improving teacher effectiveness. The obstacle faced by the Principal of SMA Negeri 1 Airmadidi could be better in carrying out his role, namely the lack of teacher discipline in managing schedules because there are still teachers who take their children from school and tutoring that must be brought. Outside the school, some teachers take their children to school, so the teacher's class hours can be disrupted. The Principal then reprimanded him verbally, but some teachers still repeated it under the pretext that his son was alone at home. The Principal also faces obstacles in terms of leadership and infrastructure that are still lacking at SMA Negeri 1 Airmadidi sees the success of educational programs through the teaching and learning process as strongly influenced by many factors, including the availability of adequate training facilities and infrastructure, as well as proper, accurate and optimal operation and management. Educational facilities and infrastructure are one of the most essential resources to support the learning process in schools. Therefore, their utilization and control must be strengthened.

The lack of facilities and infrastructure SMA Negeri 1 Airmadidi owns includes electricity to meet school needs. Therefore schools need motor generators (alternators) for school needs and lack textbooks/readings. When in the library always, where sufficient information is not available, which is the responsibility of the Principal, which is also no less important to observe. The Principal of SMA Negeri 1 Airmadidi is responsible for improving and creating a conducive environment that can be implemented effectively. The principal acts as a

leader to influence teachers to achieve desired goals. As a leader, the Principal must be willing and able to use all school resources to achieve the school's vision, mission, and objectives. In other words, the teacher does his job well when the Principal's motivational factor is high.

Teachers and employees needing more discipline in their duties and work face Limited facilities and infrastructure obstacles. It was found that the MGMP problem still needed to be fully operational. Management and all MGMP leaders must have an excellent attitude to work together to optimize MGMP organizational resource programs. Lack of awareness of teachers to actively participate in subject teacher forums. Actions that can be taken are to provide teachers with more explicit and more detailed information and understanding of MGMP policies, increase the budget dedicated to socialization so that activities can be carried out following the objectives that have been set and all teachers, principals, and management elements within the Ministry of Education and Culture participate in the program or design activities in such a way that the participation and ideas of all participants can Note. Some of the following problems have been observed in learning management: The objectives set need to be implemented optimally, supervision of MGMP activities must be carried out continuously, and teacher management must be improved comprehensively.

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CONCLUSION

The Principal of SMA Negeri 1 Airmadidi is responsible for the improvement and creating a conducive environment that can be achieved effectively. As a leader, the principal influences teachers to achieve the desired goals. As a leader, the Principal must be willing and able to use all school resources to achieve the school's vision, mission, and objectives. In other words, the teacher performs his duties well if the motivation factor of the Principal is high. The obstacles faced include teachers and employees needing more discipline in their duties and work, such as limited facilities and infrastructure. It was found that MGMP subjects were not fully functional; management and the entire MGMP manager had to be good at working together to optimize the MGMP program of organizational resources—lack of awareness of teachers to actively participate in subject teacher professional forums.

Steps that can be taken are to provide teachers with more precise and more detailed information and understanding of MGMP policies, increase the budget allocated for socialization so that activities can be carried out following the objectives that have been set and all teachers, schools participate in the principles and elements of management/design activities in such a way that it is possible to take into account the participation and ideas of all interest groups. Several problems arise related to the management of learning objectives mapped need to be implemented optimally, monitoring MGMP activities needs to be carried out continuously, and leaders cannot make improvements. in teacher administration.

This research suggests that the North Sulawesi Provincial Education Office can increase the work motivation of teachers, principals, and supervisors through the North Minahasa and Bitung Education Offices. Action can be taken by providing opportunities for teachers, principals, and supervisors to receive job training, education, and technical guidance, encouraging teachers to make professional innovations to improve the results of future programs/activities. More cooperation. Both inside and outside the work environment to strengthen relationships between teachers from other departments. Effectiveness was limited; not all teachers plan teaching and learning activities according to the academic calendar, and not all teachers who are members of MGMP can evaluate student work so that students know their weaknesses and apply existing teaching methods. The author suggests that behind the problems in creating teachers, schools can improve the quality of their knowledge and skills to provide excellent service to students. The step that can be taken is cultivating teacher empathy through various training and self-development motivation. Create teaching and learning standards as a service to be implemented and apply rewards and punishments to learning.

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