

The Roles of The Headmaster's Leadership Types in Overcoming The Students' Violation

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Submitted: 21-04-2021

Revised : 21-09-2021

Accepted: 17-10-2021

ABSTRACT. The headmaster as the highest policymaker in the school has a very important role in overcoming violations that occur in the schools. Successful headmaster can be seen from the process of influencing every element in the school and being able to apply all leadership models in any situation and condition. There are several types of leadership namely; authoritarian, democratic, and charismatic. This article aims to determine the headmaster's leadership types of MTs As'adiyah Ereng-ereng in overcoming the students' violations. This was field research with qualitative methods where the data sources came from the headmaster, students, educators, and students who committed violations. The data were collected from interviews, observation, and documentation. Then they were analyzed with analysis through data reduction, data presentation, and conclusion. The results indicate that the forms of violations committed were (1) not praying in congregation, skipping the classes, not wearing appropriate uniforms, destroying facilities, and carrying cellphones. The leadership type that is most often applied in the schools was a charismatic leadership type. Although this type of dominates, democratic, and collective leadership is also found.

Keywords: *Headmaster, Students' Violation, Leadership Style*



<https://doi.org/10.31538/munaddhomah.v2i2.47>

How to Cite Tunisa, A. Damayanti, E. Baharuddin,. (2021). The Roles of The Headmaster's Leadership Types in Overcoming The Students' Violation. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, Volume (2), 70-80

INTRODUCTION

Education is a medium for a group of people to work together as a process of developing the students' potential from not knowing to know. Through that process, a nation or a state can pass on religious values, cultures, thoughts, and expertise to the next generation, so that they are truly ready to face a brighter future of the nation and state (Nurkholis, 2013) (Sahin, 2018; Sari, 2013).

Istianah stated that the role of education is highly necessary because a strong competitive generation can be created through education to face the global era competition and to develop the society's character building and personality (I. A. Rahman, 2012). Ismail argued that the role of school as an institution helps the family environment, that it has task to educate, teach, improve and refine the students' behavior brought from their families (Ismail, 2012).

The existence of school facilitates students, educators, and education to create the atmosphere of an active teaching and learning process, and it is expected to create the learners' character under the settled rules (Darim, 2020). The successful headmaster can be seen from their

influence on every element of the school and can apply all leadership models based on the situation and conditions (Brooks & Mutohar, 2018; Devi & Subiyantoro, 2021; Fitriani, 2017). Engraft a disciplined attitude to the rules, both the school code and the ethics code. In practice, leadership is divided into several types including authoritarian, democratic, charismatic, etc. Based on (Leny Marlina, 2013) this type of leadership is known and recognized its existence in education management.

MTs As'adiyah Ereng-Ereng is an Islamic educational institution that educates its students to become human beings that have *Akhlauqul Kharimah*. However, the school is inseparable from the violations of some students. The researchers found violations such as late going to school, not wearing the appropriate uniform, not following the morning roll call, not following the Dzuhur prayer, not following the Dhuha prayer, and so forth. The headmaster's role has a very important position in overcoming the violations so these violations can be reduced or even eliminated within the school. The good cooperation between school, parents, and the community is one of the efforts made by the headmaster to find out the students who violated.

LITERATURE REVIEW

The leaders' presence has supported success in every aspect. The leadership position in management can be named as the soul which means that the situation of an organization or group of people running a series of businesses depends on the spirit of the leadership in that group (Aedi, 2016). The word leadership comes from the root word leader, which means someone known and seeks to influence his followers, to apply his vision (Sagala, 2009). D.E. McFarland said that leadership is a process in which leaders are portrayed as giving orders or influencer, giving guidance, or it is said as the process of influencing the work of others in choosing and achieving set goals (Danim, 2010).

The word 'leadership' comes from the English translation which is derived from the word 'leader'. It can be defined as leadership that includes the process of influencing in determining organizational goals, influencing to improve groups, interpretation of events to its followers, moving and influencing people (Nurzazin, 2011).

Syamsul believed that the headmaster's leadership is an ability and readiness of the headmaster to influence, guide, and mobilize school staffs to work effectively by gaining educational and teaching objectives, or it can be said as the headmaster's assistance towards the achievement of educational goals (Syamsul, 2017).

Based on the definition above, the researchers conclude that leadership is an effort made by a leader to influence all members to move and work based on the leader's instructions to achieve the goal.

A leader's concept of leadership from the power that projects itself in the form of attitudes, behaviors, and the nature of leadership activities developed in his educational institution will affect the working situation, the spirit of work of staff members, the nature of human relations among others, and will affect the quality of work that may be achieved by the institution (Wahab, 2011). Nadzmi Akbar believed that an effective leader must be able to play various types of leadership because each type has its advantages and disadvantages (Akbar, 2017). Rahmat Hidayat, et al., argued that this type of leadership can be interpreted as a form or pattern or type of leadership, in which one or more behaviors or leadership styles are implemented as supporters (Hidayat, R., Alam & Syamsu, 2018).

From this definition, the researchers conclude that the type of leadership is an inseparable part of the leading spirit of a leader which is described in the form of behavior inherent in a leader as a characteristic in solving each problem and influencing all subordinates to follow the instruction in gaining the goal.

Khatib Pahlawan Kayo stated in his book that the types of leadership consist of traditional leadership, charismatic, rationality, authoritarianism, democratic, and collective (Kayo, 2005). The

headmaster's presence who owned the type of leadership determines the behavior of the learners to obey the signs of the prevailing rules within the school environment.

Their behavior that disobeys the rules is named deviant behavior. A deviant act is classified as an act of their own accord which regardless of the rules that have been made. Violation based on Tarmidzi that the rules which are not carried out caused the implementation of rules or discipline consistently can become the main causes of the delinquency of students inside and outside school (Tarmidzi, 2008).

The form of students' violation towards the discipline is based on Ahmad Rohani's argument that it is classified into four categories namely academic, administrative, aesthetic, and ethical violations (Rohani, 2002). Tulus Tu'u defined that the best efforts to overcome violations and improve the student's discipline to obey the rules are by creating some rules for the students, consistent and consequently in the application of discipline, enforcement of punishment, and cooperation between parents and teachers (Tu'u, 2014).

METHOD

The type of research used in this research is field research through descriptive qualitative research methods. The data sources in this study were principals, teachers, and some students who committed violations of discipline. The data collection method consists of interviews, observation, and documentation. The data techniques are carried out while data collection is in progress. The data obtained in this research poses are processed by the researchers intensively and continuously until the data are saturated. The data analyses consist of data collection, reduction, presentation, and concluding, namely in data collection, the researchers take the essence of the results of the research conducted.

RESULT AND DISCUSSION

Forms of Students' Violations in MTs As'adiyah Ereng-Ereng

Schools as a place to study require written rules as its characteristics. These rules are spelled out in the school's code. The rules that bind the students in acting sometimes unnoticed by some students. The form of violations committed by MTs As'adiyah Ereng-ereng students is still classified as a minor violation. This is based on what the headmaster and teachers said on the interviews and observations conducted by the researchers. As for the violations' form included in the violation of academic, namely late of following morning roll call. Based on the results of an interview with AMR who said that: *"I was late due to wake up late. While the morning roll call held at school was held at 07:15 am"*

Besides, several reasons were stated by other learners such as the distance between home and school. The problem of delays in following the morning roll call is because the students who arrive early at school do not directly enter the school gate but they take the time to get snacks outside the school before the gate is locked. LCK stated that: *"I depart to school early. But I did not immediately enter the school because I took the time to snack outside the school before the gate was closed and would be reopened at the time of Dzuhur prayer."*

Other violations that are categorized as academic violations are skipping/playing truant. Some students leave school earlier before the schedule ended. Besides, there are still some students who do not follow some lessons schedule. This sometimes happens when the students think that the teacher does not attend the class so they are assumed to have an opportunity to play truant. Based on the interview's results with HFZ who said that: *"I thought that the teacher did not attend the class, so I assumed that it is better going outside rather than staying in the class without doing anything"*

The headmaster's response to this incident was to regulate the learning process. As the interview results with the headmaster of NJD who stated that:

"Many students violate the regulation rules because they have the opportunity, usually because of the vacant hours so that they have the opportunity to commit violations. Based on this evidence, the teacher and I work together to manage every lesson hour by appointing the teacher who do not have schedules to teach that vacant hours."

Other types of violations fall into the category of non-academic violations, namely school uniforms that do not comply with the regulations. Wearing a school uniform is a form of the student's identity that must be obeyed. This school has characteristics that are different from other schools regarding the dress code. In these cases, it is often found that some students still violate because they have different uniforms daily. Based on the interview results with NJD (The headmaster) who said that:

"We love beauty, therefore every day from Monday to Sunday (Except Friday) the students' uniforms are always different. For example, on Monday they are required to wear a white shirt and white skirt, on Tuesday, the color of the skirt must be changed, on Wednesday, the uniforms must be changed into batik, etc. Even though we have adhered to the rules in the front office so that students can see the regulation but is still found the one who did not wear uniforms. The various reason is they forgot especially for new students, some said that they got wet dress"

School uniforms become an obligation that must be obeyed by the learners as the students' identities. In the implementation of uniforms that should be put into the pants, the use of black or white *Peci* (a kind of hat) based on the schedule listed, pants and skirts that are not tight for male and female students. The observations found that violations of this type of school uniform for example for male students should be put into their pants during school hours but this is only done in the beginning hour. In commutation the lessons or entry of prayer time, some students began to take out clothes for reasons of feeling sultry.

The next offense is not following the congregational prayers. Two prayer types must be performed by students while in the school environment, namely congregational Dzuhur prayer and sunnah Dhuha prayer. Some students do not obey this rule, especially the congregational Dzuhur prayer in Masjid. Prayer time is an opportunity for the students to take the chance to leave the school that the school gate will be opened at prayer time. Based on the results of the interview with NJD who said that:

"The students commit violations at these hours. They have a big chance to leave school. Because in starting school hours, the school gate will be open at the time of the hour for Dzuhur prayer in the masjid. After Dzuhur prayer, the gate will always be locked unless there is an emergency."

Based on those interview results, it can be concluded that students who are in the school do not have any access to leave the school unless in Dzuhur prayer time. The school has a large iron fence which is put in the middle of the school building which becomes the only way for students to enter the school. This gate will be opened only when the Dzuhur prayer time, so this will be a chance for students to do activities outside the school which caused them did not do congregational Dzuhur prayer.

The next regulation is congregation Dhuha prayer in. This activity is held every Saturday and starts at 07:00 am. Students who do not follow the congregational Dhuha prayer due to some reasons. This is based on an interview with vice headmaster in the field of students' affairs, LKN stated:

"Congregational Dhuha prayer is a routinely activity that is always done in school every Saturday. Not all students join on this activity, we often find out the students who are late of coming so that they do not have time to attend congregational prayers"

The next violation is bringing their mobile phone. The spread of online gaming among teenagers has become a huge task for the school to keep control of students during school hours. The results of the interview with NJD who said that: "*Adolescence has been a difficult time. Nowadays, most students are already contaminated with the presence of online games. This is the biggest factor they bring mobile phone in school, even though this school has prohibited them bringing the mobile phone that is included in regulation code*".

It is undeniable that the presence of online games as well as some applications that are loved by students become the things that can bring students into it. Their time will always be filled with playing gadgets regardless of the school lessons.

Due to the observations, the researchers found that some students brought their mobile phones to school. The school has already had rules on this issue by incorporating them into the school's code of regulation that must be obeyed by the students. Reprimands, foreclosures, and even parental calls are the efforts made by the school to overcome the violations.

Another violation is damaging the school facilities. The students often do not maintain existing facilities and infrastructure. In observations, it is found the traces of hand scribbles made by students, both intentionally and unintentionally. Based on the result of an interview with a WYN teacher who said that: "*We usually find students who do not maintain school facilities and infrastructure. For example by scoring out walls, tables, and break the chairs. Even though it is clearly stated in the prohibition code not to damage school facilities*"

The role of the headmaster's leadership type in overcoming the students' violation

Leadership is very important to develop the institution. The headmaster's leadership is an action taken by the headmaster in terms of his ability to influence every member of the school community. Based on the interview results with WYN who said that: "The headmaster always discusses with us as the educators in this school. He always consults to ask for opinions on the issues related to this school. Asking for opinions is usually done in the meeting or not even have to be with the meeting. We chatted and exchanged ideas each other". That statement is reinforced by LKN who said that:

"Having a meeting and doing conversation with Ibu Naje becomes an alternative for all of us to find solutions toward the problem especially urgent about the disciplined behavior of the students in this school. We are very grateful for her who always consider the opinions and ideas from teachers or educators."

Based on the observations and interviews, the headmaster is an authoritative, maternal, disciplined, and assertive figure. This is due to the narration of the AM who is the student VIIIc class, who stated that: "*The headmaster being like our mothers, she will take care of the one who got sick like her own child. But she becomes very assertive and mad if she found who being naughty*"

Another argument was strengthened by KAW who stated that: "*She was so firm but she is so kind. The headmaster can also joke, and support every activity that we do.*" The student believed that the headmaster is considered as the best place to complain. This is based on the results of an interview with the AMA who said that: "*I am very familiar with the headmaster. We're very close to her. We will talk about a lot of things with her if she is not doing anything. We are just like a friend*"

This is reinforced by WYN's explanation, who said that: "*I am one of the teachers closest to her. The headmaster's closeness among the students is undoubted because it has lasted a long time. Some students who have graduated, often come to school to meet her*".

This charismatic figure makes her get students' respect. During her lesson hours, students will be very focused on the explanations and the teaching methods that are brought. Even if she does not have teaching hours on that day but she is in the school environment that caused students to act carefully.

The charismatic figure is directly felt and allocated to students. The interview results revealed that there is a very significant difference in the number of violations of the students if the headmaster is in the school environment. This is based on the meeting of BK AJK teacher, who stated that:

"I observed that the behavior of the students became different between the headmaster was around the school and the headmaster left the school. Violations rarely happen when the headmaster is in place and the headmaster leaves the school. This is because the students are familiar with her figure but they are reluctant to her"

The charismatic figure arises because the headmaster is consistent with the application of sanctions violations, firm in speaking (good rhetoric) in front of educators and students, she can solve internal problems of the school, and has a strong aura and courageous leadership.

The next type of leadership is collective. The headmaster of MTs As'adiyah Ereng-Ereng has served for 12 years and developed the school. The type of collective leadership colored by the value of collectivity based on sincerity in being responsible for carrying out the mandate is also found in the headmaster of MTs As'adiyah Ereng-Ereng. In the leadership of collectivity, there is no rude character and no responsibility. In overcoming violations, the headmaster applies discipline as students' sign of acting to always obey the norm of good behavior. NJD in his narration believed that: *"The school is concerned about the implementation of school regulation by enforcing the rules that must be obeyed by all students. This disciplinary board is put at the front office so that every student can read the rules and restrictions."*

As a responsibility form given by the Headmaster of MTs As'adiyah Ereng-Ereng in responding to the students who commit violations, she always has a way of overcoming and rewarding students who violate it by giving a reasonable punishment.

NJD in his narration said:

"The punishment is about dealing them advice, cleaning the school yard, memorizing short surahs in al-Qur'an, and copying the Qur'an on their paper. We always control the activities of the students during school hours and limit their wiggle room by providing a barrier in the madrasah's living room."

The violations committed by the students have different sanctions depending on the type of violation committed. NJD said: *"The sanctions given must be different. Depends on what type of violation the learners doing. The low infraction, they are demanded to write Qur'an Verses on one page. The big infraction, they usually clean the schoolyard or doing sun-baked"*

The application of this regulation is inseparable from the obstacles faced by the school. As stated by NJD: *"Some parents do not understand the sanctions given to their children. Although it has been socialized at the beginning of each admission of new students that the child is violating this kind of sanction given. Sometimes the parents forgot the regulation"*

Based on the interview results, it was found that a sense of sincerity and responsibility is a characteristic of the type of collective leadership carried out by the headmaster, namely the application of discipline and the provision of educational sanctions. As long as the students are around the school, all their actions are the full responsibility of the headmaster.

The type of leadership that the headmaster also applies is Democratic. She was known to all the school's residents. This type of democratic leadership is considered as a type of leadership that is always willing to take advice so that all members can contribute well to overcome student violations by involving educators and parents. Based on observations and interviews conducted, the headmaster always cooperates with teachers, students, parents, and local communities. This is as stated by NJD:

"I, the headmaster expect to be an example and together have the same principle. The school always cooperates with the relevant parties, such as teachers, students, and even parents by holding regular meetings once, in every admission of student reports, I even cooperated by having discussions with the local community"

The headmaster discussed jointly with the teachers' council for an agreement. This is based on the results of an interview from one of the teachers NRA, who assumed that:

"We always hold meetings in this school to discuss something especially regarding the implementation of discipline. The headmaster always instructed all teachers to attend meetings to listen to any teacher aspirations that will be included in the regulation code. Therefore, we conferred and do an agreement in that meeting"

The meetings are held every new school year. This becomes a forum for principals and teachers to hold discussions to obtain agreement about school discipline, problematic learners and solutions, and other policies. Then the results of the agreement on this meeting are made as interesting as possible so that it can be seen by the students. For example, sticking a disciplinary board at the front office.

MTs As'adiyah Ereng-Ereng School schedules regular meetings with parents, ranging from parents of new students and parents of students who have attended the school for a long period. The meeting was held between the school and parents at the time before the admission process for new students/student orientation period took place. While the meeting for all parents of students is conducted after each semester exam. This is based on the NJD narration, She said:

"We always cooperate with parents/ guardians. Regarding students' behavior in school, this will not go smoothly without each parent's support. At the meeting, it will be the moment we inform about their children's behavior during their time at school. For example, during one semester the child has skipped many times, attendance, sick, and even permission. So all parents know that condition"

This meeting certainly has a very positive impact on parents and the school so that the students' behavior can always be in control. Not only at schools play an active role, but also parents can monitor the movement of their children's behavior at home so that their children's delinquency can be reduced.

The headmaster is the one who determines the focus and atmosphere of the school. Therefore, it is said that the school's success is a school that has a great leader. Wahyusumijo stated that the headmaster comes from two words: the head and the school. The word "head" can be interpreted as "chairman" or "leader" in an organization or institution. While the "school" of a formal educational institution under the Ministry of Education of The Republic of Indonesia, where it becomes a place to receive and give lessons (Wahyusumijo, 2005).

The headmaster in the leadership process must have faced the students who have different behavior forms. The world of schools in Indonesia is now showing a variety of increasingly complex problems, some of the biggest problems that schools experience today are deviant student behavior (Irwansya, 2014). This is as obtained in MTs As'adiyah Ereng-Ereng, which encountered several violations that occurred. The research results conducted by Rite Sa'adah assumed that violations committed by students can be said as a form of action or self-actualization and the desired needs, the condition of the students is still unstable so that it is still being tossed by something around them (Sa'adah, 2019).

The implementation of the regulation code becomes ineffective because the various components do not run well and it is under expectation by the teachers, headmaster, and parents who expect to make students obey the applicable rules to be able to form students have a personal discipline, responsibility, and orderly during the learning process. The participation of parents, communities, and the school environment will greatly help achieve the effectiveness of the implementation of the regulation code.

Nazaruddin's research argued that the children's development will be influenced by a series of interactions in families, schools, communities, schools with parents, schools with communities, and communities with parents. Each environment affected individual development dynamically. Therefore, the child's development is inseparable from the relationship between the school and the parents that belong to the mesosystem environment. The interaction between the two parties will affect the increase of the children's learning achievement levels. On this basis, it can be stated how important the involvement of parents in the educational process of the children as the parties who directly interact in the mesosystem environment (Nazarudin, 2018).

This study found some forms of the students' violations such as the act of playing truant, un-wearing school uniforms, and coming late. Based on the research results conducted by Desni Ulani et al, they also found the forms of the students' violations of such as arriving late to school, not wearing completely the school attributes, not entering school without any reasons, and bringing a mobile phone (Ulani, 2016).

Another violation form that sometimes occurs is the students' presence who wear school uniforms that are not under the prevailing regulation. Based on the research by M. Dzikri Rohman, it is found that although everyone has the right to wear uniforms that are under his wishes, in certain things dress must also be arranged just like in school environment (M. D. A. Rahman, 2018).

Success in coping violations committed by the students is inseparable from the important role of the headmaster's presence in implementing leadership as the parents of policy determination in the school. Based on Bejo's research, it is found that the headmaster's role is not only mastering leadership theories but the headmaster should be able to implement her abilities in real-time. Therefore, a principal is required to have a thorough education (Bejo, 2009).

The headmaster, who works together with stakeholders, has a huge impact to ensure that the students always obey the school's regulations. The headmaster has a responsibility to discipline the students by guiding, doing good, being an example, being patient, and understanding. The headmaster must be able to discipline the students with compassion, especially self-discipline.

The observations made by the researchers found that the headmaster in her leadership always provides a good model for all school residents. She does not hesitate to do physical work such as sweeping to raise the students' awareness of cleanliness and maintain school facilities and infrastructure. The results of M. Dzikri Abdul Rohman's research show that a good climate is created by giving a good example to every element in the school, especially to the students (M. D. A. Rahman, 2018).

The headmaster of MTs As'adiyah Ereng-Ereng, based on the results study showing her role using the charismatic type leadership in overcoming the students' violations directly reduces and even overcomes the behavior and the students' violation. The results study of Elis Sutianah et al showed that charismatic leadership is the attitude of a leader who has strong personal qualities and has a tremendous effect on his followers. Having a social orientation of power by emphasizing the internalization of values, not personal identification, and beliefs owned to achieve outstanding performance (Sutianah et al., 2018). Rahmat Setiawan stated that charismatic leadership is the leadership assumed that charisma is an individual characteristic that a leader can be distinguished from other leaders, especially in terms of the implications for the inspiration, acceptance, and subordinates. support. The emphasis of charismatic leadership is on the charisma possessed by a leader (Setiawan, 2014).

The headmaster also involved a type of democratic and collective leadership in overcoming the students violation in MTs As'adiyah Ereng-Ereng. This type of democratic leadership that is generally applied to the educators and the students' parents to conduct cooperation can be

considered successful in covering all the school residents' aspirations to overcome some violations of discipline that are still often carried out by the students. The research conducted by Joshua found that some characteristics that a democratic leader has are about happy to accept suggestions, opinions, and even criticism from subordinates, people's opinions are better than his own opinions and participation that will rise responsibility for his executive (Kurniawan, 2018).

This leadership produces a good cooperation to overcome students' violations. The research results conducted show that the headmaster always hold regular meetings with educators to produce several policies to keep control of the students' behavior, ranging from actions to be carried out until sanctions are given. She holds discussion meetings and opens conversations among educators to gather solutions to solve the problems. The headmaster of MTs As'adiyah Ereng-Ereng in her leadership emphasized cooperation and chose the policy of controlling discipline based on the highest voting. The headmaster always holds regular meetings among educators and students' parents to inform the extent of their children's actions in the school. This has a very positive impact on suppressing the violations' behavior that occurred.

This meeting as a communication form that is always held by the school with the students' parents resulted in an agreement between them. The importance of communication is showed in the research conducted by Abdul Mukmin which found that the communication of the leader, namely the head of a madrasah with teachers and parents has a strategic position in education. The headmaster is one of the components of education that plays the most important role in improving education quality. There is a close relationship between the headmaster and various aspects of school life such as communication, discipline, the culture of school climate, and the students' behavior, especially the sanctions are given (Mukmin, 2017). The sanctions are certainly under the prevailing norms and there is an education included. The study results found that the sanctions forms are such as memorization form in front of other friends, writing BTQ on one page of their book, or even cleaning the school yard. The results of Rina Sabriani's research suggest that the sanctions/ punishments are the actions taken by the school against the violations that have been committed by the students (Sabriani, 2017).

To overcome violations committed by the students, it is necessary to carry them out carefully and educated them. Paying attention to preventive measures and still maintaining affection feelings toward learners not because of hate or emotion (Sarjana, 2016). Based on the results of the research by Acep Supriadi et al, it showed that the punishment of education should consider the punishment that is given based on the mistakes the students made. Educational punishment should best avoid corporal and harsh punishment based on the power because it will foster aggression and violence among the students (Supriadi et al., 2014).

The purpose of punishment itself is as an educational tool. Syafniyanti Uyub argued that education without any punishment or sanctions given to the students who break the rules or make mistakes, will make them become a scoundrel, and they can not be controlled (Uyub, 2011).

Punishment has three functions, namely blocking the repetition of unwanted actions by the community, educating, and motivating to avoid it (Zainaf, 2016). The point is that the punishment should be able to make the students ashamed of committing violations again, the punishment can also show that the rules of the regulation made is carried out following the planning that has been made by the school (Ma'arif, 2017; Mowen, 2014).

CONCLUSION

The results showed that the violations' forms of the students that often occurred and found in MTs As'adiyah Ereng-Ereng Bantaeng district are such as wearing inappropriate school uniforms, coming late in morning roll call, playing truant, not following the congregational Dzuhur and Dhuhah prayers, damaging the schools' facilities and training, and carrying mobile

phones. The roles of the headmaster's leadership type in overcoming the students' violations in Mts As'adiyah Ereng-Ereng use the type of charismatic leadership generally. However, the headmaster of MTs As'adiyah Ereng-Ereng also used democratic and collective leadership types.

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