

Leadership Practices of Madrasah Heads in Improving Student Attendance Punctuality: A Qualitative Case Study

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ABSTRACT

This research is motivated by the discovery of late student attendance, which affects learning effectiveness and the culture of madrasah discipline. The purpose of the study was to analyze the role of madrasah heads in improving the timeliness of student attendance and to identify leadership strategies for building on-time attendance discipline. The research uses a descriptive, qualitative approach with a case study design in one madrasah. Data was collected through in-depth interviews with madrasah heads and related parties, observations of attendance discipline, and a review of policy documents and attendance recaps. The analysis is carried out through data reduction, presentation, and the drawing of conclusions. The results of the study show that the increase in timeliness is driven by a combination of consistent rulemaking, strengthening the culture of discipline through example, routine supervision, coordination with homeroom teachers and BK teachers, and the implementation of a monitoring and follow-up system, including coaching, awards, and educational sanctions. The research clarifies the leadership mechanism of madrasah heads in discipline management and provides practical implications for the formulation of more measurable, collaborative, and sustainable attendance policies.

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Introduction

Student attendance punctuality is a fundamental indicator for assessing the quality of discipline and the effectiveness of academic culture in educational units. Punctual attendance not only reflects administrative compliance but also shows readiness to learn, appreciation of institutional norms, and internalization of the value of responsibility in the educational process. In the context of learning, the initial moment of the activity plays a strategic role because it provides space for focus formation, the delivery of learning objectives, and the conditioning of students' cognitive readiness. When this initial phase is delayed, learning effectiveness tends to decrease, and the quality of pedagogical interaction is affected. (Gubbels et al., 2019; Kearney & Graczyk,

2020). Therefore, punctuality cannot be understood solely as a technical aspect of attendance, but rather as an essential indicator of the quality of educational governance and the learning culture that develops in schools.

In practice, the problem of student tardiness often recurs and follows a pattern, such as arriving late at the beginning of class or at certain times of the week. This pattern indicates that punctuality problems do not originate solely from individuals but are also related to structural and cultural dynamics within school organizations. (Gubbels et al., 2019; Hopwood et al., 2024). Factors such as weak consistency in rule enforcement, low perceived consequences of delay, and insufficient internalization of disciplinary values also contribute to this problem. (Kearney & Graczyk, 2020; Sälzer et al., 2024). In addition, external factors such as family background, transportation access, and social environment influence student attendance patterns, so the issue of punctuality needs to be understood comprehensively within the broader education system. (Burdick-Will & Stein, 2024; Lenhoff et al., 2020).

Several studies have shown that school leadership plays a strategic role in shaping student attendance behavior and discipline. Principals who can set a clear vision, build a supportive school climate, and ensure consistency in the implementation of rules are proven to contribute to increasing student attendance rates (Bartanen, 2020; Huang et al., 2023). Other research confirms that a favorable school climate and constructive relationships between teachers and students correlate with decreased tardiness behavior and increased student attachment to learning activities. (Hamzah et al., 2024; Kuspini, 2014). In addition, a data-driven approach through systematic attendance monitoring was considered effective in identifying patterns of tardiness and designing more targeted interventions. (Kearney & Graczyk, 2022; Sälzer et al., 2024). Other findings also show that school-parent communication plays a significant role in shaping students' awareness and commitment to the importance of on-time attendance. (Hopwood et al., 2024; Rockstuhl et al., 2012).

Although various studies have examined student attendance and discipline, most still focus on absenteeism as the leading indicator. At the same time, punctuality tends to be treated as a derivative variable, less explored in depth. In addition, many studies place the principal only as a structural setting, rather than as a key actor who actively designs, coordinates, and oversees disciplinary practices in the daily life of schools. This gap shows the need for a study that specifically examines the leadership role of madrasah heads in building a culture of punctuality as a sustainable social and pedagogical practice. The novelty of this research lies in its effort to position punctuality not just as an administrative indicator but as the result of an integrated leadership process, social interaction, and institutional governance.

Based on this description, this study aims to analyze the role of madrasah heads in improving the timeliness of student attendance through policies, leadership strategies, and management mechanisms applied in daily practice. In more detail, this study aims to examine how madrasah heads Design and implement attendance rules, how the coordination process among madrasah heads, teachers, and education staff takes place, and how students respond to these policies in school life. Thus, the formulation of this research problem focuses on how leadership shapes a culture of time discipline and on the factors that affect its success or impede its implementation.

Theoretically, this research is expected to enrich the study of educational leadership by placing punctuality as an essential dimension in the formation of school culture and managerial practices of madrasah heads. This study provides a deeper understanding of the relationship among leadership, policy, and student disciplinary behavior in the context of Islamic education. In practice, the research results are expected to serve as a reference for madrasah heads, education managers,

and policymakers in designing attendance management strategies that are more contextual, consistent, and sustainable. Thus, this research contributes to strengthening educational governance oriented towards the formation of a disciplined culture and to improving the quality of the learning process.

Method

This research uses a qualitative case study design to understand in depth how the role of madrasah heads is operationalized through policies, institutional coordination, discipline coaching, and monitoring and evaluation mechanisms to improve the timeliness of student attendance. The qualitative approach was chosen because it allows exploration of the meanings, processes, and social dynamics underlying leadership practice, rather than merely a quantitative measure of delay. (Creswell & Creswell, 2017; Tisdell et al., 2025). The case study Design is used to examine a madrasah unit in depth as a complete social system, so that the relationships among policies, daily practices, discipline culture, and decision-making mechanisms can be comprehensively understood. (K Robert, 2018; Stake, 2013).

This research was carried out at Madrasah Aliyah Syahadat Nabatussalam, which was purposively selected based on *the information-rich case* principle, namely, as a location considered capable of providing rich and relevant data on the timely management of student attendance. (Creswell & Creswell, 2017; Patton et al., 2015). The selection of the research location is based on the existence of an attendance management system that has been running, both manually and digitally, the availability of disciplinary policy documents, and access to actors and operational processes directly involved in attendance management, such as gate arrangements, daily pickets, and attendance recording (G. A. Bowen, 2009; K Robert, 2018).

The study subjects include the head of the madrasah as the key informant; the deputy head of the madrasah for student affairs; teachers or homeroom teachers; picket officers; administrative staff; and student representatives as supporting informants. Participants are purposively selected for their direct involvement in the formulation, implementation, and evaluation of punctuality policies. When necessary to enrich the data, *snowball sampling techniques* are used on a limited basis, following the recommendations of the initial informant. (Guest et al., 2020; Tisdell et al., 2025). The entire research process is carried out with attention to research ethics principles, including participant consent, confidentiality of identities, and prudence in involving students as research subjects. (Creswell, 2018).

The research procedure is carried out concisely through the preliminary study stage, the preparation and validation of instruments, the management of research permits, data collection, data analysis, and the strengthening of the validity of findings. Preliminary studies were conducted to map attendance flows (entry hours, gate surveillance, late procedures, and attendance recording) and identify key actors. Data collection is carried out simultaneously through interviews, observations, and documentation so that researchers can cross-check from the outset, while iteratively sharpening the focus of data mining in line with the character of adaptive qualitative Design. (Creswell, 2018; K Robert, 2018). The data is then transcribed, organized, and analyzed to develop themes that explain the role patterns of madrasah heads and the mechanisms through which they are implemented.

Data collection was carried out using three main techniques: interviews, observations, and documentation. Semi-structured interviews were used to explore policy rationales, leadership strategies, coordination patterns, and coaching and evaluation mechanisms for punctuality, lasting 30–60 minutes and recorded with the informant's consent. (Guest et al., 2020; Kvale & Brinkmann, 2015). Observations were conducted to directly examine attendance management practices, such

as gate arrangements, discipline pickets, and late handling, to compare formal policies with field practices. (Creswell & Creswell, 2017; K Robert, 2018). Documentation includes disciplinary reviews, attendance recaps, circulars, meeting minutes, and coaching reports, serving as an institutional data source to understand disciplinary control patterns. (D. J. Bowen et al., 2009).

The research instrument consists of semi-structured interview guidelines, observation sheets, and document review guidelines, all centered on the research focus on the role of madrasah heads in policy planning, supervision, the implementation of violations, and evaluation and monitoring. The instrument grid is presented in Table 1 to ensure traceability between the aspects studied, indicators, data sources, and data collection techniques.

Table 1. Research Instrument Grid

Techniques & Instruments	Aspects Studied	Operational Indicators	Data Source/Participant	Evidence/Data Generated
In-depth interviews (semi-structured guidelines)	Timeliness policy planning	The basis for drafting rules, objectives/targets, SOP, habituation programs, and Socialization Strategy	Head of Madrasah; Student Affairs	Policy transcripts, decision rationales, and implementation strategies
In-depth interviews (semi-structured guidelines)	Implementation and daily monitoring	Gate management; pickets; delay procedures; follow-up flows; Consistency of Implementation	Picket/order teacher; homeroom teachers; Education Personnel	Description of operational and supervisory practices
In-depth interviews (semi-structured guidelines)	Breach construction and handling	Construction stage; counseling (if any); parental communication; reward–educational sanctions; Follow-up Recording	Homeroom Teacher; BK (if any); Students	Narrative of coaching and perception of policy effectiveness
Observation (observation sheet)	Factual practices of arrival and learning impact	Arrival patterns; frequency of delays at critical hours; teacher/officer	Gates, early hour classes, Habituation Activities	Descriptive field notes about behaviors, interactions, and situations

		response; First hour interruption		
Documentation (document review guide)	Policy consistency and administrative evidence	Discipline/SOP; attendance recap; list of delays; meeting minutes; Construction Report	Madrasah archives (student/administration)	Extraction of policy, trend, and evidence from follow-up data
Documentation (document review guide)	Monitoring–evaluation and policy improvement	Evaluation indicators; follow-up decisions; changes in procedures; Program Reports	Head of Madrasah; Management Team	Evidence of internal evaluation and policy adjustments

Instrument validation is carried out through *content validity* based on *expert judgment* and limited trials. Education management experts and student practitioners reviewed draft interview guidelines, observation sheets, and documentation guides to assess the suitability of the indicators, the editorial clarity, and the adequacy of coverage for the research objectives. (Creswell, 2014; K Robert, 2018). Furthermore, a limited trial was conducted on non-sample informants to ensure the logic of the question flow, the clarity of the indicators, and the feasibility of the interview duration. The test results were used to refine the instrument, including sharpening the operational definition and adjusting the recording format. The entire revision process was documented as part of the *research trail audit*. (Braun and Clarke, 2021; Kvale & Brinkmann, 2015).

Data analysis was carried out using thematic analysis, which included the stage of data familiarisation, initial coding, theme development and review, and the preparation of an analytical narrative. This approach was chosen because it can systematically organize qualitative data from interviews, observations, and documents to uncover patterns in leadership roles and policy mechanisms. (Braun and Clarke, 2021; Miles et al., 2020). The validity of the findings is maintained through triangulation of sources and methods, as well as by checking for consistency among interview data, observations, and documents. In addition, the analysis process is supported by *trail audit* logging that documents analytical decisions and theme formation. The ethical aspects of research are upheld through participant consent, confidentiality of identities, responsible use of data, and sensitivity to power relations in an institutional context. (Creswell, 2018).

Result

The results of the study show that student punctuality at madrassas remains an important issue, especially during the first class hours. Based on the results of observations, interviews, and documentation, student tardiness is related to school discipline routines, supervision systems, students' daily habits, school culture, and parental support.

The observation results showed that before learning began, the madrasah held morning habituation activities consisting of apple distribution and joint prayers. This activity took place before 07.00 WIB and was part of the school's efforts to form order, learning readiness, and time discipline. During the observation, students who arrived early appeared more orderly, more prepared to enter class, and followed the morning activities more calmly. On the other hand,

students who arrive late tend not to follow the whole series of habits and enter the Classroom unprepared. This shows that morning habituation serves not only as an administrative routine but also as a means of instilling discipline.

The findings of these observations were strengthened by the results of interviews with the head of the madrasah, who emphasized that punctuality is a form of discipline that must be a priority in the learning process. He explains:

"Punctuality is a form of discipline and should be a priority in student learning. When children are late, the learning process will be constrained, can regress, and interfere with the circulation of teaching and learning activities. If KBM is disrupted, then the delivery of material will also be disrupted." (KM, interview, Tuesday, December 16, 2025)

The head of the madrasah also explained the policy of entry hours and habituation activities implemented in the madrasah:

"Our entry time is 07.00. Before that, there was a habit first, in the form of morning apples and the reading of prayers together before entering class. Later at 07.00, there will be a sign that learning has started." (KM, interview, Tuesday, December 16, 2025)

The data show that the attendance discipline policy is built on a structured routine that begins before learning begins.



Figure 1. Morning and Apple Habituation Activities Before Learning
(Source: Research Documentation, 2025)

Figure 1 shows the morning apple activity and joint prayer before the learning begins. This documentation reinforces the observation results showing that madrasahs implement structured habituation to instill discipline, mental readiness, and regularity in students before entering the Classroom.

The results of subsequent observations showed that students who were repeatedly late were addressed not only through reprimands or sanctions but also through dialogical coaching. In daily practice, teachers try to communicate with students to find out the reason for their delay and then provide appropriate guidance or solutions. This approach shows that madrasahs place discipline not solely as control, but also as a coaching process.

The results of interviews with the head of the madrasah, BK teachers, and students strengthened the findings of this observation. The head of the madrasah explained that a coaching program is conducted regularly.

"We have a Counseling Tuesday program. There, children are given advice, understanding, discussion, chat, and confidence." (KM, interview, Tuesday, December 16, 2025)

The BK teacher added that coaching starts with communication to understand the root cause of the delay.

"Usually, we start with communication, asking the reason for the delay. If it turns out that we are not interested, we look for alternatives such as creativity development. The results are quite visible." (BK, interview, Wednesday, December 17, 2025)

One student also admitted that the approach affected his behavior change.

"What makes it change is when BK teachers give advice and direction. Little by little, I started to change because every hour of counseling, there was always guidance." (SW, interview, Thursday, December 18, 2025)

These findings show that the handling of tardiness in madrassas is not only oriented towards punishment, but also towards mentoring, communication, and gradual behavior change.



Figure 2. Student Coaching and Counseling Activities by Teachers
(Source: Research Documentation, 2025)

Figure 2 shows the coaching and counseling activities conducted by teachers for students. This documentation reinforces the results of observations and interviews that handling delays is carried out through an educational, dialogical, and supportive approach, not just through sanctions.

Classroom observations show that students' delays affect the initial learning atmosphere. At the beginning of the lesson, teachers generally open the class by checking students' readiness, setting the learning atmosphere, and introducing the material gradually. However, when students arrive late to class, the class rhythm is disrupted. In some situations, teachers may need to pause their explanations, repeat initial instructions, or readjust the class's focus. This shows that tardiness not only affects attendance records but also reduces the effectiveness of learning in the early minutes.

The observation findings were reinforced by the deputy head of the madrasah for student affairs and curriculum, who explained that the first hour is a very decisive learning time.

"The morning hours are actually a golden time, but they are often less effective because many students are not ready. When 07.00 is right, there are still many who have not reached class." (WK, interview, Tuesday, December 16, 2025)

The interview results also show that teachers play an important role in maintaining students' learning readiness at the start of instruction. Teachers not only function as material presenters, but also as directors and role models in building Classroom discipline. The head of the madrasah stated:

"We always encourage all staff and teachers to be present 15 to 30 minutes before learning starts." (KM, interview, Tuesday, December 16, 2025)

One student also acknowledged the importance of teacher examples:

"I think it's very influential, because teachers are an example for their students." (SW, interview, Thursday, December 18, 2025)

The findings suggest that student delays have direct pedagogical implications on the quality of learning, especially in the first hour, and that teacher role models play an important role in building learning discipline.



Figure 3. Teacher-student Interaction at the Beginning of Learning in the Classroom
(Source: Research Documentation, 2025)

Figure 3 illustrates the interaction between the teacher and the student at the beginning of Classroom learning. This documentation supports the observation that discipline and readiness for learning are built through direct interaction, teacher example, and conditioning of the learning atmosphere from the beginning of the lesson.

In addition, observation results show that a digital attendance system supports supervision of student attendance in madrasahs. Students are absent with a barcode system, and the school monitors their attendance. This system helps schools more accurately identify student arrival times. However, field observations also show that technology-based supervision has not eliminated delays, as some students still arrive after the deadline despite the implementation of the attendance system.

The results of the interviews reinforce these findings. The head of the madrasah explained:

"We also use a digital attendance system. It is important to encourage discipline because attendance is recorded in real time and can be seen by parents in real time." (KM, interview, Tuesday, December 16, 2025)

The deputy head of the madrasah added:

"Our absence is digital and can be seen in real time. If a student is five minutes late, it will accumulate over a month. If you cross the threshold, there will be a penalty or violation." (WK, interview, Tuesday, December 16, 2025)

The picket teacher also explained that the digital system still requires direct supervision.

"The supervision procedure we carry out uses digital attendance through Sekolah.id." (GP, interview, Wednesday, December 17, 2025)

"Picket teachers must really supervise student attendance, because it is feared that the absence is present but the students are not yet there." (GP, interview, Wednesday, December 17, 2025)

The data shows that digital attendance functions as a control and documentation tool, but its effectiveness still depends on human supervision and consistent follow-up.

The observation results also showed that students' tardiness was influenced by their daily habits and environmental conditions, especially among students who lived in the cottage. Some students seem to come in with low physical readiness in the morning, which is related to sleep patterns, nighttime activities, and fairly busy early-morning routines. Thus, the problem of tardiness cannot be explained solely from the perspective of compliance with the rules, but also in the context of students' daily lives.

Interviews with BK teachers, students, and parents reinforced the findings. Teacher BK explained:

"Usually children maximize activities at night, so when they wake up, it's too late. Their morning schedule ended up being late." (BK, interview, Wednesday, December 17, 2025)

One of the students said:

"Because of irregular sleep hours and resulting in late waking up. When it is too late, activities before leaving for school become a mess." (SW, interview, Thursday, December 18, 2025)

Parents also add:

"For the cottage children, they have reciting activities in the morning before school and other activities until around 05.20." (OT, interview, Thursday, December 18, 2025)

The data show that student tardiness results from an interaction among individual habits, physical fatigue, college routines, and the ability to manage time.

In addition, observation results show that school culture plays a role in shaping attendance discipline. Collective activities, teacher example, and student involvement in school activities create an atmosphere that encourages order. In some activities, students seem more excited to attend when the school hosts an engaging program and engages their active participation.

These findings were corroborated by interviews with student council administrators who stated:

"We make activities that can make them excited, for example, volleyball. The children became enthusiastic to leave and stay at school until the event was over." (OS, interview, Wednesday, December 17, 2025)

Students also acknowledge that teachers' exemplary influence their discipline.

"I think it's very influential, because teachers are an example for their students." (SW, interview, Thursday, December 18, 2025)

The findings show that a culture of discipline is built not only through formal rules but also through activities that foster students' attachment to the school and encourage them to attend on time.

The results of the observation also show that parental support is an important part of strengthening student attendance discipline. Through the digital attendance system, parents can monitor their children's attendance directly. These findings were reinforced by interviews with parents who stated:

"I think the school policy is good enough, especially with digital attendance that is connected to parents, so that we can monitor children's honesty." (OT, interview, Thursday, December 18, 2025)

Thus, attendance discipline is not only the responsibility of the school, but also involves cooperation between the madrasah and the family.

However, the results of observations and interviews also show that the strategies implemented are not fully effective for all students. It is still found that students who arrive late repeatedly even though the rules, coaching, and supervision system are already running. The deputy head of the madrasah admitted:

"As of this semester, the system has been running, but it is not so effective. In the future we will tighten it up again by adding violation points on a daily basis." (WK, interview, Tuesday, December 16, 2025)

The head of the madrasah also emphasized that the main obstacle lies not only in student behavior, but also in the support system that is not yet fully aligned.

"The biggest obstacle is the system. The system built in Islamic boarding schools has not fully supported the programs implemented in schools." (KM, interview, Tuesday, December 16, 2025)

These findings show that the increase in the timeliness of student attendance is not an automatic result of school policies, but rather a gradual process that is still influenced by systemic factors and the student's environment.

As part of institutional governance, madrasas also carry out performance assessments of madrasah heads as a form of evaluation and leadership accountability. This shows that the attendance discipline policy does not stand alone, but is related to strengthening management and institutional supervision more broadly.



Figure 4. Implementation of Performance Assessment of Madrasah Heads (PKKM)
 (Source: Research Documentation, 2025)

Figure 4 shows the implementation of the performance assessment of madrasah heads as part of institutional monitoring. This documentation reinforces the findings that student attendance discipline is related to leadership, policy evaluation, and institutional accountability.

Overall, the results of the study show that improving the timeliness of student attendance in madrassas is a collective process shaped by routine habituation, digital supervision, educational coaching, teacher role modeling, school culture, student involvement, parental support, and strengthened institutional governance. At the same time, student delays are still influenced by personal habits, cottage routines, and limitations of support systems, so that efforts to improve them require continuous cooperation from all elements of the madrasah.

Table 2. Research Results on the Role of Madrasah Heads in Improving the Punctuality of Student Attendance

Aspects Studied	Field Findings	Data Source
General conditions of discipline of student attendance	Student delays still occur, especially during the first class hour. Causative factors include the habit of waking up late, nighttime activities at the cottage, and low mental readiness for morning learning. Delays disrupt the flow of learning and class concentration.	Interviews with Madrasah Heads, Picket Teachers, Students; Morning observation
Madrasah head's policy regarding attendance	The head of the madrasah sets the entrance time at 07.00 with the habit of apples and joint prayers. A digital attendance system was implemented to monitor attendance in real time and to serve as the basis for coaching decision-making.	Interview with the Head of the Madrasah; School policy documentation
Attendance and supervision system	Schools use barcode-based digital attendance systems connected to the school system, which parents can monitor. Attendance data is used to identify patterns of tardiness and to evaluate student discipline.	Interview with the Head of the Madrasah, Teacher Picket; Observation of the attendance system

Forms of construction and sanctions	Coaching is conducted in stages through verbal reprimands, counseling, and the imposition of administrative sanctions. The approach is more geared towards construction than punishment. Students with repeated violations receive intensive mentoring.	Interview with Madrasah Principal, BK Teacher, Homeroom Teacher
Leadership approach and exemplary	Madrasah heads and teachers set an example by attending early, monitoring morning activities, and being directly involved in coaching. Exemplary behavior is considered to affect student compliance.	Interview with the Head of the Madrasah; Field observation
Specialized coaching programs	There is a "Counseling Tuesday" program that serves as a communication space between teachers and students to discuss discipline issues, motivation to learn, and personal obstacles. This program is considered effective in building student awareness.	Interview with BK Teachers and Guardian Teachers
The Role of School Culture	A culture of discipline is built through habituation, collective activities, and teacher examples. Routine activities such as morning apples and collaborative activities encourage students to arrive on time.	Teacher and Student Interviews; Observations
Parental involvement	Parents monitor attendance through a digital system and communicate with homeroom teachers. School-parent collaboration helps reduce student delay.	Parent interviews; Communication documentation
Impact of policies on student behavior	There has been an increase in students' awareness of the importance of punctuality, although some still require continuous coaching. Students show changes in attitude after receiving assistance and strengthening disciplinary values.	Student Interviews; Classroom observation

Discussion

The findings of this study confirm that the timeliness of student attendance is an outcome of the madrasah leadership and governance ecosystem, not merely an attribute of personal discipline. In the study of cutting-edge educational leadership, instructional leadership is positioned as a mechanism that directs the learning process through the affirmation of goals, fostering Classroom practices, and strengthening a consistent academic climate, so that attendance behavior and the regularity of time can be read as part of the "learning order" (Philip Hallinger et al., 2025;

Ng Foo Seong, 2019). At the same time, the transformational leadership perspective explains that changes in the behavior of school citizens tend to be more sustainable when leaders foster psychological commitment, value orientation, and moral attachment to school norms rather than simply strengthening procedural control and administrative compliance (Hardianto et al., 2025; Roring & Tondok, 2025). With that framework, the discipline of attendance in this study is more appropriately interpreted as the result of the process of institutionalization of values, namely when the head of the madrasah changes the rules of time into a collective habit that is supported by vision-mission, rules, habituation practices, and symbolic affirmation in the school culture (Aditama, 2024; KUSDARYANI et al., 2016).

These findings are in line with research that confirms that instructional leadership plays an essential role in shaping an orderly school climate/culture through consistent teacher work and learning governance. (Bellibaş et al., 2021; Dutta & Sahney, 2021). In the Asian context, instructional leadership is more effective when policy is not merely a document, but a real and stable institutional routine. (P. Hallinger et al., 2025; Shengnan Liu & Hallinger, 2022). Multilevel studies in China have also shown that their influence is strengthened when leadership practices are "lived" through daily mechanisms, including strengthening professional responsibility and fostering a climate of procedural fairness. (P. Hallinger et al., 2025; S. Liu & Yin, 2023).

The most frequent delays in the first class hour, especially among students living in cottages, corroborate the close relationship between punctuality and the formation of adolescent circadian habits and rhythms that tend to shift later into the night. (Charoenthammanon & Gooley, 2025; Mousavi & Troxel, 2023). The results showed that when school starts too early, adolescents are more prone to sleep deprivation and less cognitively prepared, thereby increasing the risk of being late or absent. (Berry et al., 2021; Mousavi & Troxel, 2023). In the context of boarding, the morning routine is strongly influenced by dormitory governance, so the problem is better understood as a systemic issue requiring institutional intervention. (Charoenthammanon & Gooley, 2025; Reardon et al., 2023). Therefore, disciplinary policies should be linked to daily routine management and habit-building, not just to tightening sanctions. (Berry et al., 2021; Reardon et al., 2023)

At this point, the 7.00 a.m. entry-hour policy, along with a series of apple habits and prayers, can be interpreted as a cultural strategy to stabilize the school's rhythm and instill an orientation toward readiness for learning. In educational leadership theory, institutional routines serve as "cultural artifacts" that affirm values, clarify expectations, and shape repeated standards of behavior into collective habits. (T. Bush, 2020; Veletić et al., 2023). Habituation practices are also in line with findings from transformational leadership research that emphasize the importance of symbols, rituals, and shared practices in building school community commitment to targeted change. (Tony Bush, 2021; Wilson Heenan et al., 2024). Therefore, morning habituation in this study is not just a ceremonial activity but a leadership tool to foster "psychological readiness for learning" and reduce time-based behavioral deviations through structured social repetition.

Real-time, monitored digital attendance findings strengthen data-driven school governance by improving accuracy, accelerating feedback, and enabling pattern-based follow-up. Still, their effectiveness depends on integration with school leadership and culture to achieve more than formal compliance. (Garrido, 2024; Philip Hallinger et al., 2025; Maulana, 2024; Williamson, 2020). In line with that, routine educational-dialogical counseling shows that discipline coaching is more effective when BK services are structured and consistent, involve related parties, and strengthen peer support (peer helpers), so that students understand the reasons for the rules and build internal commitment. (Khusumadewi et al., 2024; Mallaena et al., 2023; Yanto, 2022).

The involvement of picket teachers, homeroom teachers, and BK teachers in attendance follow-up confirms the importance of leadership that operates through role distribution and system coherence. The literature shows that policy influence is more substantial when expectations reinforcement, monitoring, support, and reflection are carried out consistently across roles (Spillane, 2021; Bellibaş et al., 2021). Data-driven follow-ups, such as Reading patterns of delays and adjusting the intensity of mentoring, reflect evidence-based leadership practices that help schools avoid reactive and undirected responses (Williamson, 2021; Schildkamp, 2019). Therefore, this system is more appropriately understood as strengthening the organization's capacity to foster in a targeted and fair manner.

Findings on teacher examples, early attendance, student council involvement, and strengthening norms through peer interaction show that attendance discipline grows through social mechanisms in schools. (T. Bush, 2020; Wilson Heenan et al., 2024). Norms are easier to internalize when students see consistency among messages, practices, and reference figures, so that discipline is present as a group identity rather than an external burden. Restorative discipline research also confirms that belonging and the quality of relationships reinforce voluntary adherence to norms because students view rules as just social contracts. (Huang et al., 2023; Moran, 2016). Therefore, the involvement of the student council and the peer approach in this study can be understood as a strategy of cultural reinforcement: the time norm is not only "revealed" from above but also "circulated" through students' social networks, thereby becoming a positive social pressure.

Parental engagement supported by digital attendance is consistent with meta-analytic findings that clear expectations, meaningful communication, and constructive monitoring are most consistent with improved school order, especially when schools provide fast communication channels so that reinforcement of behavior at home can be done promptly. (Erdem & Kaya, 2020; Jeynes, 2022; Kim, 2022). At the same time, PKKM demonstrates discipline in attendance related to governance and leadership accountability; institutional evaluation and feedback help maintain policy consistency and build a "policy memory," so that programs do not depend on specific figures and discipline is positioned as a sustainable quality agenda. (T. Bush, 2020; P. Hallinger et al., 2015, 2025; Shengnan Liu & Hallinger, 2022).

Theoretically, this study enriches the study of educational leadership in the context of madrasas by showing how instructional and transformational leadership operate in an issue often considered "administrative", namely, punctuality. On the one hand, instructional leadership appears through rule affirmation, reinforcement of academic routines, monitoring, and data-driven follow-up; on the other hand, transformational leadership appears through the formation of culture, exemplarity, and the internalization of disciplinary values as a learning ethic. (P. Hallinger et al., 2025; Wilson Heenan et al., 2024). This explanation is in line with the view that modern leadership models do not work in isolation but are intertwined and must be read as contextual practices suited to the character of the organization and local culture. (T. Bush, 2020; Veletić et al., 2023). Thus, the main contribution of this research is not just to state "the head of the madrasah plays a role", but to explain the mechanism of the role through the interaction of structure (rules, digital systems, evaluation), culture (habituation, example), and relationships (counseling, parental collaboration).

The practical implication is that madrasahs need to design attendance discipline as a change management package: clear expectations, consistent habituation routines, technology as quick feedback, and dialogical coaching so that discipline becomes an internal commitment. The findings on the morning routines of cottage students also confirm the importance of interventions in sleep management and regulation of nighttime activities to improve readiness to attend and learn. In addition, data-driven school-parent communication needs to be framed as educational

collaboration, not just reporting, so that external controls still support the formation of student agencies. With this approach, discipline is positioned as a character-building agenda integrated with the quality of learning, rather than as momentary discipline.

However, this study has limitations that need to be noted. Focusing on one madrasah limits the applicability of the findings to other contexts with different characteristics. Hence, the results are more accurately read as explanations of contextual mechanisms rather than broad generalizations. In addition, qualitative Design provides depth of process but does not measure the magnitude of policy impacts or long-term changes. Therefore, follow-up research is recommended using mixed-methods or multi-site studies with a longitudinal component to test the consistency of findings across madrasas and to examine the sustainability of attendance discipline in the event of personnel or leadership changes. Subsequent research also needs to expand the focus on dormitory governance, especially night routines, sleep habits, and time-management coaching, as these factors appear to affect on-time readiness.

Overall, this discussion emphasized that improving student attendance punctuality is an organizational achievement that demands integrating instructional leadership, value-based leadership, a consistent school culture, technology as an accountability infrastructure, and parental partnerships to reinforce habits at home. The framework is relevant to contemporary leadership literature that views schools or madrasas as social systems: disciplinary behavior is formed when structure and culture align, and when administrative control is combined with relational coaching that encourages the internalization of responsibility. Thus, attendance discipline is not only an indicator of order, but also a proxy for the quality of learning governance and the success of madrasas in building a sustainable learning ethos.

Table 3. Summary of Research Findings and Their Relationship with Theory and Previous Research

Discussion Theme	Discussion Synthesis	Previous Theory & Research
Leadership and governance	Punctuality of attendance is the outcome of the madrasah leadership and governance ecosystem, not just personal discipline. Discipline is understood as the process of institutionalizing values.	Instructional & transformational leadership (Philip Hallinger et al., 2025; Ng Foo Seong, 2019; Hardianto et al., 2025; Roring & Tondok, 2025).
Policy consistency as an institutional routine	Discipline is strengthened when policies "live" as part of a daily routine, not just as documents; leadership influence increases through daily mechanisms and a climate of procedural justice.	Kultur/iklim sekolah & rutinitas (Bellibaş et al., 2021; Dutta & Sahney, 2021; Shengnan Liu & Hallinger, 2022; S. Liu & Yin, 2023).
Delay in the first hour in boarding school students	First-hour delays related to adolescent circadian rhythms, sleep deprivation, and dormitory governance; problems are better understood as systemic and require habitual intervention, not just sanctions.	Ritme sirkadian, sleep health, konteks boarding (Charoenthammanon & Gooley, 2025; Mousavi & Troxel, 2023; Berry et al., 2021; Reardon et al., 2023).
Morning habituation (07.00, apple, prayer)	Habituation routines serve as a cultural strategy to stabilize school rhythms and build learning readiness;	Cultural artifacts and rituals of leadership (T. Bush, 2020; Veletić et al., 2023; Tony Bush, 2021; Wilson Heenan et al., 2024).

	Social repetition forms a collective habit.	
Real-time digital attendance	Digital attendance strengthens data-driven governance (accuracy, quick feedback, pattern-based follow-up), but is effective only when integrated with culture and leadership; otherwise, it risks compliance without internalization.	Data-informed governance & risk control (Garrido, 2024; Maulana, 2024; Williamson, 2020; Philip Hallinger et al., 2025).
Educational-dialogical counseling & peer support	Discipline development is more effective through structured, consistent, and dialogical BK; Peer support (peer helpers) helps internalise norms and self-control.	BK Coaching & Peer Support (Mallaena et al., 2023; Yanto, 2022; Khusumadewi et al., 2024).
Distribution of roles across actors (picket-guardian-BK)	Policies are stronger when expectations, monitoring, support, and reflection are consistent across roles; data-driven follow-up prevents reactive, undirected responses.	Distributed leadership & evidence-based practice (Spillane, 2021; Bellibaş et al., 2021; Schildkamp, 2019; Williamson, 2021).
Example of teachers, student councils, and social norms	Discipline grows through social mechanisms: positive social role models and pressures; The student council and peer approach circulate norms so that discipline becomes the identity of the group.	Sense of belonging & restorative (Huang et al., 2023; Moran, 2016; Wilson Heenan et al., 2024; T. Bush, 2020).
Parents and institutional accountability (PKKM)	Parental involvement through monitoring and communication reinforces habits at home; PKKM maintains policy consistency and "policy memory," so it does not depend on specific figures.	Parental involvement & accountability (Erdem & Kaya, 2020; Kim, 2022; Jeynes, 2022; P. Hallinger et al., 2015, 2025; Shengnan Liu & Hallinger, 2022; T. Bush, 2020).
Akhir synthesis	Improving punctuality is an organizational achievement that requires integrating structures (rules-data-evaluation), culture (habituation-example), and relationships (BK-parent-peer) to foster a continuous learning ethic.	Integrasi model kepemimpinan & budaya organisasi (T. Bush, 2020; Veletić et al., 2023; Philip Hallinger et al., 2025; Wilson Heenan et al., 2024).

Conclusion

This study shows that the integration between the leadership of the madrasah head, structured morning habituation, digital attendance system, dialogical coaching, teacher example, school culture, and parental involvement influences the increase in the timeliness of student attendance in the madrasah studied. These findings confirm that the timeliness of attendance is not solely a matter of individual student discipline but rather the result of an institutional management process that includes strengthening rules, supervision, habituation, and ongoing support. However, this study has limitations because it was conducted only in one madrasah with specific contextual characteristics, so the results cannot be generalized to all madrasas. Therefore, the implications of this research are best understood as relevant to madrasas with comparable conditions, especially those that have morning routines, digital attendance systems, intensive teacher supervision, and student routines related to the dormitory or pesantren environment.

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