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The Effect of Spiritual Leadership, Parental Involvement, Coaching and Mentoring on Student Discipline at XYZ School

Ekawati & Khoe Yao Tung
Universitas Pelita Harapan
Email: ekawati967@gmail.com

ABSTRACT

Student discipline is an important factor in determining the quality of education in schools. It is also a fundamental element in shaping individuals who are responsible, capable of self-regulation, and accountable in carrying out their duties and obligations. However, violations of rules and student noncompliance are still frequently found, posing a significant challenge. This study aims to analyze the influence of spiritual leadership, parental involvement, and coaching and mentoring on student discipline at XYZ School. A quantitative approach with a correlational design and regression analysis technique was employed. Data collection was conducted by distributing questionnaires to 35 middle and high school teachers, selected using a purposive sampling technique. The results of this study indicate that spiritual leadership has a positive effect on student discipline, both directly and through coaching and mentoring in schools. Parental involvement also has a positive impact on student discipline, and coaching and mentoring positively influence student discipline as well. The implications of this study highlight the need for policies that support spiritually based leadership, increased parental involvement, and the development of coaching and mentoring programs to create a conducive educational environment for character formation. The continuous development of best practices in education is essential as part of the effort to enhance character education in Indonesia.

ABSTRAK

Kedisiplinan siswa merupakan faktor penting dalam menentukan mutu pendidikan di sekolah. Kedisiplinan juga merupakan unsur mendasar dalam membentuk pribadi yang bertanggung jawab, mampu mengatur diri sendiri, dan bertanggung jawab dalam melaksanakan tugas dan kewajibannya. Akan tetapi, pelanggaran tata tertib dan ketidakpatuhan siswa masih sering ditemukan sehingga menjadi tantangan yang cukup berarti. Penelitian ini bertujuan

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untuk menganalisis pengaruh kepemimpinan spiritual, keterlibatan orang tua, serta pembinaan dan pendampingan terhadap kedisiplinan siswa di Sekolah XYZ. Pendekatan kuantitatif dengan desain korelasional dan teknik analisis regresi digunakan. Pengumpulan data dilakukan dengan menyebarkan kuesioner kepada 35 guru SMP dan SMA yang dipilih dengan teknik purposive sampling. Hasil penelitian ini menunjukkan bahwa kepemimpinan spiritual berpengaruh positif terhadap kedisiplinan siswa, baik secara langsung maupun melalui pembinaan dan pendampingan di sekolah. Keterlibatan orang tua juga berdampak positif terhadap kedisiplinan siswa, dan pembinaan dan pendampingan juga berpengaruh positif terhadap kedisiplinan siswa. Implikasi dari penelitian ini menyoroti perlunya kebijakan yang mendukung kepemimpinan berbasis spiritual, peningkatan keterlibatan orang tua, dan pengembangan program pembinaan dan pendampingan untuk menciptakan lingkungan pendidikan yang kondusif bagi pembentukan karakter. Pengembangan praktik terbaik dalam pendidikan secara berkelanjutan sangat penting sebagai bagian dari upaya peningkatan pendidikan karakter di Indonesia.

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1. INTRODUCTION

Education is not solely confined to cognitive development but also encompasses the emotional, social, and character development of students. In facing the numerous challenges and rapid changes within the educational landscape, parental involvement plays a pivotal role. Parents bear significant responsibility for the educational success of their children. Hoffman, as cited by Santrock (2007, p. 184), asserts that parents generally prioritize discipline in raising their children. Parental discipline can be categorized into three types: withdrawal of affection, assertion of authority, and induction, the latter involving reasoning and explaining the consequences of a child's behavior on others. The family represents the first social bond an individual encounters upon birth. Within the educational context, parents serve as the primary educators for children. As noted by Burton White (1990), informal education provided by the family exerts a more profound impact than formal education systems, with early childhood learning in the first three years playing a critical role in shaping a child's future development. Consequently, the family holds a vital position in a child's overall development.

Providing training and guidance to students is a fundamental obligation of educators. In other words, teachers are tasked with implementing coaching and mentoring. Coaching and mentoring by teachers are often influenced by the institutional system of the school. However, the practical implementation of coaching and mentoring can pose significant challenges due to time constraints. This challenge is evident in the school under study, where teachers struggle to find adequate time for discussions or mentoring sessions with students. In this context, the role of school

leadership becomes crucial as it is responsible for designing and structuring the system to support such initiatives.

Blackaby, as cited in Khoe (2024, p. 146), emphasizes the pivotal role of spiritual leadership, which guides and inspires through exemplary conduct. Such leadership provides a robust foundation for individual growth and development. Consequently, spiritual leadership within schools plays an essential role in fostering a supportive environment for spiritual growth and character development,

ultimately influencing the success of coaching and mentoring programs. Spiritual leaders exemplify values such as integrity, compassion, and wisdom, thereby strengthening the teacher-student relationship. By focusing on character formation and discipline grounded in spiritual principles, leaders can foster empathetic environments that provide students with emotional and spiritual support during the coaching and mentoring process.

Field observations revealed several moral infractions in the research school, including non-compliance with rules, a lack of self-regulation, bullying, disrespect during religious activities, and a general lack of appreciation among students and toward teachers. These issues were documented in tardiness reports, student monitoring records, counselor notes, and reports submitted by class teachers to school leaders. Students who exhibited disciplinary issues often came from dysfunctional family backgrounds, highlighting the influence of family upbringing on character formation. The examples set by parents play a significant role in shaping their children's character. According to Sucipto, as cited in Slameto (2010, p. 60), the family is the most immediate and intimate institution for children.

This study aims to examine several hypotheses: the positive influence of spiritual leadership on student discipline at School XYZ, the positive influence of parental involvement on student discipline, the positive influence of spiritual leadership on coaching and mentoring, the positive influence of parental involvement on coaching and mentoring, and the positive influence of coaching and mentoring on student discipline.

Theoretical Framework

Student Discipline, Spiritual Leadership, Parental Involvement, and Coaching and Mentoring: A Conceptual Analysis

Student discipline is a fundamental aspect of creating a conducive learning environment in schools. It not only influences academic performance but also shapes the character of students, which will have lasting effects on their future lives. Discipline serves as a foundational element for nearly all aspects of education provided by schools and acts as a critical link between school culture and climate.

A certain level of discipline is necessary to foster a positive school environment (Fekadu 2019, 2). In character development, discipline should not be perceived merely as rule enforcement but as an avenue through which children can learn essential life values. Nelsen (2006) emphasizes that student discipline is a process of teaching children responsibility, cooperation, and problem-solving skills through positive methods.

Spiritual Leadership: A Transformative Approach

Spiritual leadership is a leadership model that emphasizes faith and moral principles as the basis for fostering spiritual growth, both individually and within the community being led. This leadership style highlights values, meaningful goals, and self-awareness to inspire positive changes within individuals and their surroundings. According to Khoe (2024, 146), spiritual leadership integrates spiritual values and principles in decision-making and interactions with followers. Conceptually, Khoe (2024, 146-147) identifies three core components of spiritual leadership: vision, faith, and altruistic love. Vision refers to a meaningful future that instills intrinsic value and purpose in individuals. Faith, or hope, reflects the leader's confidence in achieving the vision, which can inspire subordinates to fulfill organizational missions. Altruistic love embodies behaviors that prioritize care and mutual respect, fostering a sense of being understood and valued, particularly when rooted in a positive organizational culture.

Thus, spiritual leadership can be characterized by leaders who demonstrate an intimate relationship with God through relationships with others, communicate a vision rooted in spiritual values, help individuals find meaning in their work and link it to a greater purpose, show empathy, encourage personal and spiritual growth, and serve their team members.

Parental Involvement and Student Discipline

Parents serve as the primary educators for their children, making parental involvement essential to their development, particularly in education. Ginting et al. (2023, 316-320) highlight that student indiscipline is often linked to insufficient parental attention. This underscores the significant role parents play in shaping student discipline. Hill and Tyson (2009, 740-763) further assert that parental involvement—such as participating in children's academic activities and monitoring their behavior at home—is associated with improved disciplinary behavior in schools.

Parental involvement in academic activities also necessitates regular communication with teachers. Berkowitz et al. (2017, 425-427) found that supportive, responsive, and directive parental involvement within an emotionally nurturing environment fosters self-discipline and responsibility in children. These findings illustrate the critical role parents play in cultivating disciplined behavior, thereby reinforcing the connection between home and school environments.

Coaching and Mentoring in Educational Contexts

In the ever-evolving landscape of education, coaching and mentoring are pivotal in supporting student development and promoting teacher professionalism. Both practices contribute not only to enhancing individual performance but also to strengthening collaboration within learning communities. Whitmore (2017, 24-25) defines coaching as a collaborative process between a coach and coachee, aimed at improving skills, achieving specific goals, or enhancing performance in targeted areas. Coaching generally focuses on short-term development and task-specific objectives.

In contrast, mentoring is often more holistic and long-term, addressing broader aspects of personal and professional growth. As integrated approaches in education,

coaching and mentoring are expected to help students improve their discipline. They foster a positive learning culture, where individuals feel valued and supported in their personal growth.

Such support equips students to face various challenges while empowering educators to refine their skills continuously. Therefore, understanding the definitions and roles of coaching and mentoring is essential for cultivating an effective and inclusive learning environment. Lofthouse and Leat (2013, 9) assert that coaching and mentoring are vital tools in enhancing teaching skills, helping teachers identify their strengths and weaknesses and improving classroom practices.

In conclusion, student discipline, spiritual leadership, parental involvement, and coaching and mentoring are interrelated concepts that play critical roles in creating a conducive and supportive educational environment. By integrating these elements, schools can foster holistic development, nurture positive character traits, and promote lifelong learning among students.

2. METHOD

This study was conducted at a private school located in Tangerang Regency, with the research subjects consisting of 35 teachers. The sample size was determined through purposive sampling, a method chosen to ensure the selection of respondents possessing relevant experience and knowledge aligned with the research objective, particularly concerning student discipline levels. The study employed a quantitative research approach using a correlational design to examine the relationships among variables. Data collection was conducted through questionnaires distributed to measure each variable under investigation. According to Vianitati (2021, p. 74), a questionnaire is a data collection instrument consisting of a list of statements or questions to be completed by research respondents.

Reliability Assessment

The study required a sample size between 20 and 30 respondents for reliability testing, with Cronbach's Alpha values used to assess the internal consistency of the questionnaire. The reliability categories were defined as follows:

- 1) Alpha Cronbach > 0.90 indicates perfect reliability.
- 2) Alpha Cronbach between 0.70 and 0.90 indicates high reliability.
- 3) Alpha Cronbach between 0.50 and 0.70 indicates moderate reliability.
- 4) Alpha Cronbach < 0.50 indicates low reliability (Prasetyo, 2021).

Data Analysis Techniques

In accordance with Sugiyono (2019, p. 207), inferential statistical analysis is a method used to derive conclusions about a population based on sample data, incorporating specific levels of error probability and confidence. The research employed SmartPLS version 4 software, which utilizes Partial Least Squares Path Modeling (PLS-SEM) to facilitate data analysis and hypothesis testing.

Table 3.1 Assessment Criteria in PLS

No.	Criterion	Description
Evaluasi Model Pengukuran Reflektif		
1.	<i>Loading Factor (LF)</i>	The LF value should exceed 0.5 or preferably 0.7.
2.	<i>Composite reliability</i>	Measures internal consistency with a required threshold > 0.6.
3.	<i>Average Variance Extracted (AVE)</i>	The AVE value must exceed 0.5.
4.	Discriminant Validity	The square root of the AVE should be greater than the correlation between latent variable
5.	<i>Cross loading</i>	Each indicator block should exhibit higher loading for its respective latent variable compared to others.

Source: Ghozali (2020)

3. RESULTS AND DISCUSSION

The presentation of results will be displayed in multiple formats, including tables that present the values derived from data processing using SmartPLS version 4 software, as well as diagrams illustrating the results from the distributed questionnaires. The criteria for determining the validity of an indicator item are based on the outer loading value, which must exceed 0.5 (Ghozali 2020, 42–43).

Table 4.1 Results of the Outer Loading Test

Variabel	Item	<i>Outer Loading</i>
Spiritual Leadership	KS1	0,798
	KS10	0,824
	KS11	0,878
	KS12	0,843
	KS2	0,914
	KS4	0,846
	KS5	0,887
	KS7	0,884
	KS8	0,884
	KS9	0,877
Parental Involvement	KO10	0,868

	KO2	0,712
	KO6	0,687
	KO7	0,667
Coaching and Mentoring	CAM13	0,687
	CAM14	0,807
	CAM15	0,703
	CAM2	0,619
	CAM5	0,747
	CAM6	0,745
	CAM7	0,669
	CAM8	0,696
	CAM9	0,728
Student Discipline	KD1	0,557
	KD6	0,844
	KD7	0,766
	KD8	0,787
	KD9	0,579

Source of Data: Processed Data Results, 2024

Based on the calculations, it was determined that 28 out of 47 statements were found to be valid, indicated by a loading factor above 0.7, while eight statements fell below the threshold of 0.7, accompanied by an Average Variance Extracted (AVE) value above 0.5.

In accordance with the validity analysis conducted using SmartPLS software, the assessment of convergent validity can also be performed by examining the Average Variance Extracted (AVE) value. The following are the AVE values obtained for each variable:

Table 4.2 AVE Value Results

Variable	AVE Value
<i>Coaching and Mentoring</i>	0,508
Student Discipline	0,513
Parental Involvement	0,544
Spiritual Leadership	0,747

Source: Data Processing Results (2024)

Based on the aforementioned data, it is evident that all variables exhibit an Average Variance Extracted (AVE) value exceeding 0.5. This finding aligns with the theoretical framework proposed by Ghazali (2020), which states that if the outer loadings fall below 0.7, the AVE value must exceed 0.5 to ensure construct validity. Consequently, it can be concluded that all indicators have met the requisite standards for convergent validity testing.

The results of hypothesis testing between exogenous and endogenous variables in this study are presented in the following table.

Table 4.3 Hypothesis Testing Results

Path	Hypothesis	Path Coefficient	p-Value	Result
Spiritual Leadership → Student Discipline	H ₁₁ : There is a positive influence of spiritual leadership on student discipline	0,288	0,061	Accepted
Parental Involvement → Student Discipline	H ₁₂ : There is a positive influence of parental involvement on student discipline	0,115	0,299	Accepted
Spiritual Leadership → Coaching and Mentoring	H ₁₃ : There is a positive influence of spiritual leadership on coaching and mentoring	0,333	0,019	Accepted
Parental Involvement → Coaching and Mentoring	H ₁₄ : There is a positive influence of parental involvement on coaching and mentoring	0,292	0,064	Accepted
Coaching and Mentoring → Student Discipline	H ₁₅ : There is a positive influence of coaching and mentoring on student discipline	0,284	0,087	Accepted
Spiritual Leadership → Coaching and Mentoring → Student Discipline	H ₁₆ : There is a positive influence of spiritual leadership on student discipline through coaching and mentoring	0,083	0,208	Accepted

Discipline	as a mediating variable		
Parental Involvement	H ₁₇ : There is a positive influence of parental involvement on student discipline through coaching and mentoring	0,095	0,137
→ Coaching and Mentoring			Diterima
→ Student Discipline	as a mediating variable		

Source: Data Processing Results, 2024

Based on the hypothesis testing conducted, the path coefficient value between the variable of spiritual leadership and student discipline was found to be greater than zero, specifically $0.288 > 0$, with a P-Value of $0.061 < 0.1$. Therefore, it can be concluded that spiritual leadership has a positive and statistically significant effect on student discipline.

Based on the results of hypothesis testing, the path coefficient between parental involvement and student discipline is not less than or equal to zero, with a coefficient value of 0.115 and a P-value of 0.299, which is greater than 0.1. Therefore, it can be concluded that while parental involvement has a positive effect on student discipline, the effect is not statistically significant.

The path coefficient test results indicate that the relationship between spiritual leadership and coaching and mentoring yields a path coefficient value of 0.333, which is not less than or equal to zero, with a P-value of 0.019, which is less than 0.1. Hence, it can be inferred that spiritual leadership has a statistically significant positive influence on coaching and mentoring.

The hypothesis testing for the path coefficient between parental involvement and coaching and mentoring demonstrates a path coefficient value of 0.292, which is greater than zero, with a P-value of 0.064, which is less than 0.1. Consequently, it can be concluded that parental involvement has a statistically significant positive impact on coaching and mentoring.

The hypothesis testing for the path coefficient between coaching and mentoring and student discipline reveals that the coefficient value is not less than or equal to zero. The path coefficient for the relationship between coaching and mentoring and student discipline is 0.284, with a P-value of 0.087, which is less than 0.1. Therefore, it can be concluded that coaching and mentoring has a statistically significant positive effect on student discipline.

The hypothesis testing for the path coefficient between spiritual leadership and student discipline, mediated by coaching and mentoring, indicates that the coefficient value is not less than or equal to zero. The path coefficient for the relationship between coaching and mentoring and student discipline is 0.083, with a P-value of 0.208, which is greater than 0.1. Consequently, it can be inferred that spiritual leadership has a positive influence on student discipline through coaching and mentoring as a mediating variable; however, this effect is not statistically significant.

Finally, the hypothesis testing for the path coefficient between parental involvement and student discipline, mediated by coaching and mentoring, reveals that the coefficient value is not less than or equal to zero. The path coefficient for the relationship between coaching and mentoring and student discipline is 0.095, with a P-value of 0.137, which is

greater than 0.1. Therefore, it can be concluded that parental involvement has a positive influence on student discipline through coaching and mentoring as a mediating variable; however, this effect is not statistically significant.

4. CONCLUSION

Based on the analysis conducted using data obtained from respondents, the findings of this study provide conclusions regarding each variable examined, namely spiritual leadership, coaching and mentoring, parental involvement, and student discipline. The results indicate that spiritual leadership exerts a positive influence on student discipline at XYZ School, leading to the conclusion that spiritual leadership enhances student discipline. Similarly, parental involvement has a positive impact on student discipline at XYZ School, supporting the conclusion that parental involvement contributes to improving student discipline.

Furthermore, spiritual leadership positively influences coaching and mentoring at XYZ School, suggesting that spiritual leadership fosters the effectiveness of coaching and mentoring. Likewise, parental involvement demonstrates a positive effect on coaching and mentoring at XYZ School, indicating that parental involvement enhances the implementation of coaching and mentoring.

Additionally, coaching and mentoring positively affect student discipline at XYZ School, reinforcing the conclusion that coaching and mentoring play a crucial role in fostering student discipline. Moreover, spiritual leadership positively influences student discipline through coaching and mentoring as a mediating variable at XYZ School, signifying that spiritual leadership contributes to improving student discipline through the mediating effect of coaching and mentoring. Lastly, parental involvement positively impacts student discipline through coaching and mentoring as a mediating variable at XYZ School, leading to the conclusion that parental involvement enhances student discipline through the mediation of coaching and mentoring.

5. AUTHOR'S STATEMENT

The author states that there is no conflict of interest regarding the publication of this article. The author emphasized that the article manuscript is free from plagiarism.

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