

RETHINKING SCHOOL GOVERNANCE FOR TEACHER DISCIPLINE AND PERFORMANCE IN URBAN ISLAMIC EDUCATION AT MADRASAH ALIYAH NEGERI KAPUAS

Ushansyah¹, Ibnu Elmi A.S Pelu², Ajeng Hijriatul Aulia³ & Mualimin⁴

^{1,2,3} Islamic State University Palangka Raya, Central Kalimantan, Indonesia

³ University of Sakarya, Türkiye

e-mail: ushansyah.2510310036@uin-palangkaraya.ac.id¹, ibnu.elmi@iain-palangkaraya.ac.id², ajeng2610140006@uin-palangkaraya.ac.id³, mualimin.mualimin@ogr.sakarya.edu.tr⁴

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Abstract

Effective school governance plays a crucial role in strengthening teacher discipline and performance, particularly among certified teachers. Previous studies have predominantly focused on formal governance mechanisms, such as regulations, accountability, and supervision, while paying comparatively limited attention to communication and workplace culture. This study examines how good school governance is implemented to strengthen the discipline and performance of certified teachers at Madrasah Aliyah Negeri Kapuas. A qualitative case study design was employed. The study included 45 certified teachers, and informants included the principal, vice principals, certified teachers, and educational staff selected through purposive sampling. Data were collected through in-depth interviews, participant observation, and document analysis, with interviews conducted in May 2026. Data were analyzed using the Miles and Huberman interactive model through data reduction, data display, and conclusion drawing. Triangulation, prolonged engagement, and member checking strengthened credibility. The findings reveal that governance is implemented through regular coordination meetings, clear task distribution, established work regulations, and continuous supervision. Direct monitoring of teacher attendance and activities, complemented by internal reports and coordination, strengthens discipline through guidance rather than punishment alone. Open organizational communication and humanistic leadership help teachers understand and accept institutional policies. These practices are reflected in teacher attendance, adherence to teaching schedules and institutional regulations, instructional preparedness, completion of teaching-related administrative tasks, and participation in madrasah programs. However, variations in teachers' levels of discipline remain a challenge. The study demonstrates that good school governance is a dynamic process that integrates accountability, leadership, communication, and workplace culture in efforts to strengthen teacher discipline and performance.

Keywords: Educational Governance; Certified Teacher Performance; Discipline; Accountability; Humanistic Work Culture

A. Introduction

Islamic educational institutions occupy an important position in the Indonesian education system because they integrate academic instruction with religious, moral, and social development (Primarni et al., 2025). In this context, the quality of madrasah education is closely related to teacher professionalism and the institutional environment within which teachers' responsibilities are defined, supported, and monitored. Teacher discipline is therefore not merely an individual attribute but is also influenced by leadership, supervision, organizational communication, policy implementation, and professional work culture (Anggi, 2025). Educational governance becomes important because it determines how institutional policies are translated into professional standards and everyday organizational practices (Meilinda et al., 2020).

Teacher certification is one of Indonesia's national policies intended to strengthen teacher competence, professionalism, and welfare. However, certification status does not automatically ensure the consistent realization of professional conduct. Previous research has identified problems involving tardiness, weaknesses in instructional administration, inconsistency in fulfilling professional responsibilities, and work discipline among teachers (Fricticarani et al., 2023). This indicates that teacher professionalism cannot be explained solely through formal qualifications or certification but must also be understood through the institutional mechanisms that regulate and support professional behavior (Siswanto et al., 2024). Accordingly, teacher certification requires institutional support to ensure that professional recognition is accompanied by substantive improvements in teaching practices and the fulfillment of professional responsibilities.

The concept of good school governance is relevant to this issue because it emphasizes the importance of transparency, accountability, participation, effectiveness, and institutional responsibility in the management of educational organizations (Andini et al., 2024). Within the context of madrasah education, these principles can be examined through the implementation of policies, the distribution of institutional responsibilities, supervisory mechanisms, organizational communication, and the development of teacher professionalism (Shally Putri Amanda, 2020). Good governance should therefore not be reduced to the existence of formal administrative structures. Its significance lies in how institutional arrangements are translated into everyday organizational practices that influence the conduct and responsibilities of educational actors (Syaifulloh Yusuf, Marhumah, Aziz Muslim, 2025). Previous studies have associated educational governance with work motivation, productivity, discipline, organizational commitment, and the quality of educational services (Fitriana & Syahrinullah, 2025). However, the extent to which these governance mechanisms are implemented and experienced within Islamic educational institutions requires further contextual examination (AP, 2025).

Empirical evidence from previous studies indicates that the implementation of educational policies, principal supervision, and work discipline significantly contribute to enhancing teacher performance. Setiana (2013) explained that policy implementation and work discipline play important roles in improving the performance of certified teachers. Other studies have found that school governance influences organizational citizenship behavior, organizational commitment, and teachers' work culture within educational settings (Suparman & Widodo, 2023a). Additionally, consistent and systematic supervision by school principals contributes to improving teachers'

discipline and work effectiveness (Ani Apiyani, 2024). These findings demonstrate that improvements in teacher quality are determined not only by personal capacity but also by the effectiveness of educational governance in establishing professional and quality-oriented work systems (Setianingsih et al., 2023).

Despite these findings, an important empirical gap remains. First, much of the existing research examines governance, supervision, discipline, or teacher performance through quantitative designs that emphasize relationships between variables (Aulia et al., 2024). Such designs provide evidence of association but provide less explanation of how policies are interpreted and implemented by school leaders, how supervision operates in everyday practice, and how teachers experience and respond to institutional disciplinary mechanisms (Damayanti et al., 2024). Second, previous research has not sufficiently explained the process through which governance practices are transformed into a shared disciplinary culture among certified teachers (Fitriani, 2025). Third, studies of good school governance have been more frequently conducted in general school settings, whereas the implementation process within Madrasah Aliyah remains comparatively underexplored despite its distinctive religious values, organizational culture, and leadership structure (Abbas, 2024). Thus, what remains insufficiently understood is not simply whether governance affects teacher discipline and performance, but how governance is implemented, experienced, and translated into professional work practices within a madrasah context.

This gap is particularly relevant at Madrasah Aliyah Negeri (MAN) Kapuas. Preliminary institutional information indicates that MAN Kapuas had 45 certified teachers during 2018–2026. The implementation of certification-related professional development involved the principal, vice principals, certified teachers, and educational staff, indicating the existence of institutional mechanisms that connect teacher certification with organizational management and professional development (Alammy, 2025). MAN Kapuas is also an accredited madrasah and has undertaken academic mentoring, institutional supervision, and professional development initiatives. These conditions provide an empirical setting for examining whether and how formal governance arrangements are translated into teachers' everyday disciplinary practices and professional responsibilities. Rather than assuming that such initiatives automatically produce improved teacher performance, this study examines the institutional processes through which they are implemented and experienced (Mulyani et al., 2025).

Accordingly, the novelty of this study does not rest merely on the use of a qualitative method or the selection of MAN Kapuas as a research site. Its substantive novelty lies in explaining the implementation process through which madrasah governance connects policy, supervision, organizational communication, and teacher development to the formation of a professional disciplinary culture among certified teachers (Gunawan, 2025). By examining these processes at the micro-organizational level, the study seeks to reveal the mechanisms, experiences, and contextual practices that cannot be adequately captured through statistical relationships alone. This perspective also contributes a contextual understanding of governance implementation within Madrasah Aliyah, where professional standards operate alongside Islamic institutional values. Based on this research gap and empirical context, this study aims to analyze the implementation of policies and madrasah governance in shaping the discipline and performance of certified teachers at Madrasah Aliyah Negeri Kapuas and its contribution to the development of a professional work culture.

B. Methods

This study employed a qualitative approach with a case study design to examine the implementation of policies and madrasah governance in fostering the discipline and performance of certified teachers at MAN Kapuas. The research was conducted at MAN Kapuas, Central Kalimantan, in May 2026. The site was selected purposively because MAN Kapuas is an A-accredited madrasah and has institutional mechanisms related to teacher supervision, professional development, and work discipline. The case study design was considered appropriate because the research sought to understand governance implementation as an institutional process within its natural context, including how policies are implemented, how supervision is practiced, and how teachers experience and respond to institutional mechanisms governing professional conduct.

The researcher served as the primary research instrument and was supported by semi-structured interview guidelines, observation protocols, field notes, and document review guidelines. The participants consisted of 10 informants, comprising one principal, two vice principals, five certified teachers, and two educational staff members. Informants were selected through purposive sampling based on predetermined inclusion criteria: (1) having a role directly related to policy implementation, teacher supervision, professional management, or madrasah governance; (2) having direct experience with the professional management or disciplinary practices of certified teachers; and (3) being willing to participate and provide relevant information. Certified teachers were included based on their active teaching responsibilities at MAN Kapuas, while educational staff were selected when their administrative responsibilities were directly related to governance, teacher administration, or institutional management. Individuals without direct involvement in the research focus or who were unwilling to participate were excluded.

Data were collected through semi-structured in-depth interviews, participant observation, and document analysis. Interviews explored informants' experiences and perceptions of policy implementation, supervision, organizational communication, teacher development, discipline, and performance. Observations focused on daily institutional practices related to teacher discipline, professional responsibilities, supervision, and organizational communication, while document analysis examined relevant madrasah regulations, teacher development programs, supervision schedules, attendance and activity records, and internal policy documents (Primarni et al., 2025).

Data were analyzed using the Miles and Huberman interactive model through data condensation, data display, and conclusion drawing and verification. The analysis involved coding relevant information, grouping similar codes into categories, and developing themes related to governance implementation, teacher discipline, and professional work culture. Data collection continued until saturation was reached, indicated by the absence of substantially new codes or categories. Findings were validated through source and methodological triangulation, member checking, and prolonged engagement. Ethical principles were maintained through informed consent, voluntary participation, confidentiality, and anonymity of participants, with data used solely for academic purposes (Wahyudi et al., 2025).

C. Findings and Discussion

1. Findings

The educational crisis is not always caused by weak curricula or limited facilities, but often stems from a weak culture of discipline and ineffective governance within educational institutions (U.S., 2024). Many schools possess comprehensive written regulations, clear organizational structures, and seemingly ideal work programs, yet they have been unable to bring about meaningful changes in teachers' professional behavior (Arifin, 2024). In this context, the implementation of good school governance becomes important because educational governance should not be understood merely as an administrative instrument but rather as a strategic mechanism for developing a disciplined, accountable, and professional work culture (Nurfadillah & Mustika, 2024). Governance that is not implemented consistently will remain a bureaucratic formality without generating substantial impacts on educational quality. Therefore, the success of educational institutions is determined not only by the existence of policies but also by the institution's ability to carry out supervision, organizational communication, and continuous professional development (Pangestuti & Mustofa, 2024). These conditions indicate that educational quality is strongly influenced by the effectiveness of internal madrasah governance.

Good school governance within a madrasah environment can be understood as an effort to manage educational institutions by emphasizing orderliness, accountability, effectiveness, and balanced relationships among educational actors (Siswa et al., 2024). The findings were derived from interviews with 10 informants consisting of the principal, vice principals, certified teachers, and educational staff, supported by observations and relevant madrasah documents. The analysis identified five main themes: policy implementation, supervision, organizational communication, teacher discipline and performance, and implementation challenges (Sulistian, 2025). These considerations provide a broader context for examining how internal governance is implemented in madrasahs and reflected in teachers' professional practices.

The findings indicate that policy implementation at MAN Kapuas is carried out through regular coordination meetings, task distribution, and the application of institutional work regulations. Informants consistently described meetings and coordination as important mechanisms for communicating policies and distributing responsibilities among teachers and educational staff. A vice principal explained that madrasah activities are implemented based on regulations agreed upon through coordination meetings, enabling teachers to understand their respective responsibilities. The principal similarly stated that institutional policies are intended to establish responsibility and professionalism rather than merely administrative compliance. These findings were also supported by institutional documents showing the existence of regulations, work programs, and task assignments related to teacher responsibilities. Taken together, the interview and documentary evidence indicate that formal policies are communicated and operationalized through established coordination and task-allocation procedures.

The interview and observation data also revealed several forms of teacher participation in madrasah governance, including attendance at coordination meetings, involvement in institutional programs, fulfillment of professional responsibilities, and participation in evaluation activities. Teachers were therefore involved not only in implementing institutional policies but also in the organizational processes through which responsibilities were communicated and carried out. These findings illustrate

how teachers' participation forms part of the day-to-day implementation of governance at MAN Kapuas.

Supervision emerged as a second important theme. The data showed that supervision was conducted through direct monitoring and internal reporting. Direct supervision included monitoring teacher attendance, teaching activities, and the fulfillment of assigned responsibilities, while indirect supervision involved reports and coordination among institutional leaders and educational staff. An educational staff member reported that teacher attendance and classroom activities were regularly monitored and that problems were addressed through discussion and guidance. The principal likewise described supervision as a process of monitoring and providing guidance rather than relying solely on disciplinary sanctions. Observation and documentary evidence confirmed the existence of supervision activities and administrative records related to teacher attendance and institutional activities.

The empirical data indicate an interconnected pattern between policy coordination, supervision, organizational communication, and professional development in the daily implementation of madrasah governance. These practices were observed alongside teacher discipline and professional performance, particularly in attendance, compliance with teaching schedules, preparation of instructional administration, and participation in madrasah activities. However, the findings describe this pattern as an empirical relationship observed in the research setting rather than establishing a causal relationship between governance practices and teacher performance.

The findings further showed that organizational communication was conducted through formal coordination meetings, directions, evaluations, and informal daily interactions. Certified teachers reported that regular discussions enabled them to understand institutional objectives, clarify responsibilities, and discuss work-related issues. Another certified teacher emphasized that open communication between leaders and teachers helped reduce misunderstandings concerning institutional policies. Observation of institutional activities also showed interactions between school leaders, teachers, and educational staff in the implementation of madrasah activities. Thus, communication functioned as an observable part of the governance process through which information, directions, and feedback were exchanged among organizational members.

The interview, observation, and documentary data identified several indicators of teacher discipline and professional performance. These included attendance and punctuality, compliance with teaching schedules, completion of instructional administration, preparation for learning activities, and participation in madrasah programs. Informants associated discipline with the consistent fulfillment of teachers' daily institutional responsibilities. Available records and observations provided supporting evidence concerning attendance, scheduled activities, and the completion of professional duties. However, the data also revealed variations among teachers in the consistency with which these responsibilities were fulfilled. The findings therefore do not suggest uniform disciplinary behavior among all certified teachers; instead, they indicate differences in how consistently institutional expectations were reflected in teachers' daily professional practices. Furthermore, discipline and professional performance should be distinguished analytically: discipline concerns adherence to institutional rules and schedules, whereas professional performance encompasses a broader range of instructional and administrative responsibilities.

The findings also identified several challenges in implementing madrasah governance. Informants described differences in individual teachers' levels of

discipline and work awareness, limitations in continuous supervision, and the workload associated with teaching and administrative responsibilities. These factors were reported as circumstances that complicated the consistent implementation of institutional policies. The data also showed that the madrasah responded through coordination, guidance, professional development activities, and internal communication. These responses demonstrate that governance implementation at MAN Kapuas involves ongoing institutional adjustment to differences in teacher practices and organizational demands.

Overall, the empirical findings show that governance implementation at MAN Kapuas operates through interconnected practices of policy coordination, supervision, organizational communication, and professional management. The data do not establish a direct causal relationship between these practices and teacher performance; rather, they demonstrate how these governance mechanisms are implemented and how their practices are experienced and reflected in the daily work of certified teachers.

2. Discussion

The main contribution of this study lies in explaining how good school governance is operationalized in the daily work of certified teachers at Madrasah Aliyah Negeri (MAN) Kapuas. Rather than treating governance as a formal system of regulations, the findings reveal an interconnected implementation process involving policy coordination, supervision, organizational communication, and professional guidance. These practices shape how teachers understand and carry out their professional responsibilities. This pattern is important because the empirical data do not show discipline as the simple result of formal rules or certification status. Instead, discipline is negotiated and reinforced through repeated organizational practices, particularly the communication of responsibilities, monitoring of attendance and teaching activities, feedback, and opportunities for guidance. In this respect, the study extends previous governance research by identifying how formal governance arrangements are translated into everyday professional practices within a madrasah context.

The first mechanism concerns the translation of institutional policy into concrete teacher responsibilities. At MAN Kapuas, policy implementation was reported to occur through coordination meetings, task distribution, and institutional work regulations. The significance of these practices is not merely that regulations exist, but that teachers receive opportunities to understand how institutional expectations are connected to their specific duties (Suparta, 2024). The principal's statement that policies are intended to develop responsibility and professionalism, rather than merely regulate teachers, indicates a distinction between governance as administrative control and governance as organizational socialization. This finding is consistent with Idris Onia (2025), who emphasizes the importance of balancing responsibilities among educational actors. However, the present study adds a contextual dimension by showing that the practical enactment of this balance depends on recurring interactions between school leaders and teachers rather than emerging automatically from formal organizational structures. Thus, task distribution and coordination meetings function as interpretive mechanisms through which formal policies acquire practical meaning for teachers. This interpretation highlights the importance of examining not only the policies institutions establish but also the organizational processes through which those policies are understood and implemented.

The second mechanism is supervision. The findings show that supervision at MAN Kapuas combines monitoring with guidance, including attention to attendance, teaching activities, and professional responsibilities. This differs from an exclusively compliance-oriented model in which supervision primarily identifies violations and applies sanctions (Nurhayati et al., 2025). The principal's explanation that supervision is intended to provide support and guidance, together with the educational staff's account of addressing problems through discussion, suggests that monitoring is accompanied by interpersonal engagement. This finding corresponds with Levatino et al. (2024), who identify continuous monitoring and feedback as important components of accountability in education. Nevertheless, the MAN Kapuas case indicates that the operation of accountability depends on how monitoring is socially enacted. Where supervision is accompanied by communication and guidance, it can function simultaneously as a control and learning mechanism. This helps explain why supervision in this setting was perceived not only as an institutional obligation but also as part of professional management (Bustomi & Salam, 2023). However, the finding should not be interpreted as evidence that humanistic supervision necessarily produces higher performance, because the study did not measure such a causal effect.

Organizational communication provides the mechanism connecting policy and supervision with teachers' daily experiences. Interviews with certified teachers indicate that formal meetings, directions, evaluations, and informal interactions enabled teachers to clarify institutional objectives and work-related responsibilities. This finding is important because governance may become formalistic when communication operates only in one direction, from institutional leaders to teachers. At MAN Kapuas, communication appears to provide a space in which policies are explained, misunderstandings are addressed, and work-related issues are discussed. This is consistent with Fauzi et al. (2025) and Talenta et al. (2024), who emphasize communication and participation as components of effective organizational governance. However, the present findings add that communication is not merely a supporting variable alongside governance; it is one of the processes through which governance is actually implemented. The distinction is important because it shifts the analysis from whether communication exists to how communication enables teachers to interpret and respond to institutional expectations.

The relationship between governance and teacher discipline is therefore better understood as a process of habituation than as an immediate administrative effect. The empirical findings identified attendance and punctuality, compliance with teaching schedules, preparation for learning, completion of instructional administration, and participation in madrasah activities as visible expressions of professional discipline. At the same time, the findings showed variation among teachers in the consistency of these practices. This variation is analytically important because it prevents the conclusion that governance produces uniform disciplinary behavior. Instead, the data suggest that institutional expectations are encountered differently by individual teachers depending on their work practices and organizational circumstances. This partially corresponds with (Yunus & Makassar, 2025), who associate teacher discipline with broader professional responsibilities. It also provides a more cautious interpretation of Iswari's (2025) quantitative findings concerning the statistical relationship between work discipline and teacher performance. Whereas Iswari measured the magnitude of relationships among variables, the present study explains how disciplinary practices are encountered and reinforced within an institution. The contribution of this study therefore lies not in establishing a stronger statistical relationship, but in revealing the organizational processes surrounding discipline.

The findings concerning certification further strengthen this interpretation. Certification provides a formal recognition of teacher professionalism, but the presence of certification alone does not explain differences in the consistency of professional practices observed in the study. The data instead indicate that certified teachers remain embedded within institutional systems that require coordination, supervision, communication, and fulfillment of professional responsibilities. This suggests that certification should be understood as one institutional component of professionalism rather than as a sufficient condition for particular workplace behaviors. The implication differs from an administrative understanding of certification in which professional status is primarily demonstrated through compliance with certification requirements. In the MAN Kapuas context, professional identity is continuously enacted through everyday responsibilities. Consequently, the governance system becomes relevant not because it replaces certification, but because it provides the organizational environment in which certified teachers exercise and demonstrate their professional responsibilities (Judrah & Arjum, 2024).

The humanistic orientation of supervision is particularly relevant to understanding the madrasah context. MAN Kapuas is not simply a bureaucratic educational organization; it is an Islamic educational institution in which professional responsibilities operate alongside expectations concerning interpersonal relationships and institutional values. The findings show that disciplinary issues were addressed through coordination, discussion, and guidance rather than solely through punishment. This does not mean that formal control is unnecessary (Laily & Wati, 2024). Rather, the case demonstrates a combination of control and relational engagement. In this respect, the principal's role extends beyond administrative supervision toward facilitating communication and maintaining organizational relationships. This complements Judrah and Arjum (2024), who discuss the roles of educational actors in governance, while also supporting Turner (2025)'s argument that effective governance requires a balance between autonomy and accountability. The distinctive contribution of the present study is to show how this balance is practically negotiated through everyday interaction in a madrasah rather than merely defined institutionally. The findings thus highlight the contextual significance of leadership practices that combine clear expectations with opportunities for dialogue and professional guidance.

The findings also reveal that governance implementation is constrained by organizational conditions. Differences in teachers' discipline and work awareness, limitations in continuous supervision, and the simultaneous burden of teaching and administrative responsibilities make consistent policy implementation difficult. This finding is significant because it challenges an idealized conception of good governance as a system that operates smoothly once appropriate regulations have been established. Previous studies such as Laily and Wati (2024) and Suparman and Widodo (2023) have emphasized that governance is affected by organizational dynamics and teacher-related factors. The findings from MAN Kapuas similarly reveal these constraints while indicating that institutional responses form part of the governance process itself. Coordination, professional development, guidance, and internal communication are used to address differences in teachers' practices and the demands of their work. Governance, therefore, can be understood in this context as an adaptive organizational process through which formal expectations are negotiated in relation to the practical conditions of teachers' professional lives. However, the findings do not establish that these responses eliminate the identified challenges or operate equally effectively in every situation.

This finding also helps explain why the relationship between discipline and performance should not be interpreted as linear. The study identified instructional preparation, administrative completion, teaching schedules, and participation in institutional programs as dimensions of professional performance. However, because the data were qualitative and indicated variation among teachers, the findings cannot establish that particular governance mechanisms caused improvements in these dimensions. The more defensible interpretation is that governance practices create an organizational context in which professional responsibilities are communicated, monitored, discussed, and reinforced. This interpretation complements Iswari (2025), whose quantitative analysis demonstrated relationships between discipline, leadership, and teacher performance, but differs in analytical focus. The present study moves from measuring the strength of relationships to examining the processes through which organizational practices become part of teachers' daily professional conduct.

The study contributes to the literature in three related ways. First, it shifts the understanding of good school governance from a primarily structural concept toward an implementation process through which policies acquire practical meaning via coordination and task distribution, complementing research on governance implementation such as Prastyo et al. (2025). Second, it identifies the interaction between continuous supervision and organizational communication as a practical mechanism through which professional discipline is reinforced, while recognizing that this mechanism operates unevenly across teachers. Third, it demonstrates the contextual importance of a humanistic approach to supervision within a madrasah, where professional accountability is practiced through both institutional control and relational guidance. These contributions distinguish the study from research that primarily examines statistical associations between governance, leadership, discipline, and performance. The novelty therefore rests on the explanation of an implementation process in a madrasah setting, rather than simply on the use of a qualitative method or the selection of MAN Kapuas as a research location.

The practical implication is that madrasah governance should not be reduced to the preparation of regulations or administrative monitoring. Institutional leaders need mechanisms that connect policy formulation with clear task distribution, continuous but proportionate supervision, two-way communication, feedback, and professional development. Such mechanisms are particularly relevant when teachers face overlapping instructional and administrative responsibilities. However, the findings also indicate that governance cannot be assumed to produce identical outcomes for every teacher. Institutional strategies therefore need to accommodate differences in work practices and levels of discipline while maintaining consistent professional standards (Sam & Sulastri, 2024). In practical terms, school leaders may benefit from reviewing how responsibilities are communicated, how supervisory feedback is provided, and how professional support is aligned with teachers' day-to-day workload. These implications are informed by the practices and challenges identified at MAN Kapuas and should be adapted to the circumstances of other institutions rather than applied as a universal model.

This study has several limitations. First, the research was conducted at a single madrasah, so its findings are context-specific and should not be generalized to all madrasahs or schools. Second, the qualitative design provides an in-depth account of governance implementation but does not permit statistical measurement of the magnitude or direction of relationships between governance, discipline, and teacher performance. Third, the findings rely substantially on participants' accounts, observations, and institutional documents, which may reflect differences in perception

and access to organizational information. These limitations indicate the need for future research involving multiple madrasahs, longitudinal observation, or mixed-method designs to examine whether the governance mechanisms identified in this study operate similarly across different institutional contexts.

Overall, the MAN Kapuas case demonstrates that good school governance is better understood as an ongoing organizational process than as a fixed administrative system. Its relevance to teacher professionalism emerges through the interaction of policy coordination, supervision, communication, and professional guidance in everyday institutional practices. The distinctive contribution of this study is therefore the identification of this interconnected mechanism within the madrasah context, while maintaining the empirical limitation that such practices cannot, on the basis of this study alone, be interpreted as a direct causal determinant of teacher performance. The findings instead provide a contextual explanation of how governance is enacted, experienced, and negotiated in the professional lives of certified teachers (Pengky et al., 2023).

D. Conclusion

This study concludes that good school governance at Madrasah Aliyah Negeri (MAN) Kapuas is implemented through interconnected practices of policy coordination, task distribution, supervision, organizational communication, and professional guidance. These practices are reflected in teachers' daily professional responsibilities and in indicators of discipline and performance, including attendance, teaching schedules, instructional preparation, and administrative fulfillment, although their consistency varies among teachers. Governance implementation remains constrained by differences in individual discipline, limitations in continuous supervision, and teachers' workload. The study does not establish a direct causal effect of governance on teacher performance; rather, it contributes a contextual explanation of how governance is translated into everyday professional practices of certified teachers in a madrasah setting. The findings suggest that maintaining clear coordination, consistent supervision, effective communication, and professional guidance may support the implementation of teacher professionalism within the institutional context.

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F. Author Contributions Statement

US contributed as the first author and was responsible for the conceptualization of the study, data collection, data analysis, interpretation of findings, and manuscript preparation. IEASP contributed to the development of the theoretical framework, research supervision, and critical review of the manuscript. AHA contributed to the translation, language refinement, academic editing, and final revision of the manuscript. M contributed to the review of relevant international literature, the development of an international academic perspective, the refinement of the theoretical and analytical discussion, and critical feedback on the manuscript. All authors have

read and approved the final version of the manuscript.

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