

TEACHER DISCIPLINE AND LOYALTY AS DRIVERS OF EDUCATIONAL QUALITY IN ISLAMIC SCHOOLS: A THEMATIC LITERATURE REVIEW

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Abstrak

Kualitas pendidikan di sekolah-sekolah Islam sangat dipengaruhi oleh profesionalisme guru, di mana disiplin dan loyalitas berperan sebagai penggerak sumber daya manusia yang sangat penting. Terlepas dari keterkaitan teoritisnya, kesenjangan empiris tetap ada mengenai bagaimana konstruk-konstruk ini berinteraksi untuk mempertahankan keunggulan pengajaran. Studi ini menggunakan tinjauan literatur sistematis tematik kualitatif untuk mensintesis publikasi yang ditinjau sejawat (2015–2024) yang meneliti disiplin guru, loyalitas, dan kualitas pendidikan dalam konteks Islam. Sintesis tematik mengungkapkan bahwa disiplin berfungsi sebagai prasyarat struktural untuk stabilitas organisasi, sementara loyalitas beroperasi sebagai komitmen psikologis dan profesional yang mempertahankan kesinambungan pengajaran. Analisis menunjukkan hubungan sinergis: disiplin yang terinternalisasi menumbuhkan kejelasan peran dan konsistensi prosedural, yang, ketika dimediasi oleh kepemimpinan yang adil dan keselarasan nilai, menumbuhkan loyalitas yang produktif. Loyalitas ini kemudian mendorong retensi guru, inovasi kolaboratif, dan hasil belajar siswa. Tinjauan ini menggarisbawahi bahwa mekanisme disiplin yang hanya berakar pada kepatuhan administratif tidak cukup; kualitas pendidikan yang berkelanjutan membutuhkan integrasi profesionalisme yang terinternalisasi, tata kelola partisipatif, dan nilai-nilai etika Islam ke dalam manajemen sekolah. Temuan ini menawarkan klarifikasi teoretis tentang hubungan antara disiplin ilmu, loyalitas, dan kualitas, serta memberikan wawasan yang dapat ditindaklanjuti bagi para administrator dalam merancang kebijakan yang menyeimbangkan akuntabilitas, otonomi profesional, dan komitmen kelembagaan.

Kata kunci: *Kedisiplinan Guru, Loyalitas Guru, Mutu Pendidikan, Sekolah Islam.*

Abstract

Educational quality in Islamic schools is profoundly shaped by teacher professionalism, where discipline and loyalty serve as critical human resource drivers. Despite their theoretical linkage, empirical gaps persist regarding how these constructs interact to sustain instructional excellence. This study employs a qualitative thematic systematic literature review to synthesize peer-reviewed publications (2015–2024) examining teacher discipline, loyalty, and educational quality in Islamic contexts. Thematic synthesis reveals that discipline functions as a structural prerequisite for organizational stability, while loyalty operates as a psychological and professional commitment that sustains instructional continuity. The analysis demonstrates a synergistic relationship: internalized discipline fosters role clarity and procedural consistency, which, when mediated by fair leadership and value alignment, cultivates productive loyalty. This loyalty subsequently drives teacher retention, collaborative innovation, and student learning outcomes. The review underscores that disciplinary mechanisms rooted solely in administrative compliance are insufficient; sustainable educational quality requires integrating internalized professionalism, participatory governance, and Islamic ethical values into school management. These findings offer theoretical clarification on the discipline, loyalty, quality nexus and provide actionable insights for administrators designing policies that balance accountability, professional autonomy, and institutional commitment.

Keywords: *Teacher Discipline, Teacher Loyalty, Educational Quality, Islamic Schools.*

INTRODUCTION

Educational quality is a primary objective of schooling, including Islamic schools, because it is directly related to graduate quality and institutional sustainability¹. Educational quality is not determined solely by curriculum and infrastructure; it is also strongly shaped by teachers' roles and professional attitudes². Various studies indicate that teachers contribute significantly to improving educational quality. However, in practice, educational quality in schools continues to face constraints originating from teachers' internal factors³.

One issue that frequently emerges in discussions of educational quality is low teacher discipline. Teacher discipline includes compliance with school regulations⁴, punctuality, and consistency in carrying out professional duties. Several studies have reported that low teacher discipline leads to less optimal learning processes and weak work culture within schools⁵. This condition suggests a serious problem that may reduce educational quality.

In addition to discipline, teacher loyalty is also an important factor in sustaining and improving educational quality⁶. Teacher loyalty is reflected in commitment, a sense of belonging to the institution, and willingness to contribute continuously to school development. Prior research suggests that teachers with high loyalty⁷ tend to have strong work motivation and actively engage in educational quality development. Nonetheless, field realities indicate that teacher loyalty has not been formed optimally⁸.

Theoretically, discipline is closely associated with work loyalty. Teachers with high discipline are assumed to have strong professional and moral responsibility, thereby encouraging loyalty to the educational institution⁹. Yet, conditions in schools show a gap

¹ Rafikul Islam, Ibrahim Mohd Haidoub, and Kazi Md Tarique, "Enhancing Quality of Education: A Case Study on an International Islamic School," *Asian Academy of Management Journal* 24 (2019): 141–56, <https://doi.org/10.21315/AAMJ2019.24.S1.10>.

² Mohamad Sodikin, Parmuji Anto, and Khoirul Anwar, "Enhancing Education Quality in Islamic Institutions Through Management Approaches," *Evaluasi: Jurnal Manajemen Pendidikan Islam* 8, no. 1 (2024): 70–81, <https://doi.org/10.32478/cwxxya26>.

³ Usman Afaq, "The Role of Islamic Schools in Pakistan's Education System," *Jahan-e-Tahqeeq* 7, no. 1 (2024): 1344–56.

⁴ H Baharun, "Graduate Quality Assurance as a Strategic Driver of Islamic Boarding School Competitiveness," *Journal of Educational Management Research* 02, no. 01 (2023): 69–83.

⁵ Isfiana Oktaria Nasihatul Umami and Muhammad Yasin, "Integrating Islamic Ethical Values into Human Resource Development: Enhancing Educational Quality in Indonesian Islamic Schools," *Dirosatuna: Journal of Islamic Studies* 7, no. 2 (2024): 99–110, <https://doi.org/10.31538/dirosatuna.v6i2.4627.4>.

⁶ Tri Yugo, "Improving the Quality of Islamic Education through Pesantren-Based Management in Indonesia," *Journal of Educational Research and Practice* 3, no. 2 (2025): 238–54, <https://doi.org/10.70376/jerp.v3i2.357>.

⁷ Mieke Van Houtte and Dimitri Van Maele, "Students' Sense of Belonging in Technical/Vocational Schools versus Academic Schools: The Mediating Role of Faculty Trust in Students," *Teachers College Record* 114, no. 7 (2012): 1–36, <https://doi.org/10.1177/016146811211400706>.

⁸ Sandeep Lloyd Kachchhap and Wilson Horo, "Factors Influencing School Teachers' Sense of Belonging: An Empirical Evidence," *International Journal of Instruction* 14, no. 4 (2021): 775–90, <https://doi.org/10.29333/iji.2021.14444a>.

⁹ Elisabetta Fenizia and Santa Parrello, "School Trust and Sense of Belonging: Restoring Bonds and Promoting Well-Being in Schools," *International Journal of Environmental Research and Public Health* 22, no. 4 (2025), <https://doi.org/10.3390/ijerph22040498>.

between theory and practice: teacher discipline is not always accompanied by high loyalty, and vice versa. This discrepancy is a problem that requires further examination.

Previous studies have examined the influence of discipline on teacher performance and the influence of loyalty on performance and educational quality in a partial manner¹⁰. Some studies conclude that discipline significantly affects performance and educational quality, while others emphasize loyalty as a key factor for sustaining educational quality. These differing findings indicate an open research gap that warrants deeper exploration¹¹

In the context of Islamic schools, issues of teacher discipline and loyalty become more complex because Islamic schools emphasize not only academic aspects, but also Islamic values such as *amanah* (trustworthiness), *keikhlasan* (sincerity), and moral responsibility¹². Teachers in Islamic schools are expected to serve as role models in attitude and behavior; thus, discipline and loyalty become integral to teacher professionalism. However, a number of studies show that the implementation of these values is not fully reflected in teachers' work culture.

Based on these problems, the gap between theory and real conditions, and prior research findings, examining the influence of teacher discipline on loyalty in improving educational quality in Islamic schools is important. Through a literature review approach, this study is expected to systematically synthesize scientific findings to develop a comprehensive understanding of the relationship between discipline, loyalty, and educational quality, and to contribute both theoretically and practically to the development of educational management.

METHOD

This study adopts a qualitative research approach utilizing a Thematic Systematic Literature Review (T-SLR) design. Following established qualitative synthesis protocols,¹³ the T-SLR framework was selected to interpret, categorize, and synthesize conceptual relationships rather than aggregate statistical outcomes. The review adhered to PRISMA-ScR guidelines¹⁴ and comprised four phases: (1) literature search, (2) screening and eligibility assessment, (3) data extraction, and (4) thematic coding and synthesis. Primary databases included Scopus, Web of Science, ERIC, DOAJ, and Google Scholar. Boolean search strings combined terms: ("teacher discipline" OR "professional discipline") AND ("teacher loyalty" OR "organizational commitment") AND ("educational quality" OR "school effectiveness") AND ("Islamic school" OR

¹⁰Jerome St-Amand, Stéphanie Girard, and Jonathan Smith, "Sense of Belonging at School: Defining Attributes, Determinants, and Sustaining Strategies," *IAFOR Journal of Education* 5, no. 2 (2017): 105–19, <https://doi.org/10.22492/ije.5.2.05>.

¹¹Ihin Solihin, Aan Hasanah, and Hisny Fajrussalam, "Core Ethical Values of Character Education Based on Islamic Values in Islamic Boarding Schools," *International Journal on Advanced Science, Education, and Religion* 3, no. 2 (2020): 21–33, <https://doi.org/10.33648/ijoaser.v3i2.51>.

¹²Nikmatul Khoiriah and Bedjo Sujanto, "Islamic Education Quality from an Islamic Perspective: An Analysis of Improvement Strategies," *Journal of Contemporary Islamic Education* 6 (1):1-16. <https://journal.iaimnumetrolampung.ac.id/index.php/cie/article/view/7226>.

¹³Maria J. Grant and Andrew Booth, "A Typology of Reviews: An Analysis of 14 Review Types and Associated Methodologies," *Health Information and Libraries Journal* 26, no. 2 (2009): 91–108, <https://doi.org/10.1111/j.1471-1842.2009.00848.x>; Hannah Snyder, "Literature Review as a Research Methodology: An Overview and Guidelines," *Journal of Business Research* 104, no. March (2019): 333–39, <https://doi.org/10.1016/j.jbusres.2019.07.039>.

¹⁴Matthew J. Page et al., "The PRISMA 2020 Statement: An Updated Guideline for Reporting Systematic Reviews," *Bmj* 372 (2021), <https://doi.org/10.1136/bmj.n71>.

"madrasah"). Inclusion criteria required peer-reviewed articles (2015–2024), explicit discussion of at least two core variables, and contextual relevance to Islamic or formal schooling. From 87 initial records, 34 met eligibility standards. Data were analyzed using inductive-deductive thematic synthesis,¹⁵ where codes were iteratively grouped into conceptual domains, relational patterns, and contextual moderators. Triangulation across multiple sources and critical methodological appraisal ensured analytical rigor, aligning with contemporary standards for qualitative educational synthesis.¹⁶

FINDINGS AND DISCUSSION

Finding

The thematic synthesis of the selected literature reveals four recurrent conceptual domains that clarify how teacher discipline and loyalty operate as interconnected drivers of educational quality in Islamic schools. These domains emerge from consistent patterns across empirical studies, theoretical frameworks, and contextual analyses.

First, Discipline as Structural and Professional Foundation extends beyond administrative compliance to encompass internalized professional responsibility, pedagogical consistency, and ethical accountability, which collectively establish stable instructional environments and predictable academic routines that serve as the baseline for sustained school effectiveness.

Second, Loyalty as Multidimensional Commitment manifests through affective attachment, normative obligation, and continuance engagement, wherein productive loyalty is characterized by discretionary pedagogical effort, collaborative problem-solving, and long-term institutional advocacy rather than passive tenure or mere contractual fulfillment.

Third, Non-Linear Driver Mechanism demonstrates that the relationship between discipline and loyalty is conditional rather than automatic, as formal disciplinary structures correlate with genuine loyalty only when mediated by perceived organizational justice, transparent communication, and supportive leadership, whereas rigid or sanction-driven approaches typically yield superficial compliance without emotional or professional attachment.

Fourth, Contextual Moderators in Islamic Schools indicate that Islamic ethical frameworks such as amanah, ikhlas, and mas'uliyah provide normative grounding for both discipline and loyalty, yet their practical impact remains contingent upon systematic institutionalization through fair performance evaluation, continuous professional development, and principled leadership modeling, without which religious values risk remaining symbolic rather than behavioral drivers.

Discussion

Before examining the specific findings, it is essential to situate this discussion within the broader methodological framework of qualitative literature synthesis. As Snyder emphasizes, thematic reviews must move beyond descriptive summarization to

¹⁵James Thomas and Angela Harden, "Methods for the Thematic Synthesis of Qualitative Research in Systematic Reviews," *BMC Medical Research Methodology* 8 (2008): 1–10, <https://doi.org/10.1186/1471-2288-8-45>.

¹⁶David Gough, Sandy Oliver, and James Thomas, *An Introduction to Systematic Reviews*, Second Edition (London: Sage Publication, Inc., 2017).

critically interpret conceptual relationships across diverse contexts.¹⁷ This approach enables researchers to identify underlying mechanisms rather than merely reporting surface-level correlations. Accordingly, the following analysis interprets how teacher discipline and loyalty interact as dynamic drivers of educational quality, drawing on established theories of organizational behavior and educational leadership.

The literature review indicates that teacher discipline is a fundamental element in educational implementation, functioning to maintain order, consistency, and continuity in school learning processes. Discipline is not only related to compliance with formal regulations; it also reflects teachers' professionalism, work ethic, and moral responsibility in fulfilling their roles as educators. Schools with strong teacher discipline tend to maintain stable educational program implementation, punctual learning schedules, and orderly academic administration. This suggests that discipline acts as a structural foundation enabling educational systems to operate in a directed and sustainable manner.

Expanding on this point, contemporary educational management scholarship conceptualizes discipline not as coercive control but as a form of professional self-regulation grounded in shared institutional values. Hoy and Miskel argue that effective schools cultivate "loose-tight" cultures where procedural consistency coexists with professional autonomy.¹⁸ When teachers internalize disciplinary norms as expressions of pedagogical integrity rather than external mandates, they demonstrate greater resilience in facing instructional challenges. This perspective aligns with the finding that discipline functions as a structural foundation: it provides the predictable routines necessary for collaborative curriculum implementation and student-centered learning environments.

However, the literature also reveals that teacher discipline in schools is often narrowly understood as administrative compliance. In many studies, discipline is measured through attendance, punctuality, and compliance with formal procedures, while professional awareness and teachers' intrinsic responsibility receive less attention. Such an approach tends to position teachers as objects of supervision rather than professional subjects with autonomy and moral responsibility. Several studies show that discipline oriented excessively toward control and sanctions produces only short-term compliance and does not necessarily develop sustainable work attitudes.¹⁹ In response, this review does not agree with reducing discipline merely to a control mechanism, because such an approach is less capable of fostering deep professional commitment among teachers.

This critique resonates with Fullan's argument that sustainable school improvement requires shifting from compliance-based accountability to capacity-building leadership.²⁰ When disciplinary systems prioritize monitoring over mentorship, they inadvertently undermine teachers' sense of professional agency and intrinsic motivation. Research in organizational psychology confirms that extrinsic controls may achieve behavioral conformity but rarely foster the discretionary effort essential for educational innovation.²¹ Therefore, redefining discipline as professional self-governance, supported by reflective

¹⁷Snyder, "Literature Review as a Research Methodology: An Overview and Guidelines."

¹⁸Wayne K Hoy and Cecil G Miskel, *Educational Administration: Theory, Research, and Practice*, 10th edition (New York: McGraw-Hill, 2013).

¹⁹Afaq, "The Role of Islamic Schools in Pakistan's Education System."

²⁰Michael Fullan, *The Principal 2.0 (Three Keys to Maximizing Impact) (2nd Edition)* (California: Jossey-Bass, 2023).

²¹Edward L Deci and Richard M Ryan, "The 'What' and 'Why' of Goal Pursuits: Human Needs and the Self-Determination of Behavior," *Psychological Inquiry* 11, no. 4 (2000): 227–68.

practice communities and formative feedback, offers a more promising pathway toward enduring work commitment and instructional excellence.

From a human resource management perspective, effective discipline should emerge from value internalization, role understanding, and individual awareness of organizational goals. Teachers who interpret discipline as part of professionalism tend to demonstrate consistent work behavior, whether supervised or not. Discipline rooted in internal awareness is more enduring than discipline formed through external pressure. Therefore, the quality of discipline is more decisive than the mere level of formal compliance, because high-quality discipline contributes to building a healthy and sustainable work culture.

This perspective finds strong support in social exchange theory, which posits that employees reciprocate organizational trust and developmental support with heightened commitment and voluntary contribution.²² When school leaders invest in teachers' professional growth and recognize their expertise, educators are more likely to embrace disciplinary norms as expressions of shared purpose rather than imposed constraints. Moreover, Meyer and Allen's three-component model of organizational commitment suggests that affective attachment, fostered through meaningful work and fair treatment, is the strongest predictor of sustained loyalty,²³ cultivating high-quality discipline requires intentional strategies that align institutional expectations with teachers' professional identities and moral aspirations.

The synthesis further indicates that teacher discipline is related to loyalty, although the relationship is not always direct or linear. In several studies, discipline creates order and work certainty that fosters a sense of security for teachers. A disciplined and organized environment helps teachers understand roles, responsibilities, and institutional expectations, which in turn promotes attachment to the school. Studies also suggest that consistent discipline accompanied by organizational justice can strengthen teacher loyalty and commitment to educational institutions.²⁴ This review agrees with these findings insofar as discipline is implemented fairly, transparently, and through open communication between leaders and teachers.

The conditional nature of this relationship underscores the mediating role of perceived organizational justice. Colquitt et al. demonstrate that employees' commitment depends not only on procedural fairness but also on interpersonal respect and informational transparency.²⁵ In educational settings, when disciplinary policies are co-constructed with teacher input and applied consistently across staff, they signal institutional respect for professional expertise. This fosters psychological safety a prerequisite for risk-taking, innovation, and long-term attachment. Consequently, discipline strengthens loyalty not through enforcement alone, but by creating an

²²Russell Cropanzano and Marie S Mitchell, "Social Exchange Theory : An Interdisciplinary Review," *Journal of Management* 31, no. 6 (2005): 874–901.

²³John P Meyer and Natalie J Allen, "A Three-Component Conceptualization of Organizational Commitment," *Human Resource Management Review* 1, no. 1 (1991): 61–89, [https://doi.org/https://doi.org/10.1016/1053-4822\(91\)90011-Z](https://doi.org/https://doi.org/10.1016/1053-4822(91)90011-Z).

²⁴Solihin, Hasanah, and Fajrussalam, "Core Ethical Values of Character Education Based on Islamic Values in Islamic Boarding Schools."

²⁵Jason A. Colquitt et al., "Justice at the Millennium: A Meta-Analytic Review of 25 Years of Organizational Justice Research," *Journal of Applied Psychology* 86, no. 3 (2001).

environment where teachers feel valued, heard, and empowered to contribute meaningfully to school improvement.

Literature also shows that discipline does not always lead to teacher loyalty. In some contexts, teachers may display high discipline without strong emotional attachment to the school. This typically occurs when discipline is perceived as a mechanical obligation to avoid sanctions or administrative consequences. In such circumstances, discipline functions as formal compliance rather than genuine commitment. Accordingly, this review tends to agree that loyalty cannot be built solely through rule enforcement; rather, it requires a more humane, participatory approach that supports healthy working relationships.

This distinction aligns with Deci and Ryan's self-determination theory, which differentiates between controlled motivation (driven by external rewards or pressures) and autonomous motivation (rooted in personal values and interest).²⁶ Teachers who comply with rules primarily to avoid penalties exhibit controlled motivation, which correlates with lower job satisfaction and higher turnover intentions. By contrast, participatory leadership practices, such as collaborative decision-making and recognition of professional judgment nurture autonomous motivation, thereby transforming compliance into genuine commitment. Hence, building loyalty requires moving beyond transactional management toward relational approaches that honor teachers' agency and professional wisdom.

Teacher loyalty in the literature is defined as loyalty, commitment, and attachment to an educational institution that develop over time. Loyal teachers not only teach according to formal obligations, but also demonstrate concern for students' success, the sustainability of school programs, and institutional reputation. Loyalty is also related to teachers' willingness to remain and grow with the school in the face of educational challenges. Several studies emphasize that teacher loyalty contributes to educator stability, which is an important prerequisite for improving educational quality.²⁷

Beyond retention, loyal teachers serve as cultural carriers who sustain institutional memory and mentor emerging colleagues. Luois note that stable teaching teams facilitate curriculum coherence, pedagogical innovation, and collective efficacy all critical for student achievement.²⁸ Loyal educators are more likely to engage in discretionary behaviors, such as volunteering for school initiatives or advocating for resources, which amplify organizational capacity. Thus, loyalty functions not merely as an individual attitude but as a social resource that strengthens the school's adaptive resilience and long-term improvement trajectory.

However, this review does not fully agree with perspectives that position loyalty as the dominant factor without considering teacher professionalism. Loyalty that is not accompanied by improved competence and instructional innovation may create "false comfort" and hinder dynamic change. Therefore, loyalty should be understood as productive loyalty that drives teachers to continue developing themselves, improving instructional quality, and adapting to curriculum changes and educational demands.

²⁶Deci and Ryan, "The ' What ' and ' Why ' of Goal Pursuits : Human Needs and the Self-Determination of Behavior."

²⁷Yugo, "Improving the Quality of Islamic Education through Pesantren-Based Management in Indonesia."

²⁸Nwabuaku Louis, "Teachers' Commitment as a Predictor of Students' Academic Performance in Biology," *Delsu Journal of Educational Research and Development* 20, no. 1 (2023): 100–108.

This caution reflects Hargreaves and Fullan's concept of "professional capital," which emphasizes that sustainable educational improvement requires the synergy of human capital (individual expertise), social capital (collaborative networks), and decisional capital (judgment in complex situations).²⁹ Loyalty detached from ongoing professional learning risks reinforcing pedagogical stagnation or resistance to evidence-based reforms. Productive loyalty, therefore, entails a dual commitment: to the institution's mission and to the continuous enhancement of one's instructional practice. Schools that foster this orientation provide structured opportunities for collaborative inquiry, peer observation, and reflective dialogue, ensuring that loyalty fuels innovation rather than inertia.

The literature synthesis also shows that the influence of discipline on educational quality is generally indirect. Discipline creates order and work certainty; loyalty strengthens commitment and teacher involvement; and educational quality emerges as the result of the interaction between these two aspects. Thus, improving educational quality cannot be achieved merely by tightening disciplinary rules; it requires holistic and sustainable human resource management. Several studies emphasize that educational quality results from the synergy of multiple organizational factors, rather than from a single variable.

This systemic perspective aligns with the "whole-school improvement" framework advocated by Muijs, which posits that educational quality emerges from the dynamic interplay of leadership, teaching practices, organizational culture, and community engagement.³⁰ Isolating discipline or loyalty as standalone levers overlooks the complex, reciprocal relationships that characterize effective schools. Consequently, policymakers and practitioners should adopt integrated strategies that simultaneously strengthen procedural clarity, professional autonomy, collaborative structures, and value-aligned leadership. Only through such coherence can schools translate human resource investments into sustained gains in student learning and institutional excellence.

In Islamic schools, the relationship between discipline and loyalty has an additional dimension related to Islamic values. Values such as amanah, keikhlasan, and moral responsibility are often used as normative foundations for teachers' duties. The literature indicates that internalizing religious values can strengthen teachers' intrinsic motivation in fulfilling their educational roles. This review agrees that Islamic values have substantial potential to reinforce discipline and loyalty because they provide spiritual meaning to the teaching profession.³¹

Values-based leadership literature supports this insight, noting that shared ethical frameworks can enhance organizational cohesion and moral motivation.³² In Islamic educational contexts, concepts like amanah (trustworthiness) and ikhlas (sincerity) offer powerful narratives that connect daily work to transcendent purpose. When teachers

²⁹A Hargreaves and M Fullan, *Professional Capital: Transforming Teaching in Every School* (Teachers College Press, 2012), <https://books.google.co.id/books?id=2sRWQxBBsj4C>.

³⁰Daniel Muijs, "Improving Schools through Collaboration: A Mixed Methods Study of School-to-School Partnerships in the Primary Sector," *Oxford Review of Education* 41, no. 5 (2015): 1–24, <https://doi.org/10.1080/03054985.2015.1047824>.

³¹Yugo, "Improving the Quality of Islamic Education through Pesantren-Based Management in Indonesia."

³²James P. Spillane and Melissa Ortiz, "Perspectiva Distribuida Del Distributed Perspective of Leadership and School Management: Crucial Elements and Implications," *Revista Eletrônica de Educação* 13, no. 1 (2019): 169–81, <https://doi.org/10.14244/198271993070>.

perceive their roles as acts of worship and service, they may exhibit greater perseverance and ethical consistency. However, as the next paragraph cautions, the mere presence of religious rhetoric does not guarantee behavioral translation; intentional management practices remain essential to actualize these values in everyday school life.

Yet, this review does not agree if religious values are assumed to automatically produce disciplined and loyal behavior. Without clear management systems, fair policies, and leadership role-modeling, these values risk becoming merely normative symbols. Therefore, integrating Islamic values must be realized in concrete school management practices so that it directly shapes teachers' work behavior and improves educational quality.

This caution echoes findings from comparative studies of faith-based schools, which show that value internalization requires deliberate pedagogical and managerial scaffolding.³³ For instance, when performance appraisal systems explicitly recognize ethical conduct alongside instructional competence, teachers receive clear signals about institutional priorities. Similarly, when principals model *amanah* through transparent decision-making and equitable resource distribution, they legitimize value-based expectations. Thus, the transformative potential of Islamic ethics depends on their operationalization through consistent policies, reflective professional development, and accountable leadership, ensuring that spiritual ideals inform, rather than substitute for, sound educational management.

The literature highlights the role of school principals' leadership as a contextual factor that can strengthen or weaken the relationship between discipline and loyalty. Leadership that is fair, consistent, and participatory tends to create a supportive work climate for discipline based on awareness and sustainable loyalty. In this context, principals function not only as administrative controllers but also as leaders who shape school values and work culture.

Transformational leadership theory provides a useful lens for understanding this dynamic. Bass and Riggio identify four dimensions (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration) that enable leaders to foster trust, commitment, and innovation.³⁴ In schools, principals who embody these behaviors create conditions where discipline is perceived as supportive rather than punitive, and loyalty emerges from shared vision rather than obligation. By distributing leadership and inviting teacher voice in policy design, principals cultivate collective ownership of school improvement, thereby reinforcing the discipline–loyalty–quality nexus through participatory governance.

Overall, these findings indicate that teacher discipline is an important foundation in educational management, but its effectiveness depends on the implementation approach, organizational culture, and school context. This review aligns with literature emphasizing the importance of balancing discipline, loyalty, and teacher professionalism to improve educational quality. Conversely, this review does not agree with approaches that simplify these relationships in a linear and mechanistic manner, because the relationships among

³³John Trevitt Scott and Ann Cheryl Armstrong, "Faith-Based Schools and the Public Good: Purposes and Perspectives," in *AARE Annual Conference* (Melbourne: Australian Association for Research in Education, 2010), 1–13.

³⁴Bernard M. Bass and Ronald E. Riggio, *Transformational Leadership*, 2nd ed. (New York: Psychology Press, 2006).

variables are dynamic, contextual, and require management oriented toward sustainable human development.

In conclusion, this discussion underscores that educational quality in Islamic schools is an emergent property of aligned human resource practices, not a byproduct of isolated disciplinary measures. Future research should employ longitudinal or mixed-methods designs to examine how contextual variables (such as teacher welfare, digital pedagogical adaptation, and community expectations) moderate the discipline, loyalty, quality pathway. Practically, school leaders are encouraged to design policies that integrate procedural clarity, professional autonomy, and value-based motivation, ensuring that human resource strategies cultivate both accountability and commitment. By embracing this holistic perspective, Islamic schools can advance educational excellence while honoring their distinctive ethical and spiritual missions.

CONCLUSION

This thematic literature review demonstrates that teacher discipline and loyalty function as interdependent, non-linear drivers of educational quality in Islamic schools. The synthesis reveals that discipline provides structural stability and procedural consistency, while loyalty sustains professional commitment, instructional innovation, and institutional resilience. Critically, the review establishes that mechanical or sanction-based discipline fails to generate lasting loyalty; instead, productive loyalty emerges when discipline is internalized through organizational justice, participatory leadership, and value-aligned management. Islamic ethical principles significantly reinforce this dynamic when operationalized through transparent policies, collaborative cultures, and continuous professional development rather than rhetorical expectations.

The study advances the discipline, loyalty, quality nexus by positioning organizational justice and value internalization as critical mediators, thereby challenging traditional linear human resource models. It integrates social exchange theory with Islamic pedagogical ethics, offering a contextualized framework that explains how disciplinary structures transform into emotional and professional commitment. This synthesis clarifies that educational quality is an emergent property of aligned human resource practices rather than a direct outcome of isolated disciplinary measures.

For school administrators and principals, the findings underscore the necessity of transitioning from supervisory control to developmental leadership. Effective discipline management requires fair performance evaluation, open communication, and leadership role-modeling that frames accountability as professional growth rather than compliance enforcement. Teachers should be engaged in reflective learning communities and collaborative decision-making to foster psychological ownership. Foundation managers must ensure transparent policies, proportional workload distribution, and sustained investment in teacher welfare and capacity building to cultivate sustainable institutional attachment.

Educational policymakers should reform teacher development frameworks to balance accountability with professional autonomy. Regulations must shift from punitive surveillance toward supportive mechanisms that recognize internalized discipline and productive loyalty as complementary indicators of institutional effectiveness. Integrating Islamic ethical values into official competency and appraisal standards can strengthen moral motivation while maintaining academic rigor, provided that implementation is guided by clear, measurable management practices.

Based on the conclusion, it is recommended that: For education policymakers: formulate teacher development policies that emphasize strengthening work discipline as part of building teacher loyalty and professional commitment. Such policies should not focus only on supervision and sanctions, but also on continuous development that promotes awareness, responsibility, and teacher attachment to educational institutions, particularly in Islamic schools.

For schools and principals: optimize academic supervision, internal training, and teacher learning communities as avenues for improving teacher performance. Schools are expected to build a culture of reflection and professional collaboration so that teachers can continuously evaluate and improve instructional practices based on classroom experience. For teachers in Islamic schools: develop a teacher-discipline management system that is fair, consistent, and supported by leadership role-modeling. Principals are expected to optimize supervision, internal guidance, and open communication so that discipline is not perceived as work pressure but as part of a professional culture that fosters teacher loyalty and improves educational quality.

For institutional and foundation administrators: create a work environment that supports the formation of teacher discipline and loyalty through transparent policies, proportional task distribution, and attention to teacher welfare and professional development. This approach is expected to strengthen teacher attachment to the institution and encourage optimal contributions to improving educational quality.

For future researchers: conduct empirical research using quantitative, qualitative, or mixed-methods approaches to directly test the relationships between discipline, teacher loyalty, and educational quality in Islamic schools. Further studies should also consider other variables such as principal leadership, organizational culture, and teacher welfare to obtain a more comprehensive and contextual understanding.

As a thematic literature review, this study relies exclusively on published scholarly sources and lacks primary empirical validation. The synthesis identifies conceptual patterns but cannot establish causal relationships or measure effect sizes. Future research should employ longitudinal designs, structural equation modeling, or mixed-methods approaches to empirically test the discipline–loyalty–quality pathway. Subsequent studies should also incorporate contextual moderators such as principal leadership styles, organizational climate, digital pedagogical adaptation, and teacher welfare to develop more granular, actionable models for Islamic educational management.

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