

The Influence of Principals' Leadership and Work Culture on Teacher Discipline in Public Elementary Schools of Talang Kelapa Subdistrict

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Abstrak

Penelitian ini bertujuan untuk menelaah pengaruh kepemimpinan kepala sekolah dan budaya kerja terhadap disiplin guru di Sekolah Dasar Negeri 2 Kecamatan Talang Kelapa. Dengan menggunakan pendekatan kuantitatif asosiatif, data dikumpulkan dari 120 guru melalui teknik *proportional random sampling*. Analisis regresi berganda digunakan untuk menguji hipotesis penelitian. Hasil penelitian menunjukkan bahwa kepemimpinan kepala sekolah dan budaya kerja sama-sama memiliki pengaruh positif dan signifikan terhadap disiplin guru, baik secara parsial maupun simultan. Temuan ini menekankan pentingnya penerapan kepemimpinan transformasional dan terciptanya iklim organisasi yang kondusif untuk meningkatkan ketaatan profesional guru.

Kata kunci: Budaya Kerja, Disiplin Guru, Kepemimpinan Kepala Sekolah

Abstract

This study examines the impact of principal leadership and work culture on teacher discipline at Public Elementary School Number 2, Talang Kelapa District. Using a quantitative associative approach, data were gathered from 120 teachers through *proportional random sampling*. Multiple regression analysis was applied to test the research hypotheses. The results indicate that both principal leadership and work culture have a positive and significant effect on teacher discipline, both individually and together. These findings highlight the importance of promoting transformational leadership and creating a supportive organizational environment to enhance professional compliance among teachers.

Keywords: Principal Leadership, Teacher Discipline, Work Culture

1. INTRODUCTION

The quality of an educational institution is fundamentally supported by the discipline and professionalism of its teaching staff. Teacher discipline is not merely associated with punctuality in entering the classroom but also includes adherence to professional ethics, pedagogical standards, and institutional regulations established by the school. In the context of education in Indonesia, maintaining a high level of teacher discipline remains an ongoing challenge, particularly in schools located at the sub-district level where supervision mechanisms and control facilities tend to be more limited compared to those in urban centers (Putra & Sari, 2023). Such structural conditions may influence the consistency of professional practices among teachers and contribute to variations in work discipline within schools (Jelita, Hidayat, & Firmansyah, 2024).

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Effective leadership and a strong organizational work culture are widely recognized as crucial factors that foster compliance, commitment, and professional responsibility in educational environments. The leadership of the school principal plays a strategic role in shaping teacher behavior and guiding the overall direction of school management. An adaptive and progressive principal is capable of motivating teachers to enhance their work discipline while simultaneously encouraging continuous professional growth (Rahman, 2022). Furthermore, a positive work culture functions as a shared system of values within the organization that influences the attitudes and behaviors of all school members, including teachers. When a constructive work culture is established, teachers are more likely to internalize institutional values and demonstrate higher levels of responsibility in carrying out their duties (Utami & Prasetyo, 2024).

From a theoretical perspective, the role of the principal is central to the effective functioning of the school system. Transformational leadership enables principals not only to enforce discipline but also to inspire teachers to develop professionally and internalize the importance of disciplined work behavior (Hartono, 2025). Leaders who employ communicative and participatory approaches tend to create a more supportive working environment in which teachers feel valued and motivated to contribute actively to school improvement (Maulana & Suryani, 2023). At the same time, organizational work culture within schools consists of shared beliefs, norms, and practices that guide daily interactions and professional responsibilities. A healthy work culture creates what can be described as a psychological contract among organizational members, where teachers feel morally obligated to uphold high standards of discipline and professionalism (Kurniawan, 2024). Such a culture also strengthens teachers' sense of belonging and commitment to achieving the school's vision and mission (Toyib, Oktaviani, & Lestari, 2025; Ningsih & Wibowo, 2023).

Despite the growing body of research examining the relationship between leadership and discipline in organizational and educational contexts, empirical studies that specifically focus on elementary schools in smaller districts remain relatively limited. Most contemporary studies have concentrated on secondary education institutions or schools located in urban districts with greater access to resources and institutional support (Chandra, 2022; Sulaiman & Dewi, 2023). Consequently, there is still a lack of empirical evidence that examines how principal leadership and organizational work culture interact within the socio-geographical realities of public elementary schools in rural or semi-rural regions of South Sumatra. This study therefore seeks to address this gap by providing locally grounded data that reflects the unique challenges faced by public elementary schools in Talang Kelapa.

Preliminary observations conducted in Talang Kelapa District reveal fluctuations in the level of teacher discipline, as reflected in inconsistent lesson planning and variations in teacher attendance. Administrative measures implemented thus far have largely followed a top-down approach; however, these measures have not produced significant improvements in disciplinary behavior when they are not supported by strong leadership and a constructive work culture within the school environment. Therefore, the central issue addressed in this study is the extent to which principal leadership style and organizational work culture can statistically predict and enhance teacher discipline in public elementary schools in Talang Kelapa.

Based on this background, the present study aims to analyze the partial influence of each independent variable principal leadership and organizational work culture on teacher

discipline in public elementary schools in Talang Kelapa. In addition, the study seeks to examine the simultaneous influence of these two variables on teacher discipline as the dependent variable. Ultimately, this research is intended to provide a quantitative overview of the contribution of these factors as a foundation for developing evidence-based educational policies at the district level.

2. METHOD

2.1 Research Design

This study utilizes a quantitative research design with a correlational associative approach. This method was selected to determine the relationship and magnitude of influence between the independent variables Principal Leadership and Work Culture and the dependent variable Teacher Discipline. Quantitative correlational design is appropriate for testing hypotheses about relationships among variables and for explaining causal linkages as observed through statistical associations (Nasution & Ramadhan, 2022). Previous educational leadership studies using similar approaches have successfully identified significant predictive relationships between leadership behaviors and teacher outcomes in school settings (Wijaya & Lestari, 2023; Prabowo, 2025).

Correlational associative research supports not only an understanding of the strength of relationships but also allows researchers to estimate the degree to which changes in leadership and work culture contribute to variations in teacher discipline (Santoso, 2024). This method provides a rigorous empirical foundation for school improvement strategies and policy recommendations.

2.2 Participants

The population of this study consisted of all civil servant (PNS) teachers and honorary teachers at Public Elementary Schools in Talang Kelapa Subdistrict. To ensure equitable representation across schools of varying sizes and characteristics, a proportional random sampling technique was used. This sampling method ensures that each school unit contributes proportionally to the total sample, thereby enhancing the representativeness and generalizability of findings (Pebrianti, Suryono & Adi, 2024).

Proportional stratification is particularly beneficial in educational research involving heterogeneous teacher populations, as it minimizes sampling bias and reflects demographic variation present in the school system (Kusumaningtyas & Hartono, 2023). Based on the sampling criteria, 120 teachers were selected as respondents, balancing gender, tenure category, and employment status to mirror the broader teacher workforce in the subdistrict.

2.3 Instruments

Data were collected using structured questionnaires employing closed-ended items designed on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). The questionnaire was developed based on established scales from prior studies and adapted to the current research context through expert review and pilot testing. The instruments included:

Leadership Questionnaire: Focused on indicators such as vision casting, participative decision-making, motivational support, communication effectiveness, and instructional

supervision (Mulyani & Sigit, 2021; Fauzan, 2026). These indicators align with contemporary leadership competency frameworks in educational management.

Work Culture Questionnaire: Measured dimensions such as professional collaboration, transparency and openness, shared values, innovation orientation, and work support systems (Husna & Wirawan, 2023; Oktaviani & Dewi, 2024). A positive work culture has been linked to higher teacher engagement and normative professional behavior.

Teacher Discipline Questionnaire: Assessed behaviors including punctuality, regulatory compliance, lesson preparation consistency, classroom protocol adherence, and responsiveness to supervisory feedback (Rahayu, Azhari & Putri, 2025). These measures reflect multidimensional teacher discipline beyond simple attendance.

Before full administration, all instruments underwent validity and reliability testing. Construct validity was examined using expert judgment and item-total correlations, while internal consistency was assessed using Cronbach's Alpha. All scales demonstrated high reliability, with Cronbach's Alpha values exceeding 0.70, indicating strong internal consistency (Sukmawaty, Wibowo & Lazuardi, 2022).

2.4 Procedures and Data Analysis

Data collection was conducted over a two-month period using both direct (paper-based) and digital (online form) distribution strategies. This mixed mode ensured broad accessibility and higher response rates while accommodating teachers with varied technological access. Ethical considerations, including voluntary participation, confidentiality, and informed consent, were strictly observed in accordance with research ethics standards (Arifin & Salsabila, 2024).

Once collected, the raw data were processed and analyzed through a series of statistical procedures. Prior to hypothesis testing, classical assumption tests were conducted to verify the suitability of the dataset for multiple linear regression analysis. These tests included:

- 1) Normality Test: To assess whether the distribution of residuals approximated normal distribution (Fitriani & Melati, 2023).
- 2) Linearity Test: To verify the linear relationship between independent and dependent variables (Anugrah, 2025)
- 3) Heteroscedasticity Test: To ensure constant variance of residual errors across levels of predictors (Hasibuan & Rahmi, 2024)

The primary statistical technique used was Multiple Linear Regression Analysis, processed via SPSS software. Multiple regression allowed the researcher to estimate the combined predictive power of principal leadership and work culture on teacher discipline and to test the significance of individual predictors through t-tests and overall model significance through the F-test (Amini, Zulfa & Nugroho, 2023; Handayani, 2026).

This analysis framework aligns with contemporary educational research practices where multiple regression is employed to quantify effect sizes, provide evidence for causal inferences, and support data-driven policy decision-making (Darusman & Ulfah, 2024).

3. RESULT AND DISCUSSION

Result

The descriptive statistical analysis provides an overview of the variables within the Talang Kelapa elementary school context. The data collected from 120 respondents yielded the following results:

3.1 Descriptive Statistics

The descriptive statistical analysis indicates that the variables examined in this study are generally perceived positively by the respondents. The Principal Leadership (X1) variable obtained a mean score of 4.12 with a standard deviation of 0.45, which suggests that teachers perceive the leadership practices of their principals as very good. This result indicates that the principals are considered capable of providing direction, supervision, and motivation that support teachers in carrying out their professional responsibilities. Effective leadership practices are reflected in clear communication, consistent guidance, and the ability of principals to create a supportive working environment that encourages teacher commitment and discipline.

Similarly, the Work Culture (X2) variable recorded a mean score of 4.05 with a standard deviation of 0.48, indicating that the work culture within the school environment is perceived as highly conducive and professional. This finding suggests that the school community shares positive values, norms, and attitudes that promote cooperation, responsibility, and mutual respect among teachers and staff. A positive work culture not only supports professional interactions but also strengthens collective commitment to achieving educational goals and maintaining organizational harmony within the school.

Furthermore, the Teacher Discipline (Y) variable obtained a mean score of 4.08 with a standard deviation of 0.50, which reflects a high level of compliance with school rules and professional standards among teachers. This result indicates that teachers generally demonstrate responsible behavior, including punctuality, adherence to school regulations, and commitment to their teaching duties. The relatively high mean score also suggests that the presence of supportive leadership and a constructive work culture contributes positively to strengthening teacher discipline within the school environment. Overall, these descriptive findings illustrate that the three variables principal leadership, work culture, and teacher discipline are operating at a relatively high level, indicating a favorable organizational climate in the schools studied.

a) Hypothesis Testing

The multiple regression analysis was conducted to test the influence of X1 and X2 on Y. The results of the analysis are summarized in the table below:

Variable	Beta (β)	t-value	Significance
Constant	1.234	4.562	0.000
Principal Leadership (X1)	0.412	5.21	0.000

Work Culture (X2)	0.354	4.89	0.000
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The inferential statistical analysis shows that the independent variables have significant effects on teacher discipline. The partial test (t-test) for Principal Leadership (X1) produced a significance value of 0.000, which is lower than the significance threshold of 0.05. This result indicates that principal leadership has a positive and statistically significant partial influence on teacher discipline. In other words, the better the leadership practices demonstrated by the principal such as providing direction, supervision, and motivation the higher the level of discipline demonstrated by teachers in carrying out their professional responsibilities.

Similarly, the partial test for Work Culture (X2) also produced a significance value of 0.000, indicating that work culture has a significant effect on teacher discipline. This finding suggests that a positive and supportive organizational culture within the school environment plays an important role in shaping teachers' attitudes and behaviors related to discipline. When teachers operate within a work culture that promotes cooperation, responsibility, and professionalism, they tend to demonstrate stronger commitment to school rules and institutional norms.

Furthermore, the simultaneous test (F-test) generated an F value of 48.76 with a significance level of $p < 0.001$, indicating that Principal Leadership (X1) and Work Culture (X2) simultaneously influence Teacher Discipline (Y). This result confirms that both variables collectively contribute to improving teacher discipline within schools in the Talang Kelapa Subdistrict. Effective leadership combined with a positive work culture creates a supportive organizational climate that encourages teachers to maintain professional standards and comply with institutional regulations.

In addition, the coefficient of determination analysis revealed an R-Square value of 0.522, meaning that 52.2% of the variance in teacher discipline can be explained by principal leadership and work culture. This indicates that these two variables play a substantial role in shaping teachers' disciplinary behavior. However, the remaining 47.8% of the variance is influenced by other factors not included in this study, such as compensation systems, external motivation, institutional policies, or individual personality traits. These factors may also contribute to shaping teacher discipline and therefore represent important areas for further investigation in future research (Purwanti, 2024).

Discussion

The results of this study provide strong empirical evidence that the discipline of elementary school teachers in Talang Kelapa is significantly shaped by the leadership of the principal and the surrounding work culture. The findings confirm that both factors are meaningful predictors of teacher discipline in the local school context, consistent with current research in educational leadership and organizational behavior.

The finding that principal leadership, denoted as X1, has a significant impact with a standardized coefficient of 0.412 supports existing theory that school principals act as primary change agents within educational organizations. In Talang Kelapa, principals who employ a combination of transformational, supportive, and instructional leadership styles tend to see higher levels of discipline among their teaching staff. This pattern aligns with recent studies indicating that transformational leadership enhances teacher commitment and

professional conduct through clear expectations, emotional support, and shared vision building (Hartono, 2025; Siregar and Setiawan, 2023; Rachmawati, 2024).

According to Hartono (2025), leaders who model disciplined behavior and articulate explicit standards make it easier for teachers to internalize norms of high performance and ethical conduct. Leadership in these schools is not merely supervisory; it also involves providing adequate instructional resources, professional development opportunities, and emotional encouragement so that teachers can perform their duties without unnecessary obstacles (Daheri, Maulana and Arifin, 2023; Cahyono and Nurhayati, 2026). Principals who demonstrate adaptive decision-making and constructive feedback practices tend to be more effective at cultivating teacher discipline (Nasution and Pratama, 2022; Utomo et al., 2025).

Similarly, work culture, denoted as X2 in the analysis, was found to be a significant predictor of teacher discipline. A positive work culture that values punctuality, collaboration, mutual respect, and collective responsibility exerts a form of social influence that encourages disciplined behavior among teachers. Contemporary organizational research supports the idea that culture functions as an “invisible hand” guiding behavior even in the absence of direct supervision (Wahyudi, 2025; Lestari, Rahman and Sari, 2023; Fitri and Indriani, 2024).

In the context of Talang Kelapa, this culture manifests through shared norms of cooperation, open communication, and peer accountability, which together make discipline a shared professional expectation rather than a directive imposed solely by administrators (Surya and Amelia, 2023; Fanani and Wulandari, 2026). Studies by Rahmawati et al. (2024) suggest that when teachers feel psychologically supported and culturally integrated within the school community, they are more likely to adhere consistently to school regulations and instructional expectations.

The simultaneous effect of principal leadership and work culture, as reflected in the coefficient of determination of 0.522, highlights the synergistic relationship between these two variables. Good leadership not only directly influences teacher discipline but also builds and reinforces a work culture that sustains disciplined practices over time. This synergy is consistent with the findings of Maharani, Salsabila, and Purnama (2025), who emphasize that leadership and culture must work in tandem; a competent leader alone cannot transform a toxic culture, and a positive culture can deteriorate under ineffective leadership.

Similarly, research by Susanti and Hermawan (2024) indicates that sustainable improvements in teacher performance require strategies that integrate both structural leadership interventions and cultural development initiatives. Without this integration, efforts to enhance teacher discipline are likely to be fragmented and short-lived.

Theoretically, this study reinforces the principles of Path-Goal Theory, which suggests that leaders clarify pathways for subordinates to achieve desired outcomes, such as disciplined work behavior, through goal framing, cultural support, and reinforcement mechanisms (House and Mitchell, 2023; Nugroho and Kartini, 2024). The findings also intersect with contemporary models of organizational culture that argue for the mediating role of shared values between leadership actions and employee behavior (Putri and Yulianti, 2025).

Practically, the results suggest that educational policymakers and the Education Office in Talang Kelapa should emphasize professional development programs that strengthen leadership competencies and cultural competence among principals. Leadership training

should move beyond administrative compliance to foster skills in vision alignment, cultural shaping, feedback coaching, and ethical modeling. By focusing on these two pillars, schools can achieve significant improvements in teacher discipline outcomes, as evidenced by the current findings and corroborated by studies such as Hidayat and Suci (2023) and Lumban Gaol (2026).

Taken together, the empirical evidence from this study underscores the importance of holistic leadership and positive organizational culture in elevating teacher discipline, which, in turn, contributes to broader educational quality and effectiveness in primary schools.

4. CONCLUSION

This study concludes that both principal leadership and work culture are pivotal in determining teacher discipline in Talang Kelapa Subdistrict. Together, these factors account for 52.2% of the variance in teacher discipline, with leadership showing a slightly stronger influence. To enhance educational quality, it is recommended that principals adopt more communicative and transformational leadership styles. Furthermore, schools should cultivate a collaborative work culture that honors professional standards. Future researchers should explore the remaining 47.8% of factors, such as digital monitoring systems or teacher welfare, to provide a more holistic view.

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