

The Influence of School Principal Leadership Style, School Culture, and Achievement Motivation on Teacher Work Discipline: A Quantitative Study in Public Junior High School

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Abstract: Teacher work discipline is a crucial determinant of educational quality, as it reflects teachers' professional commitment and consistency in carrying out instructional responsibilities. In inclusive education settings, teacher discipline also involves consistency in implementing differentiated instruction and in responding to diverse learner needs, including those of students with disabilities. However, teacher discipline is not solely an individual attribute but is influenced by organizational and psychological factors within the school environment. This study aims to examine the effects of principal leadership, school culture, and achievement motivation on teacher work discipline in public junior high schools in North Pekalongan District, Pekalongan City. The study was conducted in public schools that implement inclusive education, where teachers manage heterogeneous classrooms. A quantitative survey design was employed, involving 118 teachers selected through proportional random sampling. Data were collected using validated Likert-scale questionnaires and analyzed using multiple linear regression. The results indicate that principal leadership, school culture, and achievement motivation each have a positive and significant effect on teacher work discipline. School culture emerged as the most dominant factor. These findings suggest that teacher discipline in inclusive contexts is shaped by structural, cultural, and psychological factors that support responsiveness to learner diversity. This study provides empirical evidence and highlights the importance of strengthening inclusive school culture, leadership practices that support diversity, and teacher professional development.

Keywords: principal leadership; school culture; achievement motivation; teacher work discipline; educational management; inclusion.

INTRODUCTION

Teacher work discipline is a fundamental determinant of the effectiveness of educational delivery and the achievement of school goals. From the perspective of contemporary educational management, discipline is not merely compliance with formal regulations, but also a manifestation of professional commitment, moral integrity, and academic responsibility in carrying out instructional duties (Sutrisno, 2021). In the context of inclusive education, however, teacher discipline extends beyond administrative compliance to include consistency in implementing differentiated instruction, responsiveness to student diversity, and active collaboration with support systems to accommodate learners with varying needs. These additional dimensions reflect the evolving demands of education systems that emphasize equity, participation, and access for all learners.

National regulation under Government Regulation Number 94 of 2021 on Civil Servant Discipline emphasizes the obligation of public officials, including teachers with civil servant status, to comply with working hours and to perform their duties honestly and in an orderly manner. Nevertheless, violations of discipline, particularly those related to attendance and adherence to working hours, remain a persistent issue within the educational bureaucracy (Prasetyo, Fakhrudin, & Cahyaningdyas et al., 2024; Salim, 2016). In inclusive school settings, such disciplinary issues may have broader implications, as inconsistencies in teacher presence and instructional delivery can directly affect the continuity of support for students with diverse learning needs.

Empirically, teacher attendance data from public junior high schools in the Sub Rayon Cepiring, Kendal Regency, in 2025 indicate an average monthly absenteeism rate exceeding 1%. In addition, performance achievements on certain indicators, such as the implementation of daily supervisory duties, professional development activities, and the production of innovative work, have not yet reached optimal levels. These conditions suggest that teacher work discipline has not been fully internalized as a professional culture. Within inclusive education, such limitations may also reflect challenges in maintaining an inclusive climate characterized by consistent instructional adaptation, collaborative teaching practices, and sustained engagement with diverse learners. In the study of educational organizational behavior, work discipline is influenced by internal and external factors that interact in systemic ways (Trihandayani, Nurkolis & Haryati, 2025; Prasetyo et al., 2024). Therefore, strengthening teacher work discipline requires a comprehensive approach that considers leadership, organizational culture, and individual motivation, particularly within inclusive and diversity-responsive educational environments.

Theoretically, work discipline represents a fundamental aspect of organizational effectiveness in education, as it relates to individuals' compliance with rules, operational standards, and prevailing professional norms. Discipline is understood as an individual's awareness and willingness to adhere to organizational regulations and social norms (Sutrisno, 2021). From a contemporary educational psychology perspective, discipline is also viewed as a form of self-regulation that enables individuals to consistently and responsibly control their work behavior (Schunk & DiBenedetto, 2020). In inclusive education, self-regulation also encompasses the ability to continuously adapt teaching strategies, implement differentiated instruction, and respond to diverse student characteristics. In the school context, teacher discipline has direct implications for instructional quality, organizational stability, and the attainment of institutional goals (Collie, 2021). Recent studies indicate that teacher work discipline does not operate in isolation but is influenced by school leadership, organizational culture, and intrinsic motivation (Yang, 2021; Howard, Gagné, Morin, & Van den Broeck, 2021).

The principal's leadership style constitutes a strategic variable in shaping teachers' disciplinary behavior. Leadership style is defined as a consistent pattern of behavior that leaders use to influence subordinates in achieving organizational goals (Rivai, 2020). In inclusive school contexts, leadership also plays a critical role in fostering inclusive values, supporting differentiated instruction, and facilitating collaboration among teachers, special educators, and other stakeholders. Effective leadership extends beyond administrative control to encompass teacher empowerment, inclusive policy implementation, and professional development aligned with diversity-responsive practices. Strong educational leadership has been shown to significantly contribute to improved school performance and effectiveness (White, Lowery, & Johnson, 2025). Furthermore, instructional leadership exerts an indirect influence on teachers' professional behavior through the mediation of organizational learning (Karacabey, Bellibas, & Adams, 2022). Transformational leadership, which emphasizes shared vision, individualized support, and intellectual stimulation, has also been demonstrated to strengthen teachers' commitment and work discipline (Gumus, Bellibas, Esen, & Gumus, 2021; Leithwood, Harris, & Hopkins, 2020). Additionally, learning-oriented leadership enhances teacher discipline and professional responsibility by reinforcing a culture of accountability (Wang'ombe, 2023), including accountability toward inclusive teaching practices.

Beyond leadership, school culture plays a significant role in shaping teachers' work behavior. School culture reflects the system of values, norms, beliefs, and collective practices that develop within an educational organization and guide the behavior of its members (Suharsaputra, 2021). In inclusive education, school culture is closely associated with fostering an inclusive climate that values diversity, equity, and participation. A strong school culture establishes organizational identity while functioning as an internal social control mechanism. Positive organizational culture has been associated with increased job satisfaction, organizational commitment, and teacher discipline (Heinla & Kuurme, 2024). A collaborative and quality-oriented school culture fosters teacher engagement and professional responsibility (Arifin, Ramly, Zakaria & Malik, 2024), including collaborative practices essential for inclusive classrooms. Meta-analytic evidence further demonstrates that school culture significantly influences teachers' attitudes and work behaviors (Berkovich, 2020; Cansoy, Polatcan, & Parlar, 2022). Thus, school culture operates as an internal mechanism for embedding disciplinary values into daily organizational practices, including those related to inclusive and differentiated teaching.

On the other hand, achievement motivation, as an internal individual factor, also plays a crucial role in shaping teachers' work discipline. Achievement motivation relates to an individual's need to demonstrate competence and attain excellence (Djaali, 2020). Within contemporary motivational theory, self-determination theory emphasizes the importance of self-regulation and goal orientation in shaping work behavior (Howard et al., 2021). In inclusive settings, achievement motivation may also manifest as teachers' commitment to continually improve their competence in addressing diverse learners' needs. Teachers with high achievement motivation tend to demonstrate greater responsibility, perseverance, and higher standards of work (Rosaeni, Herlina, & Kurniawati, 2022). Intrinsic motivation has been shown to positively influence teachers' performance and professional responsibility (Yang, 2021) and to foster work buoyancy and more consistent adherence to organizational standards (Collie, 2021).

Previous studies have examined the relationships among leadership, organizational culture, motivation, and teacher performance. However, these studies have largely treated teacher discipline as a general organizational behavior, with limited attention to its specific manifestations within inclusive education contexts. There remains a conceptual gap in understanding how teacher work discipline is constructed not only as compliance with organizational rules but also as consistent engagement in inclusive practices such as differentiated instruction, responsiveness to diversity, and collaborative support for students with special needs. Empirically, research that simultaneously analyzes the influence of principals' leadership style, school culture, and achievement motivation on teacher work discipline within inclusive or diversity-responsive school settings remains limited. Thus, the research gap of this study lies not only in the local context but also in the lack of integration between educational management variables and inclusive education perspectives.

Based on the theoretical urgency and empirical findings, this study aims to analyze: (1) the effect of the principal's leadership style on teacher work discipline; (2) the effect of school culture on teacher work discipline; (3) the effect of achievement motivation on teacher work discipline; and (4) the simultaneous effect of these three variables on teacher work discipline in public junior high schools in Sub Rayon Cepiring, Kendal Regency. This study is expected to contribute conceptually to the development of educational management theory, particularly by integrating inclusive education perspectives into models of teacher work discipline, and to provide practical recommendations for strengthening governance,

fostering inclusive school culture, and improving teacher professionalism in diverse educational settings.

METHOD

This study employed a quantitative, ex-post facto design and a predictive (associative) survey method. The quantitative approach was selected because the study aimed to empirically examine relationships and influences among variables through inferential statistical analysis (Creswell & Creswell, 2020). The ex-post facto design was chosen as the independent variables had occurred naturally and were not manipulated by the researcher (Johnson & Christensen, 2020). The survey method was utilized to examine the predictive relationships among the principal's leadership style (X1), school culture (X2), and achievement motivation (X3) on teacher work discipline (Y). Given the non-experimental nature of the design, this study does not aim to establish causal relationships but rather to identify statistically significant associations among variables. A non-experimental (ex-post facto) design enables researchers to examine relationships based on empirical variations among variables without manipulation (Fraenkel, Wallen, & Hyun, 2021). In contemporary educational research, this approach is widely used to test models of leadership and organizational factors influencing teachers' professional behavior (Alanoglu, 2025; Karacabey et al., 2022).

The study was conducted at public junior high schools in Sub Rayon Cepiring, Kendal Regency, from April to October 2025. The research site was selected purposively, considering the suitability of the population characteristics to the research variables. Conducting field research within a defined time frame enables the collection of representative and stable data (Creswell & Creswell, 2020). In relation to inclusive education, the participating schools are public schools that implement inclusive education policies in accordance with national education regulations, where students with diverse learning needs, including mild to moderate disabilities, are accommodated in regular classrooms. However, the degree of implementation may vary across schools. This context is important for interpreting teacher work discipline within diversity-responsive educational environments.

The population consisted of all teachers at public junior high schools in Sub Rayon Cepiring, Kendal Regency, totaling 168 individuals. A population is defined as the entire group of subjects possessing specific characteristics relevant to the research objectives (Etikan & Bala, 2020). The sample size was determined using the Slovin formula with a 5% margin of error, yielding 118 teachers. The Slovin formula remains relevant in quantitative educational research involving limited populations with relatively homogeneous distributions (Nurkholis, Wilarso, Sukamto, Sobamas, & Jamaludin, 2024). The sampling technique employed was proportional random sampling, which involves selecting samples randomly while accounting for each school's proportional representation in the population. This technique enhances sample representativeness and minimizes selection bias (Taherdoost, 2020).

This study comprised one dependent variable and three independent variables. The dependent variable was teacher work discipline (Y), while the independent variables included the principal's leadership style (X1), school culture (X2), and achievement motivation (X3). Teacher work discipline was measured through dimensions of attendance, task implementation, and work ethics, reflecting compliance with professional standards (Sutrisno, 2021; Collie, 2021). In addition, to align with inclusive education perspectives, supplementary indicators were incorporated, including consistency in implementing differentiated instruction, responsiveness to learner diversity, and collaboration with support

systems (e.g., special education teachers or school counselors). Leadership style was measured using the directive, consideration, and facilitative dimensions, consistent with contemporary educational leadership models (Leithwood, Harris, & Hopkins, 2020). Additional indicators related to inclusive leadership were considered, including support for inclusive practices and encouragement of teacher collaboration in supporting diverse learners. School culture was assessed through democratic culture, responsibility, and discipline dimensions as reflections of collective organizational values (Heinla & Kuurme, 2024). This was further reflected in indicators of inclusive school climate, including respect for diversity, equitable participation, and a collaborative culture. Achievement motivation was measured using need for achievement, expectations of success, and professional commitment, in accordance with self-determination theory and achievement motivation theory (Howard et al., 2021; Yang, 2021). In the inclusive context, motivation was also reflected in teachers' willingness to continually develop competencies to address diverse student needs.

Data were collected using a closed-ended questionnaire based on a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5). The Likert scale is effective for measuring perceptions, attitudes, and behavioral tendencies in social and educational research (Joshi, Kale, Chandel, & Pal, 2021). Each variable was developed based on theoretically grounded indicators validated through a review of recent literature. To ensure content relevance to inclusive education, several items were adapted to reflect inclusive teaching practices and to demonstrate responsiveness to diversity. Prior to the main data collection, the instrument was pilot-tested on 30 respondents outside the primary sample to assess its validity and reliability.

Validity testing was conducted using Pearson's Product-Moment correlation with a significance level of 0.05. An item was considered valid if the calculated correlation coefficient (*r*-value) exceeded the critical *r*-table value (Field, 2020). Validity testing ensures that each item in an instrument accurately measures the intended construct (Hair, Black, Babin, & Anderson, 2020). In addition, construct validity was examined through theoretical alignment between indicators and constructs based on established literature, ensuring that each variable adequately represents both general and inclusion-related dimensions. Reliability testing was performed using Cronbach's Alpha coefficient. The instrument was deemed reliable if the alpha value exceeded 0.70 (Taber, 2021). The results indicated that all variables had alpha values above 0.90, indicating they were highly reliable. However, very high reliability coefficients may indicate potential item redundancy; therefore, item consistency was carefully reviewed to ensure that each item contributed uniquely to the construct measurement.

Data analysis was conducted in two stages: descriptive and inferential. Descriptive statistics were used to describe data distribution, mean scores, and percentage distributions for each variable (Creswell & Creswell, 2020). Prior to hypothesis testing, classical assumption tests were performed, including tests of normality, linearity, and multicollinearity. Normality was assessed using the Kolmogorov-Smirnov test, linearity using the Test for Linearity, and multicollinearity using the Variance Inflation Factor (VIF), with a threshold of <10 (Hair et al., 2020).

Hypothesis testing was conducted using simple and multiple linear regression analyses to assess the associative (predictive) effects of the independent variables on the dependent variable (Field, 2020). The *t*-test was employed to assess partial effects, while the *F*-test was used to evaluate simultaneous effects at the 0.05 significance level. The magnitude of the effect was determined using the coefficient of determination (R^2), which indicates the

proportion of variance in teacher work discipline explained by the three independent variables (Hair et al., 2020).

FINDING AND DISCUSSION

Finding(s)

Descriptive analysis was conducted to illustrate the general tendencies of each research variable: principal's leadership style (X1), school culture (X2), achievement motivation (X3), and teacher work discipline (Y). The descriptive statistics included minimum score, maximum score, mean, and standard deviation. The categorization of variables into "high" was based on the ideal mean score approach, where the empirical mean values were compared with the theoretical score range of the Likert scale, indicating that the observed means fall within the upper interval classification.

Overall, the analysis indicated that all variables were categorized as high. The mean score of the principal's leadership style reflected a positive tendency with relatively homogeneous responses. School culture was also categorized as conducive, as indicated by teachers' perceptions of strong values, norms, and collective practices. From an analytical perspective, this strong school culture may also reflect an inclusive climate, particularly in collaboration, shared responsibility, and support for diverse learners, although these aspects were not measured as distinct constructs. Teachers' achievement motivation showed a strong tendency, particularly on the dimensions of need for achievement and professional responsibility. Teacher work discipline was likewise categorized as high, especially in aspects related to punctuality and compliance with school regulations. However, within an inclusive education context, high discipline may also imply consistency in adapting instruction and responding to learner diversity, which extends beyond administrative compliance. The results of the descriptive statistical analysis are presented in Table 1.

Table 1. Descriptive Statistics of Research Variables

| Variable | N | Min Score | Max Score | Mean | Std. Deviation |
|-----------------------------|-----|-----------|-----------|-------|----------------|
| Leadership Style (X1) | 118 | 72 | 118 | 95.42 | 8.31 |
| School Culture (X2) | 118 | 70 | 120 | 97.15 | 7.84 |
| Achievement Motivation (X3) | 118 | 68 | 115 | 93.87 | 8.02 |
| Teacher Work Discipline (Y) | 118 | 74 | 119 | 98.63 | 7.56 |

Based on Table 1, all research variables fall within the high category. The highest mean was observed in teacher work discipline (98.63), while the lowest was in achievement motivation (93.87). The standard deviations of all variables were relatively small compared to their respective means, indicating that respondents' data were relatively homogeneous and free of extreme deviations. This homogeneity suggests a relatively consistent perception among teachers, which may indicate shared organizational norms; however, it may also limit the variability needed to capture differences in inclusive practices across classrooms.

Assumption Testing

The normality test was conducted using the Kolmogorov–Smirnov test. The results indicated that the significance values for all variables were greater than 0.05 ($p > 0.05$). Therefore, the data were normally distributed and met the assumptions for linear regression analysis. The linearity test was conducted to assess whether the relationships between the independent and dependent variables were linear. The results showed that the significance values for deviation from linearity were greater than 0.05 for all variable pairs, indicating linear relationships.

The multicollinearity test was performed by examining the Variance Inflation Factor (VIF) and Tolerance values. The results demonstrated that all independent variables had VIF values below 10 and Tolerance values above 0.10. Thus, no multicollinearity was detected, and the regression model was deemed appropriate for further analysis.

Hypothesis Testing

The results of the simple linear regression analysis revealed that the principal's leadership style had a positive and significant effect on teacher work discipline. The regression coefficient was positive and statistically significant ($p < 0.05$). The coefficient of determination (R^2) was 54.8%, indicating that the principal's leadership style contributed substantially to variations in teacher work discipline. Analytically, this suggests that leadership practices may play a role not only in enforcing compliance but also in shaping professional behaviors related to instructional consistency, including potential support for inclusive teaching practices. This finding implies that the more effective the principal's leadership style, the higher the level of teacher work discipline.

The regression analysis showed that school culture had a positive and significant effect on teacher work discipline ($p < 0.05$). The positive regression coefficient indicates that a stronger school culture is associated with better teacher work discipline. The R^2 value of 57.0% suggests that school culture contributed considerably to improvements in teacher work discipline, making it the most influential variable in the partial analysis. From an inclusive education perspective, this dominant influence may indicate that school culture functions as an enabling environment that supports collaboration, acceptance of diversity, and collective responsibility toward students with diverse needs. However, since inclusion-specific dimensions were not explicitly measured, this interpretation remains inferential and requires further empirical validation.

The simple regression analysis demonstrated that achievement motivation had a positive and significant effect on teacher work discipline ($p < 0.05$). The positive regression coefficient indicates that increases in achievement motivation were followed by increases in teacher work discipline. The R^2 value of 41.8% indicates that achievement motivation contributed substantially to teacher work discipline. This finding confirms that internal motivational factors play an important role in shaping consistent professional work behavior among teachers. In inclusive settings, such motivation may also be reflected in teachers' willingness to improve competencies in handling diverse learners, although this aspect was not directly measured in this study.

The results of the multiple linear regression analysis indicated that the principal's leadership style, school culture, and achievement motivation simultaneously had significant effects on teacher work discipline. This was evidenced by a significant F-value at the 0.05 level ($p < 0.05$). The coefficient of determination (R^2) for the multiple regression model was 59.7%, indicating that the three independent variables collectively explained a substantial proportion of the variance in teacher work discipline, while the remaining variance was attributable to variables outside the research model. These unexplained factors may include inclusion-related variables, such as teachers' attitudes toward disability, inclusive teaching competence, and the availability of support systems, which were not incorporated into the current model. All regression coefficients showed positive directions of influence. Based on standardized beta coefficients, school culture emerged as the most dominant variable, followed by achievement motivation and principal's leadership style. The summary of the regression analysis and model equations is presented in Table 2.

Table 2. Regression Analysis Results and Model Equations

| Model | Regression Equation | Beta | t | F | R | R ² | Sig. |
|----------------|-----------------------------------------------|-------|--------|--------|-------|----------------|-------|
| X1 → Y | $Y = 66.007 + 0.482X_1$ | 0.525 | 11.849 | – | 0.740 | 0.548 | 0.000 |
| X2 → Y | $Y = 61.731 + 0.542X_2$ | 0.542 | 12.404 | – | 0.755 | 0.570 | 0.000 |
| X3 → Y | $Y = 83.512 + 0.381X_3$ | 0.381 | 9.120 | – | 0.646 | 0.418 | 0.000 |
| X1, X2, X3 → Y | $Y = 60.141 + 0.204X_1 + 0.283X_2 + 0.079X_3$ | – | – | 38.756 | 0.773 | 0.597 | 0.000 |

Based on Table 2, all independent variables demonstrated positive and significant effects on teacher work discipline, both partially and simultaneously. Partially, the principal's leadership style (X_1) had a regression coefficient of 0.525, with $t = 11.849$ and significance of 0.000 ($p < 0.05$). The R^2 value of 0.548 indicates that 54.8% of the variance in teacher work discipline was explained by leadership style. School culture (X_2) showed the strongest partial influence, with a regression coefficient of 0.542 and $t = 12.404$ ($p < 0.05$). The R^2 value of 0.570 indicates that school culture explained 57.0% of the variance in teacher work discipline. Achievement motivation (X_3) also had a positive and significant effect, with a regression coefficient of 0.381 and $t = 9.120$ ($p < 0.05$). The R^2 value of 0.418 indicates that 41.8% of the variance in teacher work discipline was explained by achievement motivation. This confirms that internal individual factors play a significant role in strengthening professional work discipline.

Simultaneously, the three independent variables produced an F-value of 38.756 with a significance of 0.000 ($p < 0.05$). The R value of 0.773 indicates a strong relationship between the independent variables and teacher work discipline. The R^2 value of 0.597 indicates that 59.7% of the variance in teacher work discipline was collectively explained by the principal's leadership style, school culture, and achievement motivation, while 41.4% was influenced by other factors beyond the research model. This indicates that while the current model is robust, it does not fully capture dimensions specifically related to inclusive education, highlighting opportunities for future research to incorporate inclusion-oriented variables.

Discussion

The Influence of Principals' Leadership Style on Teachers' Work Discipline

The findings indicate that principals' leadership style has a positive and significant effect on teachers' work discipline, confirming that leadership is a key determinant of teachers' professional behavior (Leithwood, Harris, & Hopkins, 2020; Hallinger & Wang, 2015). From a theoretical perspective, effective educational leadership establishes clear work structures, measurable performance expectations, and consistent control systems, thereby encouraging teachers to perform their duties in a disciplined and responsible manner (Bush, 2020; Northouse, 2021).

These results are consistent with empirical studies demonstrating that principals' leadership significantly influences teachers' discipline and performance by reinforcing work motivation (Setiyaningsih, 2020; Widiyanti, Murwati, & Raharjo, 2018). Other studies have shown that transformational leadership enhances accountability, commitment, and teachers' professional compliance with school regulations (Pirmanuddin, Yamin, & Anwar, 2025; Sriyono, 2024).

Moreover, participatory and democratic leadership styles have been found to improve work discipline by involving teachers in decision-making processes and establishing collective standards (Jakandar, Eriyanti, Fauzan, & Arista, 2024; Payung, 2025). Therefore, this study reinforces the theoretical argument that principals serve as both structural and moral leaders in fostering teachers' work discipline (Leithwood et al., 2020; Bush, 2020; Rosmawati, Sahir, Minan, & Susilawati, 2022).

In the context of inclusive education, these findings suggest that leadership not only regulates compliance but also plays a strategic role in fostering inclusive practices, such as supporting differentiated instruction, facilitating collaboration between general and special education teachers, and ensuring institutional responsiveness to students with disabilities. Effective leadership in inclusive settings requires not only administrative control but also pedagogical guidance and advocacy for equitable learning opportunities.

However, the findings should also be interpreted critically, as leadership demands in inclusive schools may increase teachers' workload and the complexity of tasks. Principals are required to balance accountability with support, particularly when teachers face challenges in adapting instruction for diverse learners. This indicates that leadership effectiveness in inclusive contexts may depend not only on style but also on the availability of resources and institutional support systems.

The Influence of School Culture on Teachers' Work Discipline

The results reveal that school culture exerts the most dominant influence on teachers' work discipline, indicating that collective values and norms form the foundation of professional behavior (Schein, 2020; Heinla & Kuurme, 2024). Conceptually, organizational culture functions as a shared system of meaning that guides members' behavior through the internalization of values, symbols, and habitual work practices (Schein, 2020; Bush, 2020).

These findings align with research demonstrating that organizational culture significantly affects teachers' discipline and performance, alongside leadership (Yusuf, 2024; Tahniah, Fitria, & Wahidy, 2024). Other studies emphasize that a strong school culture enhances professional commitment, compliance with regulations, and consistency in teachers' work behavior (Payung, 2024; Maili, Setyaningsih, & Herfina, 2025). Within the Indonesian educational context, a collaborative and value-based school culture has been shown to sustain stable work discipline over time (Setyaningsih, 2020; Widiyanti et al., 2018). Thus, in this study, school culture operates as a social mechanism that integrates disciplinary values into teachers' daily professional practices (Heinla & Kuurme, 2024; Schein, 2020).

From an inclusive education perspective, the dominant role of school culture may indicate that disciplinary behavior is strongly influenced by the extent to which schools promote inclusive values, such as respect for diversity, collaborative practices, and shared responsibility for all students. A culture that emphasizes inclusivity can help teachers be consistent in adapting instruction and supporting heterogeneous classrooms.

Nevertheless, this finding also raises critical considerations, as not all strong school cultures are inherently inclusive. In some cases, rigid norms and high expectations may prioritize compliance over flexibility, potentially limiting teachers' ability to adapt to diverse learner needs. Therefore, the effectiveness of school culture in inclusive settings depends on whether its underlying values explicitly support diversity and equity.

The Influence of Achievement Motivation on Teachers' Work Discipline

Achievement motivation has been shown to have a positive and significant effect on teachers' work discipline, indicating that internal psychological factors play a crucial role in maintaining professional consistency (Schunk & DiBenedetto, 2020; Northouse, 2021). Theoretically, individuals with high achievement motivation tend to set high work standards and maintain consistent performance through self-discipline (Schunk & DiBenedetto, 2020).

These findings are supported by research showing that work motivation is directly related to teachers' discipline and professional responsibility (Sahadi, Arafat, & Widayatsih, 2021; Zulaida & Parwoto, 2023). Other studies reveal that motivation and organizational culture simultaneously enhance teachers' work discipline by strengthening commitment and performance orientation (Mailina & Ali, 2024; Rosaeni et al., 2025).

National studies further confirm that achievement motivation is a significant predictor in improving consistency in work behavior and compliance with school regulations (Setiyaningsih, 2020; Maili et al., 2025). Therefore, achievement motivation in this study functions as an internal driving force that continuously reinforces teachers' disciplined work behavior (Schunk & DiBenedetto, 2020).

In inclusive education contexts, achievement motivation may also reflect teachers' willingness to continually develop competencies to address diverse student needs. Teachers with strong intrinsic motivation are more likely to engage in adaptive teaching practices and persist in managing complex classroom situations involving students with disabilities.

However, maintaining high motivation in inclusive classrooms can be challenging due to increased instructional demands, emotional labor, and the need for individualized support. Without adequate institutional support, high motivation alone may not be sufficient to sustain long-term discipline and performance. This highlights the importance of aligning individual motivation with organizational and systemic support.

The Simultaneous Influence of Leadership Style, School Culture, and Achievement Motivation on Teachers' Work Discipline

The multiple regression results demonstrate that leadership style, school culture, and achievement motivation simultaneously have a significant effect on teachers' work discipline, confirming that discipline is the result of the interaction among structural, cultural, and psychological factors (Leithwood et al., 2020; Wang, Gao, Qin, & Zhou, 2025). These findings are consistent with studies indicating that leadership and organizational culture jointly enhance teachers' discipline and performance (Rosaeni et al., 2025; Payung, 2025). Other research highlights that the combination of transformational leadership, a strong school culture, and work motivation simultaneously strengthens teachers' professionalism and discipline (Pirmanuddin et al., 2025; Mailina & Ali, 2024).

National research also demonstrates that principals' leadership, work motivation, and organizational culture have a significant simultaneous influence on teachers' work discipline (Zulaida & Parwoto, 2024). Conceptually, individual motivation reaches its optimal level when supported by effective leadership and a strong organizational culture, leading to stable, consistent work behavior (Bush, 2020; Schunk & DiBenedetto, 2020). Therefore, teachers' work discipline in this study can be understood as a multidimensional phenomenon shaped by the synergy of principals' leadership, school culture, and achievement motivation.

From an inclusive education standpoint, this multidimensional interaction suggests that effective teacher discipline in diverse classrooms requires alignment between leadership support, inclusive school culture, and individual teacher motivation. Without this alignment, efforts to maintain discipline in inclusive settings may be fragmented and less effective.

Despite the model's robustness, this study has several limitations. First, the use of self-report questionnaires may introduce response bias, as teachers may provide socially desirable answers. Second, the model does not explicitly include variables related to inclusive education, such as attitudes toward disability, inclusive teaching competence, or availability of support services. Third, the complexity of teaching students with disabilities and diverse learning needs is not fully captured within the current variables. Therefore, future research should incorporate inclusion-specific constructs to provide a more comprehensive understanding of teacher work discipline in inclusive educational settings.

CONCLUSION

Based on the research findings and discussion, it can be concluded that principals' leadership style, school culture, and achievement motivation have positive and significant effects on teachers' work discipline, both partially and simultaneously. School culture emerged as the most dominant variable influencing teachers' work discipline, followed by principals' leadership style and achievement motivation. These findings indicate that teachers' work discipline results from the interaction among structural factors (leadership), cultural factors (school culture), and psychological factors (achievement motivation). Therefore, efforts to enhance teachers' work discipline require an integrated approach that combines strengthening leadership practices, fostering a conducive school culture, and developing teachers' intrinsic motivation.

In the context of inclusive education, these findings suggest that teacher work discipline should also be interpreted as consistency in addressing learner diversity. School culture plays a key role in fostering an inclusive climate characterized by collaboration, respect for diversity, and shared responsibility for all students. In addition, principals' leadership needs to support inclusive practices, while teacher motivation should be directed toward continuous development in managing heterogeneous classrooms.

The novelty of this study lies in testing an integrative model that combines three strategic variables: principals' leadership, school culture, and achievement motivation within a single regression model to explain teachers' work discipline in the context of public junior high schools in North Pekalongan District, Pekalongan City. This research not only examines the partial effects of each variable but also confirms their simultaneous contribution in explaining variations in teachers' work discipline. However, rather than proposing a new theoretical framework, this study primarily provides empirical support for existing theories of educational management within a specific contextual setting. Furthermore, the finding that school culture is the dominant factor provides a contextual contribution to reinforcing the cultural perspective in educational management, particularly in Indonesian junior high schools.

Practically, schools are encouraged to strengthen inclusive school culture, implement leadership practices that support diversity, and enhance teacher professional development in inclusive pedagogy.

This study has several limitations, including the use of a quantitative survey design, which restricts in-depth exploration of the dynamics underlying teachers' disciplinary behavior, and the limited research scope confined to a single district. In addition, the study did not explicitly measure inclusion-related variables, such as attitudes toward disability, inclusive teaching competence, or institutional support systems, which may influence teacher work discipline in diverse educational settings. Therefore, future research is recommended to employ a mixed-methods approach to gain a more comprehensive understanding, expand the research area to enhance generalizability, and consider potential

mediating or moderating variables such as organizational commitment, job satisfaction, or school climate, as well as inclusion-specific variables to better capture the complexity of teaching in inclusive classrooms.

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