

The Relationship Between Principal Communication and Teacher Work Discipline in High School Sub-District in Koto Baru

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ABSTRACT

This study was motivated by the phenomenon that some teachers still lack discipline in carrying out their duties, including attendance, punctuality in teaching, and fulfilling administrative responsibilities. This issue is assumed to stem from the principal's communication, which has not met expectations. The research aims to obtain data and information regarding (1) teachers work discipline, (2) principals communication, and (3) the relationship between principal communication and teachers work discipline in Senior High Schools in Koto Baru District. This study employed a quantitative correlational approach. The population consisted of 94 teachers from Senior High Schools in Koto Baru District. Using the Slovin formula with a 5% margin of error and a *Proportional Random Sampling* technique, 79 respondents were selected. The research instrument was a Likert scale questionnaire with five response options, tested for validity and reliability. The normality test result was $0.200 > 0.05$, while the linearity test showed an F-value of $1.861 < F\text{-table } 3.96$. Hypothesis testing and correlation significance testing were conducted using the t-test formula. The findings revealed that (1) work discipline was high, with an interpretation score of 87%; (2) principal communication was good, with an interpretation score of 88%; and (3) there was a significant relationship between the two variables, indicated by a correlation coefficient of 0.447 and a t-value of 4.382. Therefore, it can be concluded that principal communication significantly influences teachers' work discipline in Senior High Schools in Koto Baru District.

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1. INTRODUCTION

Discipline is one of *the core values* that serves as the main foundation in the formation of a person's character and personality. Discipline can be defined as an attitude of obedience, obedience, and consistency towards norms, rules, and values that have been mutually agreed upon, whether within the family, school, workplace, or society in general (Alwi & Mumtahana, 2023). Individuals who have a high level of discipline are usually able to manage time effectively, demonstrate a sense of responsibility for their tasks, and have a strong commitment to completing each task in an orderly, systematic, and consistent manner (Ismaya et al., 2023). In other words, discipline not only shapes behavior but also fosters integrity and a high work ethic within an individual.

In everyday life, discipline is a crucial element in determining an individual's long-term success. Discipline teaches a person to value the process, resist the temptation of laziness, and focus on the results

achieved through hard work and patience (Agustriani et al., 2022). A disciplined person tends to have the ability to plan and organize their life well, so that various goals can be achieved effectively and efficiently. Therefore, discipline can be said to be the main key to sustainable success.

Furthermore, communication between teachers plays a crucial role in creating a harmonious work culture in schools. Open communication and mutual respect among educators will strengthen collaboration, particularly in curriculum development, task allocation, and solving complex problems within the school environment (Warahmah et al., 2023). Through effective communication, teachers can share experiences, support one another, and strengthen their collective professional capacity (Ismunandar, 2025).

However, in practice, many schools face challenges in enforcing teacher discipline, including in Koto Baru District. Observations indicate that a number of teachers still lack optimal discipline, including late arrivals, unexcused absences, and low compliance with school administration. Some only attend during teaching hours without participating in other school activities. A lack of effective communication between principals and teachers is also a barrier, with discussions, supervision, and evaluations rarely conducted regularly.

Furthermore, differences in principals' approaches to individual teachers often lead to inequities in the implementation of rules. Some teachers are not sanctioned despite violating discipline, while others receive severe reprimands. This unclear reward and punishment system reduces the work morale of some teachers. Some teachers even simply assign assignments to students without directly teaching, thus reducing interaction and decreasing the quality of learning.

Based on this phenomenon, research on the relationship between principal communication and teacher discipline in high schools throughout Koto Baru District is crucial. The goal is to analyze the extent to which principal communication influences teacher discipline levels in three high schools: SMAN 1 Koto Baru, SMAN 2 Koto Baru, and SMAN 5 West Sumatra. By understanding the relationship between these two variables, it is hoped that the research results can provide concrete *insights* and recommendations for schools to improve discipline through effective and humanistic communication strategies.

Teacher discipline is a fundamental factor in building a quality academic culture. Without strong discipline, educational goals will not be optimally achieved, and this ultimately has a direct impact on the quality of learning received by students. The principal must act not only as an *administrator*, but also as an *educational leader* capable of motivating, inspiring, and fostering commitment in teachers. With good communication, the principal can serve as a bridge that unites the educational vision and mission towards creating a disciplined, professional, and integrity-based learning environment.

Literature Review

In the world of education, discipline is a fundamental aspect that must be possessed by all parties involved, including students, educators, and other educational staff. However, a teacher's discipline plays a far more strategic role. This is because teachers are not merely *instructors* but also serve as *role models* and role models for their students. Disciplined teachers indirectly serve as a source of inspiration and motivation for students to emulate these positive attitudes and behaviors in their daily lives (Rostini et al., 2022).

Teacher discipline encompasses various aspects, from punctual attendance, consistency in implementing classroom rules, responsibility in administrative tasks, to professional behavior that reflects integrity and commitment to the profession (Alfiandrizal et al., 2023). Teachers who are able to maintain self-discipline not only create a conducive learning environment but also instill the values of responsibility and order in students. Students learn not only from the material taught, but also from *the attitudes* and actual behaviors demonstrated by their teachers every day.

Besides reflecting personal attitudes, teacher discipline is also an indicator of professionalism in carrying out their role as educators. Teachers who arrive on time, prepare thorough *lesson plans*, and manage their classes in an orderly manner will build a positive and productive learning environment (Ramadhan, 2023). In the long term, these disciplined habits will foster mutual respect between teachers and students. Teachers who are committed to their responsibilities will earn the trust and respect of their students, while students will be encouraged to emulate these positive behaviors. Thus, teacher discipline can shape a school culture that upholds the values of integrity, responsibility, and hard work (Kholifah et al., 2023).

However, teacher discipline cannot be optimally implemented without the support of school systems and policies. Schools need to have clear and firm *standard operating procedures (SOPs)* regarding teacher obligations and responsibilities. Furthermore, an objective evaluation system and ongoing coaching are needed to ensure teachers consistently carry out their duties according to established disciplinary standards

(Johannes & Ritiauw, 2021). A healthy work environment, rewards for outstanding teachers, and fair sanctions for disciplinary violations will create a balance between rights and obligations, thus fostering a professional atmosphere (Wilda et al., 2022).

Strong discipline in education is inseparable from effective communication. The two are complementary components, like two sides of the same coin. A teacher who is disciplined but unable to communicate effectively with students, colleagues, or the principal will struggle to create a productive learning environment (Mulyasa, 2022). Conversely, good communication skills without discipline will only lead to inconsistency and confusion among students. Therefore, *communication skills* are an integral part of a teacher's professionalism (Alfiyanto & Riyadi, 2021).

Effective communication in education encompasses a teacher's ability to convey learning information clearly, listen to student feedback with empathy, and foster an open and healthy classroom dialogue (Budi & Wahyuni, 2023). Communication is a crucial element in driving an organization; it has even been said to be the primary element of any organization. In another context, communication can be said to be the lifeblood of activities, such as the activities of educators and students in learning within educational organizations (Achyar, 2021). Teachers must adapt their communication style to the characteristics of their students so that their messages are optimally received. Furthermore, nonverbal aspects such as facial expressions, *tone of voice*, and body language also significantly influence communication effectiveness (Hayati & Syaiful, 2021). With effective communication, teachers can avoid conflict, foster trust, and create a pleasant learning environment that supports the *teaching and learning process* (Khana & Zainudin, 2023).

Effective communication is important not only between teachers and students, but also between teachers and parents. Good collaboration between schools and families can only be achieved through open, honest, and ongoing communication (Kuleng, 2025). Teachers who proactively report on student progress, both academically and behaviorally, will help parents provide appropriate support at home. Conversely, parents who feel valued and involved in the educational process will be more cooperative in supporting school policies (Rofiah, 2021).

2. METHODS, DATA, ANALYSIS

This study uses a quantitative approach with a correlational research type, as stated by Sugiyono (2019) that correlational research aims to identify and analyze the relationship between two or more variables, in order to determine the extent to which changes in one variable are related to changes in other variables. Through this approach, the study focuses on analyzing the relationship between *principal communication* (variable X) and *teacher work discipline* (variable Y) in three high schools, namely SMAN 1 Koto Baru, SMAN 2 Koto Baru, and SMAN 5 West Sumatra. This study not only seeks to prove the existence of a relationship between the two variables, but also attempts to determine the level of closeness of the relationship in the world of education. Principal communication referred to in this study includes how the principal conveys policies, provides direction, builds professional interactions with teachers, and creates a conducive work atmosphere. Indicators used to measure principal communication include aspects of *understanding*, *pleasure*, *influence* (influence on attitudes), *relationships* (improved relationships), and *action*. Meanwhile, teacher work discipline is defined as a form of teacher compliance with school regulations and commitment in carrying out duties as professional educators, with indicators including punctuality, compliance with rules, responsibility, and ethical and consistent work behavior towards the tasks assigned.

The population in this study includes all teachers, both *Civil Servants (PNS)* and honorary teachers, who teach in three high schools in Koto Baru District. Based on personnel data, the total population reached 94 teachers, consisting of 41 teachers at SMAN 1 Koto Baru (23 PNS and 18 honorary), 29 teachers at SMAN 2 Koto Baru (17 PNS and 12 honorary), and 24 teachers at SMAN 5 West Sumatra (10 PNS and 14 honorary). Due to the limitations of time, energy, and research resources, not all of the population were made respondents, but rather taken partially through a *sampling process*. The sampling technique used the *Proportional Random Sampling method*, namely each member of the population has an equal opportunity to be selected as a research sample, so that the results can represent the entire population proportionally. To determine the sample size, the researcher used the *Slovin formula* with a margin of error of 5%, resulting in a sample size of 77 teachers, which was then rounded up to 79 respondents. The sample distribution consisted of 34 teachers from SMAN 1 Koto Baru, 24 teachers from SMAN 2 Koto Baru, and 21 teachers from SMAN 5 West Sumatra. This division was based on the proportion of teachers in each school to ensure more accurate and representative research results. Therefore, this study is expected to comprehensively describe the relationship between principal communication patterns and teacher work discipline, as well as

provide *insight* for the development of educational management in Koto Baru District in particular, and the world of education in general.

3. RESULTS AND DISCUSSION

Result

This research is a quantitative study with a correlational approach, which aims to determine and analyze the relationship between the principal's communication variable (X) and teacher work discipline (Y) among high school teachers in Koto Baru District. This correlational research was conducted by distributing questionnaires to 79 respondents, namely teachers who actively teach at several high schools in the area. This study focuses on the extent to which the principal's communication practices can influence the level of teacher work discipline, which includes aspects of punctuality, adherence to rules, professional responsibility, and work ethics.

The research instrument used was a questionnaire with a Likert scale, where each statement had a highest score of 5 and a lowest score of 1. A score of 5 indicated the highest level of agreement or frequency of behavior towards a positive statement, while a score of 1 indicated the lowest level of agreement. The questionnaire data were then processed using the SPSS version 27 program, to produce descriptive values, analysis prerequisite tests (normality test and linearity test), and Pearson correlation hypothesis test.

This study aims not only to determine whether the two variables have a significant relationship, but also to describe the empirical conditions of teacher work discipline and principal communication patterns in high schools throughout Koto Baru District. Therefore, the results of this study are expected to provide an empirical basis for improving the effectiveness of principal leadership and improving the culture of teacher work discipline in the future.

Data on the work discipline variable (Y) were obtained from a questionnaire completed by 79 high school teachers. This instrument consisted of 30 statements describing four main indicators: *punctuality*, *adherence to rules*, *responsibility in work*, and *ethical work*. Each indicator was assessed based on the frequency of teachers' actual behavior in their daily work.

Table 1. Average Score per Work Discipline Indicator (Y)

Indicator	Average Score	Percentage (%)	Category
Punctuality	33.11	85%	Tall
Obedience	28.28	86%	Tall
Responsibility	33.53	86%	Tall
Work Ethically	29.01	83%	Tall
Total / General Average	123.94	87%	Tall

The results in the table above show that all work discipline indicators fall into the "High" category, with average scores ranging from 83% to 86%. The two highest indicators, *obedience* and *responsibility*, both achieved 86%. This indicates that high school teachers in Koto Baru District have a high level of compliance with school regulations and consistently carry out their professional responsibilities.

ethical work indicator ranked lowest (83%), although it remained in the high category. This may be due to varying perceptions of ethical behavior, which are often subjective, such as in terms of academic honesty, professionalism among colleagues, and ethical communication with students. These results indicate that teacher work discipline in this region has been well established, which is an important foundation for creating a high-quality and productive learning environment.

The principal's communication variable (X) was measured through 35 statements covering five main indicators: *understanding*, *enjoyment in communicating*, *influence on attitudes*, *improved relationships*, and *concrete actions in communication*. Responses were obtained from 79 high school teachers who participated in this study.

Table 2. Average Score per Principal Communication Indicator (X)

Indicator	Average Score	Percentage (%)	Category
Understanding	28.9	88%	Good
Pleasure	28.8	87%	Good
Influence on Attitude	29.1	83%	Good
A Better Relationship	28.5	81%	Good

Action	25.0	83%	Good
Total / General Average	140.4	88%	Good

Based on the analysis of each indicator, the *understanding indicator* scored the highest (88%), followed by *enjoyment* (87%), while the *improving relationship indicator* scored the lowest (81%). This indicates that the principal's communication has been good in terms of message comprehension and information delivery, but long-term interpersonal relationships with teachers still need to be strengthened.

With an average score of 88%, principal communication was considered effective in establishing clear direction, motivating teachers, and creating a supportive work climate. Overall, these results indicate that principals in Koto Baru District have acted as good communicators, able to convey the school's vision, provide guidance, and maintain harmonious relationships with teachers.

Discussion

This study was conducted to understand in depth how *principal communication* influences the level of *teacher work discipline* in high schools throughout Koto Baru District, and to determine the extent to which the relationship between the two variables plays a role in creating an effective and professional work environment. Based on the results of data collection and processing, it was found that the level of teacher work discipline was at an achievement level of 87% with a high interpretation, while principal communication showed an achievement of 88% which was categorized as good. In addition, correlation tests and correlation significance tests showed a significant relationship between principal communication and teacher work discipline with a significance level of 5%, which means that good communication from leaders has an important contribution in shaping the discipline of educators.

Teacher work discipline is a fundamental aspect in maintaining the quality of education in schools. The results of the study show that high school teachers in Koto Baru District have high discipline, reflected in indicators of punctuality, compliance with regulations, responsibility for tasks, and work ethics. The obedience and responsibility indicator ranked highest with an achievement of 86%, which illustrates that teachers have carried out their obligations consistently and professionally. This is in line with the view of Prabowo & Lesmana (2023) who stated that work discipline not only indicates compliance with regulations but also reflects individual integrity in completing responsibilities effectively. The punctuality indicator reached 85%, indicating that teachers are aware of being present on time and are able to manage teaching and learning activities regularly. Punctuality reflects respect for regulations and demonstrates professionalism in work, as explained by Wulandari & Hamzah (2019) that time effectiveness is one tangible form of work discipline.

However, the indicator for working ethically had the lowest achievement at 83%, although it remains in the high category. This indicates that there is still room for improvement in the implementation of teacher professional ethics in schools. Work discipline is inseparable from the school's policy and supervision system, which must be implemented consistently. Johannes & Ritiauw (2021) state that routine supervision and the implementation of a continuous evaluation system are essential to ensure that every teacher maintains discipline in accordance with school operational standards. Furthermore, rewards for outstanding teachers and the application of sanctions for disciplinary violations must be implemented fairly to maintain a balance between rights and responsibilities. Thus, work discipline is a crucial element in achieving optimal performance in the educational environment.

Furthermore, the research results show that principals' communication is in the good category with an achievement of 88%. This indicates that high school principals in Koto Baru District have carried out their communication functions effectively, both in conveying information, providing direction, and building healthy interpersonal relationships with teachers and staff. In educational leadership, Azizah & Damayanti (2024) emphasize that communication is a crucial process in building shared understanding and creating a harmonious work environment. According to Achyar et al., (2019), the quality of communication between leaders and members will influence comfort, motivation, and trust in work. Principal who has effective communication skills can provide clear direction, motivate teachers to work better, strengthen collaboration between school members and create a harmonious work environment.

The highest indicator in the principal's communication was the aspect of understanding, with a score of 88%. This indicates that the principal's message was well received and understood by teachers. The enjoyment indicator was at 87%, reflecting a comfortable and enjoyable communication atmosphere within the school environment. Effective communication not only functions as an exchange of information but also builds a positive atmosphere and mutual trust between teachers and leaders. The indicators for influence on attitudes and actions each achieved 83%, indicating that the principal's communication has had a

positive impact on teacher behavior and work enthusiasm. *Daulay (2020)* stated that good communication can be said to be effective if it can lead to positive changes in attitudes and actions in the recipient.

However, the indicator of improving relationships received the lowest score, at 81%. This indicates that interpersonal relationships between principals and teachers still need to be strengthened to create greater synergy in the workplace. Open, two-way communication can foster a sense of togetherness and strengthen commitment to achieving school goals. *Suryati et al. (2022)* also emphasized that transparent communication can improve understanding of the institution's vision and mission and strengthen the educational institution's reputation in the public eye.

The correlation analysis revealed a significant relationship between principal communication and teacher work discipline, with a correlation coefficient of 0.447 and a significance test value of 4.382 at a significance level of 0.00. This means that the more effective the principal's communication, the higher the teacher discipline in carrying out their duties. Research by *Afifah et al. (2024)* supports this finding by stating that good communication influences increased work discipline, which ultimately impacts organizational productivity. Similarly, *Hutajulu et al. (2021)* added that communicative leaders are able to build public trust and strengthen internal coordination within educational institutions. Thus, it can be concluded that principal communication and teacher work discipline have a close and mutually influential relationship. Improving the quality of communication in educational leadership will have a direct impact on increasing teacher discipline, professionalism, and performance effectiveness in creating high-quality and highly competitive education.

4. CONCLUSION

Based on the research results and the discussion presented in the previous chapter, it can be concluded that the level of *work discipline of teachers* in high schools throughout Koto Baru District is generally high. This is evident from indicators reflecting discipline, such as punctuality in carrying out tasks, adherence to school regulations, responsibility in carrying out obligations, and ethical and professional work behavior. Furthermore, *the communication of school principals* in the area also shows a good category, which is reviewed from the aspects of understanding, pleasure in interaction, influence on attitude change, harmonious working relationships, and concrete actions in conveying policies and directions. These findings show that effective communication from the principal is able to create a positive work atmosphere and contribute to improving teacher discipline. In addition, the results of the statistical analysis show a significant relationship between the principal's communication and teacher work discipline, with a correlation coefficient value at a moderate level. This means that the better the communication pattern implemented by the principal, the higher the level of work discipline demonstrated by the teachers. Based on the correlation significance test, the results show that the *calculated t value* is greater than or equal to *the t table*, so the alternative hypothesis (*H_a*) is accepted. Thus, it can be concluded that there is a significant and positive relationship between the principal's communication and teacher work discipline in high schools throughout Koto Baru District, which shows that the effectiveness of leadership communication is an important factor in building a culture of discipline and professionalism in the educational environment.

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