

The Influence of Principal Managerial Ability, School Culture, and Work Motivation on Teacher Work Discipline at MIN 1 Bangkalan

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Abstract: This study aims to analyze the influence of the principal's managerial capabilities, school culture, and work motivation on teacher work discipline at MIN 1 Bangkalan. The study employed a quantitative correlational approach using a saturated sampling method involving 39 teachers. Data were collected through questionnaires, observation, and documentation. Analysis was conducted using validity and reliability tests, classical assumption tests, and multiple linear regression via IBM SPSS Statistics. The results indicate that the principal's managerial capabilities, school culture, and work motivation have a positive and significant influence—both individually and simultaneously—on teacher work discipline. This study contributes to the development of Islamic educational management, particularly by emphasizing the strengthening of managerial practices, a positive organizational culture, and work motivation as foundations for enhancing teacher discipline.

Keywords: *Principal's Managerial Capabilities, School Culture, Work Motivation, Teacher Work Discipline*

Introduction

Education is a crucial aspect of national development, as it plays a vital role in enhancing the quality of human resources. Educational success is determined not only by the curriculum and facilities but also by the quality of school management and the performance of teachers in carrying out their professional duties. As the spearhead of the learning process, teachers are expected to maintain a high level of work discipline to perform their tasks effectively, responsibly, and in alignment with educational goals.

Teacher work discipline serves as a key indicator of improved educational quality, given its direct link to the quality of the learning process and student learning outcomes. One factor believed to influence teacher work discipline is the managerial capability of the school principal. From an educational management perspective, the principal acts as a manager responsible for overseeing all school resources to achieve educational objectives effectively and efficiently. A principal's managerial capability refers to the ability to execute management functions, including planning,

organizing, actuating (or implementing), and controlling. These four dimensions serve as essential indicators for assessing a principal's managerial effectiveness, as they relate to the ability to direct, mentor, motivate, and supervise teacher performance.

In addition to a principal's managerial capabilities, school culture is another factor that can influence teachers' work discipline. School culture encompasses the system of values, norms, beliefs, traditions, and habits that evolve to serve as behavioral guidelines for the entire school community. According to school organizational culture theory, a strong culture is reflected in shared values, a commitment to quality, harmonious working relationships, adherence to rules, and positive traditions consistently upheld by the school community. Consequently, in this study, school culture is measured through dimensions such as shared values and beliefs, school norms, commitment to quality, cooperation among the school community, and compliance with regulations. Another factor influencing teachers' work discipline is work motivation. Work motivation refers to the internal and external drives that compel an individual to strive toward specific goals in their work.

This study employed Herzberg's Two-Factor Theory, which posits that work motivation is influenced by both intrinsic and extrinsic factors. Intrinsic factors include achievement, recognition, responsibility, and opportunities for growth, while extrinsic factors encompass working conditions, interpersonal relationships, supervision, organizational policies, and welfare. Based on this theory, teachers' work motivation is measured using indicators such as work enthusiasm, responsibility, commitment to tasks, work appreciation, working conditions, and relationships.

The dependent variable in this study was teacher work discipline. Work discipline refers to an individual's willingness and awareness to adhere to all regulations and work standards applicable within an organization.¹ Teacher work discipline can be measured through several indicators: attendance, punctuality, compliance with school regulations, completion of instructional administration, and responsibility in carrying out duties and obligations as an educator.

Research by Siskawati et al. emphasizes the role of the school principal's guidance and supervision in enforcing teacher discipline². Rahayu et al. demonstrate the interrelationships among organizational culture, motivation, discipline, and performance³, while Setiawan and Solichin

¹ Dwiayu Nabila Putri and Arinka Dwi Azahra, "Pengaruh Motivasi, Disiplin Kerja Dan Lingkungan Kerja Terhadap Kinerja Guru: Narrative Literature Review," *Journal of Information Systems and Management (JISMA)* 3, no. 6 (December 2024): 37-45, Retrieved from <https://jisma.org/index.php/jisma/article/view/393>.

² Garina Siskawati, Mohamad Muspawi, and Agus Lestari, "Studi Empiris Upaya Kepala Sekolah Untuk Menegakkan Disiplin Kerja Guru," *Jurnal Niara* 17, no. 1 (April 2024): 37, <https://doi.org/10.31849/NIARA.V17I1.19752>.

³ Sucik Rahayu et al., "Pengaruh Budaya Organisasi, Disiplin Kerja, Dan Kompetensi Terhadap Kinerja Guru Melalui Motivasi," *Indonesian Journal of Education*

examine organizational culture among vocational high school (SMK) teachers⁴. Among the studies referenced in this article, there has been no simultaneous examination of the principal's managerial capabilities, school culture, and work motivation regarding *Madrasah Ibtidaiyah* (Islamic elementary school) teachers. This gap in the model and context serves as the basis for the research conducted at MIN 1 Bangkalan.

Effective educational leadership strengthens human resource management, professional development, and the supervision of teacher performance. A principal who consistently manages task allocation, communication, and evaluation will find it easier to foster an orderly, quality-oriented work climate.⁵

School culture integrates shared values, work habits, and a commitment to quality into daily practice. When these values are consistently upheld, the school evolves into a collaborative and adaptive learning organization.⁶

At the same time, work motivation provides the psychological energy for teachers to maintain professional standards, complete administrative tasks, and carry out instruction responsibly. A lack of motivation can lead to a decline in consistency and work discipline.⁷

Thus, work discipline entails more than merely being present and adhering to working hours; it also encompasses the timely completion of tasks, compliance with procedures, and accountability for the quality of instruction.⁸

Recent findings identify leadership, organizational culture, and motivation as interconnected factors that shape teachers' work behavior.

and Learning 8, no. 1 (October 2024): 45, Retrieved from <https://journal.untidar.ac.id/index.php/ijel/article/view/1595/733..>

⁴ Bagus Setiawan and Much. Riyadus Solichin, "Pengaruh Disiplin Kerja, Lingkungan Kerja Fisik Dan Budaya Organisasi Terhadap Kinerja (Studi Pada Guru Di SMK Ma'arif 4 Kebumen)," *Jurnal Ilmiah Mahasiswa Manajemen, Bisnis Dan Akuntansi (JIMMBA)* 6, no. 4 (August 2024): 29, <https://doi.org/10.32639/4V4S4Q05..>

⁵ Maryanto Maryanto et al., "Gaya Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru Di Sekolah Dasar: Tinjauan Literatur Komparatif," *Seroja: Jurnal Pendidikan* 4, no. 1 (January 2025): 1-12. Retrieved from <https://jurnal.anfa.co.id/index.php/seroja/article/view/2732>

⁶ Emha Basma et al., "Peran Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru Melalui Supervisi Akademik," *JiIP - Jurnal Ilmiah Ilmu Pendidikan* 8, no. 12 (December 2025): 13731-36, <https://doi.org/10.54371/JiIP.V8i12.10024>.

⁷ Dase Erwin Juansah Hermansah Hermansah, Ila Rosmilawati, "Studi Analisis Pengaruh Kepemimpinan Transformasional Kepala Sekolah Terhadap Kinerja Guru Dan Mutu Pendidikan Di Sekolah Dasar," *Jurnal Basicedu* 9, no. 4 (July 2025): 824-36, <https://doi.org/10.31004/BASICEDU.V9i4.9995>.

⁸ Penti Yulyanti, "Pengaruh Gaya Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru: Systematic Literature Review," *Journal of Innovation in Teaching and Instructional Media* 6, no. 1 (September 2025): 396-410, <https://doi.org/10.52690/JITIM.V6i1.1137>.

However, the studies cited in this article largely examine only specific variable relationships or focus on general schools.⁹

The *madrasah* context involves a layer of Islamic values that influence work habits and organizational relationships. Therefore, a simultaneous examination of the principal's managerial capabilities, school culture, and work motivation at the *Madrasah Ibtidaiyah* (Islamic elementary school) level is necessary to provide a more specific empirical picture.¹⁰

Based on the preceding explanation, this study aims to analyze the influence of the principal's managerial capabilities, school culture, and work motivation on teacher work discipline at MIN 1 Bangkalan, both individually and simultaneously. The scope of the study encompasses the influence of each independent variable on teacher work discipline, as well as their combined influence.

The research hypotheses are formulated as follows: H1, the principal's managerial capabilities have a positive influence on teacher work discipline; H2, school culture has a positive influence on teacher work discipline; H3, work motivation has a positive influence on teacher work discipline; and H4, the principal's managerial capabilities, school culture, and work motivation simultaneously influence teacher work discipline.

Methods

This study employed a quantitative approach with a correlational design to analyze the influence of the school principal's managerial skills, school culture, and work motivation on teachers' work discipline at MIN 1 Bangkalan. The study population consisted of 39 teachers. A saturated sampling technique was used, meaning the entire population served as the study respondents; thus, the sample size is 39 teachers

Data collection was conducted using questionnaires, observation, and documentation. The questionnaires measured the principal's managerial capabilities, school culture, work motivation, and teacher work discipline. A validity test was performed first, and only valid items proceeded to the reliability test. Subsequent analysis involved descriptive statistics, tests for normality, multicollinearity, and heteroscedasticity, as well as multiple linear regression at a 5% significance level using IBM SPSS Statistics.

Result and Discussion

Result

This study was conducted at MIN 1 Bangkalan to analyze the influence of the principal's managerial skills, school culture, and work motivation on

⁹ Nurmini Fitri et al., "Peran Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru: Sebuah Systematic Literature Review," *Journal of Innovation in Teaching and Instructional Media* 6, no. 1 (August 2025): 165-78, <https://doi.org/10.52690/JITIM.V6I1.1124>.

¹⁰ Sherine Gracia Yudhi, "Kepemimpinan Instruksional Sebagai Strategi Kepala Sekolah Untuk Mengembangkan Kinerja Mengajar Guru Baru (Studi Kasus Di Sekolah Dasar Swasta XYZ-BSD)," *Cerdika: Jurnal Ilmiah Indonesia* 5, no. 5 (June 2025): 1909-20, <https://doi.org/10.59141/CERDIKA.V5I5.2535>.

teachers' work discipline. Research data were obtained by distributing questionnaires to all teachers, who served as the study's respondents. Data analysis was performed using IBM SPSS Statistics, involving validity and reliability tests, classical assumption tests, and multiple linear regression analysis.

Validity and Reliability Testing

Validity testing was used to assess the ability of each instrument item to measure the designated construct. Testing was conducted using the Pearson Product Moment correlation between the item score and the total score. An item is considered valid if the calculated r-value exceeds the r-table value at a 5% significance level.

With 39 respondents, the degrees of freedom for the validity test is $df = n - 2 = 37$. The r-table value at $\alpha = 0.05$ is approximately 0.316. Therefore, an instrument item is deemed valid if the calculated r-value is greater than 0.316.

Variable	Item	r count	r table	Description
The Principle's Managerial Capabilities(X1)	X1.1	0,52	0,316	Valid
	X1.2	0,62	0,316	Valid
	X1.3	0,48	0,316	Valid
School Culture (X2)	X2.1	0,76	0,316	Valid
	X2.2	0,71	0,316	Valid
	X2.3	0,69	0,316	Valid
Work Motivation (X3)	X3.1	0,54	0,316	Valid
	X3.2	0,58	0,316	Valid
	X3.3	0,55	0,316	Valid
Teacher Discipline Level (Y)	Y.1	0,81	0,316	Valid
	Y.2	0,77	0,316	Valid
	Y.3	0,79	0,316	Valid

Table 1. Validity Test Result

The validity test results indicate that all items for the variables Principal Managerial Ability (X1), School Culture (X2), Work Motivation (X3), and Teacher Work Discipline (Y) yielded an *r-calculated* value greater than the *r-table* value of 0.316 (at $df = 37$ and $\alpha = 0.05$). Consequently, all items are deemed valid, allowing the analysis to proceed to reliability testing.

No	Variable	Cronbach's Alpha	Critical Value	Description
1	Managerial Capability	0,82	0,70	Reliabel
2	School Culture	0,79	0,70	Reliabel
3	Work Motivation	0,74	0,70	Reliabel

4	Teacher Discipline Level	0,87	0,70	Reliabel
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Table 2. Reliability Test Result

Reliability testing was conducted after all items were confirmed to be valid. The internal consistency of the instrument was measured using the Cronbach's Alpha coefficient. An instrument is considered reliable if the Cronbach's Alpha value exceeds 0.70.

The reliability test results indicate that all variables yielded Cronbach's Alpha values above 0.70: Managerial Ability (0.82), School Culture (0.79), Work Motivation (0.74), and Teacher Work Discipline (0.87). Consequently, the instruments were deemed reliable and consistent for use in data collection.

Classical Assumption Test

Multiple linear regression analysis requires checking for residual normality, multicollinearity, and heteroscedasticity. Meeting these assumptions is essential for the accurate interpretation of coefficient estimates and hypothesis testing.

The normality test aims to assess the distribution of the regression model's residuals. The Kolmogorov-Smirnov test is employed, with the criterion that residuals are normally distributed if the significance value exceeds 0.05.

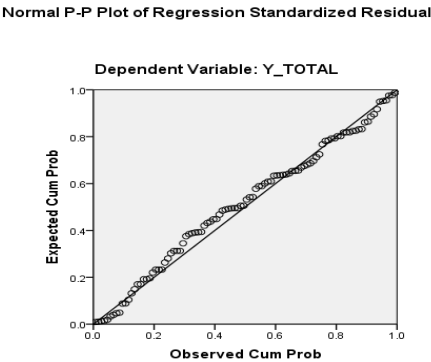
The normality test results are presented in Table 3, while the assessments of multicollinearity and heteroscedasticity are discussed in the following section.

Unstandardized Residual		
N		39
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	2.07037165
Most Extreme Differences	Absolute	.074
	Positive	.054
	Negative	-.074
Kolmogorov-Smirnov Z		.737
Asymp. Sig. (2-tailed)		.649

Table 3. Data Normality Test Result
One-Sample Kolmogorov-Smirnov Test

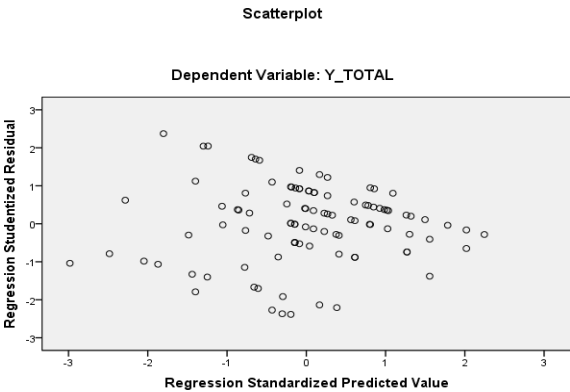
Based on Table 3, the Asymp. Sig. (2-tailed) value is 0.649, which is greater than 0.05. These results indicate that the regression model residuals

are normally distributed. This interpretation is supported by the Normal Probability Plot, which shows the data points following the diagonal line.



Picture 1. Normality Test Result

Based on Figure 1, the points on the Normal Probability Plot lie along the diagonal line and follow its direction. This pattern supports the conclusion that the assumption of residual normality has been met. A heteroscedasticity test is used to assess the equality of residual variances across predicted values. An initial examination is conducted using a scatterplot of ZPRED versus SRESID. The model shows no signs of heteroscedasticity if the points are randomly distributed and do not form a discernible pattern.



Picture 2. Heteroskedasticity Test Results

Based on the scatterplot in Figure 2, the data points are randomly distributed above and below the zero line and do not form a discernible pattern. These visual findings indicate the absence of heteroscedasticity. Additional statistical tests, such as the Glejser test, are still required to objectively substantiate this conclusion.

The multicollinearity test is used to detect excessive correlation among predictors. A model is considered free from multicollinearity if the tolerance value exceeds 0.10 and the VIF is less than 10.

Variable	Tolerance	VIF	Description
The Principle's Managerial Capabilities(X1)	0,67	1,49	multicollinearity does not occur
School Culture(X2)	0,71	1,41	multicollinearity does not occur
Work Motivation (X3)	0,74	1,35	multicollinearity does not occur

Table 4. Multicollinearity Test Result

Based on Table 4, all independent variables have tolerance values above 0.10 and VIF values below 10. Managerial Capability has a tolerance of 0.67 and a VIF of 1.49; School Culture has a tolerance of 0.71 and a VIF of 1.41; while Work Motivation has a tolerance of 0.74 and a VIF of 1.35. Thus, the model does not exhibit signs of multicollinearity.

Multiple Linear Regression Analysis

Coefficient of Determination Test (R^2)

The coefficient of determination is used to indicate the proportion of the variation in teachers' work discipline that can be jointly explained by the principal's managerial ability, school culture, and work motivation.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.458 ^a	0.72	0.185	2.102

Table 5. Coefficient of Determination Test (R^2)

a). Predictors: (Constant), Work Motivation, Managerial Capability, School Culture

b). Dependent Variable: Teacher Work Discipline Level

Based on the R-squared value shown in Table 5 – which is 0.72 – 72% of the variation in teacher work discipline is explained by the principal's managerial ability, school culture, and work motivation. The remaining 28% is explained by factors outside the research model. The values in Table 5 should be cross-checked against the SPSS output, as the R, R-squared, and Adjusted R-squared figures must be consistent.

Uji Varian (F)

The F-test was conducted to determine whether the independent variables – managerial capability, school culture, and work motivation – have

a significant impact on the dependent variable, namely the level of teacher work discipline. The results of the F-test are presented in the following table:

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	112.403	3	37.468	31.56	.000 ^a
	Residual	424.357	35	4.420		
	Total	536.760	38			

Table 6. Variety Test Result (F)

a). Dependent Variable: Tingkat Disiplin Kerja Guru

Predictors: (Constant), Kemampuan Manajerial, Budaya Sekolah, Motivasi Kerja.

Based on Table 6, the simultaneous test utilized a regression df of 3 and a residual df of 35, corresponding to a sample size of 39 respondents and three independent variables. At a significance level of 0.05, the critical F-value is approximately 2.87. Since the calculated F-value is 31.56 with a significance of 0.000, H₀ is rejected and H₄ is accepted. This indicates that the principal's managerial capabilities, school culture, and work motivation simultaneously exert a significant influence on teacher work discipline. The Sum of Squares, Mean Square, F-value, and significance values should still be verified against the SPSS output based on n = 39.

Uji Determinasi Parsial (β , t, P)

The t-test is used to examine the partial effect of each independent variable on teachers' work discipline. With a residual df of 35 and a two-tailed α of 0.05, the t-table value is approximately 2.030.

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		β	Std. Error	Beta		
1	(Constant)	1.56	3.155		0.496	0.621
	Managerial Capability (X1)	0.42	0.135	0.333	3.45	0.001
	School Culture (X2)	0.36	0.093	0.250	2.91	0.006

Work Motivation (X3)	0.28	0.140	0.200	2.14	0.039
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Table 7. Partial Determination Test Results Coefficients^a

a). Dependent Variable: Teacher Discipline Work Level

Based on Table 7, the proportions of influence exerted by each variable are as follows:

- 1) The calculated t-value for the principal's managerial ability is 3.45, with a significance level of 0.001. Since the calculated t-value > 2.030 and the significance level < 0.05, H1 is accepted. The principal's managerial ability has a positive and significant effect on teachers' work discipline.
- 2) The calculated t-value for school culture is 2.91, with a significance level of 0.006. Since the calculated t-value > 2.030 and the significance level < 0.05, H2 is accepted. School culture has a positive and significant effect on teachers' work discipline.
- 3) The calculated t-value for work motivation is 2.14, with a significance level of 0.039. Since the calculated t-value > 2.030 and the significance level < 0.05, H3 is accepted. Work motivation has a positive and significant effect on teachers' work discipline.

Discussion

The discussion interprets the relationship between the statistical findings, the theoretical framework, and the organizational context of MIN 1 Bangkalan. Each hypothesis is addressed with an emphasis on the mechanisms that may explain the development of teacher work discipline.

The Influence of the Principal's Managerial Ability on Teacher Work Discipline at MIN 1 Bangkalan

The partial test results in Table 7 indicate that the principal's managerial capabilities have a positive and significant impact on teacher work discipline. A calculated t-value of 3.45, with a significance level of 0.001, supports the acceptance of H1.

These findings suggest that clarity in planning, task allocation, direction, and supervision can foster a more orderly work structure. These findings also align with the situation at MIN 1 Bangkalan, where the madrasa leadership implements effective management through sound planning, organizing, execution, and supervision. Consequently, developing the madrasa principal's managerial skills can serve as a crucial factor in establishing a disciplined and professional work culture within the institution.

In general, developing the madrasa principal's managerial skills is a strategic step toward enhancing teacher work discipline to an optimal level. Strong managerial skills reflect the leader's ability to effectively plan, organize, lead, and oversee all school activities. It is expected that superior

managerial capabilities on the part of the principal will further motivate teachers to work with discipline and professionalism.

The results of this study are consistent with previously explained theories stating that a school principal's managerial capabilities play a crucial role in fostering a supportive work environment and enhancing teacher discipline. Principals with strong managerial skills can devise strategies, organize tasks, provide clear direction, and exercise effective supervision. This encourages teachers to work in a more orderly, disciplined, and responsible manner when carrying out their duties at school. This study is further supported by the theory proposed by Rahayu et al., which defines management as a process encompassing planning, organizing, implementation, and supervision aimed at achieving organizational goals effectively and efficiently. In the context of educational institutions, principals who have mastered these managerial aspects are able to establish clear work structures, provide motivation, and consistently enforce disciplinary rules. Consequently, teachers are more motivated to work with discipline and professionalism in pursuit of educational objectives.

Based on the questionnaire data processed by the researcher, the majority of respondents rated the managerial capabilities of the *madrasah* head as falling within the "fair" to "good" range. This indicates that the *madrasah* head has performed their role—planning, organizing, directing, and supervising school activities—with a reasonable level of effectiveness. Nevertheless, there remains room for improvement, particularly regarding the strengthening of supervision and the professional guidance provided to teachers.

In the context of MIN 1 Bangkalan, these findings can be understood in light of the importance of clear scheduling, the monitoring of instructional administration, and the *madrasah* head's follow-up on task execution. When rules are applied consistently and accompanied by guidance, discipline ceases to be merely a formal obligation and evolves into a professional habit.

The Influence of School Culture on Teachers' Work Discipline at MIN 1 Bangkalan

The test results in Table 7 indicate that the second hypothesis is accepted. The calculated t-value for school culture—2.91 with a significance level of 0.006—demonstrates a positive and significant influence on teachers' work discipline. A school culture that consistently provides behavioral guidelines, social controls, and role models helps teachers adhere to work standards. These findings align with previously discussed theories stating that school culture encompasses the values, norms, and habits developing within the school environment that can influence the attitudes and behaviors of its members.

School culture functions as a value system that encourages teachers to maintain discipline, work consistently, and comply with established rules and responsibilities. Research by Arafat and Rosani¹¹ further indicates that

¹¹ Yasir Rosmayni Arafat and Meilia Rosani, "Pengaruh Kepemimpinan Kepala Sekolah Dan Budaya Kerja Terhadap Disiplin Kerja Guru SMK," *JlIP - Jurnal Ilmiah*

teachers who receive recognition for their discipline in performing duties and adhering to school culture tend to be more motivated to continue improving their discipline. This implies that a supportive school culture which sets a positive example is capable of consistently fostering work discipline among teachers.

Therefore, a consistently implemented school culture can encourage teachers to work with discipline and responsibility while adhering to established regulations. Establishing a positive school culture facilitates the achievement of the madrasa's objectives by fostering improved teacher work discipline. Based on this theoretical framework, it can be concluded that the independent variable of School Culture (X2) influences the dependent variable of Teacher Work Discipline (Y) at MIN 1 Bangkalan.

In the madrasa environment, the impact of school culture is evident through values such as leading by example, adherence to schedules, religious practices, and collaboration among teachers. When shared values are put into practice, disciplined behavior is more likely to be sustained because it is reinforced by collective norms rather than relying solely on formal sanctions.

The Influence of Work Motivation on Teacher Work Discipline at MIN 1 Bangkalan

The partial test results in Table 7 indicate that the third hypothesis is accepted. The calculated t-value for work motivation is 2.14, with a significance level of 0.039, demonstrating a positive and significant influence on teachers' work discipline. Teachers who possess a drive for achievement, a sense of responsibility, and a supportive work environment tend to be more consistent in fulfilling their professional obligations.

Educational success is heavily influenced by various factors, one of which is teacher work motivation. High motivation encourages teachers to carry out their duties with a strong sense of responsibility and discipline. Providing appropriate motivation aims to support teacher performance within the school environment and facilitate the optimal achievement of educational goals, as motivated teachers tend to be more compliant with rules and more consistent in performing their roles.

The results of this study align with the previously presented theory that, according to Furkan and Adiansha¹², high motivation leads teachers to be more disciplined in their work, thereby optimally supporting the achievement of educational goals. Research conducted by Putri and Azahra indicates that work motivation plays a significant role in encouraging teachers to perform their duties with discipline; teachers with high motivation demonstrate superior work discipline compared to those with low motivation levels. This demonstrates that teacher work discipline is heavily influenced by the extent to which work motivation is instilled and managed by the educational institution, as strong motivation fosters an orderly and

Ilmu Pendidikan 6, no. 6 (June 2023): 3924–3931, <https://doi.org/10.54371/JIIP.V6I6.2112>.

¹² Furkan and Adiansha, "School Management and Organizational Culture towards Teachers' Performance: The Perspective of Educational Transformation."

productive work environment. Therefore, providing appropriate motivation and creating a supportive work environment are crucial for enhancing teacher discipline in the performance of duties. Thus, based on the theoretical explanation, it can be concluded that the independent variable—Work Motivation (X3)—influences the dependent variable—Teacher Work Discipline (Y)—at MIN 1 Bangkalan.

This influence can be understood through teachers' needs for recognition, a sense of belonging, supportive working conditions, and opportunities for professional growth. Support addressing both intrinsic and extrinsic aspects ensures that compliance with duties is not perceived as a source of momentary pressure, but rather as an integral part of their work commitment.

The Simultaneous Influence of Principals' Managerial Skills, School Culture, and Work Motivation on Teachers' Work Discipline

The F-test results indicate that the three variables simultaneously exert a significant influence on teacher work discipline; thus, H4 is accepted. Substantively, managerial ability provides direction and supervision, and school culture shapes shared norms, while work motivation drives the individual's willingness to maintain disciplined behavior. These three elements function as an interconnected chain rather than as entirely separate, isolated components. Descriptive statistics—specifically the mean and standard deviation for each variable—should be included from the SPSS output to provide the discussion with a stronger empirical foundation.

Research Limitation

This study was limited to 39 teachers at a single *madrasah*, so the findings should be generalized with caution. Self-report instruments are also potentially susceptible to respondents' tendency to provide socially desirable answers. The cross-sectional correlational design cannot account for changes in discipline over time, and the assessment of heteroscedasticity requires further statistical validation. Future research could involve a larger number of *madrasahs*, utilize diverse data sources, and consider mediating or moderating variables.

Conclusion

This study concludes that the principal's managerial capabilities, school culture, and work motivation have a positive and significant impact on teacher work discipline at MIN 1 Bangkalan, both individually and simultaneously. Managerial capabilities help establish clear direction, task allocation, and supervision. School culture reinforces shared norms and role modeling, while work motivation fosters teacher responsibility and consistency. In practical terms, improving teacher discipline requires an integrated approach; relying solely on rules or supervision is insufficient.

Suggestion

Madrasah principals are advised to strengthen their managerial capabilities through leadership training, periodic evaluations, transparent task allocation, and consistent mentoring. Teachers need to maintain a collaborative work culture and punctuality, as well as uphold their responsibilities regarding administration and instruction. Future researchers are encouraged to expand the scope of their study locations, incorporate mediating or moderating variables, utilize more robust observation instruments, and consistently report descriptive statistics alongside all test outputs.

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