

A Quantitative Ex Post Facto Study on the Influence of Academic Supervision and Principal Motivation on Teacher Discipline

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Abstract: This article examines the influence of academic supervision and principal motivation on teachers' work discipline at SMA Negeri 1 Semendawai Barat, Ogan Komering Ulu Timur, South Sumatra. The study was developed from a quantitative ex post facto thesis using saturated sampling involving all 41 teachers at the school. Data were collected through closed questionnaires supported by interview and documentation data. Academic supervision was measured through harmonious relationships, needs analysis, strategy and media development, and evaluation or revision. Principal motivation was measured through achievement, affiliation, and power needs, while teacher work discipline was measured through punctuality, facility use, responsibility, and obedience to school rules. The instruments were valid and reliable, with Cronbach's Alpha values of 0.980 for academic supervision, 0.978 for principal motivation, and 0.969 for teacher work discipline. The results show that academic supervision has a significant effect on teachers work discipline, with a reported contribution of 26.2%. Principal motivation also has a significant effect, with a reported contribution of 36.9%. Simultaneously, academic supervision and principal motivation have a significant influence on teachers work discipline, with a reported F value of 14.903 and a simultaneous contribution of 29.6%. These findings indicate that teacher discipline improves when principals provide systematic academic guidance and maintain motivational leadership. The study recommends that principals develop supervision programs that are collegial, constructive, and integrated with continuous motivation strategies.

Keywords: Academic Supervision, Educational Management, Principal Motivation, Public Senior High School, Teacher Work Discipline

A. Introduction

Teacher work discipline is one of the most visible indicators of school quality because it appears in teachers' punctuality, responsibility, administrative readiness, and consistency in managing classroom learning. In a public senior high school, discipline is not merely a personal habit; it is an organizational behavior that shapes student learning time, the continuity of curriculum implementation, and the credibility of the school in the eyes of parents and the community. When teachers arrive on time,

prepare learning documents, use school facilities responsibly, and comply with agreed rules, students receive a more stable learning experience. Conversely, weak discipline can reduce lesson effectiveness, delay assessment, and weaken the culture of achievement that schools are expected to build (Osher et al., 2020).

The context of SMA Negeri 1 Semendawai Barat makes this topic particularly important. The school is located in Kangkung Village, Semendawai Barat District, Ogan Komering Ulu Timur Regency, South Sumatra. Like many schools in semi-rural areas, it faces the challenge of maintaining educational quality while adapting to policy changes, curriculum innovation, and limited access to professional development. The consolidation of the Merdeka Curriculum requires teachers to become more adaptive, reflective, and administratively prepared. These demands can be met only when the school has a strong managerial mechanism that supports, guides, and motivates teachers in their daily work (Guay, 2022).

Two managerial factors are central in this study: academic supervision and principal motivation. Academic supervision refers to the professional assistance provided by the principal to teachers in order to improve the learning process. It includes planning supervision, formulating supervisory objectives, preparing observation formats, conducting classroom observation, discussing findings with teachers, and following up the results. In this sense, supervision is not an inspection intended to find faults. It is a collegial process that helps teachers identify strengths, recognize weaknesses, and improve classroom practice through objective feedback (Esterhazy et al., 2021).

Principal motivation is the second factor examined in this article. In school management, motivation refers to the principal's capacity to encourage, guide, model, and sustain teachers' enthusiasm to perform their duties. Motivation can be expressed through communication, recognition, fairness, involvement in decision making, provision of learning resources, and consistent attention to teachers' professional needs. A principal who motivates teachers well does not rely only on formal authority. The principal builds trust, creates a positive work climate, and gives teachers the confidence that their work is meaningful for school improvement (Veletić et al., 2023).

Preliminary conditions at SMA Negeri 1 Semendawai Barat indicated that teacher discipline still required systematic attention. Several issues were identified in the thesis data, including the perception that supervision was sometimes understood as inspection, monitoring and evaluation of punctuality were not yet optimal, and some teachers still experienced difficulty maintaining consistent classroom and administrative discipline. These conditions show that discipline cannot be treated as a separate problem of individual teachers. It is connected to how the principal supervises academic work and how the principal motivates teachers to maintain professional commitment (He et al., 2024).

The research gap addressed in this article lies in the limited empirical discussion of how academic supervision and principal motivation jointly influence teacher work discipline in a public senior high school located in a rural district context. Many studies discuss supervision, leadership, or teacher performance, but the interaction between supervisory practice and motivational leadership in supporting teacher discipline at the school level still needs further contextual analysis. This article therefore reorganizes the thesis into a journal manuscript by emphasizing empirical results, practical implications, and a clear separation between results and discussion (Latan et al., 2023).

The novelty of the study is found in three aspects. First, the research focuses on a specific school context that reflects the managerial challenges of public senior high schools outside urban centers. Second, it combines two principal-related variables, academic supervision and motivation, to explain teacher work discipline. Third, the article presents the findings as a practical model for school management, showing that discipline is strengthened when supervision is carried out professionally and motivation is maintained consistently. The study therefore contributes to educational management by offering evidence that school improvement is closely related to the principal's ability to supervise and motivate teachers.

The school-level focus is important because the implementation of discipline policies is experienced directly in everyday routines. Regulations about attendance, teaching preparation, classroom conduct, and administrative completion may exist in written form, but their effectiveness depends on the way they are communicated, supervised, and internalized by teachers. A principal who only announces rules may obtain temporary compliance, while a principal who connects rules with professional growth can build a more sustainable work culture. For this reason, the present article treats discipline as a managerial outcome rather than a simple matter of obedience. Teacher discipline is understood as the result of continuous interaction between personal responsibility and the leadership practices that shape daily expectations in the school (Welsh, 2024).

Academic supervision has a strategic place in that interaction because it brings the principal closer to the real process of teaching and learning. Through supervision, the principal can identify whether teachers prepare lesson plans, use learning media appropriately, manage class time effectively, and complete evaluation documents. These activities make discipline observable and discussable. Instead of waiting until a violation occurs, supervision allows the principal to provide early assistance and professional reminders. This is especially relevant in schools that are still adjusting to curriculum change, because teachers need guidance not only in administrative matters but also in translating curriculum expectations into classroom practice (Abedi, 2024).

Motivation complements supervision by touching the psychological side of teacher discipline. Teachers may understand the rules, but they also need encouragement to consistently follow them in the midst of workload, distance, family responsibilities, and changing educational demands. Principal motivation can be shown through recognition, fair treatment, clear communication, and the willingness to listen to teacher difficulties. When teachers feel respected and supported, they are more likely to interpret discipline as part of professional pride. Therefore, the combination of supervision and motivation becomes a relevant framework for explaining why some schools can maintain discipline more consistently than others (Abedi, 2024).

Based on this background, the objectives of the study are: to examine the influence of academic supervision on teacher work discipline, to examine the influence of principal motivation on teacher work discipline, and to examine the simultaneous influence of academic supervision and principal motivation on teacher work discipline at SMA Negeri 1 Semendawai Barat.

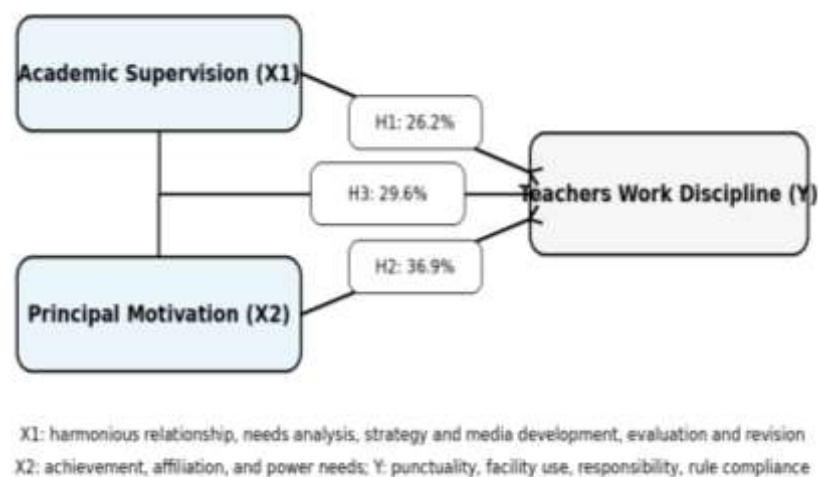


Figure 1. Research framework

B. Methods

This study used a quantitative ex post facto design. The design was selected because the independent variables, academic supervision and principal motivation, had naturally occurred in the school setting before the researcher measured their relationship with teacher work discipline. The study did not manipulate the school environment or assign teachers into treatment groups. Instead, it measured teachers' perceptions through questionnaires and analyzed the statistical relationship among the variables. Interviews and documentation were used as supporting techniques to strengthen the contextual understanding of the school condition (Pearce et al., 2024). These supporting techniques helped the researcher obtain additional information about school routines, teacher discipline, and the implementation of academic supervision by the principal. Therefore, the questionnaire data were not interpreted

only as numerical results, but also connected to the real condition of SMA Negeri 1 Semendawai Barat.

The research site was SMA Negeri 1 Semendawai Barat, located in Kangkung Village, Semendawai Barat District, Ogan Komering Ulu Timur Regency, South Sumatra. The research was conducted from January 2025 to March 2026. The population consisted of all teachers at the school, including civil servant teachers, permanent teachers, and non-permanent teachers. Because the total number of teachers was limited and accessible, the study used saturated sampling. Therefore, all 41 teachers became respondents. The respondent composition consisted of 12 male teachers and 29 female teachers. The use of saturated sampling was considered appropriate because the total population was relatively small and all teachers could be reached during the data collection process. By involving all teachers, the study was expected to describe the actual condition of academic supervision, principal motivation, and teacher work discipline at SMA Negeri 1 Semendawai Barat more completely.

The study used three main variables. Academic supervision of the principal was the first independent variable (X1), measured through indicators of harmonious relationships, needs analysis, development of strategies and media, and evaluation or revision (Yang et al., 2021). Principal motivation was the second independent variable (X2), measured through indicators of achievement needs, affiliation needs, and power or influence needs. Teacher work discipline was the dependent variable (Y), measured through punctuality, use of school facilities, high responsibility, and obedience to school regulations.

Data were collected using a closed questionnaire with a five-point Likert scale. The response categories were strongly agree, agree, neutral, disagree, and strongly disagree. The instrument for academic supervision consisted of 30 items, the instrument for principal motivation consisted of 30 items, and the instrument for teacher work discipline consisted of 40 items. Before being used in the main analysis, the instruments were tested for validity and reliability. Validity testing was conducted by comparing the corrected item-total correlation value with the required table value. Reliability testing was conducted using Cronbach's Alpha, with a minimum accepted value of 0.60. All items were declared valid because their corrected item-total correlation values exceeded the required table value (Ding et al., 2022).

The data were analyzed using SPSS version 26. The analysis began with descriptive statistics to identify the minimum score, maximum score, mean, median, mode, and standard deviation of each variable. After that, assumption tests were conducted, including normality, homogeneity, and linearity tests. Hypothesis testing was then carried out using simple linear regression to examine the partial effect of academic supervision on teacher work discipline and the partial effect of principal motivation on teacher work discipline. Multiple linear regression was used to examine the simultaneous effect of academic supervision and principal motivation on teacher

work discipline. The statistical decisions were made by examining correlation coefficients, determination coefficients, regression equations, t values, F values, and significance values (Chicco et al., 2021).

Ethically, this study positioned teachers as respondents whose answers were used only for academic purposes. The data were reported in aggregate form, so the article does not identify individual respondents. The interpretation of the findings emphasizes school improvement rather than personal judgment toward teachers. This is important because academic supervision and principal motivation should function as instruments for professional development and improvement of teacher work discipline, not as tools for blaming teachers (Gudeta, 2022).

C. Results and Discussion

The results are presented in four parts: respondent profile, descriptive statistics, instrument reliability and assumption tests, and hypothesis testing. The organization of the results follows the quantitative analysis conducted in the thesis and is presented in journal format to make the findings easier to read (Hennink & Kaiser, 2022). The population and sample were the same because saturated sampling was used. This means that the findings describe the condition of all teachers involved in the study at SMA Negeri 1 Semendawai Barat. Descriptive analysis was used to describe the general condition of academic supervision, principal motivation, and teacher work discipline. Assumption testing was conducted to ensure that the data met the requirements for regression analysis, while hypothesis testing was used to determine the partial and simultaneous effects of academic supervision and principal motivation on teacher work discipline.

The respondent profile is shown in Table 1.

Table 1. Respondent profile by gender

No.	School	Male	Female	Total
1	SMA Negeri 1 Semendawai Barat	12	29	41
Total		12	29	41

Source: Processed school Dapodik data, 2026

Table 1 shows that the study involved 41 teachers at SMA Negeri 1 Semendawai Barat. The respondents consisted of 12 male teachers and 29 female teachers. Because the study used saturated sampling, all teachers in the school population became respondents. Therefore, the results represent the overall condition of the teachers at the research site. The descriptive statistics of the three research variables are presented in Table 2.

Table 2. Descriptive statistics of research variables

Variable	Lowest Score	Highest Score	Mean	Median	Mode	Standard Deviation
Teacher Work Discipline (Y)	126	145	137.1	137.5	138	3.514
Academic Supervision (X1)	118	141	128.6	128.5	127	6.188
Principal Motivation (X2)	113	138	123.8	123.0	129	6.271

The descriptive results show that teacher work discipline had a minimum score of 126, a maximum score of 145, and a mean score of 137.1. Academic supervision had a minimum score of 118, a maximum score of 141, and a mean score of 128.6. Meanwhile, principal motivation had a minimum score of 113, a maximum score of 138, and a mean score of 123.8. These results indicate that the three variables were generally in a good condition.

The relatively close values of mean, median, and mode indicate that the data distribution of each variable was stable and did not show extreme differences among respondents (Sweet et al., 2021). This means that teacher responses were relatively consistent in assessing academic supervision, principal motivation, and work discipline. Therefore, the descriptive findings provide an initial indication that the school already had a foundation for developing teacher discipline through leadership practices. The reliability results of the research instruments are presented in Table 3.

Table 3. Instrument reliability

Variable	Number of Items	Cronbachs Alpha	Decision
Academic Supervision (X1)	30	0.980	Reliable
Principal Motivation (X2)	30	0.978	Reliable
Teacher Work Discipline (Y)	40	0.969	Reliable

The reliability results in Table 3 show that all variables had Cronbach's Alpha values above 0.60. Academic supervision had an alpha value of 0.980, principal motivation had an alpha value of 0.978, and teacher work discipline had an alpha value of 0.969. These values indicate that the instruments had very strong internal consistency and were appropriate for further statistical analysis. The assumption test results are presented in Table 4.

Table 4. Assumption test summary

Test	Relationship/Model	Reported Value	Criterion	Decision
Normality	X1 to Y	0.718	> 0.05	Normal
Normality	X2 to Y	0.693	> 0.05	Normal
Normality	X1 and X2 to Y	0.643	> 0.05	Normal
Homogeneity	X1 to Y	0.211	> 0.05	Homogeneous
Homogeneity	X2 to Y	0.442	> 0.05	Homogeneous
Homogeneity	X1 and X2 to Y	0.081	> 0.05	Homogeneous
Linearity	X1 to Y	1.112	Linearity requirement fulfilled	Linear
Linearity	X2 to Y	0.688	Linearity requirement fulfilled	Linear
Linearity	X1 and X2 to Y	0.783	Linearity requirement fulfilled	Linear

The assumption tests in Table 4 show that the data met the requirements for regression analysis. The normality test values were above 0.05 for the relationship between academic supervision and teacher work discipline, principal motivation and teacher work discipline, and the simultaneous model. The homogeneity values were also above 0.05, indicating homogeneous data. The analysis results also indicated that the linearity requirement was fulfilled for the partial and simultaneous relationships among the variables. Therefore, the data were suitable for regression analysis.

The hypothesis testing summary is presented in Table 5.

Table 5. Hypothesis testing summary

Hypothesis	Regression/Model	R	R Square / Contribution	Reported Test Value	Decision
H1: X1 -> Y	$Y = 1.892 + 0.350X_1$	0.402	26.2%	$t = 6.452 > 1.892$	Accepted
H2: X2 -> Y	$Y = 1.716 + 0.382X_2$	0.411	36.9%	$t = 5.174 > 1.716$	Accepted
H3: X1 + X2 -> Y	$Y = 0.873 + 0.313X_1 + 0.343X_2$	0.544	29.6%	$F = 14.903 > 1.086$	Accepted

The first hypothesis tested the influence of academic supervision on teacher work discipline. The regression equation was $Y = 1.892 + 0.350X_1$. The positive regression coefficient indicates that higher academic supervision was associated with higher teacher work discipline. The reported R value was 0.402, indicating a moderate relationship between academic supervision and teacher work discipline. The coefficient of determination was 26.2%, meaning that academic supervision contributed 26.2% to teacher work discipline, while the remaining percentage was influenced by other factors outside this variable. The reported t value was higher than the comparison value used in the thesis, so the first hypothesis was accepted (Maros et al., 2023).

The result indicates that academic supervision is not only an administrative activity, but also a managerial process that can shape teacher discipline. When the principal conducts supervision regularly, teachers become more aware of the importance of preparing learning documents, attending class on time, and carrying out teaching responsibilities according to school expectations. Supervision also gives teachers an opportunity to receive feedback on their performance. This feedback can encourage teachers to correct weaknesses and maintain professional behavior in their daily duties.

The contribution of academic supervision to teacher work discipline shows that teachers need clear direction and continuous guidance from the principal. In the school context, discipline is easier to maintain when supervision is implemented in a planned, objective, and supportive way. Teachers do not only need rules, but also assistance in understanding how those rules are connected to the quality of learning. Therefore, academic supervision can become an important instrument for improving discipline because it connects teacher performance with professional development. The second hypothesis tested the influence of principal motivation on teacher work discipline. The regression equation was $Y = 1.716 + 0.382X_2$. The positive coefficient indicates that higher principal motivation was associated with higher teacher work discipline. The reported R value was 0.411, showing a moderate relationship between principal motivation and teacher work discipline. The coefficient of determination was 36.9%, meaning that principal motivation contributed 36.9% to teacher work discipline. The reported t value was higher than the comparison value used in the thesis, so the second hypothesis was accepted (Weckroth & Kempainen, 2023).

The finding also shows that principal motivation plays an important role in strengthening teacher work discipline. Motivation from the principal can influence how teachers view their responsibilities and how consistently they complete their duties. When the principal gives appreciation, encouragement, and clear direction, teachers tend to feel more valued and supported. This condition can increase their willingness to obey school regulations, complete administrative tasks, and participate actively in school programs (Holst, 2023).

Principal motivation is also important because teacher discipline is not only influenced by formal rules, but also by the emotional and professional atmosphere created by school leadership. A principal who communicates well, provides examples of discipline, and gives fair treatment can build a positive work climate. In this climate, teachers are more likely to develop internal awareness to work responsibly. Therefore, principal motivation becomes a key factor in encouraging discipline that is based not only on obligation, but also on commitment (Rohim et al., 2023).

The third hypothesis tested the simultaneous influence of academic supervision and principal motivation on teacher work discipline. The multiple regression equation was $Y = 0.873 + 0.313X_1 + 0.343X_2$. Both regression coefficients were positive, meaning that

higher academic supervision and higher principal motivation were associated with higher teacher work discipline. The reported R value was 0.544, indicating a moderately strong combined relationship. The coefficient of determination was 29.6%, meaning that academic supervision and principal motivation simultaneously contributed 29.6% to teacher work discipline, while the remaining 70.4% was explained by other factors outside this study. The reported F value was 14.903, which was higher than the F table value of 1.086. Therefore, the third hypothesis was accepted.

The simultaneous effect of academic supervision and principal motivation confirms that teacher work discipline is influenced by both managerial control and motivational support. Academic supervision provides structure, direction, and evaluation, while principal motivation provides encouragement, appreciation, and psychological support. When both aspects are implemented together, teachers receive not only supervision of their work but also motivation to improve their professional responsibility. This finding implies that improving teacher discipline cannot be done only through strict monitoring (Jerrim & Sims, 2022). Discipline will be more effective when supervision is accompanied by positive motivation. The principal needs to ensure that teachers understand school rules, receive guidance in carrying out their duties, and feel supported in overcoming professional challenges. Thus, the combination of supervision and motivation can create a more consistent and sustainable discipline culture in the school.

Overall, the results demonstrate that all hypotheses in this study were supported. Academic supervision had a positive influence on teacher work discipline, principal motivation also had a positive influence on teacher work discipline, and both variables simultaneously influenced teacher work discipline. These results confirm that teacher discipline at SMA Negeri 1 Semendawai Barat is related to how the principal guides, supervises, motivates, and supports teachers in carrying out their professional duties.

Discussion

The first finding shows that academic supervision had a significant influence on teacher work discipline. This result is logically understandable because supervision provides a structured mechanism for guiding teachers in planning, implementing, and evaluating learning (Kim et al., 2022). When the principal conducts supervision systematically, teachers receive clearer expectations about instructional standards, classroom administration, and professional behavior. Supervision also creates a feedback cycle. Teachers can understand which aspects of their work need improvement and which practices should be maintained. In this way, academic supervision strengthens discipline not by punishment but by professional guidance.

The moderate strength of the relationship between academic supervision and teacher work discipline suggests that supervision is important but not the only factor shaping

discipline. A contribution of 26.2% means that a meaningful part of teacher discipline can be explained by the quality of supervision. However, discipline is also influenced by personal commitment, workload, school culture, reward systems, peer norms, family responsibilities, and access to professional resources (Amani et al., 2022). Therefore, the principal should not treat supervision as a single solution. Supervision needs to be integrated with teacher development programs, transparent rules, and supportive communication.

In practical terms, academic supervision at SMA Negeri 1 Semendawai Barat should be strengthened through a collegial model. Teachers are more likely to respond positively when supervision is conducted as assistance rather than inspection. A collegial model includes pre-observation meetings, classroom observation, post-observation feedback, and agreed follow-up actions. The principal can also involve senior teachers or subject coordinators to create a professional learning community. This approach helps reduce the fear that supervision is only a form of control and encourages teachers to view it as a process of self-improvement (Koay, 2023).

The second finding shows that principal motivation had a significant influence on teacher work discipline. This finding confirms that teachers need more than formal rules to maintain discipline. They also need encouragement, appreciation, participation, and a sense that their work is valued (Aljumah, 2023). A motivated school environment can increase teachers' willingness to arrive on time, complete documents, participate in school programs, and maintain responsibility for classroom learning. Principal motivation becomes stronger when it is expressed through concrete actions such as giving constructive feedback, acknowledging good performance, involving teachers in decisions, and building a fair work climate.

The reported contribution of principal motivation was 36.9%, making it an important factor in teacher discipline. This can be explained by the social nature of school work. Teachers work within a community where communication, recognition, and leadership behavior influence morale. If the principal shows commitment, communicates clearly, and maintains consistent standards, teachers receive a positive signal about the importance of discipline. On the other hand, weak motivation from the principal may cause teachers to feel unsupported, which can reduce their commitment to school rules and professional obligations (Ibrahim & El Zataari, 2020).

The third finding indicates that academic supervision and principal motivation together had a significant influence on teacher work discipline. This simultaneous effect is important because supervision and motivation should not be separated in school management. Supervision without motivation can be perceived as administrative pressure. Motivation without supervision can become general encouragement without clear direction. When the two variables are combined, the principal can guide teachers technically while also strengthening their psychological

commitment. This combination is more suitable for school improvement because it addresses both professional competence and work attitude (Bocquier et al., 2023).

The multiple regression equation shows that both academic supervision and principal motivation had positive coefficients. The coefficient of principal motivation was slightly higher than academic supervision in the simultaneous model (Zhang et al., 2021). This suggests that the motivational role of the principal may have a strong practical meaning for teachers at the school. Nevertheless, the difference should not be interpreted as making supervision less important. The two variables support each other. Teachers need supervision to understand expected standards and need motivation to maintain the energy and willingness to meet those standards consistently.

The simultaneous determination coefficient of 29.6% also indicates that most of the variation in teacher work discipline was explained by other factors not included in the model. This finding opens opportunities for further research. Future studies may include school culture, principal leadership style, teacher welfare, workload, professional competence, organizational commitment, teacher self-efficacy, and reward and sanction systems. For school practice, the remaining percentage reminds school leaders that discipline improvement should be handled through a broad management strategy, not only through supervision and motivation.

The findings have several implications for educational management. First, the principal needs to establish a clear supervision schedule and ensure that supervision results are followed by professional assistance. Second, motivational practices should be embedded in daily leadership, not limited to formal meetings. Third, teacher discipline should be monitored using transparent indicators such as punctuality, administrative completion, classroom responsibility, and adherence to school rules. Fourth, the school should create a culture where discipline is understood as part of professionalism and service to students. By doing so, discipline becomes a shared value rather than a forced requirement (Cook, 2020).

Overall, the study supports the argument that principal behavior is central to teacher discipline. At SMA Negeri 1 Semendawai Barat, academic supervision and principal motivation are not merely administrative concepts; they are practical leadership instruments that influence how teachers manage time, duties, and professional responsibilities. The results therefore provide a basis for school-level improvement programs that combine supervisory coaching, motivational leadership, and continuous evaluation.

D. Conclusions

This study concludes that academic supervision and principal motivation are important factors in strengthening teacher work discipline at SMA Negeri 1

Semendawai Barat. The first finding shows that academic supervision has a significant partial influence on teacher work discipline. The reported regression result indicates that better supervision is followed by stronger teacher discipline, particularly in punctuality, responsibility, use of facilities, and obedience to school rules. This means that supervision should be conducted as professional assistance, not merely as inspection. The second finding shows that principal motivation also has a significant influence on teacher work discipline. Teachers need encouragement, recognition, direction, and supportive communication from the principal so that they can maintain commitment in carrying out learning and administrative tasks. The third finding shows that academic supervision and principal motivation simultaneously influence teacher work discipline. The positive regression coefficients indicate that improvement in both variables is associated with improvement in teachers' discipline. However, the simultaneous contribution also indicates that other factors outside this study still affect discipline, such as school culture, workload, leadership style, teacher welfare, and individual commitment. Therefore, school improvement should not rely on one managerial action only. The principal is advised to prepare a regular supervision program, provide objective feedback, involve teachers in follow-up planning, and build a motivating school climate. Teachers are also expected to strengthen self-discipline through professional responsibility and continuous learning. For the school and education office, the findings can be used as a basis for designing supervision training, teacher development programs, and discipline monitoring systems that are constructive, fair, and sustainable. In short, teacher work discipline can be improved when supervision gives direction and motivation gives energy. Regular monitoring and humane feedback should become routine so that discipline grows as shared professional awareness, not fear of administrative sanction within the school community.

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