



Analysis of the Relationship Between Leadership Style, Supervision, and Work Environment with Teacher Discipline in Global Prima Schools

*Jiang Qingping**

Master of Management, Faculty of Economics, Prima Indonesia University, Medan North Sumatra, Indonesia

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ABSTRACT

The quality of learning in schools is greatly influenced by the role of teachers as teachers and exemplary figures who build a culture of discipline. Teacher work discipline is a critical element in increasing the effectiveness of the teaching and learning process. This study analyzes the relationship between leadership style, supervision, and work environment on teachers' work discipline in Global Prima Schools. Data were collected through questionnaires, observations, and interviews using non-experimental quantitative methods with descriptive approaches and associative analysis. The population of this study consisted of 302 educators, with a sample of 175 teachers selected using the purposive sampling technique. The analysis showed that an upbeat leadership style, highly effective supervision, and a comfortable work environment had a significant relationship with teacher discipline, with p-values of 0.045, 0.015, and 0.038, respectively. In multiple logistic regression analysis, supervision showed the highest odds ratio of 11.358, indicating that teachers under adequate supervision were 11.358 times more likely to demonstrate high discipline. These findings emphasize the importance of good management of leadership styles, supervision, and work environment as strategies to improve teacher discipline, which can positively impact the quality of education in Global Prima Schools.

Keywords: Teacher Discipline, Leadership Style, Supervision, Work Environment, Education

INTRODUCTION

The quality of learning is greatly influenced by the role of teachers, who are material presenters and role models in building a culture of discipline among students and colleagues (J & Prayuda, 2020). Teachers' work discipline is the key to increasing learning effectiveness (Muthi, 2019) and forming a culture of professionalism that encourages the fulfillment of responsibilities (Rosalina & Wati, 2020); (Sutedi et al., 2021). However, teacher discipline is influenced by external factors such as the work environment, supervision system, and the principal's leadership style. Good educational management requires integrating work environment and leadership to support discipline. The principal's leadership style plays an essential role in teacher behavior. Participatory leadership can increase teachers' responsibility and commitment, while authoritarian styles can lower morale (Citi Noor Aishah, 2020). Therefore, school principals must have adaptive leadership skills to motivate teachers (Wokas et al., 2022); (Rosalina & Wati, 2020). In addition, the principal's supervision also affects the teachers' discipline. Adequate supervision is a control and provides constructive feedback (Joko et al., 2019). With regular and structured supervision, principals can identify discipline issues and create a culture of discipline in schools (Parlindungan et al., 2021).

The work environment plays a vital role in shaping teachers' work discipline. A comfortable environment, both physical and psychological, can increase teachers' motivation and morale (Michella & Edalmen, 2022). Adequate facilities, good interpersonal relationships with principals and colleagues, and a collaborative atmosphere support teachers' work discipline (Kadir et al., 2023). Conversely, a poor work environment can trigger stress and decrease discipline (Wokas et al., 2022). At Global Prima School, the problem of teacher work discipline is the main focus in efforts to improve the quality of education. Principals must implement appropriate leadership styles, supervise appropriately, and create a supportive work environment. Research on the relationship between leadership style, supervision, and work environment and teacher discipline in schools is important to provide an overview of managerial factors that affect teacher discipline behavior. The results of the research are expected to provide strategic solutions to improve teachers' work discipline, as well as a reference for school principals in optimizing leadership and supervision to create a conducive work atmosphere (Eriyanti et al., 2021).

Focusing on the influence of leadership style, supervision, and work environment, this study aims to answer how schools can strengthen teachers' work discipline through effective management. This research will also help formulate concrete steps to create a work atmosphere that supports discipline and builds leadership that provides direction and motivation to teachers to achieve high work standards.

RESEARCH METHODS

This study is a non-experimental, quantitative research with a descriptive approach (cross-sectional survey) and associative analysis, which focuses on testing hypotheses using the Chi-Square test with the SPSS program. The location of the research was carried out at the Global Prima School in September 2024, with a population of \pm 302 educators. The research sample was taken based on the Slovin formula with a value of $e = 0.05$, which resulted in a sample number of 175. The sampling technique used is purposive sampling, with the following respondent criteria: active educators who work as permanent or contract employees, have at least 1 year of work experience, and work in units with direct interaction with students (PG, KINDERGARTEN, SD, SMP, SMA), are not on sabbatical or maternity leave and are willing to fill out questionnaires. The data collection technique consists of observation, direct interviews, and questionnaires. The data analysis was divided into three: univariate analysis that produced a distribution and percentage for each variable, a bivariate analysis to test the relationship between two variables using Chi-Square, and a multivariate analysis to analyze more than two variables with multiple logistic regression.

RESEARCH RESULTS

Table 1 Overview of Characteristics of Analytical Respondents The Relationship Between Leadership Style, Supervision, and Work Environment and Teacher Discipline at Global Prima School.

Category	Sub-Category	n	Percentage
Gender	Man	83	47%
	Woman	92	53%
	Total	175	100%
Age	< 30 Years	108	62%
	> 30 Years	67	38%
	Total	175	100%
Education	S1	140	80%
	S2	35	20%
	Total	175	100%
Leadership Style	Positive	169	97%
	Neutral	6	3%
	Total	175	100%
Supervision	Highly Effective	160	91%
	Quite Effective	15	9%
	Total	175	100%
Work Environment	Comfortable	151	86%
	Quite Comfortable	24	14%
	Total	175	100%
Teacher Discipline	Tall	140	80%
	Pretty Good	35	20%
	Total	175	100%

Source: Primary Data in 2024

Table 2 Bivariate analysis of Chi-Square test The Relationship Between Leadership Style, Supervision, and Work Environment and Teacher Discipline at Global Prima School.

Variable	Sub-Category	Work Discipline			df	p-value
		Tall	Quite High	Total		

Leadership Style	Positive	145	20	165	1	0,045
		83%	11%	94%		
	Neutral	5	5	10		
		3%	3%	6%		
	Total	150	25	175		
		86%	14%	100%		
Supervision	Highly Effective	135	15	150	1	0,015
		77%	9%	86%		
	Quite Effective	15	10	25		
		9%	6%	14%		
	Total	150	25	175		
		86%	14%	100%		
Work Environment	Comfortable	120	12	132	1	0,038
		69%	7%	75%		
	Uncomfortable	30	13	43		
		17%	7%	25%		
	Total	150	25	175		
		86%	14%	100%		

Source: Primary Data in 2024

Based on Table 2, bivariate analysis using the Chi-Square test shows a significant relationship between Leadership Style, Supervision, Work Environment, and Teacher Discipline in Global Prima Schools. Of the 175 teachers, 145 people (83%) with high discipline were under positive leadership, while only 5 (3%) were under neutral leadership, with a value of $p = 0.045$. For the Supervision variable, 135 teachers (77%) with high discipline were under highly effective supervision, and $p\text{-value} = 0.015$ showed a significant relationship. Regarding Work Environment, 120 teachers (69%) who work in a comfortable environment have high discipline, with a $p\text{-value} = 0.038$. Overall, a Positive Leadership Style, Highly Effective Supervision, and Comfortable Work Environment have a significant relationship with teacher discipline and can be carried over to multivariate analysis.

Table 3 Multivariate analysis of multiple logistic regression tests of the Enter Analysis method The Relationship Between Leadership Style, Supervision, and Work Environment and Teacher Discipline at Global Prima School.

Variable	B	SE.	Forest	df	Mr.	Exp(B)	95% C.I. for EXP(B)	
							Lower	Upper
Leadership Style	1,560	0,780	3,990	1	0,046	4,758	1,024	22,105
Supervision	2,430	0,850	8,160	1	0,004	11,358	2,208	58,425
Work Environment	1,100	0,680	2,610	1	0,106	3,004	0,79	11,426
Constant	-9,500	1,890	25,350	1	0	0		

Source: Primary Data in 2024

The multiple logistic regression analysis results in Table 3 show that Supervision has the highest odds ratio (OR), 11.358. This means that teachers under adequate supervision are 11,358 times more likely to demonstrate high discipline than those without. These findings confirm that good supervision improves discipline and is essential in encouraging disciplined behavior among teachers. This high odds ratio shows that increasing the effectiveness of supervision can be a very effective strategy to improve teacher discipline in Global Prima Schools.

DISCUSSION

The Relationship Between Leadership Style and Teacher Discipline in Global Prima Schools.

The bivariate analysis using the Chi-Square test showed a significant relationship between leadership style and teacher discipline in Global Prima School. Of the 175 teachers studied, 145 teachers (83%) with high discipline were under positive leadership, with a p-value of 0.045, which was significant at a confidence level of 5%. These findings confirm that good leadership contributes significantly to teacher discipline. These results align with Rosalina's (2020) research, which found a path parameter coefficient of 0.312 and a T-statistic of 2.233, showing that good leadership improves work discipline (Rosalina & Wati, 2020).

In education, positive leadership is characterized by good communication, emotional support, and positive reinforcement, which encourages teacher discipline (Maryatul Kibtiyah, 2022). In contrast, only 5 (3%) highly disciplined teachers were under neutral leadership, suggesting that indecisive leadership can degrade discipline. These findings support that positive leadership styles create a productive work culture (Syahputra et al., 2023); (Kosasih, 2024). This study emphasizes the importance of implementing effective leadership styles to improve teacher discipline, so training school leaders in communication and emotional support are very relevant to improving work discipline and education quality.

The Relationship Between Supervision and Teacher Discipline in Global Prima Schools.

Analysis of supervisory variables showed a significant relationship with teacher work discipline. From the study, 135 teachers (77%) who were highly disciplined under supervision were very effective, while only 15 teachers (9%) were under supervision quite effectively. A p-value of 0.015 indicates the significance of the relationship. This result is in line with the research of Berliana (2020), which found a positive relationship between supervision and work discipline of employees at the Padang City Disparbud, with an r count of 0.357 and a t count of 2.458 (Berliana et al., 2020). Vidyanto's (2021) research also supports the value of $\rho = 0.000$, confirming the relationship between supervision and employee discipline at the Kawatuna Health Center (Vidyanto et al., 2021).

Logistic regression analysis showed that supervision had the highest odds ratio (OR), which was 11,358, indicating that teachers under adequate supervision were 11,358 times more likely to show high discipline. Good supervision improves discipline and creates a culture of discipline in schools. Overall, these results emphasize the importance of implementing a sound supervision system to support teacher discipline and the need to develop effective and motivating supervision methods to improve the quality of education in Global Prima Schools. These results underscore the importance of a sound supervision system in supporting teacher discipline. Schools need to focus on developing supervision methods that are not only effective but also support and motivate teachers to behave disciplinedly to improve the overall quality of education.

The Relationship Between the Work Environment and Teacher Discipline at Global Prima Schools.

Analysis of supervisory variables showed a significant relationship with teacher work discipline. From the study, 135 teachers (77%) with high discipline were under highly effective supervision, while only 15 teachers (9%) were under somewhat adequate supervision. A p-value of 0.015 indicates a significant relationship between supervision and work discipline. This result is in line with the research of Berliana (2020), which found a positive relationship between supervision and work discipline of employees at the Padang City Disparbud, with an r-count of 0.357 and a t-count of 2.458, showing significance at a confidence level of 95% (Ramdhona et al., 2022). Vidyanto's (2021) research also supports this finding, with the Chi-Square test producing $\rho = 0.000$, confirming the relationship between inherent supervision and employee discipline at the Kawatuna Health Center (Utami et al., 2011).

Furthermore, multiple logistic regression analysis showed that supervision had the highest odds ratio (OR), which was 11,358, indicating that teachers under adequate supervision were 11,358 times more likely to show high discipline. Good supervision serves as a tool to improve discipline and create a culture of discipline in schools. This includes constructive feedback, clear communication of expectations, and consistent monitoring. These findings emphasize the importance of a sound supervision system in supporting teacher discipline and the need to develop effective and motivating supervision methods to improve the quality of education in Global Prima Schools (Fitriani et al., 2019).

CONCLUSION

Based on the study's results, Leadership Style, Supervision, and Work Environment have a significant relationship with Teacher Discipline in Global Prima Schools. The multivariate analysis showed that supervision had the highest odds ratio, which was 11.358, which means teachers under adequate supervision were 11.358 times more likely to show high discipline. A comfortable working environment also contributes, with a p-value of 0.038 and an odds ratio of 3.004. These findings emphasize the importance of these three factors in improving teacher discipline, with supervision as a critical strategy.

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