



THE INFLUENCE OF PRINCIPAL EXEMPLARY LEADERSHIP AND SUPERVISION ON EDUCATOR DISCIPLINE

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Abstract

Teachers' work discipline is a strategic aspect in supporting the effectiveness of educational implementation and the achievement of school organizational goals. However, empirical conditions in junior high schools across Kamang Baru District, Sijunjung Regency indicate that teachers' work discipline remains suboptimal, as reflected in tardiness, low compliance with teaching schedules, and the less-than-optimal implementation of administrative duties. This study aims to analyze the influence of principals' role modeling and supervision on teachers' work discipline. The study employed a quantitative approach using an associative method through an explanatory research design. The sample consisted of 64 teachers selected through random sampling from a total population of 174 teachers. Research data were collected through questionnaires that had met validity and reliability criteria, and were analyzed using descriptive and inferential statistics through simple linear regression and multiple linear regression with the assistance of SPSS version 27. The findings reveal that principals' role modeling has a significant effect on teachers' work discipline, contributing 21.4% and categorized as moderately strong. Principals' supervision also has a significant effect on teachers' work discipline, contributing 18.1% and categorized as low. Simultaneously, principals' role modeling and supervision have a significant effect on teachers' work discipline with a total contribution of 25.1%. These findings confirm that the effectiveness of school leadership through strengthening role modeling and optimizing supervisory functions plays an important role in improving teachers' work discipline as part of strengthening effective school governance.

Keywords: Work Discipline, Principal Role Modeling, Supervision, Educational Leadership, School Management.



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INTRODUCTION

Education plays a vital role in improving the quality of human resources and supporting national development. The success of educational implementation is determined not only by curriculum and educational facilities but also by the quality of human resources involved, particularly teachers. As the primary actors in the learning process, teachers directly contribute to the achievement of educational goals. Therefore, teacher work discipline is considered a crucial factor in determining the effectiveness of educational administration and the quality of learning services provided by schools (Asnani et al., 2024).

Teacher work discipline refers to adherence to regulations, professional responsibilities, and commitment to carrying out educational duties and functions. According to Maryatul Kibtiyah (2022), discipline reflects a mental attitude demonstrated through compliance with established norms, rules, and regulations to achieve organizational objectives. In the school setting, teacher discipline is reflected in punctuality, compliance with teaching schedules, consistency in conducting instructional activities, and the timely completion of administrative responsibilities (Kaur et al., 2025). High levels of teacher discipline contribute positively to the quality of learning, whereas poor discipline may hinder the achievement of school goals and reduce the quality of educational services (Duryat, 2024).

One of the factors influencing teacher work discipline is principal leadership. From an educational management perspective, principals are responsible for directing, guiding, and supervising school resources to ensure the effective achievement of organizational goals. Mulyasa (2022) states that principals perform multiple roles, including educator, manager, administrator, supervisor, leader, innovator, and motivator. Through these roles, principals are expected to foster a disciplined work culture through exemplary conduct and effective supervision (Astuti et al., 2025). Exemplary leadership serves as a model for teachers' behavior, while supervision functions as a control mechanism to ensure that duties are performed in accordance with established standards.

The importance of leadership role modeling in developing a positive educational culture has been highlighted in previous studies. Najwa et al. (2026) reported that the successful implementation of cooperative character values in extracurricular activities is strongly influenced by leaders' commitment, behavioral consistency, and ability to establish effective collaboration. Similarly, Eva Farkha et al. (2026) found that leaders who consistently demonstrate organizational values can positively influence organizational members in performing their duties and responsibilities. Furthermore, Tamrin et al. (2026) emphasized that the successful integration of pluralism and multicultural values in education largely depends on educational leaders' ability to internalize these values through consistent leadership practices. These findings indicate that exemplary leadership plays a strategic role in shaping organizational culture and fostering discipline, responsibility, and work commitment among school personnel.

Several previous studies have examined the relationship between principal leadership and teacher discipline. Sohifah (2024) found that principals' exemplary behavior significantly improved teachers' discipline in classroom attendance. Likewise, Mulyaningsih (2021) reported that principal role modeling contributed positively to teachers' compliance with attendance requirements and school regulations. Meanwhile, Hikmah (2019) demonstrated that principal supervision had a positive and significant effect on teacher discipline. Similarly, Lie

et al. (2022) confirmed that consistent supervision enhances teachers' compliance with their professional duties and responsibilities.

Although previous studies have established the importance of principal role modeling and supervision in improving teacher discipline, most have examined these variables separately. Furthermore, existing studies have generally been conducted in specific educational settings and have rarely investigated the simultaneous effects of principal role modeling and supervision within the context of junior high schools. Consequently, a research gap remains regarding the combined influence of principal role modeling and principal supervision on teacher discipline across different educational contexts.

This phenomenon was also identified in junior high schools throughout Kamang Baru District, Sijunjung Regency. Preliminary observations conducted in November 2024 revealed several disciplinary issues among teachers, including tardiness, inconsistency in adhering to teaching schedules, delays in entering classrooms, and the untimely completion of instructional administrative tasks. In addition, indications suggest that principals' exemplary conduct and supervisory practices have not been implemented optimally. These conditions point to managerial challenges that may affect teacher work discipline and ultimately influence the effectiveness of educational implementation within schools.

The novelty of this study lies in examining the simultaneous effects of principal role modeling and principal supervision on teacher discipline in junior high schools across Kamang Baru District, Sijunjung Regency, using a quantitative explanatory approach. This study is expected to contribute to the development of educational management literature, particularly regarding the role of school leadership in fostering a culture of discipline within educational institutions. Therefore, the objectives of this study are: (1) to analyze the effect of principal role modeling on teacher discipline; (2) to analyze the effect of principal supervision on teacher discipline; and (3) to analyze the simultaneous effect of principal role modeling and principal supervision on teacher discipline in junior high schools throughout Kamang Baru District, Sijunjung Regency.

RESEARCH METHOD

Research Design

This study employed a quantitative approach with an explanatory research design to examine the effects of principal role modeling and principal supervision on teacher work discipline. The explanatory design was selected because it enables researchers to investigate causal relationships between independent and dependent variables through hypothesis testing (Sekaran & Bougie, 2013). Data were collected through a structured survey administered to teachers in junior high schools across Kamang Baru District, Sijunjung Regency. The quantitative approach was considered appropriate for analyzing the relationships among variables and determining the extent to which principal role modeling and principal supervision influence teacher work discipline (Sugiyono, 2017).

Research Target/Subject

The subjects of this study were 174 teachers from 13 junior high schools in Kamang Baru District, Sijunjung Regency. The teachers were selected as participants because they were

directly involved in educational activities and represented the target group for examining the effects of principal role modeling and principal supervision on teacher work discipline.

Research Procedure

This study was conducted through several stages, including problem identification, instrument development, and validity and reliability testing. Data were collected using structured questionnaires distributed to selected respondents using simple random sampling. The collected data were then processed and analyzed using descriptive and inferential statistics. Prior to hypothesis testing, classical assumption tests were performed, including normality, linearity, and multicollinearity tests. Hypothesis testing was carried out using simple and multiple linear regression analyses to examine the partial and simultaneous effects of principal role modeling and principal supervision on teacher work discipline.

Instruments, and Data Collection Techniques

The research instrument was a structured questionnaire developed based on indicators of principal role modeling, principal supervision, and teacher work discipline. Data were collected using a closed-ended questionnaire measured on a five-point Likert scale. The questionnaire was distributed to teachers in junior high schools across Kamang Baru District, Sijunjung Regency. This instrument was designed to obtain data related to the influence of principal role modeling and principal supervision on teacher work discipline.

Data Analysis Technique

This study employed descriptive and inferential statistical techniques for data analysis. Prior to hypothesis testing, classical assumption tests were conducted, including normality, linearity, and multicollinearity tests to ensure that the data met the requirements for regression analysis. Hypothesis testing was performed using simple linear regression to examine the partial effects and multiple linear regression to examine the simultaneous effects of principal role modeling and principal supervision on teacher work discipline. The hypotheses were tested using t-test and F-test at a significance level of 0.05. The coefficient of determination (R^2) was used to determine the contribution of the independent variables to the dependent variable. All analyses were conducted using IBM SPSS Statistics version 27.

RESULTS AND DISCUSSION

The findings of this study indicate that principal role modeling and principal supervision have significant positive effects on teacher work discipline in junior high schools in Kamang Baru District, Sijunjung Regency. Principal role modeling contributes 22.0%, principal supervision contributes 18.7%, and both variables simultaneously contribute 24.5% to teacher work discipline. These results confirm that leadership behavior and supervisory practices are important determinants in shaping teacher discipline, although other external factors also contribute to the remaining variance (Asnani et al., 2024).

Table 1. Impact of Principal Role Modeling on Teacher Behavior

Principal Behavior	Teacher Outcome
Punctuality	Improved teacher timeliness and consistent lesson starts

Accountability	Greater teacher responsibility, accurate record-keeping, and follow-through
Consistent policy implementation	Higher teacher adherence to rules and stable instructional routines
Demonstrated work commitment	Increased teacher motivation, effort, and professional commitment

The significant effect of principal role modeling suggests that teachers tend to imitate consistent leadership behavior, particularly in terms of discipline, responsibility, and work commitment. This finding is consistent with Social Learning Theory, which emphasizes that individuals learn behaviors through observation of role models in their environment (Bandura, 1977). In the school context, principals function as key role models whose behavior becomes a reference for teachers. When principals demonstrate punctuality, accountability, and consistency in implementing school policies, these behaviors are likely to be internalized by teachers in their professional practice (Mulyasa, 2022).

From a managerial perspective, role modeling represents a form of cultural leadership that works through value internalization rather than formal instruction. Principals who consistently demonstrate discipline and integrity contribute to the development of a positive school climate that supports professional behavior among teachers. This finding aligns with previous studies highlighting that leadership exemplification plays a crucial role in strengthening organizational culture and improving teacher discipline (Kurniawan, 2021; Najwa et al., 2026).

Similarly, principal supervision has a significant but relatively lower contribution to teacher work discipline. Supervision functions not only as a control mechanism but also as a developmental process aimed at improving teacher performance. Through continuous monitoring and feedback, principals ensure that instructional activities, administrative tasks, and school responsibilities are implemented in accordance with established standards (Duryat, 2024). However, the lower contribution indicates that supervision alone is insufficient without strong exemplary leadership support.

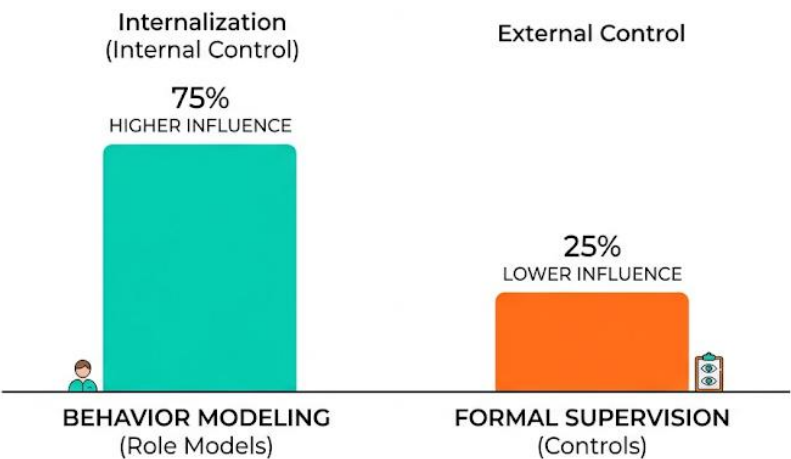


Figure 1. Comparative Influence on Teacher Discipline

The findings further show that teachers are more strongly influenced by direct behavioral modeling than by formal supervisory mechanisms. This suggests that discipline is

more effectively developed through internalization processes rather than external control. Therefore, the effectiveness of supervision is highly dependent on the principal's credibility and consistency as a leader (Lie et al., 2022).

When examined simultaneously, principal role modeling and supervision complement each other in shaping teacher discipline. Role modeling provides behavioral direction, while supervision ensures accountability and consistency in task implementation. The integration of both creates a balanced leadership approach that strengthens a disciplined and professional school environment. However, the remaining variance indicates that teacher discipline is also influenced by other factors such as work motivation, job satisfaction, organizational culture, and professional commitment (Asmira et al., 2024).

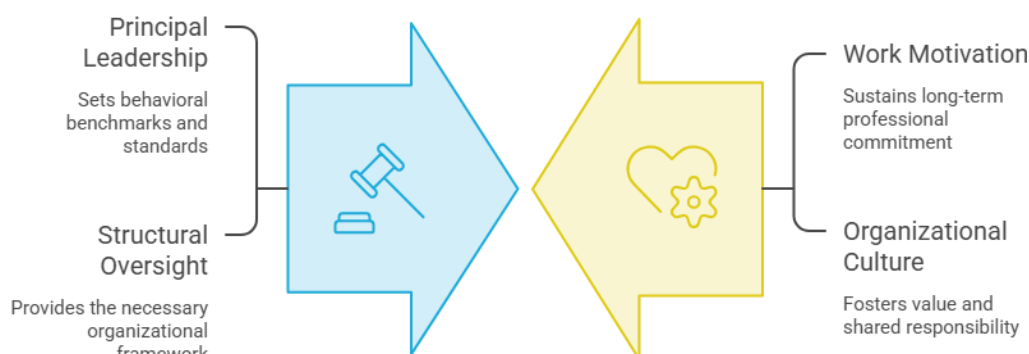


Figure 2. Cultivating Teacher Professional Excellence

Furthermore, the influence of these external factors highlights that teacher discipline is a multifaceted construct driven by both intrinsic and extrinsic elements. While principal leadership sets the behavioral benchmark and framework, a teacher's internal work motivation and organizational commitment serve as the internal engines that sustain long-term compliance and professional excellence. For instance, high job satisfaction and a supportive organizational culture can organically foster an environment where teachers feel valued, thereby naturally elevating their sense of responsibility and alignment with school goals. Consequently, future research and school management strategies must look beyond immediate leadership behaviors to explore how these psychological and cultural variables interact with structural oversight.

Ultimately, these dynamics suggest that modern school improvement initiatives must adopt a holistic approach to leadership development. Training programs for principals should not only emphasize technical supervisory skills or administrative compliance, but also focus heavily on the cultivation of ethical leadership and cultural management. By understanding that their daily actions carry more weight than formal mandates, principals can deliberately leverage their role modeling to build an ecosystem of trust. When robust supervision is paired with an authentic, value-driven culture that actively nurtures teacher well-being and motivation, schools can transition from a climate of enforced compliance to one of self-sustaining professional discipline.

In conclusion, strengthening both principal role modeling and supervision is essential for improving teacher work discipline. Effective school leadership should not only emphasize administrative control but also prioritize exemplary behavior and value internalization to create a sustainable culture of discipline in schools.

CONCLUSION

This study reveals that principal role modeling and principal supervision have a significant effect on teacher work discipline in junior high schools in Kamang Baru District, Sijunjung Regency. Principal role modeling has a stronger influence compared to supervision, indicating that the principal's behavior, attitude, and commitment play a dominant role in shaping a disciplined school culture. Meanwhile, supervision functions as a supporting mechanism that ensures teachers' consistency in carrying out their professional responsibilities.

The findings also show that both variables simultaneously contribute to improving teacher work discipline, confirming that effective educational leadership requires an integration of exemplary behavior and systematic supervision. Teacher discipline is not only formed through structural control mechanisms but also through cultural processes driven by leadership exemplification.

In conclusion, strengthening principal role modeling and supervision is essential for improving teacher work discipline. Therefore, the development of principal leadership competencies should focus on enhancing both exemplary behavior and effective supervisory practices to support better school governance and educational quality.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the author(s) used Grammarly to assist in improving grammar, language quality, and overall readability of the text. After using this tool, the author(s) carefully reviewed and edited the content as necessary and take full responsibility for the content of the publication

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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