



# Principal's Managerial Analysis and Teacher Motivation Towards Student Discipline at Mekarsari 09 State Elementary School, South Tambun District, Bekasi Regency

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## Abstract

This study uses a quantitative research type to determine the concrete magnitude of effect by using SPSS as the calculation medium. The results show that there is a positive and significant effect of the principal's managerial variables (X1) on student discipline (Y); there is a positive and significant effect of the teacher motivation variable (X2) on student discipline (Y); there is a positive and significant effect of the principal's managerial influence variable (X1) and teacher motivation (X2) together on student discipline (Y). Both independent variables (X1) and (X2) show a positive and significant effect on student discipline with an indication of a determination coefficient ( $R^2$ ) of 0,896. The principal's managerial ability and teacher motivation in order to improve student discipline in accordance with parental expectations and school goals.

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## Keywords:

Principal's Managerial,  
Teacher Motivation,  
Student Discipline.

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## INTRODUCTION

Education is the process of learning knowledge, skills, and habits by a group of people, passed down from one generation to the next through teaching, training, or research. Education can occur through the guidance of others, but it is also possible through self-study. The word "education" itself comes from the Latin word "ducare," which means to guide, direct, or lead, and the prefix "e" means outward. Therefore, education can be understood as an activity of "guiding outward." Any experience that has a formative effect on how a person thinks, feels, or acts can be considered education. Education is generally divided into several stages, including preschool, elementary school, junior high school, senior high school, and higher education.

The success of an educational institution largely depends on the leadership of the principal. A principal, as a leader, must be able to guide the institution to achieve the goals that have been set. The leadership of the principal is a crucial factor in realizing the vision, mission, goals, and objectives of the school through well-planned and gradual programs. The difference between a good school and a poor school is often seen in the performance of the principal. No school can be good without being led by a

capable principal. The principal plays an essential role in coordinating, mobilizing, and harmonizing all educational resources. Therefore, principals are required to possess adequate competencies to take initiatives in improving the quality of the school.

Education is closely related to discipline at school, whether it concerns students, teachers, or school leadership. The school leader, or principal, with the authority and managerial influence they have, can help foster student discipline. According to the National Ministry of Education Regulation No. 13 of 2007 concerning School Principal Standards, "the competencies that must be possessed by the principal include personality, managerial, entrepreneurship, supervision, and social skills." Managerial competence refers to the ability to manage resources through planning, organizing, directing, and supervising activities to achieve organizational goals effectively and efficiently.

The principal's managerial ability includes managing student discipline by acting as a disciplinarian. Given the complex responsibilities of the principal, they may delegate their authority to teachers who frequently interact directly with students. Thus, teachers also play a role in enforcing discipline, with the principal remaining the ultimate authority. Managing student discipline means the principal is performing the controlling function, one of the management functions used to ensure organizational goals are achieved. The controlling function includes setting regulations, monitoring the implementation of those regulations, and taking corrective actions. In the context of schools, the principal should establish regulations by referring to the policies set by the Ministry of Education and Culture, involving teachers and students in the regulation-making process, establishing implementation procedures through mutual agreement with students, teachers, parents, and the principal, and communicating the rules and procedures to everyone, both verbally and in writing, while ensuring they are visible and easily accessible as reminders.

Teacher motivation can be defined as the internal drive that moves individuals to perform an activity or behavior to achieve a set goal. Motivation at work is essential to enhance one's enthusiasm and diligence. High work motivation encourages teachers to perform their tasks efficiently. Teacher motivation significantly impacts the success of learning. According to Sardiman A.M (2014), student motivation is influenced by both internal (intrinsic) and external (extrinsic) factors (pp. 89-90). Teachers are one of the external factors in learning. Teachers are responsible for optimally supporting students' development to achieve their life goals. Without the guidance of teachers, students' abilities, knowledge, skills, and potential cannot fully develop. During the teaching and learning process, teachers need to monitor how motivated students are to learn, as this motivation significantly influences students' development. Teachers must encourage, inspire, and provide learning guidance to ensure students have high motivation, so that the learning process proceeds as expected.

Motivation plays a crucial role as a key factor in supporting the success of the teaching and learning process, whether intrinsic or extrinsic. Intrinsic motivation comes from a student's desire to perform an action without expecting a reward. Sardiman A.M (2014) explains that extrinsic motivation arises from external factors that make students expect a reward for their efforts (pp. 90-91). Sudjana (2016) relates learning motivation to learning outcomes, where learning outcomes essentially involve changes in behavior (p. 3).

In the author's experience as a teacher, based on preliminary surveys on student discipline at several elementary schools in the South Tambun District of Bekasi Regency, the majority of students were found to be fairly disciplined. This was evidenced by students wearing complete school uniforms with accessories during Monday ceremonies, participating in group recitations of Asmaul Husna before the first class session, attending Al-Kahfi reading sessions on Friday mornings, and engaging in physical exercise every Wednesday morning. However, upon closer inspection, it was observed that approximately 5% of students were not fully disciplined, with some still failing to show proper discipline, such as arriving late, not wearing the correct uniform on scheduled days, not completing homework assignments, lack of awareness

in disposing of waste properly, and not maintaining order during ablution before performing Dhuha or Dhuhr prayers. These conditions indicate the need for efforts to improve student discipline in schools.

Improving student discipline is not an easy task for schools due to several influencing factors. According to Amri (2013), the level of discipline in an individual is influenced by both internal and external factors. These factors include: (1) the student themselves, as discipline must be instilled by understanding the individual's personality and needs; (2) the attitude of educators, as good and compassionate behavior by teachers influences students' discipline; (3) the environment, especially the school environment, which significantly affects discipline, including family, school, and community environments; and (4) goals, where clear objectives and criteria for achieving discipline must be set. Teachers play a crucial role in shaping students' personalities and preparing them to become productive human resources. Therefore, teachers need to develop solutions to ensure that student discipline improves optimally. One way is for class teachers to collaborate cooperatively with other subject teachers and be role models for students both inside and outside the classroom. The class teacher plays a central role in guiding students, contributing significantly to the effort to improve student discipline.

Discipline is key to success. This saying applies to all individuals and organizations. According to Gymnastiar (2017), discipline belongs to everyone. Discipline encompasses various aspects, especially in education, where student discipline is crucial and significantly affects all school activities, particularly in achieving the educational goals set in the school's vision and mission. Student discipline plays a critical role in the achievement of institutional objectives, and therefore, student discipline is essential for maximizing learning outcomes. Discipline cannot be achieved without effective enforcement of regulations by the school, particularly in terms of school rules. Discipline development should be a routine, systematic effort, so that its benefits can be felt by the institution.

The purpose of this study is to examine and analyze the extent to which school leadership and teacher motivation influence student discipline at SDN Mekarsari 09 in South Tambun District, Bekasi Regency. Specifically, the research aims to assess the impact of the school principal's leadership on student discipline, the effect of teacher motivation on student discipline, and the simultaneous influence of both school leadership and teacher motivation on student discipline at the school.

## **METHOD**

The research method is a scientific approach to collecting data with specific goals and purposes. It follows rational, empirical, and systematic steps. Rational means the research is conducted logically, empirical means it can be observed or reasoned, and systematic means the process follows logical steps. This study focuses on quantitative research, which is based on positivist empiricism, viewing truth in verifiable facts. The research aims to identify and analyze the correlation between variables, ensuring reliability and validity for accurate generalization and recommendations.

The research adopts a survey method, which focuses on describing current phenomena or conditions systematically and accurately. According to Nasir (2015), the survey method is used to investigate the status of a group or object in the present. This approach is descriptive and analytical, involving data collection, explanation, and analysis of facts and their relationships. As per Surakhman (2016), survey research focuses on solving current problems, and the data is analyzed to provide a clear understanding of the phenomena being studied. This method is essential for providing insights into the relationship between the phenomena and analyzing data for accurate interpretation.

## **Population, Sample, and Sampling Technique**

Population refers to the entire group of subjects that a researcher aims to study. In this study, the population consists of 30 teachers at SDN Mekarsari 09, South Tambun, Bekasi Regency.

Sampling Technique: The sampling method used in this research is total sampling, as recommended by Arikunto (2013), where if the population is fewer than 100, it is better to include all members as the sample, making it a population study.

Sample: A sample is a subset of the population chosen to represent the entire population. In this case, the sample includes all 30 teachers at SDN Mekarsari 09, who are selected as respondents for the study.

### **Data Collection Techniques**

The data collection methods used in this study include:

1. Observation: Direct observation is conducted by the researcher, who is also a teacher in the study area. The focus is on the principal's managerial skills, teacher motivation, and student discipline.
2. Literature/Documentation Study: This method is used to gather information by reviewing relevant literature, such as books, articles, internet sources, and other materials related to the study.
3. Questionnaire: The data is collected through questionnaires distributed to respondents, using a closed-ended format where respondents choose the most appropriate answer. The measurement scale used is the Likert scale, which ranges from 1 (strongly disagree) to 5 (strongly agree), to assess attitudes toward various aspects of the study. Each response is scored, with the maximum score being 105 and the minimum score being 21 based on 21 items.

### **Data Processing and Analysis Techniques**

#### **Data Processing Techniques:**

Data will be processed using Microsoft Excel with the following steps:

1. Editing: Checking the completeness of the questionnaires.
2. Coding: Assigning weights to each item using the Likert scale.
3. Tabulating: Summarizing the scoring results in a table for each variable.
4. Normality Test: Conducting a Chi-Square and Linearity Test to ensure the data is normally distributed and linear, suitable for regression analysis.

#### **Data Analysis Techniques:**

This study uses inferential statistics to analyze the data and draw general conclusions, including the use of statistical formulas such as t-tests, F-tests, etc. The analysis techniques include:

1. Descriptive Analysis: To describe data systematically using measures like mean, variance, and standard deviation. SPSS Version 22 is used for processing and analyzing data.
2. Correlation Analysis: Parametric analysis with product moment correlation coefficient is used to measure the relationship between variables, with significance assessed through an ANOVA test or F-test.
3. Regression Analysis: Determines the degree of influence or contribution of independent variables on dependent variables using the coefficient of determination ( $R^2$  or R-Square). SPSS helps calculate this,

and the results are interpreted using the regression equation and ANOVA table for significance testing. A p-value of less than 0.05 indicates significant influence.

## **RESULT AND DISCUSSION**

### **Research Results Description**

This study aims to analyze the influence of school leadership and teacher motivation on student discipline using a quantitative approach through descriptive statistical analysis. Descriptive statistics help organize and summarize data systematically, providing a comprehensive understanding of the data's characteristics.

The analysis focuses on the role of school leadership (X1) and teacher motivation (X2) as independent variables, and student discipline (Y) as the dependent variable, reflecting the outcomes of the principal's and teachers' efforts. The data was processed using SPSS 22, yielding descriptive statistics such as minimum, maximum, mean, and standard deviation for each variable, with 30 respondents.

For the principal's managerial role (X1), the data shows a range from 34 to 48, with a mean of 41.73 and a standard deviation of 4.119, indicating moderate variability in respondents' views. Teacher motivation (X2) has a range of 33 to 46, with a mean of 40.27 and a lower standard deviation of 3.369, indicating less variability in responses. Student discipline (Y) has a range from 34 to 45, a mean of 39.09, and a standard deviation of 3.407, indicating a more concentrated response.

The results suggest that while there is variability in responses, the data shows consistency across the variables, providing a strong foundation for further analysis of the relationships between these variables.

### **Research Analysis**

#### **1. Validity Test**

The validity of the instruments was assessed by correlating item scores with total scores. All items for the variables (school leadership, teacher motivation, and student discipline) showed values greater than the critical value (0.404), indicating that all items were valid.

#### **2. Reliability Test**

The reliability of the questionnaire was tested using Cronbach's Alpha, with a result of 0.836, indicating high reliability for all variables (school leadership, teacher motivation, and student discipline).

#### **3. Assumption Tests**

- a. Normality Test: The residuals showed a significance value of 0.200, which is greater than 0.05, indicating that the data is normally distributed.
- b. Multicollinearity Test: The tolerance values were greater than 0.10, and the VIF values were below 10, indicating no multicollinearity between independent variables.
- c. Heteroscedasticity Test: The significance values were greater than 0.05, and the scatterplot showed dispersed data, indicating no heteroscedasticity.

#### **4. Hypothesis Testing**

- a. Multiple Regression Analysis: The regression equation  $Y = 26.399 + 0.103X_1 + 0.173X_2$  shows that both school leadership (X1) and teacher motivation (X2) positively affect student discipline (Y).
- b. t-Test: Both school leadership (X1) and teacher motivation (X2) have significant positive effects on student discipline, with p-values below 0.05.

- c. F-Test: The F-test result ( $F = 81.989$ ,  $p = 0.000$ ) shows that both independent variables together have a significant impact on student discipline.
- d. Coefficient of Determination: The R-squared value of 0.896 indicates that 89.6% of the variation in student discipline can be explained by school leadership and teacher motivation, while 10.4% is influenced by other unmeasured factors.

## Discussion

Based on the data analysis results, several key findings can be interpreted from this study. In terms of validity and reliability, all items for the variables of School Leadership (X1), Teacher Motivation (X2), and Student Discipline (Y) showed satisfactory validity, with calculated r-values greater than the critical r-value. The reliability test results indicated excellent internal consistency for all three variables, with a Cronbach's Alpha value of 0.836, which exceeds the minimum reliability threshold of 0.60.

Regarding the classical assumption tests, the research model met all the requirements for multiple linear regression analysis. The normality test using the Kolmogorov-Smirnov method showed a significance value of 0.200 ( $>0.05$ ), indicating that the data is normally distributed. No multicollinearity issues were found, as evidenced by the VIF values for both independent variables being 1.938 ( $<10$ ) and the tolerance value of 0.516 ( $>0.10$ ). The heteroscedasticity test also showed no issues, with significance values for both independent variables being above 0.05.

The multiple regression analysis resulted in the equation  $Y = 26.399 + 0.103 X1 + 0.173 X2 + e$ , which revealed several substantive findings. Both independent variables showed a positive and significant influence on student discipline. Through the t-test, both variables showed significance at the 0.001 and 0.00 levels ( $<0.05$ ), with t-values of 4.097 and 12.381, respectively, exceeding the critical t-value of 2.093.

Simultaneous testing through the F-test yielded an F-value of 81.989, far surpassing the F-table value of 3.52, with a significance of 0.000. These findings confirm that school leadership and teacher motivation together have a highly significant impact on student discipline. Furthermore, the coefficient of determination ( $R^2$ ) of 0.896 indicates that 89.6% of the variation in student discipline can be explained by these two independent variables, while the remaining 10.4% is influenced by other factors outside this study model.

Overall, these findings show that the research model has strong validity and reliability, meets the classical statistical assumptions, and produces robust statistical results. The positive and significant impact of both independent variables, both partially and simultaneously, has important implications for the education sector in efforts to improve student discipline through better school leadership and enhanced teacher motivation.

## CONCLUSION

Based on the research and analysis conducted on the impact of school leadership and teacher motivation on student discipline at SDN Mekarsari 09 Tambun Selatan, Kabupaten Bekasi, the following conclusions can be drawn:

1. The managerial skills of the school principal positively and significantly influence student discipline, indicating that effective leadership correlates with improved student discipline.
2. Teacher motivation has a significant and positive effect on student discipline, emphasizing that enhancing teacher motivation contributes to consistent improvement in student discipline.

3. Among the variables analyzed, teacher motivation plays a more dominant role in influencing student discipline, highlighting its importance in enhancing student behavior in school.

### **Implications**

This research shows that strong school leadership and high teacher motivation are crucial for improving student discipline, both in school and at home. School principals must provide wise guidance and serve as role models for teachers and students. Teachers, in addition to teaching academic subjects, should motivate students in social and moral aspects, setting an example and reminding them of their responsibilities. To apply these findings effectively, both school leadership and teacher motivation must be consistently improved daily through reviewing school policies, enhancing teacher motivation, and rewarding disciplined students while guiding those who are less disciplined.

### **Recommendations**

Based on the research conclusions, the following recommendations are made:

1. School principals should regularly evaluate and improve school rules, ensuring they align with the institution's vision, mission, and effectiveness.
2. Teachers should consistently motivate and guide students, as their role as role models is crucial for fostering discipline.
3. Given the dominant influence of teacher motivation, schools should prioritize teachers' rights and well-being.
4. Future researchers are encouraged to expand the study by including additional relevant variables for a deeper understanding of factors influencing student discipline.

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