



The Impact of Work Motivation, Leadership Style, and Key Performance Indicators (KPI) on Teacher Work Discipline

Didi Rianto*, Moh. Bukhori, Justita Dura

Institut Teknologi dan Bisnis Asia Malang, Indonesia

Email : dimaasadityaew@gmail.com

DOI: <https://doi.org/10.61987/jemr.v5i2.1850>

ABSTRACT

Keywords:

Work Motivation;
Leadership Style; Key
Performance Indicator
(KPI); Teacher Work
Discipline

*Corresponding Author

Study This aim for analyze influence motivation work, style leadership head schools, and the implementation of Key Performance Indicators (KPI) for discipline Teacher work discipline. Teacher work discipline is an important factor in supporting the effectiveness of the learning process and achieving educational goals. This study used a quantitative approach with a survey method. The study population consisted of 55 teachers, with a sample of 32 permanent foundation teachers determined using a purposive sampling technique. Primary data were obtained through a Likert-scale questionnaire, while secondary data were obtained from documentation of teacher attendance, administrative collection, and teacher task completion. Data analysis was conducted using multiple linear regression. The results showed that work motivation, the principal's leadership style, and KPIs partially had a positive and significant effect on teacher work discipline. In addition, secondary data analysis strengthened the research findings by showing that teacher attendance levels, the accuracy of administrative collection, and teacher task completion reflected a level of work discipline that still needed to be improved. This study concluded that increasing work motivation, the application of an effective leadership style, and the implementation of clear and measurable KPIs can improve teacher work discipline sustainably. The findings of this study are expected to serve as a basis for schools in formulating more effective human resource management policies.

Article History:

Received: December 2025; Revised: January 2025; Accepted: February 2026

Please cite this article in APA style as:

Rianto, D., Bukhori, M., & Dura, J. (2026). The Impact of Work Motivation, Leadership Style, and Key Performance Indicators (KPI) on Teacher Work Discipline. *Journal of Educational Management Research*, 5(2), 2192-2210.

INTRODUCTION

Education is one of the most fundamental aspects of social and economic development (Li et al., 2024; Bille, 2024). The success of an education system depends heavily on the quality of its teaching staff, who are at the forefront of shaping students' character and competencies. One important factor influencing teachers' effectiveness in carrying out their duties is work discipline. Teachers

with high levels of discipline are more likely to perform their responsibilities effectively, punctually, and in accordance with school regulations and policies (Agbo, 2025; Arifin et al., 2026). Consequently, teacher work discipline has a significant impact on the quality of learning and overall educational outcomes. Given its importance, this study examines the influence of work motivation, principal leadership style, and the implementation of Key Performance Indicators (KPIs) on teacher work discipline, with the aim of contributing to improvements in the education system.

In Indonesia, teacher discipline remains a major issue in educational management (Welsh, 2024; Olasunkanm et al., 2024). A national survey conducted in 2024 reported that a substantial proportion of students experienced teacher tardiness, while many educational institutions also reported teacher absences without clear explanation. These findings indicate that low teacher discipline in some institutions directly affects learning quality (Guo et al., 2024; Craig et al., 2025). Various factors may influence teacher discipline, including work motivation, leadership style, and the performance evaluation system. For example, at Al-Azhar Asy-Syarif Islamic Junior High School in North Sumatra, issues such as teacher tardiness, unmonitored absences, and limited understanding of clear work procedures were observed. Therefore, it is essential to explore the factors influencing teacher discipline and identify appropriate managerial solutions.

Previous studies have identified multiple determinants of teacher work discipline. Work motivation has been shown to positively influence teacher discipline (Wijayaningsih, 2025). Motivation may arise from internal factors, such as professional commitment and responsibility, as well as external factors, such as recognition, welfare, and leadership support. While existing findings confirm the importance of motivation, limited attention has been given to how internal and external factors simultaneously shape teacher disciplinary behavior within schools (Khasanah et al., 2026).

In addition, principal leadership style plays a crucial role in influencing teacher work discipline. Effective leadership characterized by firmness, integrity, clear communication, and a supportive approach can foster a conducive work environment (Suriyanto et al., 2025). However, limited research has explored how leadership style in religious-based schools specifically affects teacher discipline. Moreover, many previous studies focus solely on leadership influence without integrating aspects of performance appraisal systems, such as the implementation of Key Performance Indicators (KPIs), which represents a relatively new approach in the educational context.

This study offers novelty by integrating the KPI variable into the analysis of teacher work discipline. Although KPIs are widely used in the business sector to measure employee performance, their application in educational management, particularly in managing teacher performance, remains relatively limited. This research seeks to fill this gap by examining how KPIs can function not only as performance evaluation tools but also as managerial control instruments that shape disciplined work behavior through measurable indicators such as attendance, task implementation, and professional responsibility. By developing and testing KPI implementation at Al-Azhar Asy-Syarif Islamic Middle School, North Sumatra, this study aims to provide both theoretical and practical contributions to performance-based educational management.

Based on the background described above, this study aims to analyze the influence of work motivation, principal leadership style, and the implementation of Key Performance Indicators (KPIs) on teacher work discipline at Al-Azhar Asy-Syarif Islamic Middle School, North Sumatra. Specifically, the study investigates whether work motivation influences teacher work discipline, whether principal leadership style affects teacher work discipline, and whether KPI implementation has an impact on teacher work discipline. The findings are expected to offer comprehensive solutions for improving teacher discipline and strengthening managerial systems in schools, while contributing to the development of performance management in the education sector.

RESEARCH METHODS

This study uses a quantitative approach to examine the influence of work motivation, the principal's leadership style, and Key Performance Indicators (KPIs) on teacher work discipline at Al-Azhar Asy-Syarif Islamic Junior High School, North Sumatra (Haq & Yasin, 2025; Henline-Hall, 2024; Pregoner, 2024). The survey method was chosen as the primary data collection technique because primary data in the form of questionnaire responses is needed to measure the research variables.

The research was conducted at Al-Azhar Asy-Syarif Islamic Junior High School, North Sumatra, with the implementation time from October to November 2025. This location was chosen because it was relevant to the problem of teacher work discipline and the implementation of KPI as a new managerial factor implemented at the school.

The population in this study was all teachers working at Al-Azhar Asy-Syarif Islamic Junior High School, North Sumatra, totaling 55 people. The sample was determined selectively using a purposive sampling technique, involving 32 permanent teachers of the foundation as research subjects. This sample selection was based on the employee status of the permanent teachers of the foundation

who have a formal work relationship with the foundation, so they are bound by work regulations, school policies, and the implemented performance appraisal system, including KPI. With this approach, the study is expected to produce more homogeneous and valid data, and reflect the condition of teacher work discipline objectively.

This study employed two complementary data collection techniques. Primary data were obtained by distributing questionnaires to all teachers in the study sample. The questionnaires were distributed online using Google Forms, consisting of items adapted from variable indicators and Likert-based research instruments, with a score range of 1 (Strongly Disagree) to 5 (Strongly Agree). The questionnaires aimed to measure various aspects related to work motivation, principal leadership style, and KPI implementation among teachers.

In addition, secondary data was also used in this study, obtained from documentation, literature studies, and observations of school administration. These observations included a summary of teacher tardiness or absences in the 2025–2026 academic year, which is an important indicator in assessing teacher discipline. This secondary data collection provided additional information that enriched understanding of actual conditions in the field and supported the analysis of the results of the primary data collected through questionnaires.

Table 1. Definitions Operations and Instruments Study

Variable	Indicator	Item Statement	
Work (X1)	Motivation	Physiological Needs	I feel that the work environment at this school supports my duties as a teacher.
			I feel that the work environment at this school is comfortable.
	Safety Needs		I feel that I receive protection while working at this school.
			I feel safe while working at this school.
	Social Needs		I have good social relationships with fellow teachers at this school.
			I have good social relationships with staff at this school.
			I have good social relationships with students at this school.
	Esteem Needs		I receive recognition from my superior for my performance.
			I receive appreciation from my superior for my performance.
	Self-Actualization		I feel that I have opportunities to develop my potential.
			I feel that I have opportunities to improve my abilities.

Principal Leadership Style (X2)	Integrity & Modeling	Role	My principal demonstrates integrity in their actions.
	Trust & Respect		My principal is someone I trust.
	Inspirational Communication	Vision	My principal communicates the vision in an inspiring manner.
	Encouraging Spirit		My principal consistently motivates us.
	Creativity & Thinking	Critical	My principal encourages me to think creatively.
	Support for Ideas	Innovative	My principal accepts new ideas that I propose.
	Individual Consideration		My principal understands my needs.
	Personal Guidance		My principal provides guidance according to my needs.
Key Performance Indicators (X3)	Lesson Planning		I prepare instructional materials according to the schedule.
	Teaching Implementation		I conduct teaching activities according to the prepared lesson plan.
	Learning Evaluation		I evaluate students' learning outcomes regularly.
	Administrative Discipline		I complete instructional administration in a disciplined manner.
	Collaboration and Innovation		I am actively involved in collaboration and innovation at school.
Teacher Work Discipline (Y)	Punctual Attendance		I always arrive before the class begins.
	Compliance with School Rules		I comply with all school rules and regulations.
	Responsibility in Task Implementation		I carry out assigned tasks responsibly.
	Obedience to Leadership Instructions		I properly follow the principal's instructions and directives.
	Administrative Orderliness		I maintain neatness in documents and administrative work.

Each item was measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The score interpretation criteria were: 1.00–1.80 = Strongly Disagree; 1.81–2.60 = Disagree; 2.61–3.40 = Neutral; 3.41–4.20 = Agree; and 4.21–5.00 = Strongly Agree.

Data analysis was conducted through several stages to ensure instrument validity, reliability, and compliance with regression assumptions. First, validity was tested using item-total correlation in SPSS. An item was considered valid if the calculated r-value exceeded the r-table value ($df = n-2$, $\alpha = 0.05$); otherwise, it was revised or removed. Only valid items were included in further analysis.

Reliability was assessed using Cronbach's Alpha. A variable was considered reliable if $\alpha \geq 0.70$, indicating acceptable internal consistency.

Prior to regression analysis, classical assumption tests were conducted. Normality was examined using the Kolmogorov-Smirnov or Shapiro-Wilk test, with $p > 0.05$ indicating normal distribution. Multicollinearity was assessed using Tolerance (> 0.10) and Variance Inflation Factor ($VIF < 10$), indicating absence of multicollinearity. Heteroscedasticity was tested using the Glejser test, where $p > 0.05$ indicates homoscedasticity.

Multiple linear regression analysis was then applied using the model:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \varepsilon$$

where Y represents teacher work discipline, and X_1 , X_2 , and X_3 represent work motivation, principal leadership style, and KPI implementation, respectively. The regression coefficients indicate the direction and magnitude of the relationships.

The t-test was used to examine the partial effects of each independent variable, with $p < 0.05$ indicating a significant effect. The coefficient of determination (Adjusted R^2) was used to measure the explanatory power of the model. For example, an Adjusted R^2 of 0.65 indicates that 65% of the variance in teacher work discipline is explained by the independent variables, while the remaining 35% is influenced by other factors outside the model.

RESULTS AND DISCUSSION

Results

This section presents the findings of the study examining the influence of work motivation, principal leadership style, and the implementation of Key Performance Indicators (KPI) on teacher work discipline at Al-Azhar Asy-Syarif Islamic Middle School, North Sumatra.

Respondent Characteristics Based on Gender

Table 2 presents the distribution of respondents based on gender.

Gender	Number of Samples	Percentage (%)
Male	16	50%
Female	16	50%
Total	32	100%

The results indicate that male and female respondents were equally represented, each comprising 50% of the total sample. This balanced distribution suggests that the data proportionally represent perspectives from both genders, thereby reducing gender bias in the analysis.

Instrument Testing Results

Validity Test

The validity test was conducted to evaluate whether each questionnaire item accurately measured the intended variables. Item validity was assessed using the item-total correlation approach. An item was considered valid if the calculated r-value exceeded the r-table value and the significance level (Sig.) was less than 0.05. Items meeting these criteria were retained for further analysis, while those failing to meet the criteria were subject to revision or elimination.

Table 3. Validity Test Table

Variables	Number Statement	r Count	Sig. Calculate	Information
Motivation Work (X1)	MW1	0.619	0.00	Valid
	MW2	0.722	0.00	Valid
	MW3	0.677	0.00	Valid
	MW4	0.783	0.00	Valid
	MW5	0.791	0.00	Valid
	MW6	0.867	0.00	Valid
	MW7	0.625	0.00	Valid
	MW8	0.456	0.009	Valid
	MW9	0.618	0.00	Valid
	MW10	0.776	0.00	Valid
	MW11	0.817	0.00	Valid
Principal Leadership Style (X2)	PLS1	0.848	0.00	Valid
	PLS2	0.582	0.00	Valid
	PLS3	0.672	0.00	Valid
	PLS4	0.551	0.001	Valid
	PLS5	0.828	0.00	Valid
	PLS6	0.834	0.00	Valid
	PLS7	0.750	0.00	Valid
	PLS8	0.603	0.00	Valid
Key Performance Indicators (X3)	KPI1	0.486	0.005	Valid
	KPI2	0.611	0.00	Valid
	KPI3	0.421	0.016	Valid
	KPI4	0.783	0.00	Valid
	KPI5	0.653	0.00	Valid
Discipline Teacher's Work (Y)	DTW1	0.356	0.045	Valid
	DTW2	0.455	0.009	Valid
	DTW3	0.681	0.00	Valid
	DTW4	0.754	0.00	Valid
	DTW5	0.681	0.00	Valid

The validity test results indicate that all questionnaire items met the required validity criteria. With a sample size of 32 respondents ($r_{table} = 0.349$, $\alpha = 0.05$), all calculated r -values exceeded the critical value, and all significance levels were below 0.05. For the Work Motivation variable, the 11 items showed correlation coefficients ranging from 0.456 to 0.867. The 8 items measuring Principal Leadership Style produced r -values between 0.551 and 0.848, while the 5 Key Performance Indicator items ranged from 0.421 to 0.783. Similarly, the 5 items of Teacher Work Discipline yielded r -values between 0.356 and 0.754.

These findings confirm that all items across the four variables demonstrate satisfactory item-total correlations and statistically significant results ($p < 0.05$). Therefore, the entire research instrument is considered valid and suitable for further statistical analysis.

Reliability Test

The purpose of conducting a reliability test is for test reliability from each statement. A statement is considered reliable if the respondents' answers are consistent and stable over time.

The reliability test used is Cronbach Alpha with the requirement that the Cronbach Alpha value is > 0.6

Table 4. Reliability Test Results

Variables	Croanbach's Alpha	Information	
		Limit	Results
Motivation Work (X1)	0.907	> 0.60	Reliable
Principal Leadership Style (X2)	0.879	> 0.60	Reliable
Key Performance Indicators (X3)	0.764	> 0.60	Reliable
Discipline Teacher's Work (Y)	0.929	> 0.60	Reliable

Based on table 4 then can concluded that each statement in questionnaire reliable due to Cronbach Alpha value > 0.6 for variables Motivation Work (X1), Principal Leadership Style (X2), Key Performance Indicators (X3) and Discipline Teacher's Work (Y).

Assumption Test Classic

Normality Test

The normality test was conducted to determine whether the data were normally distributed using the Kolmogorov–Smirnov test. The decision criteria were based on the significance value (Monte Carlo Exact Test), where a significance value greater than 0.05 indicates that the data are normally distributed, while a significance value less than 0.05 indicates that the data are not normally distributed.

The normality test was performed using SPSS version 29, and the results are presented in Table 5.

Table 5. Results of the Kolmogorov-Smirnov Normality Test

		Unstandardized Residual	
N		32	
Normal Parameters ^{a,b}	Mean	.0000000	
	Standard Deviation	1.88768804	
Most Extreme Differences	Absolute	.267	
	Positive	.151	
	Negative	-.267	
Test Statistics		.267	
Asymp. Sig. (2-tailed)		.000 ^c	
Monte Carlo Sig. (2-tailed)	Sig.	.094 ^d	
	95% Confidence Interval	Lower Bound	.000
		Upper Bound	.195
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. Based on 32 sampled tables with starting seed 1502173562.			

Based on Table 6 Based on table 7 can seen that mark Monte Carlo significance is 0.094 and it turns out that mark significant > 0.05 which means that each variable normally distributed.

The second test uses a graph from SPSS 26 and the results of the normality test for the linear regression model using a Normal PP Plot graph. This can be seen in Figure 1.

The regression model is said to be normally distributed if the plotting data (dots) shows that the data in the form of dots on the PP Plot graph appears to follow the diagonal line quite consistently, although there is a slight deviation at the ends. Based on this PP Plot pattern, the residual data looks fulfil assumptions normality .

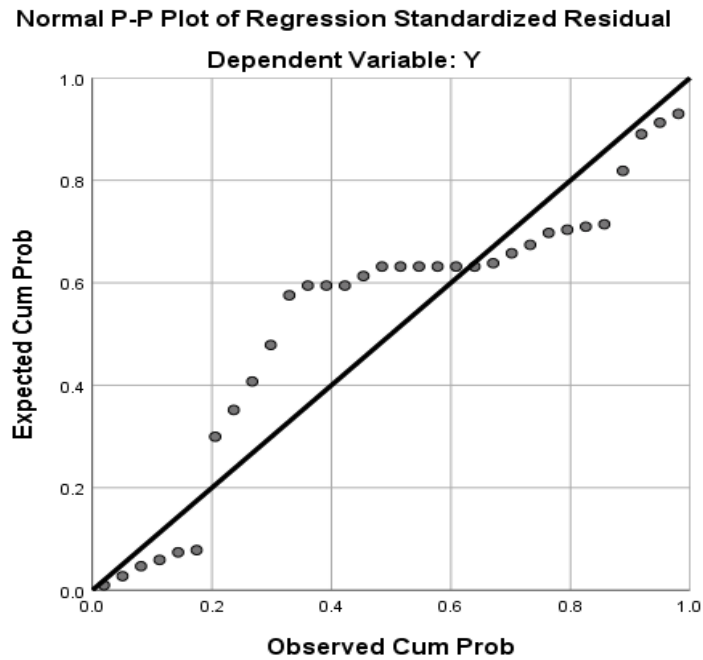


Figure 1. P-Plot Normality Test

Multicollinearity Test

The multicollinearity test was conducted to examine the correlation among independent variables. A good regression model should not exhibit multicollinearity. This test was assessed by examining the Tolerance and Variance Inflation Factor (VIF) values. A tolerance value greater than 0.10 and a VIF value less than 10 indicate the absence of multicollinearity, whereas a tolerance value below 0.10 and a VIF value greater than 10 suggest the presence of multicollinearity.

The multicollinearity test was performed using SPSS version 26, and the results are presented in Table 6.

Table 6. Multicollinearity Test

Coefficients ^a			
Model		Collinearity Statistics	
		Tolerance	VIF
1	X1	.390	2,563
	X2	.342	2,926
	X3	.647	1,545

a. Dependent Variable: Y

Based on Table 6, the tolerance and VIF values indicate that the regression model is free from multicollinearity. The Work Motivation variable shows a tolerance value of 0.390 (> 0.10) and a VIF value of 2.563 (< 10), indicating no

multicollinearity. Similarly, Principal Leadership Style has a tolerance value of 0.342 (> 0.10) and a VIF value of 2.926 (< 10), while the Key Performance Indicator variable demonstrates a tolerance value of 0.647 (> 0.10) and a VIF value of 1.545 (< 10).

Since all tolerance values exceed 0.10 and all VIF values are below 10, it can be concluded that no multicollinearity exists among the independent variables in this regression model.

Heteroscedasticity Test Glacier

Heteroscedasticity was examined using the Glejser test to determine whether the residual variance was constant across observations. The decision criteria were based on the significance value, where a significance value greater than 0.05 indicates that heteroscedasticity does not occur, while a significance value less than 0.05 indicates the presence of heteroscedasticity.

The Glejser test was conducted using SPSS version 26, and the results are presented in Table 7.

Table 7. Heteroscedasticity Test Glacier

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,099	.466		2,358	.026
	WORK MOTIVATION	-.025	.163	-.051	-.155	.878
	PRINCIPAL LEADERSHIP STYLE	-.043	.121	-.095	-.357	.724
	KPI	-.126	.132	-.246	-.956	.347

a. Dependent Variable: TEACHER WORK DISCIPLINE

Based on Table 7, the significance values from the Glejser test indicate that the regression model does not exhibit heteroscedasticity. The Work Motivation variable shows a significance value of 0.878 (> 0.05), Principal Leadership Style has a significance value of 0.724 (> 0.05), and the Key Performance Indicator variable shows a significance value of 0.374 (> 0.05).

Since all significance values exceed 0.05, it can be concluded that heteroscedasticity is not present in the regression model, indicating that the assumption of homoscedasticity has been satisfied.

Analysis Multiple Linear Regression

Multiple linear regression used for predict mark from variables dependent based on One or more variables independent. This is allows researchers for estimate how much big change in variables independent will influence variables dependent.

Table 8. Multiple Linear Regression Analysis Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardize d Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,670	.068		54,239	.000
	Motivation Work	.069	.008	.439	8,151	.000
	Principal Leadership Style	.161	.014	.628	11,138	.000
	KPI	.033	.010	.177	3,254	.003

a. Dependent Variable: Teacher Work Discipline

Based on Table 8, the regression coefficients obtained are $\alpha = 3.670$, $\beta_1 = 0.069$, $\beta_2 = 0.161$, and $\beta_3 = 0.033$. The multiple linear regression equation can therefore be expressed as:

$$Y = 3.670 + 0.069X_1 + 0.161X_2 + 0.033X_3$$

The constant value of 3.670 indicates that when Work Motivation, Principal Leadership Style, and Key Performance Indicators are assumed to be zero, Teacher Work Discipline remains at 3.670, reflecting a relatively good baseline level. The coefficient of Work Motivation (0.069) shows a positive relationship, meaning that a one-unit increase in Work Motivation increases Teacher Work Discipline by 0.069, assuming other variables remain constant. Similarly, Principal Leadership Style has a positive coefficient of 0.161, indicating that a one-unit increase in leadership style improves Teacher Work Discipline by 0.161. The Key Performance Indicator variable also shows a positive effect, with a coefficient of 0.033, meaning that each one-unit increase in KPI raises Teacher Work Discipline by 0.033, holding other variables constant.

Coefficient Test Determination

Coefficient test correlation and determination used for see eligibility research conducted with see influence variables independent to variables dependent. Based on results data processing with SPSS software assistance can seen mark coefficient determination as following.

Table 9. Coefficient Test Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.964 ^a	.930	.922	.01718

a. Predictors: (Constant), KPI, Work Motivation, Principal Leadership Style

Based on Table 9 it is obtained mark coefficient correlation (R) of 0.964, meaning there is very strong relationship (correlation) by 96.4% between variables independent that is Motivation Work, Principal Leadership Style, and KPIs with variables dependent that is Discipline Teacher's Work

Coefficient value determination (R²) is 0.931, meaning contribution Motivation Work, Principal Leadership Style, and KPIs in influence Discipline Teacher's work, can explained by the model by 93.1%, the remaining 6.9% comes from from influence factor others who don't discussed in study this.

Hypothesis Test Results, Partial Test (t-Test)

The partial significance test (t-test) was conducted to examine the individual effect of each independent variable on the dependent variable. An independent variable is considered to have a significant partial effect on the dependent variable if the significance value is less than 0.05 and the calculated t-value exceeds the t-table value. Conversely, if the significance value is greater than 0.05 and the calculated t-value is lower than the t-table value, the variable is considered not to have a significant effect.

With a significance level of 5% and a sample size of 32 respondents, the t-table value used in this study was 1.699. The partial significance test was performed using SPSS version 26, and the results are presented in Table 10.

Table 10. Statistical t Test

Coefficients^a						
Model		Unstandardized Coefficients		Standardize	t	Sig.
		B	Std. Error	d		
				Beta		
1	(Constant)	3,670	.068		54,239	.000
	Motivation Work	.069	.008	.439	8,151	.000
	Principal Leadership Style	.161	.014	.628	11,138	.000
	KPI	.033	.010	.177	3,254	.003

a. Dependent Variable: Teacher Work Discipline

Based on Table 10, Work Motivation shows a significance value of 0.000 (< 0.05) and a calculated t-value of 8.151, which is greater than the t-table value of 1.699. This indicates that Work Motivation has a significant positive effect on Teacher Work Discipline; therefore, the hypothesis is accepted.

Similarly, Principal Leadership Style has a significance value of 0.000 (< 0.05) and a calculated t-value of 11.138 (> 1.699). This result confirms that Principal Leadership Style significantly influences Teacher Work Discipline, and the corresponding hypothesis is accepted.

For the Key Performance Indicator (KPI) variable, the significance value is 0.003 (< 0.05). Although the reported t-value is 3.254, the decision regarding its effect should be based on both the significance value and comparison with the critical t-value. Accordingly, this result indicates that KPI has a significant effect on Teacher Work Discipline, and the hypothesis is accepted.

Discussion

The findings indicate that work motivation has a positive and significant effect on teacher work discipline. The regression results show that the significance value is below 0.05 and the calculated t-value exceeds the critical value, confirming that higher work motivation is associated with higher levels of teacher discipline. Teachers with strong motivation tend to comply with school regulations, attend punctually, complete administrative tasks, and carry out professional responsibilities consistently. This supports the view that work motivation, both intrinsic and extrinsic, is a key determinant of disciplined behavior among teachers (Wijayaningsih, 2025; Viana et al., 2026). Previous empirical findings also confirm that motivated teachers demonstrate greater responsibility and adherence to institutional rules (Proudfoot & Boyd, 2024; Wang et al., 2024).

Several aspects of motivation contribute to strengthening teacher discipline, including a supportive work environment, harmonious social relationships, recognition from leadership, and opportunities for professional development. A comfortable and secure workplace encourages teachers to perform their duties responsibly, while positive relationships with colleagues and students foster a sense of collective commitment. Recognition and appreciation from school leaders further reinforce loyalty and accountability. Opportunities for self-development also promote long-term professional orientation, which in turn enhances work discipline. These findings are consistent with studies highlighting the importance of environmental and psychological support in shaping teacher compliance and responsibility (Tong, 2025; Khan et al., 2024). Research also emphasizes that professional growth opportunities significantly influence teachers' commitment to disciplined work behavior (Agbo, 2025; Murwaningsih, 2024).

The results further demonstrate that principal leadership style has the strongest and most dominant influence on teacher work discipline. A leadership approach characterized by integrity, trust-building, inspirational communication, and individualized support creates a structured and responsible work climate. Principals who serve as role models and maintain consistent supervision encourage teachers to internalize discipline as part of their professional identity. Effective leadership not only regulates administrative procedures but also shapes organizational culture and behavioral standards within schools (Plaku & Leka, 2025, Rahayu et al., 2024). Empirical evidence similarly shows that participatory and inspirational leadership styles significantly enhance teacher compliance and accountability (Ahmed, 2025).

Although its contribution is relatively smaller, the implementation of Key Performance Indicators (KPIs) also has a positive and significant impact on teacher work discipline. Clear performance standards related to lesson planning, instructional implementation, evaluation, administrative orderliness, and collaboration provide measurable benchmarks that guide teachers' professional conduct. When performance indicators are transparent and systematically applied, teachers are more likely to demonstrate consistency and responsibility in fulfilling their duties. Performance-based evaluation systems have been shown to strengthen accountability and reinforce disciplined behavior in educational institutions (Andersen et al., 2025; Levatino et al., 2024). Structured and objective KPI mechanisms also function as developmental tools that enhance professionalism and organizational commitment (Alsaid et al., 2024).

Overall, this study confirms that work motivation, principal leadership style, and KPI implementation collectively contribute to improving teacher work discipline. Among these variables, leadership style emerges as the most influential factor, followed by work motivation and KPI implementation. These findings suggest that strengthening teacher discipline requires an integrated managerial approach that combines motivational reinforcement, exemplary and participatory leadership, and consistent performance measurement systems. Such a comprehensive strategy is essential for fostering sustainable discipline and enhancing overall school performance (Jusoh et al., 2024; Lumadi, 2025). Integrated performance management models are widely recognized as effective frameworks for improving institutional effectiveness and professional accountability in education (Pamuji, 2026; Pudjono e al., 2026).

CONCLUSION

This study demonstrates that work motivation, principal leadership style, and the implementation of Key Performance Indicators (KPIs) significantly influence teacher work discipline, with leadership style emerging as the most

dominant factor. The most important insight derived from this research is that teacher discipline is not merely a matter of rule enforcement, but the result of an integrated managerial ecosystem that combines internal motivation, exemplary and participatory leadership, and measurable performance standards. Discipline becomes stronger when teachers feel motivated, supported, and guided by clear performance expectations. The strength of this study lies in its integrative approach, which combines motivational theory, leadership dynamics, and performance management systems within a single empirical model. By incorporating KPI implementation into the educational context, this research contributes to the development of performance-based educational management literature and expands the application of KPI frameworks beyond the business sector into school governance.

However, this study has several limitations. First, the sample size was relatively small and limited to one educational institution, which may restrict the generalizability of the findings. Second, the study relied on self-reported data, which may be subject to response bias. Future research is recommended to involve larger and more diverse samples across different types of schools and regions to enhance external validity. Further studies may also explore additional variables such as organizational culture, teacher well-being, or job satisfaction, as well as apply longitudinal or mixed-method approaches to provide deeper insights into the sustainability of teacher work discipline within performance-based management systems.

REFERENCES

- Agbo, H. U. (2025). Managing institutional discipline for improved teacher job performance in public secondary schools in Nigeria. *Management*, 7(3), 497–512.
- Ahmed, E. I. (2025). Principals' leadership styles and teachers' organizational citizenship behaviour: A systematic review of research. *International Journal of Educational Management*, 39(1), 219–239. <https://doi.org/10.1108/IJEM-08-2024-0508>
- Alsaid, L. A. Z. A., & Ambilichu, C. A. (2024). Performance measurement in urban development: Unfolding a case of sustainability KPIs reporting. *Journal of Accounting in Emerging Economies*, 14(1), 48–74. <https://doi.org/10.1108/JAEE-09-2021-0299>
- Andersen, S. C., Hvidman, U., de Junge, S. Y., & Rangvid, B. S. (2025). Performance-based accountability systems at the organizational level: Effects of a school program. *Journal of Public Administration Research and Theory*, 35(2), 216–230. <https://doi.org/10.1093/jopart/muaf007>

- Arifin, S., Ismail, I., Bahrun, B., Fajri, M., & Kamaluddin, K. (2026). Principal management strategies for improving teacher discipline in junior high schools: A qualitative study in South Aceh. *Edukasi: Jurnal Pendidikan dan Pengajaran*, 13(1), 161–178.
- Craig, A. C., & Martin, D. C. (2025). Discipline reform, school culture, and student achievement. *The Economic Journal*, ueaf081. <https://doi.org/10.1093/ej/ueaf081>
- Guo, L., He, Y., & Wang, S. (2024). An evaluation of English-medium instruction in higher education: Influencing factors and effects. *Journal of Multilingual and Multicultural Development*, 45(9), 3567–3584. <https://doi.org/10.1080/01434632.2022.2107654>
- Haq, M., & Yasin, N. (2025). Qualitative, quantitative, and mixed methodology paradigms. *Journal of Practical Studies in Education*, 6(6), 15–29. <https://doi.org/10.46809/jpse.v6i6.144>
- Henline-Hall, J. (2024). Introduction to quantitative and qualitative research methods. *Radiologic Technology*, 96(1).
- Jusoh, R., Dasuki, N. M., Shu, Q., & Amram, A. (2024). Sustainable leadership: Encouraging teacher performance and classroom excellence. *International Journal of Academic Research in Business and Social Sciences*, 14(11), 2350–2359. <https://doi.org/10.6007/IJARBS/v14-i11/23752>
- Khan, A. U., Hussain, U., Rashid, M., & Hameed, R. (2024). Social norms and legal compliance: Understanding the psychological factors influencing adherence to laws in educational settings. *Bulletin of Business and Economics (BBE)*, 13(3), 326–332.
- Khasanah, S. N., & Kurniawan, W. (2026). An analysis of teachers' roles in enhancing students' discipline in teaching and learning activities. *Edusoshum: Journal of Islamic Education and Social Humanities*, 6(1), 252–265. <https://doi.org/10.52366/edusoshum.v6i1.248>
- Levatino, A., Verger, A., Camphuijsen, M., Termes, A., & Parcerisa, L. (2024). School governance through performance-based accountability: A comparative analysis of its side effects across different regulatory regimes. *Review of Research in Education*, 48(1), 248–286. <https://doi.org/10.3102/0091732X241270672>
- Li, Y., Liu, Y., & Solangi, Y. A. (2024). Analysis of factors and strategies for the implementation of sustainable tourism in a green economic structure in China. *Journal of Cleaner Production*, 434, 140011. <https://doi.org/10.1016/j.jclepro.2023.140011>
- Lumadi, R. I. (2025). Impact of learner behavior on academic performance: Leadership strategies for classroom dynamics and discipline management. *Social Sciences and Education Research Review*, 12(1), 237–244.

- Murwaningsih, T. (2024). The influence of teacher professional attitude, welfare, continuous self-development, and job satisfaction on high school teachers performance. *International Journal of Instruction*, 17(1), 229–252. <https://doi.org/10.29333/iji.2024.17113a>
- Olasunkanmi, A. A., Titilayo, I. S., & Babatunde, O. S. (2024). Global challenges in educational administration with a focus on management of students' discipline. *Educational Perspectives*, 13(1).
- Pamuji, S. (2026). Performance-based educational management: Integrating pure management principles to enhance quality and competitiveness of educational institutions. *International Journal of Economics Management and Social Science*, 9(1), 133–143.
- Plaku, A. K., & Leka, K. (2025). The role of leaders in shaping school culture. *Frontiers in Education*, 10, 1541525. <https://doi.org/10.3389/feduc.2025.1541525>
- Pregoner, J. D. (2024). Research approaches in education: A comparison of quantitative, qualitative and mixed methods. *IMCC Journal of Science*, 4(2), 31–36. <https://doi.org/10.65931/x1r6v8n4>
- Proudfoot, K., & Boyd, P. (2024). The instrumental motivation of teachers: Implications of high-stakes accountability for professional learning. *British Journal of Educational Studies*, 72(3), 295–320. <https://doi.org/10.1080/00071005.2023.2267657>
- Pudjono, A. N. S., Wibisono, D., & Fatima, I. (2026). Enhancing public sector performance management in Indonesia: The role of soft systems methodology in addressing local government challenges. *Systems Research and Behavioral Science*, 43(1), 281–305. <https://doi.org/10.1002/sres.3166>
- Rahayu, D. W., Akbar, S., Untari, S., & Wahyono, H. (2024). The integral role of school culture in shaping student behavior and attitudes: A case study of elementary school. *Al-Ishlah: Jurnal Pendidikan*, 16(2), 1989–1998.
- Tong, Q. (2025). Exploring the interplay between teachers' emotions, personal traits, environmental factors and psychological well-being. *European Journal of Education*, 60(1), e12903. <https://doi.org/10.1111/ejed.12903>
- Viana, V. O., Soedjono, S., & Nugroho, A. A. (2026). The influence of environment and motivation on work discipline of elementary school teachers. *QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama*, 18(1), 47–60.
- Wang, X., Yang, L., Chen, K., & Zheng, Y. (2024). Understanding teacher emotional exhaustion: Exploring the role of teaching motivation, perceived autonomy, and teacher-student relationships. *Frontiers in Psychology*, 14, 1342598. <https://doi.org/10.3389/fpsyg.2023.1342598>

- Welsh, R. O. (2024). Administering discipline: An examination of the factors shaping school discipline practices. *Education and Urban Society*, 56(7), 847–880. <https://doi.org/10.1177/00131245231208170>
- Wijayaningsih, R. (2025). The effect of motivation, discipline, and work environment on teachers' performance through organizational commitment. *Jurnal Ilmiah Manajemen Kesatuan*, 13(6), 5809–5820. <https://doi.org/10.37641/jimkes.v13i6.4492>