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The Influence of School Principal Supervision and Work Motivation on the Work Discipline of Vocational School Teachers: A Case Study at Public Vocational High School in Batang Regency

Ifa Trihandayani*, Nurkolis, Titik Haryati

Manajemen Pendidikan, Universitas Persatuan Guru Republik Indonesia, Semarang, 50232, Indonesia

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* Corresponding author:

E-mail: ifatrihandayani20@gmail.com

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ABSTRACT

This study aims to examine the influence of principal supervision and work motivation on teachers' work discipline at public vocational high schools in Batang Regency. Employing a quantitative approach with a correlational design, the research involved 159 teachers selected through proportional random sampling. Data were collected using validated and reliable Likert-scale questionnaires and analyzed through descriptive statistics, classical assumption tests, and simple and multiple linear regression analyses. The findings indicate that principal supervision significantly influences teachers' work discipline, contributing 95.4% to the variance, with follow-up academic supervision being the most dominant dimension. Work motivation also shows a significant influence, contributing 95.8%, where internal motivation emerges as the primary factor. Simultaneously, principal supervision and work motivation contribute 95.8% to teachers' work discipline, with time discipline as the leading dimension. This research offers novelty by mapping the contribution of each dimension of the studied variables in a specific context rarely explored quantitatively. The study is limited to public vocational schools within one district and relies on self-reported data, which may involve subjectivity. Future research is recommended to expand the scope, apply mixed-methods designs, and include mediating or moderating variables such as transformational leadership or school culture to gain deeper insights.

1. Introduction

Teachers' work discipline is defined as the willingness and readiness of teachers, carried out with full awareness and responsibility, to perform teaching tasks and comply with established regulations. Awareness of the importance of discipline motivates teachers to carry out their duties without coercion, thereby fostering enthusiasm and dedication to their profession. The improvement of human

resources in education largely depends on the quality of services provided by teachers as professional educators, whose role includes transforming, developing, and disseminating knowledge, technology, and the arts through education, research, and community service.

The dimensions of teachers' work discipline consist of: (1) mental attitude, reflected in awareness of self-correction, setting examples of work responsibility, and willingness to admit mistakes due to lack of awareness; (2) time, involving punctuality in lesson planning, attendance at school, initiation of lessons, task completion, and departure times; and (3) accuracy, covering timely implementation of assessments, compliance with duties, willingness to perform responsibilities, and adherence to institutional policies. Discipline in these aspects ensures orderliness in schools and contributes to student achievement.

Teacher discipline is closely related to compliance with school regulations. Teachers who arrive on time, remain in class until lessons conclude, and complete their teaching duties properly provide positive role models for students and foster learning motivation. This aligns with Article 3, item 11 of Government Regulation No. 53 of 2010 concerning Civil Servants' Discipline, which obliges civil servants to be present at work and comply with working hours (Kusumasari, 2022). The regulation emphasizes attendance, execution of duties, and compliance with working hours, while also prohibiting unauthorized absence during working time. Repeated violations, such as tardiness and early departures, may be recorded and treated as equivalent to absence from duty. Nevertheless, various issues remain. Several teachers continue to demonstrate weak discipline, such as failing to prepare lesson plans, arriving late, leaving classrooms without assigning learning tasks, and neglecting to evaluate learning outcomes in a timely manner (Muhtarom, 2017). These problems highlight that teacher discipline is still a crucial concern in educational management.

Two factors strongly influence teachers' work discipline, namely principal supervision and work motivation. Principal supervision is understood as a process of guiding, directing, stimulating, and supporting teachers to enhance teaching effectiveness. Effective supervision improves teaching methods, encourages acceptance of professional guidance, and strengthens teachers' discipline. The dimensions of supervision include: (1) planning, such as analyzing the previous year's supervision, designing annual programs, and preparing instruments; (2) implementation, including pre-observation, observation of teaching practices, analysis of results, and provision of feedback; and (3) follow-up, covering improvement programs and evaluation measures.

Teachers' work motivation, on the other hand, refers to the internal and external drives that encourage teachers to achieve both individual and organizational goals. Internal motivation includes responsibility, interest, satisfaction, and fulfillment of needs, while external motivation encompasses recognition, incentives, encouragement from superiors, and harmonious work relations. High motivation fosters discipline, while low motivation often correlates with poor discipline and reduced performance.

The condition of teacher discipline in public vocational high schools in Batang Regency illustrates these challenges. Data from 2022 indicate that an average of 66% of teachers arrived late to school. A 2023 pre-research survey further revealed that many teachers had low work motivation. Interviews with vice principals confirmed issues such as delayed preparation of teaching administration, duplication of lesson plans without contextualization, and suboptimal supervision from principals. These findings underline the importance of systematic efforts to improve teacher discipline through effective principal supervision and enhanced motivation strategies. This study therefore aims to analyze the influence of principal supervision and work motivation on the work discipline of vocational school teachers in Batang Regency. The findings are expected to contribute to the development of policies and strategies for strengthening teacher professionalism and improving the quality of education management at the vocational school level.

Teachers' Work Discipline

Work discipline represents a mental attitude that reflects responsibility and compliance with organizational rules, thereby ensuring smooth task execution. Nenoan (2015) defines work discipline as mental formation through training that instills awareness to obey leadership. Ansory and Indrasari (2020) conceptualize it as obedience and adherence to professional duties. Permana, Hadiyati, and Mulyono (2020) describe discipline as punctuality, proper task completion, and compliance with institutional norms. Agustini (2019) emphasizes willingness to comply with organizational rules, while Akbar and Slamet (2017) see it as the ability to work regularly and diligently without violating provisions. Similarly, Sastrohadiwiryo (2018) stresses respect for written and unwritten rules as well as readiness to accept sanctions.

Factors influencing discipline include goals and abilities aligned with workload, leadership role models, compensation, fairness, supervision, sanctions, and work relations (Hasibuan, 2016). Agustini (2019) highlights the importance of clear rules, firm action, and leader attention, while Sutisna (2019) underscores leadership examples, firmness, and supervision. Prasetya (2021) identifies discipline dimensions such as sincerity, commitment, punctuality, and role modeling. Afandi (2018) includes orderliness, compliance, and sanctions, whereas Gunawan, as cited in Supardi (2019), classifies them into mental attitude, time, and accuracy. Sutrisno (2017) adds compliance with work behavior and other institutional rules.

Principal Supervision

Supervision is defined as the process of monitoring and guiding teachers by someone with higher competence. Sohiron (2021) views it as professional guidance to enhance teaching quality, while Fitri and Afriansyah (2020) emphasize its role in teacher professionalism. According to Mulyasa (2021), supervision includes motivating, evaluating, and developing teaching methods. Purwanto (2019) interprets it as planned coaching, and Suhertian (2019) describes it as continuous professional development. Similarly, Nasution, Suparmi, and Siregar (2020) define

supervision as a structured program to improve teaching, while Sagala (2020) and Sutisna (2019) stress its role as sustained professional assistance.

The effectiveness of supervision is often constrained by limited resources, including the number of supervisors, budget, facilities, incentives, and time, as well as weak commitment and lack of follow-up (Aedi, 2018). Heningsih (2018) identifies dimensions of supervision such as planning, implementation, evaluation, and reporting. Sudjana (2017) divides implementation into preparation, observation, and feedback. The Ministry of National Education (Depdiknas, 2016) emphasizes problem-based planning, educational implementation, and evaluation. Mulyasa (2021) highlights indicators such as joint planning, participation, personal coaching, and moral support, while Handayani and Sukirman (2020) underline direction, monitoring, interpersonal relationships, and performance assessment.

Teachers' Work Motivation

Work motivation is the psychological drive that initiates, directs, and sustains behavior. Arifin (2017) defines it as a condition influencing work behavior, while Luthans in Saputra (2021) views it as a process that energizes and directs actions. Nopriyadi (2021) argues that motivation affects both individual and organizational performance. Umi and Olivia (2019) describe it as a set of values and attitudes that encourage goal achievement, while Tsauri (2019) characterizes it as a dynamic psychological state. Jaya (2021) further emphasizes its role in generating work ideas to achieve targets.

Factors influencing motivation include individual characteristics such as interests, needs, competencies, and emotions and job-related elements such as salary, work environment, policies, and organizational culture (Ardian, 2016). Nenoan (2015) distinguishes between intrinsic motivators and extrinsic hygiene factors. Wirawan (2018) classifies them into motivator factors that enhance satisfaction and hygiene factors that prevent dissatisfaction. Ardha, Qomariah, and Hafidzi (2019) highlight needs for recognition, safety, and achievement. Hamzah (2018) divides motivation dimensions into internal, which includes responsibility, clear targets, challenges, feedback, enjoyment, and achievement; and external, which includes material needs, praise, incentives, and supervisory attention. Fathurrohman and Suryana (2018) add rewards, promotion opportunities, recognition, and job security. Makmun (2019) expands indicators to include persistence, aspirations, and quality of outcomes.

In summary, teachers' work discipline, principal supervision, and work motivation are interconnected factors that determine the effectiveness of education in vocational schools. Strengthening these elements is expected to improve teacher performance and create a conducive learning environment. This study is therefore directed to analyze the influence of supervision and motivation on teachers' discipline, providing theoretical insights and practical implications for improving educational quality in Batang Regency.

2. Methodology

This study employed a quantitative approach aimed at obtaining empirical data regarding the influence of principal supervision and work motivation on teachers' work discipline. The quantitative approach was chosen because the data collected were numerical and intended to test predetermined hypotheses using structured research instruments. The research type was a survey, in which data were collected directly from respondents in their actual environment without manipulating conditions (Sudjana, 2017). In this context, the survey focused on teachers' perceptions of (1) the implementation of principal supervision, (2) their level of work motivation, and (3) their work discipline in carrying out professional tasks. Data were primarily collected through closed-ended questionnaires, supported by structured interviews to clarify responses when necessary.

The study was conducted in all four public vocational high schools (Sekolah Menengah Kejuruan Negeri) in Batang Regency, namely SMK Negeri 1 Batang, SMK Negeri 1 Kandeman, SMK Negeri 1 Warungasem, and SMK Negeri 1 Blado. The research activities were carried out over ten months, from May 2023 to December 2024. The research design was non-experimental correlational with an *ex post facto* nature, meaning that the researcher did not manipulate the independent variables, as the observed phenomena had already occurred. The objective was to examine existing empirical facts and measure the relationship and influence of the independent variables on the dependent variable.

The variables of the study consisted of: (1) Teachers' Work Discipline (Y): defined as teachers' willingness and readiness, accompanied by responsibility, to perform teaching duties and comply with school regulations. (2) Principal Supervision (X1): defined as the principal's continuous coaching efforts aimed at improving teachers' professional competence. (3) Work Motivation (X2): defined as the internal and external drive that encourages teachers to achieve both personal and organizational goals (Umi & Olivia, 2019). The dimensions and indicators of each variable were derived from relevant theories and subsequently translated into survey items. For example, the teachers' work discipline instrument referred to Soengeng's theory as cited in Desilia and Harjono (2019), principal supervision was based on the theories of Sagala (2021) and Sutisna (2019), and work motivation was constructed based on the theory of Umi and Olivia (2019). All instruments used a five-point Likert scale, ranging from 1 ("strongly disagree") to 5 ("strongly agree") (Sugiyono, 2018).

The research population consisted of all 265 teachers at public vocational high schools in Batang Regency, including both civil servant and non-civil servant teachers. Referring to Arikunto (2018) and Sugiyono (2018), a population is the entire subject of research or the generalization area with specific characteristics determined by the researcher for study. The sample size was determined using the Slovin formula with a 5% margin of error (Siregar, 2012), resulting in 159 respondents. A proportional random sampling technique was applied to allocate the number of respondents from each school proportionally, followed by random

selection of the individual teachers. This ensured that the survey responses represented the actual conditions across all four schools.

The data collection procedure was carried out systematically. First, questionnaires were distributed directly to the selected respondents during working hours with prior permission from the school principals. Teachers were given sufficient time to complete the survey to avoid rushed responses. Second, follow-up structured interviews were conducted with several respondents to clarify ambiguous responses and enrich the quantitative findings with contextual information. According to Widoyoko (2020), research instruments are tools to collect data accurately, comprehensively, and systematically; therefore, the combination of questionnaires and interviews was expected to yield more valid results.

Instrument validity was tested using the product moment correlation technique to determine measurement accuracy. An item was considered valid if it had a positive correlation coefficient greater than the *r*-table value at a 5% significance level. Based on a pilot test involving 20 respondents outside the research sample, the principal supervision variable retained 38 valid items, work motivation had 39 valid items, and teachers' work discipline had 39 valid items. Reliability was tested using Cronbach's Alpha, with coefficients above 0.60 indicating acceptable reliability (Umar, 2019). The results showed that all three variables had very high reliability, with alpha values greater than 0.95.

Data analysis included prerequisite tests such as normality using the Kolmogorov–Smirnov method (Ghozali, 2018), linearity test to ensure the relationships between variables were linear (Sugiyono & Susanto, 2015), as well as heteroscedasticity and multicollinearity tests with a VIF value criterion of less than 10. Hypothesis testing was conducted using simple and multiple linear regression analyses to measure the influence of the independent variables on the dependent variable (Yuliana, 2016). The *t*-test was used to examine the partial influence of each independent variable (Ghozali, 2018; Sugiyono, 2018; Siregar, 2012), while the *F*-test assessed the simultaneous influence of both independent variables on the dependent variable (Ferdinand, 2013; Siregar, 2012). The effective contribution of each independent variable was measured using the coefficient of determination (Kuncoro, 2016).

3. Results and Discussion

At the time this research was conducted, the overall condition of public vocational high schools in Batang Regency reflected a fairly diverse educational environment. The number of students in each school ranged from 600 to 1,200, spread across multiple majors such as engineering, business and management, information technology, and health. Most schools had adequate physical facilities, including permanent classrooms, laboratories, libraries, and practice workshops, although some schools still faced limitations in equipment maintenance and technological updates. The school buildings were generally in good condition, with structured layouts that supported both academic and extracurricular activities. The learning process was guided by the 2013 Curriculum (K-13), emphasizing competency-

based learning and character development. Teachers were actively involved in implementing innovative learning methods, although their performance varied depending on work motivation and principal supervision. The academic atmosphere showed a balance between theoretical learning and practical skills development, supported by cooperation with industry partners. In addition, school management strived to strengthen discipline among teachers and students, even though challenges still arose in areas such as attendance punctuality, workload balance, and adaptation to digital-based learning resources.

Data collection in this study was carried out through the distribution of structured questionnaires to teachers at public vocational high schools in Batang Regency. The questionnaire was designed using a five-point Likert scale and covered three main variables: principal supervision (X_1), work motivation (X_2), and teachers' work discipline (Y). The principal supervision variable included indicators of supervision planning, implementation, and follow-up. The work motivation variable consisted of internal motivation (responsibility, job satisfaction, and self-achievement) and external motivation (recognition, rewards, principal support, and working conditions). Meanwhile, teachers' work discipline was measured through indicators of mental attitude, time discipline, and accuracy. In addition to questionnaires, field observations and informal discussions with several teachers and principals were conducted to enrich the interpretation of the data. The list of sample questionnaire items used in this study is presented in Table 1.

Table 1. Sample Questionnaire Items

Variable	Indicator	Sample Question Item
Principal Supervision (X_1)	Supervision Planning	"Does the principal provide constructive feedback during supervision activities?"
	Supervision Implementation	"Does the principal follow up on supervision results with coaching or mentoring programs?"
	Supervision Follow-up	"Do you feel responsible for completing teaching tasks to the best of your ability?"
Work Motivation (X_2)	Internal Motivation	"Does teaching give you job satisfaction and self-achievement?"
		"Do the recognition and rewards given by the school encourage you to work more optimally?"
	External Motivation	"Does support from the principal and adequate working conditions motivate you to perform well?"
Work Discipline (Y)	Mental Attitude	"Do you obey school rules with full awareness and responsibility?"
		"Do you always come to school and start teaching on time?"
	Time Discipline	"Do you complete administrative and teaching tasks accurately and without delay?"

Source: Research questionnaire developed by the author, 2024.

The analysis shows that principal supervision scores ranged from 115 to 190, with a mean of 157.48 and a standard deviation of 19.372. Teachers' work motivation scores ranged from 120 to 194, with a mean of 161.89 and a standard deviation of 19.287. Teachers' work discipline scores ranged from 126 to 195, with a mean of

165.77 and a standard deviation of 19.714. The distribution of responses across categories is summarized in Table 2.

Table 2. Descriptive Statistics of Research Variables

Variable	Score Range	Mean	Std. Dev.	Very Good/ Very High (%)	Good/ High (%)	Fair/ Moderate (%)	Poor/ Low (%)	Very Poor/ Very Low (%)
Principal Supervision (X ₁)	115–190	157.48	19.372	23.27%	25.16%	24.53%	15.72%	11.32%
Work Motivation (X ₂)	120–194	161.89	19.287	22.01%	25.16%	25.16%	15.72%	11.95%
Work Discipline (Y)	126–195	165.77	19.714	25.79%	27.67%	19.50%	13.21%	13.84%

Source: Processed primary data, 2024.

The variable dimension analysis reveals that teachers' work discipline consists of three main dimensions: mental attitude (60.3%), time (81%), and accuracy (79.4%), all with *communality* values above 0.50. Principal supervision consists of academic supervision planning (93.3%), academic supervision implementation (90%), and academic supervision follow-up (96.5%), all with high *communality* values. Work motivation is divided into internal motivation (65.3%) and external motivation (63.5%), both having adequate relational strength as variable-forming factors. The classical assumption tests indicate that the research data are normally distributed, with significance values > 0.05 in the Kolmogorov–Smirnov test. The linearity test confirms a linear relationship between the independent and dependent variables. The multicollinearity test shows VIF values < 10 and tolerance values > 0.1 , indicating no multicollinearity problems. The heteroscedasticity test shows a random distribution of points on the scatterplot, indicating the model is free from heteroscedasticity.

The first hypothesis was tested using simple regression analysis to determine the influence of principal supervision (X₁) on teachers' work discipline (Y). The results show a correlation coefficient of 0.977 (very strong), with F-count = 3254.161 greater than F-table = 3.90 and a significance value of $0.000 < 0.05$. The coefficient of determination ($R^2 = 0.954$) indicates that principal supervision contributes 95.4% to teachers' work discipline. The regression equation obtained is $Y = 9.241 + 0.994X_1$. The second hypothesis tested the effect of work motivation (X₂) on teachers' work discipline. The analysis reveals a correlation coefficient of 0.979 (very strong), with F-count = 3554.357 greater than F-table = 3.90 and a significance value of $0.000 < 0.05$. The coefficient of determination ($R^2 = 0.958$) shows that work motivation contributes 95.8% to teachers' work discipline. The regression equation is $Y = 3.831 + 0.998X_2$.

The third hypothesis tested the simultaneous effect of principal supervision (X₁) and work motivation (X₂) on teachers' work discipline (Y) using multiple

regression analysis. The results indicate a correlation coefficient of 0.979 (very strong), with F-count = 1835.864 exceeding F-table = 3.90 and a significance value of $0.000 < 0.05$. The coefficient of determination ($R^2 = 0.958$) demonstrates that both variables together contribute 95.8% to teachers' work discipline. The resulting regression equation is $Y = 5.256 + 0.351X_1 + 0.650X_2$. These results confirm that all three hypotheses are accepted, meaning that principal supervision and work motivation both individually and simultaneously have a significant and positive effect on the work discipline of vocational school teachers in Batang Regency. The summary of the hypothesis testing results, including regression equations, correlation coefficients, significance values, and determination coefficients, is presented in Table 3 below.

Table 3. Hypothesis Testing Results

Hypothesis	Regression Equation	R / r (Correlation)	F-count / t-count	F-table / t-table	Sig. (p-value)	R ²
H ₁ : Principal supervision (X ₁) → Work discipline (Y)	$Y = 9.241 + 0.994X_1$	$r = 0.977$ (very strong)	F = 3254.161	3.90	0.000 < 0.05	0.954 (95.4%)
H ₂ : Work motivation (X ₂) → Work discipline (Y)	$Y = 3.831 + 0.998X_2$	$r = 0.979$ (very strong)	F = 3554.357	3.90	0.000 < 0.05	0.958 (95.8%)
H ₃ : Principal supervision (X ₁) + Work motivation (X ₂) → Work discipline (Y)	$Y = 5.256 + 0.351X_1 + 0.650X_2$	$R = 0.979$ (very strong)	F = 1835.864	3.90	0.000 < 0.05	0.958 (95.8%)

The Influence of Principal Supervision on Teachers' Work Discipline

The results of this study indicate that principal supervision has a positive effect on the work discipline of teachers in public vocational high schools in Batang Regency. This finding suggests that the better the quality of principal supervision, the higher the teachers' discipline in carrying out teaching tasks. Effective supervision serves as a means of guidance, direction, and technical support for teachers to enhance their professionalism and compliance with school regulations.

This result is consistent with the findings of Hidayat, who emphasized that principal supervision includes assistance in performing daily tasks, providing technical advice, expanding knowledge through seminars or training, and engaging in discussions for both strategic and technical decision-making (Hidayat, 2021). Such activities contribute to the development and enhancement of teachers' work discipline. This finding is also in line with the study by Rochimah, Gugaiyah, and Ahmad, which found that principal supervision has a positive and significant effect on work discipline, with a path coefficient of $p = 0.389$ and a t -value far exceeding the t -table at the 1% significance level (Rochimah, Gugaiyah, & Ahmad, 2018).

The principal plays a vital role in guiding teachers to foster good interpersonal relationships with all school stakeholders. Purwanto asserted that coaching can be carried out through collaboration between the school and the school committee to improve educational quality. Teachers' discipline reflects their obedience and adherence to school rules, carried out with full awareness, which serves as one of the benchmarks for teacher professionalism. Thus, improving the quality of principal supervision has been proven to encourage better teacher discipline, ultimately impacting the overall quality of education in schools (Purwanto, 2019).

The Influence of Work Motivation on Teachers' Work Discipline

This study also reveals that work motivation has a positive effect on teachers' work discipline. This means that the higher the teachers' work motivation, the higher their discipline in carrying out duties. This finding is consistent with the study by Ghani and Herlina, which demonstrated that teachers' work motivation significantly influences work discipline, with a t -value greater than the t -table at the 1% significance level. Increasing work motivation encourages teachers to comply with school regulations, complete tasks on time, and maintain the quality of learning (Ghani & Herlina, 2018).

This result is further supported by Ahfa and Aulia, who stated that high work motivation is accompanied by high work discipline, and vice versa (Ahfa & Aulia, 2021). Sutrisno also emphasized that good work motivation leads to good work discipline. Teachers with low motivation often face challenges in maintaining discipline due to the lack of internal drive to complete tasks and achieve success (Sutrisno, 2017). Therefore, enhancing both intrinsic and extrinsic work motivation becomes a key factor in fostering teacher discipline.

The Combined Influence of Principal Supervision and Work Motivation on Teachers' Work Discipline

Furthermore, this study demonstrates that principal supervision and work motivation together have a significant effect on teachers' work discipline. This finding implies that the combination of coaching through supervision and motivational encouragement can create a positive synergy in shaping teachers' disciplined behavior. This result aligns with Aprida, who found a positive and significant relationship between these two variables and teacher performance, with an F -value far exceeding the F -table (Aprida, 2020).

The role of supervision as one of the principal's managerial functions is further reinforced by Elminiarti, who stated that supervision is an effort to monitor the educational process to ensure its alignment with predetermined objectives (Elminiarti, 2017). If deficiencies are found, the principal can immediately take corrective actions to improve the quality of learning. Therefore, enhancing teachers' work discipline in public vocational high schools in Batang Regency can be achieved through a strong synergy between quality principal supervision and high work motivation. This combination is expected not only to improve teachers'

work discipline but also to contribute to the overall improvement of educational quality.

4. Conclusion

Based on the research findings, it can be concluded that principal supervision and work motivation, both partially and simultaneously, have a significant effect on the work discipline of teachers in public vocational high schools (*SMK Negeri*) in Batang Regency, with respective contributions of 95.4% and 95.8%, and a simultaneous contribution of 95.8%. The follow-up dimension was found to be the most dominant aspect in principal supervision, internal motivation was the most dominant in work motivation, and the time dimension was the most dominant in teachers' work discipline. The novelty of this research lies in the detailed mapping of the contribution of each variable dimension within the context of public vocational high schools in Batang Regency, which has previously received limited attention in quantitative studies.

The limitations of this study include its scope, which is confined to public vocational high schools in a single regency, the use of perception-based instruments that may be susceptible to subjective bias, and the absence of a qualitative approach to explore contextual factors. Therefore, it is recommended that future research expand the geographical and institutional coverage to include different types of schools, employ a mixed-methods approach, and incorporate mediating or moderating variables such as transformational leadership or school culture in order to gain a more comprehensive understanding of the relationship between principal supervision, work motivation, and teachers' work discipline.

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