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THE INFLUENCE OF LEADERSHIP, DISCIPLINE, CULTURE ON SCHOOLS IN ULUJAMI PEMALANG REGENCY

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Abstract. The quality of public elementary schools in Ulujami District, Pemalang Regency has not yet reached optimal standards, partly due to variations in leadership, discipline, and school culture. This study aimed to examine the influence of principal leadership, work discipline, and school culture on school quality in public elementary schools in Ulujami District, Pemalang Regency. The research employed a quantitative design using a correlational approach. The sample consisted of 178 elementary school teachers selected through proportional random sampling. Data were collected using questionnaires measuring variables of principal leadership, work discipline, school culture, and school quality. The findings revealed that principal leadership had a positive and significant effect on school quality by 29.1%, with the vision and mission dimension contributing the most. Work discipline also showed a positive and significant influence on school quality by 38.2%, where the discipline in task implementation dimension had the greatest impact. School culture had a positive and significant effect on school quality by 42.3%, with the democratic culture dimension contributing the most. Furthermore, the combined influence of the three variables significantly affected school quality by 68.8%, with the student learning outcomes dimension showing the strongest impact. These results indicate that principal leadership, work discipline, and school culture significantly enhance school quality and student learning outcomes in public elementary schools in Ulujami District, Pemalang Regency.

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INTRODUCTION

Education plays a strategic role in shaping high-quality human resources as the fundamental pillar of national development. The quality of education is highly dependent on the overall performance of schools as institutions that deliver the educational process (Musnaeni, 2022). A high-quality school is characterized by its ability to implement a systematically organized vision, mission, and strategy, which ultimately contributes positively to the development of students' competencies (Hakim & Rozi, 2024). Indicators of school quality include excellent accreditation, graduates being accepted into top-tier schools, teacher professionalism, national assessment outcomes, student achievements, and character development. However, data from 2023 and 2024 reveal that most public elementary schools in Ulujami District remain in the moderate to low categories, particularly in the areas of literacy, numeracy, and school governance.

The low educational quality is closely related to the suboptimal performance of teachers in carrying out their primary duties, including planning and delivering lessons, conducting assessments, and providing follow-up instruction. Poor instructional quality is evident in classroom management, psychological support, and the selection of teaching methods that do not align with students' needs (Aminah et al., 2022). According to the Education Report Card, more than half of the schools fall within the moderate category (score range of 40-70), with some even scoring below 40 in the indicator for implementing innovative practices. The lack of reflection and instructional improvement suggests that teachers engage minimally in innovation and exploration of teaching strategies. This indicates that the teaching and learning process has yet to run effectively and efficiently.

In the context of improving school quality, the principal's leadership is a critical determinant (Nurul Hidayat & Rugaiyah, 2023). Principals play a strategic role in mobilizing all

school components toward achieving educational goals. One form of leadership that significantly influences school quality is instructional leadership (Mardizal et al., 2023). This type of leadership involves key responsibilities such as formulating the school's vision and mission, curriculum development, enhancing teacher professionalism, monitoring student outcomes, and fostering a conducive learning climate. Principals who effectively implement instructional leadership provide strategic direction, support teachers in instructional practices, and promote pedagogical innovation to enhance teaching quality in schools (Simanjuntak et al., 2024).

Apart from leadership, the quality of human resources is also an essential determinant of educational success (Bahri, 2022). Teacher and principal work discipline serves as a key indicator of professionalism and human resource quality within schools. Strong work discipline contributes to improved teaching quality, more effective school management, and the creation of a positive learning environment (Nur Efendi & Muh Ibnu Sholeh, 2023). According to Government Regulation of the Republic of Indonesia No. 94 of 2021 on the Discipline of Civil Servants, work discipline includes adherence to tasks, punctuality, and responsibility in carrying out professional functions (Shinta Dewi, 2022). However, teacher attendance records in the Ulujami District Coordination Office of Pemalang Regency indicate that teacher discipline is still lacking, as violations of designated working hours are still found. This situation highlights the urgent need for guidance and reinforcement of a culture of discipline within educational institutions.

Teacher Discipline, particularly in the aspect of time management, remains a primary concern in several public elementary schools located in the Ulujami Regency. This phenomenon is evident from the frequent occurrence of teachers arriving late to class, failing to start lessons punctually, and inconsistently completing instructional administration according to the established schedule. Such conditions have a significant impact on the effectiveness of the learning process, as delays and time irregularities reduce students' allocated learning time and diminish their focus and motivation. Furthermore, a lack of time discipline also affects the professional image of teachers as role models within the school environment. Several factors contribute to this issue, including weak internal supervision, low individual awareness regarding the importance of time discipline, and the suboptimal implementation of regulations and educational sanctions. Therefore, efforts to improve teacher discipline in time management need to be carried out comprehensively through continuous capacity building, intensive supervision, the strengthening of a professional work culture, and the provision of appropriate rewards and consequences. The implementation of these measures is expected to foster a more disciplined, productive, and quality-oriented work climate in elementary schools.

Preliminary surveys also reveal low teacher motivation in striving for professional achievement and self-development. The limited participation in teacher achievement competitions and scientific activities, as well as engagement in training or webinars solely to meet administrative requirements for promotion, indicate a weak commitment to professional growth. Furthermore, school culture plays an important role in enhancing school quality. However, the implementation of school culture remains suboptimal, often dependent on the principal's leadership style and not yet fully internalized by all school members. Persistent issues include undisciplined student behavior such as cheating, tardiness, truancy, use of inappropriate language, and lack of respect for teachers. The fundamental functions of school culture serving as a differentiator, organizational identity builder, social binder, and attitude shaper have yet to be fully embedded within the school environment.

In-depth interviews reveal that the school culture in public elementary schools within the Ulujami District remains less than ideal. Issues identified include weak value systems among teachers, low levels of trust between superiors and subordinates, limited school-parent communication, minimal student engagement in the learning process, monotonous instructional approaches, and lack of time discipline among teachers. Based on these findings, this study focuses on examining the influence of principal leadership, work discipline, and school culture on school quality. It offers a comprehensive approach by simultaneously integrating these three

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variables to provide a holistic understanding of the factors affecting the quality of elementary schools. This research is expected to contribute both theoretically and practically to the management of education quality at the primary school level.

Several previous studies have explored factors affecting the quality of education at the primary school level. Research conducted Shinta Dewi (2022) revealed that principal leadership, professional competence, and work motivation have significant effects on education quality in Todanan District, Blora Regency. These variables contributed 62.6% collectively to the improvement of educational quality. Meanwhile, Nafiah & Abdullah (2024) investigated the influence of principal leadership, teacher work motivation, and work culture on teacher performance in public elementary schools in Sayung District, Demak Regency. Their findings demonstrated a significant influence with a p-value of 0.000, reinforcing the role of these three variables as key determinants in improving teacher performance. On the other hand, research by Nidaatullayyinah (2020) at MA Wali Songo Madiun also confirmed that the principal's leadership style and teacher professionalism significantly influenced education quality, with a contribution of 44.7%. These findings highlight the strategic role of leadership and professional competence in fostering optimal education quality.

Although previous studies have demonstrated the significant effects of principal leadership, professional competence, work motivation, and job satisfaction on educational quality and teacher performance, a critical gap remains unexplored namely, the simultaneous relationship between principal leadership, work discipline, and school culture as an integrated model influencing elementary school quality in regions with distinct social and geographical characteristics such as Ulujami District, Pemalang Regency. Most prior research has focused on only two or three general variables such as teacher motivation and professional competence, while school culture as an internal contextual factor shaping the work climate and organizational behavior has received limited attention. Therefore, this study aims to fill that gap by specifically analyzing the influence of principal leadership, work discipline, and school culture on the quality of elementary schools, thereby offering a more comprehensive understanding of the determinants of educational quality in a localized context.

This study aims to investigate in depth the factors influencing the quality of public elementary schools in Ulujami District, Pemalang Regency. The main focus is placed on three key variables: principal leadership, teacher work discipline, and school culture. The first objective is to determine the extent to which principal leadership affects school quality, considering the principal's strategic role in directing the school's vision, managing the learning process, and creating a conducive school climate. The second objective is to identify the influence of teacher work discipline which includes adherence to work rules, punctuality, and responsibility in executing instructional tasks on the quality of education at the elementary level. The third objective is to analyze the role of school culture in shaping collective values, guiding behavior among school members, and fostering a healthy, productive learning environment. The study also seeks to assess the combined influence of the three variables on school quality. Through this holistic approach, the findings are expected to provide a comprehensive understanding of how leadership, discipline, and school culture contribute to achieving high-quality education in elementary schools.

RESEARCH METHODS

This study employed a quantitative approach with an ex-post facto correlational design. The research was conducted in public elementary schools located within the administrative area of the Ulujami Subdistrict Education Coordinator, Pemalang Regency. The study aimed to examine the influence of several independent variables on school quality. The target population consisted of 322 civil servant teachers working in public elementary schools in the designated area. A sample of 178 teachers was selected through proportional random sampling to ensure representative coverage of the entire population. Sampling procedures involved randomly drawing participant names according to proportional quotas.

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The independent variables examined in this study were principal leadership, work discipline, and school culture. The dependent variable was school quality. These variables were measured based on predetermined indicators that were developed into questionnaire items using a Likert scale. Data collection was carried out using structured questionnaires distributed directly to the respondents. The instrument's validity was tested using product-moment correlation, while reliability was assessed with Cronbach's Alpha, assisted by SPSS software. Both tests ensured that the instrument accurately and consistently measured the intended constructs. Data analysis included descriptive statistics to describe respondent characteristics and perceptions, classical assumption tests (normality, linearity, heteroscedasticity, multicollinearity, and autocorrelation), multiple linear regression analysis, t-tests to assess individual effects, F-tests to evaluate simultaneous effects, and the coefficient of determination (R^2) to measure the explanatory power of the model.

RESULTS AND DISCUSSION

1. The Effect of School Principal Leadership on School Quality

The findings of the study demonstrate that school principal leadership exerts a positive and statistically significant effect on the quality of elementary schools in Ulujami Subdistrict, Pemalang Regency. Specifically, the coefficient value obtained was 0.430 with a p-value of 0.000, which is lower than the alpha threshold of 0.05. This outcome confirms the rejection of the null hypothesis and the acceptance of the alternative hypothesis, thereby validating that principal leadership contributes meaningfully to the improvement of school quality. The positive association observed in this research implies that when principals exercise effective leadership, the institutional capacity of the school to deliver high-quality educational services increases correspondingly. This corroborates the theoretical perspective proposed Mardizal et al. (2023) who emphasized that transformational leadership not only shapes school vision but also drives teachers' collective commitment to instructional excellence.

The results are consistent with Komala (2023), who identified that principals who demonstrate vision clarity, inspirational motivation, and individualized consideration can effectively mobilize resources and personnel towards achieving strategic educational goals. Furthermore, Angelina (2021) highlighted that transformational leaders cultivate a culture of trust and shared responsibility that empowers teachers to engage in continuous professional development and innovation. These findings align with the research of Nurdiansyah et al. (2021), which underscored that strong principal leadership enables schools to adapt proactively to environmental demands and stakeholder expectations.

However, it is noteworthy that Fitri & Hasibuan (2024) found principal leadership had a more limited influence, affecting administrative effectiveness rather than directly improving student learning outcomes. The present study, by contrast, suggests that in Ulujami, principal leadership plays a holistic role in enhancing both the organizational and instructional dimensions of school quality. From a practical perspective, this evidence underscores the necessity of capacity-building programs for principals, focusing on leadership competencies such as strategic planning, participative decision-making, and instructional supervision. Strengthening these dimensions will further reinforce the school's ability to attain sustained improvements in performance and educational outcomes.

2. The Effect of Work Discipline on School Quality

The study also reveals that work discipline among teachers has a positive and statistically significant effect on school quality. The regression analysis yielded a coefficient of 0.199 with a p-value of 0.000 (<0.05). Accordingly, the hypothesis stating that work discipline positively influences the quality of elementary schools in Ulujami Subdistrict is accepted. This finding indicates that teachers who consistently adhere to established rules, demonstrate punctuality, and show diligence in performing their duties contribute directly to the advancement of school quality. Such evidence supports the proposition Mardizal et al. (2023), who conceptualized work discipline as an essential determinant of organizational effectiveness and institutional reputation.

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Similarly reported that high levels of teacher discipline are positively correlated with improved instructional planning, classroom management, and student achievement. The alignment of the present results with these studies reinforces the argument that discipline is foundational for ensuring consistent educational delivery and institutional stability (Nurul Hidayat & Rugaiyah, 2023).

Interestingly, the findings differ Simanjuntak et al. (2024) who observed that discipline primarily impacted administrative compliance rather than the core instructional processes. In contrast, this study highlights that in Ulujami, teacher discipline has a broader and more integrative impact, strengthening both the operational and pedagogical dimensions of school quality. The significance of this relationship suggests that institutional policies fostering discipline through clear expectations, consistent monitoring, and fair enforcement should be regarded as strategic levers for school improvement. Moreover, embedding a culture of accountability and professionalism can help sustain the positive contributions of disciplined work practices over time. Consequently, school leaders should prioritize the establishment of systems for continuous supervision, feedback, and recognition to maintain high standards of discipline that translate into educational excellence.

3. The Effect of School Culture on School Quality

The research findings show that school culture has a positive and significant effect on the quality of elementary schools. The coefficient value obtained was 0.588 with a p-value of 0.000 (<0.05), making school culture the most influential factor among the three variables studied. This outcome leads to the acceptance of the hypothesis that school culture significantly influences school quality. This result suggests that a positive, cohesive, and inclusive school culture serves as the backbone of quality improvement efforts.

The robust coefficient associated with school culture underscores its centrality as a driver of organizational coherence and sustained improvement. It also suggests that efforts to build and maintain a positive culture characterized by trust, openness, innovation, and shared accountability are indispensable for schools seeking to achieve and maintain high standards of quality. Accordingly, school administrators should invest in programs and initiatives that strengthen cultural alignment, such as collaborative goal-setting, professional learning communities, and values-based leadership development.

4. The Influence of Principal Leadership, Work Discipline, and School Culture on School Quality

The combined analysis of the independent variables shows that principal leadership, work discipline, and school culture collectively exert a positive and significant influence on school quality. The linear regression equation derived was: $\hat{Y}=32.971+0.430X_1+0.199X_2+0.588X_3$ with an overall p-value of 0.000 (<0.05), confirming that the combined model explains a substantial proportion of the variance in school quality. The findings demonstrate that school improvement is a multidimensional process requiring the simultaneous strengthening of leadership capacity, professional discipline, and cultural alignment.

Furthermore, the hierarchy of coefficient values showing that school culture exerts the largest influence, followed by principal leadership and work discipline aligns with Putra et al. (2024), which noted that the collective mindset and values embedded within an organization often outweigh individual leadership or policy interventions in driving long-term improvement. The discrepancy may be attributable to contextual factors such as local sociocultural norms, community expectations, and historical patterns of school governance in Ulujami Subdistrict, where collective values and relationships are highly prioritized.

The practical implications are significant: any strategic initiatives aiming to elevate school quality should adopt an integrated approach that simultaneously empowers leadership, instills discipline, and cultivates a positive organizational culture. School improvement efforts must not focus solely on leadership development or procedural compliance but must also foster a deep-rooted commitment to shared values and continuous learning. Finally, this study contributes to the growing body of literature emphasizing the interdependence of structural,

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behavioral, and cultural factors in educational improvement, providing a compelling rationale for holistic and context-sensitive policies and practices.

CONCLUSIONS AND SUGGESTIONS

Based on the conclusions of this research, several concrete recommendations are proposed to improve school quality comprehensively. Schools should prioritize strengthening the formulation and internalization of their vision and mission, as this dimension had the highest impact, by integrating it into all planning and daily practices. Simultaneously, support for teacher reflection should be enhanced through professional learning communities and structured peer coaching, addressing the weakest aspect of leadership influence. Reinforcing discipline in task implementation is crucial, supported by clear expectations, systematic monitoring, and consistent accountability measures. To improve service-related discipline, targeted training on professional ethics and responsiveness should be implemented. Strengthening democratic school culture is equally important, promoting participatory decision-making and shared responsibility, while reinforcing academic culture through programs that celebrate achievement and foster research-based practices. Curriculum quality should also be continuously reviewed to ensure relevance and responsiveness to student needs. Given that student learning outcomes were the most influential dimension overall, schools must adopt instructional strategies that directly enhance academic achievement. Finally, recognizing that principal leadership, work discipline, and school culture together accounted for 68.8% of school quality, it is essential to adopt an integrated improvement approach and build partnerships with stakeholders and external institutions to sustain progress and achieve educational excellence.

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