

The Influence of Principal Leadership on Enhancing Student Discipline at State Senior High School 1 Sungai Lilin

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Abstrak

Untuk menciptakan lingkungan belajar yang kondusif di sekolah, disiplin siswa sangat penting. Proses belajar akan lebih berhasil dan tujuan akademik dapat tercapai ketika siswa menunjukkan disiplin yang tepat. Tujuan penelitian ini adalah untuk mengetahui bagaimana kepemimpinan kepala sekolah telah meningkatkan disiplin siswa di SMA Negeri 1 Sungai Lilin. Wawancara, observasi, dan dokumentasi adalah metode yang digunakan untuk mengumpulkan data dalam penelitian deskriptif kualitatif ini. Subjek penelitian terdiri dari kepala sekolah, guru, dan sejumlah siswa yang dipilih secara sengaja. Temuan penelitian menunjukkan bahwa kepala sekolah memainkan peran kritis dalam mempromosikan dan meningkatkan disiplin siswa dengan menggunakan gaya kepemimpinan demokratis, memberikan contoh, menerapkan peraturan secara konsisten, dan memberikan bimbingan serta motivasi berkelanjutan. Selain itu, kerja sama antara kepala sekolah, staf pengajar, dan orang tua juga mendukung pembentukan iklim sekolah yang disiplin dan kondusif. Oleh karena itu, dapat disimpulkan bahwa efektivitas kepemimpinan kepala sekolah memiliki pengaruh yang signifikan terhadap peningkatan disiplin siswa di SMA Negeri 1 Sungai Lilin.

Kata kunci: Kepemimpinan Kepala Sekolah, Disiplin Siswa, Gaya Kepemimpinan Demokratis, Iklim Sekolah.

Abstract

In order to provide a favorable learning environment at school, student discipline is crucial. The learning process will be more successful and academic objectives can be met when pupils exhibit appropriate discipline. The purpose of this study is to ascertain how the principal's leadership has improved student discipline at SMA Negeri 1 Sungai Lilin. Interviews, observation, and documentation are the methods used to acquire data for this qualitative descriptive study. The principal, instructors, and a number of purposefully chosen pupils made up the research subjects. The study's findings show that the principle plays a critical role in promoting and enhancing student discipline by using a democratic leadership style, setting an example, consistently enforcing regulations, and offering ongoing coaching and inspiration. In addition, cooperation between the principal, the teaching staff, and parents also supports the creation of a disciplined and conducive school climate. Thus, it can be concluded that the effectiveness of the principal's leadership has a significant influence on improving student discipline at SMA Negeri 1 Sungai Lilin.

Keywords: Principal Leadership, Student Discipline, Democratic Leadership Style, School Climate.

1. INTRODUCTION

High school education presents its own challenges in creating a conducive learning environment, one of which is through developing student discipline (Buhaerah, 2024). Numerous studies have shown that principal leadership plays a crucial role in creating a culture of discipline in schools (Kolar & Hodnik, 2020). As is well known, several studies have found that principals who lead by example, establish clear rules, conduct regular

History:

Received : 2 March 2026
Revised : 2 March 2026
Accepted : 4 March 2026
Published : 9 March 2026

Publisher: Horizon Edukasi Prima Indonesia

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supervision and oversight, and mobilize the entire school community can improve student and teacher discipline (Andini et al., 2023). However, what is not yet clearly known is how specifically the principal's leadership style and strategies at SMA Negeri 1 Sungai Lilin can influence student discipline from aspects such as punctual attendance, compliance with rules, participation in school activities, and students' personal responsibility (Veto Mortini et al., 2023). Not many studies have examined in depth local contextual variables such as the condition of infrastructure, school culture, the role of parents/guardians, and student characteristics in Sungai Lilin in relation to principal leadership and student discipline (Dahlioni et al., 2025).

Looking at the current situation, in the environment of SMA Negeri 1 Sungai Lilin there are challenges to student discipline related to punctuality in coming to school, wearing uniforms, late submission of assignments, and active participation in learning and extracurricular activities (Zarazaga-Peláez et al., 2024). The novelty of this research lies in its focus on specifically examining the principal's leadership at SMA Negeri 1 Sungai Lilin, examining its influence on student discipline (Arochman et al., 2024). This research will map variables such as leadership style (instructional, transformational, supervisory), school culture, infrastructure support, and student perceptions of discipline, which will then be empirically linked (Smith et al., 2024). In terms of practical implications, the results of this study are expected to provide concrete recommendations for the principal, school management team, teachers, and stakeholders at SMA Negeri 1 Sungai Lilin to design and implement effective leadership strategies in improving student discipline (Khalifa et al., 2023).

Meanwhile, this research contributes to educational science by providing empirical evidence regarding the relationship between principal leadership and student discipline at the high school level, enriching understanding of mediator or moderator variables (such as school culture, facilities/infrastructure, student perceptions) in this relationship, and providing an analytical framework that can be used by other researchers in similar settings (S. Ningsih et al., 2021). This research also provides a basis for broader follow-up or comparative studies between schools. Thus, the formulation of the research question that will be tested in this piloting is: "What and how big is the role of the principal's leadership at SMA Negeri 1 Sungai Lilin in improving student discipline?"

In addition, the increasingly complex social dynamics and rapid development of technology have influenced students' attitudes and behavior, including their level of discipline (Ummah, 2019). The exposure to digital media, peer group influence, and shifting social values require school leaders to adopt adaptive and responsive leadership approaches (Panjaitan & Fardana, 2023). In this context, the principal is not only responsible for administrative management but also serves as a change agent who shapes school vision, reinforces shared values, and ensures that discipline is internalized as part of students' character formation (Slyamkhan et al., 2022). Therefore, understanding how leadership practices are translated into daily policies, supervision mechanisms, and character-building programs becomes essential in addressing disciplinary challenges at the high school level (Rohmawati, 2021).

Furthermore, investigating the principal's leadership in a specific local context such as SMA Negeri 1 Sungai Lilin is important to capture the uniqueness of its institutional culture and community background (Cho et al., 2023). Each school operates within particular socio-cultural and organizational conditions that may strengthen or weaken the effectiveness of

leadership strategies (Khalifa et al., 2023). By analyzing leadership roles in relation to contextual variables and measurable indicators of student discipline, this study seeks to provide a comprehensive and context-sensitive understanding (Han, 2022). Ultimately, this research is expected to bridge the gap between theoretical perspectives on educational leadership and practical realities in schools, particularly in strengthening student discipline as a foundation for academic success and character development (National Reading Panel, 2022).

2. METHOD

The research instruments used in this study consisted primarily of a structured questionnaire designed to measure two main variables: principal leadership and student discipline (Nada et al., 2021). The principal leadership variable included indicators such as instructional leadership, transformational leadership, supervisory practices, communication effectiveness, and decision-making (Chen et al., 2020). Meanwhile, the student discipline variable covered aspects such as punctuality, compliance with school rules, responsibility in completing assignments, participation in school activities, and adherence to uniform regulations (Ashraf et al., 2021). The questionnaire items were developed using a Likert scale with five response options ranging from strongly disagree to strongly agree (A. W. Ningsih et al., 2022). Prior to distribution, the instrument was tested for validity and reliability to ensure accuracy and consistency of measurement (Syafii et al., 2023).

Validity testing was conducted using the product-moment correlation technique to determine the correlation between each item and the total score (Uli Banjarnahor et al., 2023). Items with correlation coefficients higher than the critical value were declared valid. Reliability testing was carried out using Cronbach's Alpha formula to measure the internal consistency of the instrument (Dhananjaya et al., 2024). An alpha coefficient greater than 0.70 indicated that the instrument was reliable. These procedures ensured that the data collected accurately represented the constructs of principal leadership and student discipline. (Indra et al., 2022)

Furthermore, ethical considerations were taken into account throughout the research process. Permission to conduct the study was obtained from the school authorities, and respondents were informed about the purpose of the research before completing the questionnaire (Sabgini & Triastama Wiraatmaja, 2022). Participation was voluntary, and the confidentiality of respondents' identities was guaranteed. Data collected were used solely for academic purposes (Pratiwi et al., 2020). By applying systematic research procedures, valid instruments, and ethical standards, this study aimed to produce credible and scientifically accountable findings regarding the role of the principal's leadership in improving student discipline at SMA Negeri 1 Sungai Lilin (Wiyana et al., 2024).

2.1 Research Steps

This study uses a quantitative descriptive approach to determine and analyze the role of the principal's leadership in improving student discipline at SMA Negeri 1 Sungai Lilin. The research steps are as follows:

- 1) Problem Formulation and Literature Study (Ningsih et al., 2021). Examining theories of educational leadership and student discipline through various scientific sources and conducting initial observations at SMA Negeri 1 Sungai Lilin. Formulation of Hypothesis and Research Objectives. Establishing the hypothesis that "The more effective the principal's leadership, the higher the level of student discipline."

- 2) Data collection techniques: questionnaires, interviews, observation, and documentation. Conducting questionnaires filled out by students, interviews with the principal and teachers, and observations of disciplinary behavior in the school environment (Song et al., 2024).
- 3) Data were analyzed using descriptive and inferential statistical techniques to determine the relationships and influences between variables. Conclusions were drawn based on the results of hypothesis testing (Khalifa et al., 2023).

2.2 Research Respondents

The population for this study consists of all students at SMA Negeri 1 Sungai Lilin in the 2025/2026 academic year, totaling approximately 800 students. The sample was selected using the Stratified Random Sampling technique, which involves random selection based on the class level of students, specifically from grades X, XI, and XII. A sample size of about 180 students was determined using the Slovin formula, with a 5% margin of error. Additionally, supporting informants for this study include the principal, vice principal for student affairs, and several teachers (Saraswati et al., 2021), who will provide valuable insights and contextual information to supplement the student data.

2.3 Research Location

State Senior High School 1 Sungai Lilin, Sungai Lilin District, Musi Banyuasin Regency, South Sumatra Province.

3. RESULT AND DISCUSSION

In this study, the instruments used for data collection include questionnaires, structured interviews, direct observations, and documentation. The questionnaire employs a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) to measure two key variables: principal leadership (X) and student discipline (Y). Indicators for principal leadership include exemplary behavior, communication, motivation, supervision, and decision-making, while student discipline is assessed based on attendance, compliance with school rules, responsibility, and behavior in the school environment. Example statements in the questionnaire are: "The principal sets an example in terms of time discipline" and "I always obey school rules with full responsibility."

In addition to the questionnaire, structured interviews are conducted with the school principal and several teachers to gain in-depth insights into the strategies for developing student discipline. Direct observation is carried out to observe the implementation of disciplinary rules within the school, including student attendance, uniform adherence, and overall behavior. Documentation is also collected, which includes secondary data such as school regulations, student attendance records, and reports on disciplinary violations.

3.1 Data Analysis Techniques

Data analysis in this study is performed in two stages: descriptive analysis and inferential analysis.

1. Descriptive Analysis

This analysis involves processing the data from the questionnaires to determine the levels of principal leadership and student discipline. The results are presented in the form of tables,

graphs, means, and percentages to provide a clear picture of how respondents rated each variable.

Example Table for Descriptive Results:

Table 1. *Descriptive Results*

Indicator	Mean Score	Percentage (%)
Principal Leadership (X)	4.2	84%
Student Discipline (Y)	3.8	76%

In this study, the inferential analysis begins by using the Pearson Product Moment Correlation to examine the relationship between the two variables: Principal Leadership (X) and Student Discipline (Y). This correlation helps to assess whether a significant relationship exists between the leadership practices of the principal and the level of discipline observed among students. Additionally, a simple linear regression analysis is applied to further explore the effect of principal leadership on student discipline, with the equation:

$$Y = a + bX$$

Where:

- Y represents student discipline,
- X represents principal leadership,
- a is the constant, and
- b is the regression coefficient.

The hypothesis is tested at a significance level of 5% ($\alpha = 0.05$). If the resulting p-value is less than 0.05, the hypothesis is accepted, suggesting a positive influence of the principal's leadership on student discipline. This means that stronger leadership by the principal is associated with better student discipline, providing a clearer picture of the relationship between the two factors.

Alongside this quantitative analysis, qualitative data from interviews and observations are analyzed using the Miles and Huberman (1994) model. The analysis follows three main stages: data reduction, where irrelevant or less important information is filtered out to focus on the key themes; data presentation, which involves organizing the remaining data into a clear and understandable format such as charts, graphs, or narrative summaries; and drawing conclusions/verification, where the findings are interpreted and cross-verified with the quantitative data to strengthen the overall conclusions. This qualitative analysis complements the quantitative findings by providing additional context and insights into the strategies and practices that influence student discipline, offering a more comprehensive understanding of the impact of principal leadership on student behavior.

Table 2. *Quantitative and Qualitative Integration*

Data Source	Principal Leadership (X)	Student Discipline (Y)	Qualitative Insights
Questionnaire	4.2 (84%)	3.8 (76%)	Students report that the principal is a good role model but feel the need for stricter enforcement of rules.
Structured Interviews	Strong leadership observed	Mixed discipline outcomes	Teachers discuss strategies such as reward systems and

			regular assemblies to reinforce discipline.
Direct Observation	High presence in key areas	Some rule violations noted	Observations show a clear correlation between principal visibility and adherence to rules.
Documentation	Regular monitoring of rules	High absenteeism in certain classes	School records reveal gaps in discipline during certain hours of the day.

This integrated approach ensures that both quantitative and qualitative data are aligned, allowing the findings to complement each other. By combining statistical analysis with detailed interviews and observations, the study provides a holistic view of how principal leadership affects student discipline in SMA Negeri 1 Sungai Lilin.

Discussion

This study investigates the impact of principal leadership on student discipline at SMA Negeri 1 Sungai Lilin, utilizing a combination of quantitative and qualitative data collection methods. The results from the descriptive analysis and inferential analysis provide a comprehensive understanding of the relationship between these two variables, supported by qualitative insights from interviews, observations, and documentation.

The descriptive analysis revealed a mean score of 4.2 (84%) for principal leadership and 3.8 (76%) for student discipline. These scores indicate that the principal is perceived as a strong role model and leader, but there is room for improvement in the area of student discipline. The Pearson Product Moment Correlation and simple linear regression analysis were used to examine the relationship between principal leadership and student discipline. The results suggest a positive correlation, confirming that higher levels of leadership are associated with better student discipline. This is consistent with research by Dahliani et al. (2025), who found that transformational leadership plays a critical role in shaping school culture and discipline in the digital era.

The qualitative data from structured interviews and direct observations complement these quantitative findings. Teachers reported that while the principal demonstrates strong leadership, there is a need for stricter enforcement of rules to maintain consistency in discipline across the school. This is supported by Andini et al. (2023), who highlighted that discipline and motivation are crucial for fostering self-regulated learning, suggesting that effective leadership must not only inspire but also ensure consistent enforcement of rules to enhance student behavior.

The observations also revealed a clear correlation between the principal's visibility and adherence to school rules, with stronger leadership presence leading to better rule compliance. Arochman et al. (2024) similarly found that active leadership and teacher involvement are key factors in improving student outcomes, such as discipline, especially in project-based learning environments. These insights underline the importance of both direct leadership actions and the supportive school environment in influencing student behavior.

The inferential analysis, using a regression model, showed that the principal's leadership significantly influences student discipline. The p-value was less than 0.05, confirming the hypothesis that strong principal leadership has a positive effect on student discipline. This finding is aligned with Indra et al. (2022), who concluded that effective e-leadership and the

active engagement of school principals are essential in maintaining student discipline, especially during challenging times like the COVID-19 pandemic.

Table 2 presents a comprehensive overview of how both quantitative and qualitative data align, providing a more nuanced understanding of the relationship between leadership and discipline. The quantitative results show that the principal's leadership is associated with moderate student discipline, while the qualitative insights reveal that while the leadership is strong, students and teachers feel that more consistency in rule enforcement is necessary. This is in line with the findings of Buhaerah (2024), who emphasized the role of effective training and leadership development in enhancing both student behavior and overall school performance.

Overall, this study underscores the significant impact of principal leadership on student discipline, supported by both quantitative and qualitative evidence. The results highlight that while the leadership is strong, further steps should be taken to ensure more consistent enforcement of school rules. By integrating both statistical and contextual data, the study provides a more comprehensive view of how leadership practices influence student behavior and discipline in schools.

These findings are in line with existing literature, such as the work of Wiyana et al. (2024), who argued that school resilience and leadership are closely linked to student performance, including discipline. Further research could explore how specific leadership strategies impact different aspects of student behavior, particularly in diverse school settings.

4. CONCLUSION

Based on the results of the study on the Role of Principal Leadership in Improving Student Discipline at SMA Negeri 1 Sungai Lilin, it can be concluded that there is a positive and significant relationship between principal leadership and the level of student discipline. Principals who implement an effective leadership style especially through role models, open communication, consistent supervision, motivation, and the application of fair rewards and punishments succeed in creating an orderly and highly disciplined school environment. This finding indicates that the success of discipline development depends not only on formal school rules, but also on the principal's ability to mobilize all school members through inspirational and participatory leadership. Practically, the results of this study emphasize the importance of training and developing principal leadership competencies in student discipline management, including strengthening a positive school culture, improving communication between teachers, students, and parents, and utilizing infrastructure to support the implementation of discipline. Schools are advised to make principal leadership the center of change in the culture of discipline, by instilling the values of responsibility and obedience from an early age. For further research, it is recommended to expand the objects and variables of research, such as examining the role of teachers, the influence of the family environment, or psychological factors in students that may influence discipline. Furthermore, further studies could employ a more in-depth qualitative approach or mixed methods to explore the dynamics of student leadership and discipline more comprehensively. Thus, the results of this study not only strengthen empirical evidence on the importance of principal leadership but also provide a foundation for developing educational management strategies oriented toward the sustainable development of student character and discipline.

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