

## The Non-Physical Work Environment and Teacher Job Satisfaction as Pillars in Fostering Work Discipline Among Civil Servant Teachers at Public Junior High Schools in the City of Cirebon

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### Keywords:

non-physical work environment;  
job satisfaction; teachers' work  
discipline.

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### Abstract

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This study aims to analyze the influence of non-physical work environment and job satisfaction on teachers' work discipline at public junior high schools in Cirebon City. The study used a quantitative method with an associative research design. The population included all public junior high school teachers in Cirebon City, and a sample of 90 teachers was determined using the Slovin formula combined with purposive sampling. Data were gathered via questionnaires and analyzed through multiple linear regression using SPSS version 29. The findings show that the non-physical work environment positively and significantly influences teachers' work discipline, and job satisfaction also has a positive and significant impact on teachers' work discipline. Furthermore, the non-physical work environment and job satisfaction jointly contribute significantly to teachers' work discipline within a regression model. The coefficient of determination (R Square) of 0.616 indicates that 61.6% of the variation in teachers' work discipline can be explained by the non-physical work environment and job satisfaction, while the remaining 38.4% is influenced by other factors outside this study. These findings suggest that improving teachers' work discipline requires not only formal rules and monitoring systems but also a supportive non-physical work environment and a high level of job satisfaction. Therefore, schools should focus on enhancing these aspects to strengthen teachers' work discipline sustainably.

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### INTRODUCTION

Work discipline is a fundamental aspect in human resource management because it plays a role in determining the order and effectiveness of the implementation of tasks in an organization. The level of work discipline describes an individual's compliance with the rules, procedures, and norms applied in the work. In educational institutions, the work discipline of teachers has a strategic role because it is directly related to the smooth learning process, the order of school administration, and the quality of educational services. (Hasibuan, 2017) (Madjid, 2016.)

Work discipline reflects the individual's awareness and willingness to comply with all applicable provisions in the organization, which can be seen from obedience to rules, instructions, and work orders. This definition emphasizes that discipline is not only formal, but also reflects moral readiness to comply with the rules. In line with that, work discipline is an

attitude of respect for the rules that encourage a person to voluntarily comply with work standards, so that his behavior is in harmony with the organization's regulations. This research adopts the dimensions of work discipline according to: (1) attendance, (2) responsibility completion, and (3) work ethics. Indicators of attendance dimensions include punctuality, adherence to schedules, and attendance rates. Indicators of task implementation include the implementation of learning according to schedule, timely administrative completion, and fulfillment of additional tasks. Indicators of work ethics include professional responsibility, adherence to work norms, and positive behavior in carrying out the role of a teacher. (Hasibuan, 2017). (Sutrisno, 2016) (Sari et al., 2025)

Along with the development of information technology, educational institutions have begun to implement a digital attendance system as an effort to increase accountability and objectivity of teacher attendance. However, in practice, the existence of a digital presence system does not fully guarantee the creation of optimal teacher work discipline. There is still non-compliance with working hours and administrative obligations even though the attendance system has been implemented. This condition shows that work discipline is not only influenced by technological factors or administrative supervision, but also by organizational and psychological factors. Organizational factors play an important role in shaping work discipline, one of which is the non-physical work environment. (Waskito, 2020)

The work environment is an important factor that determines employee comfort and productivity. The work environment as all the conditions that surround employees and affect their performance, both physical and non-physical. Non-physical work environment refers to workplace conditions related to interactions between members of the organization, including relationships between superiors and subordinates as well as between peers, which can affect employees' emotions, attitudes, and motivations in carrying out their responsibilities. These factors include the work atmosphere, the quality of communication, teamwork, a sense of security, fairness, and social support in the organizational environment, which indirectly affect employee comfort and performance (Nitisemito, 2018) (Nitisemito, 2018).

Non-physical work environments include working relationships between individuals, relationships between teachers and leaders (principals), supervision systems, regulatory enforcement, and work climate in schools. A conducive non-physical work environment can create an orderly work atmosphere, encourage adherence to rules, and shape disciplined behavior on an ongoing basis. Good working relationships, both horizontally between teachers and vertically between teachers and principals, play an important role in building attitudes of obedience and responsibility in the workplace. In this study, the variable of the non-physical work environment refers to the concept put forward by, which consists of several dimensions. The first dimension is the working relationship between employees which is measured through indicators of harmony between teachers and cooperation between teachers in carrying out duties. The second dimension is the relationship between superiors and subordinates which is measured through indicators of leadership fairness in treating teachers and leaders' openness in communicating. The third dimension is the supervision system which includes indicators of supervision of teacher attendance and supervision of working hours. Furthermore, the dimension of regulatory enforcement is measured through indicators of consistency in the application of sanctions and firmness of violations that occur. The last dimension is the work climate, which is measured through indicators of an orderly working atmosphere and the

comfort of the work atmosphere in the school environment. (Nitisemito, 2018) (Sedarmayanti, 2020) Nitisemito (2018) Nitisemito (2018)

The principal as a leader has the function of supervision, coaching, and enforcing discipline that has a direct impact on the teacher's work behavior. Disharmony in employment relations or weak supervision and enforcement of rules can lead to low adherence to working hours and digital attendance systems implemented. Therefore, the hypotheses proposed in this study are:

### **H1: The better the non-physical work environment, the higher the work discipline**

In addition to the non-physical work environment, job satisfaction is also an important factor that affects teachers' work discipline. Job satisfaction can be understood as a positive feeling that arises when an individual towards their work experience matches their professional expectations and needs. According to, job satisfaction is an employee's positive emotional reaction to his work, which is formed from the evaluation of various aspects of the work undertaken. Viewing satisfaction as a combination of emotions and attitudes formed from daily work experience. In line with that, describing teacher job satisfaction as an emotional response to working conditions and professional demands, especially related to teaching comfort, rewards, and peer support. These three views affirm that job satisfaction is a positive psychological condition born from the interaction between work experience, interpersonal relationships, and evaluation of organizational conditions. The work satisfaction dimension of experts shows a variation in emphasis. develop the dimensions of the work itself, rewards, promotions, and working conditions. Job satisfaction indicators used include salary, promotion opportunities, employment relationships, placement, and clarity of organizational structure. Mangkunegara (2017) Mangkunegara (2017) Hidayat et al. (2020) (Mangkunegara, 2017) Ivancevich et al. (2020)

High job satisfaction encourages teachers to show loyalty and a stronger commitment to their duties and be willing to obey work rules without coercion. Conversely, low job satisfaction can trigger indisciplined behavior even though a supervisory system has been implemented. (Robbins & Judge, 2008) Therefore, the hypotheses proposed in this study are:

### **H2: The higher the teacher's job satisfaction, the higher the work discipline**

Various findings of previous research have shown that work environment and job satisfaction are related to work discipline, but these findings are still mixed. Some studies have found that work environment and job satisfaction can affect work discipline, while other studies have found that the influence is not always direct. The difference in results in this study shows that it is necessary to review the factors that affect work discipline, especially in educational institutions that have implemented a digital presence system. (Waskito, 2020)

Based on the problems described earlier, this study formulates the main questions, namely: does the non-physical work environment affect the work discipline of teachers, does job satisfaction affect the work discipline of teachers, and whether both simultaneously affect the work discipline of teachers in State Junior High Schools. The purpose of this study is to examine the influence of the non-physical work environment on teachers' work discipline, test the influence of job satisfaction on teachers' work discipline, and analyze the contribution of both simultaneously in State Junior High Schools. Theoretically, the results of this study are

expected to strengthen the theory of organizational behavior and job satisfaction (; ; ) with the empirical context of Indonesian public education institutions, provide a new conceptual model of the relationship between these variables, as well as a reference for further research on teacher work behavior in the context of national education and regional autonomy. Practically, these findings are useful for the Cirebon City Education Office as a policy basis to improve the quality of teachers through improving the work environment, supervision, and welfare; for teachers as a reflection of the importance of job satisfaction and non-physical environment in professional motivation; and for future researchers as an empirical reference for organizational behavior and teacher performance management. In terms of policy/institutional, this research is the basis for education policymakers in formulating strategies to strengthen the work environment and job satisfaction in order to optimize teacher discipline in Cirebon City public schools. Herzberg et al., 1959 Robbins & Judge, 2008 Colquitt et al., 2001

The novelty of this research lies in several aspects. First, it focuses specifically on civil servant teachers at public junior high schools in Cirebon City, a population not extensively studied in the work discipline literature. Second, it simultaneously examines the non-physical work environment (rather than physical environment) and job satisfaction as predictors, addressing a gap in studies that have focused primarily on physical work conditions. Third, it uses a sample of 90 teachers calculated using the Slovin formula, providing statistical power for multiple regression analysis. Fourth, it provides empirical evidence from the post-pandemic period (2025-2026), capturing work dynamics following the large-scale implementation of digital attendance systems. The purpose of this study is to examine the influence of the non-physical work environment on teachers' work discipline, test the influence of job satisfaction on teachers' work discipline, and analyze the contribution of both simultaneously. The contribution of this research is to strengthen the theory of organizational behavior and job satisfaction (Herzberg et al., 1959; Robbins & Judge, 2008; Colquitt et al., 2001) with empirical context from Indonesian public education institutions, and to provide a new conceptual model of the relationship between these variables. The benefits include: first, providing a policy basis for the Cirebon City Education Office to improve teacher quality through enhancing the work environment, supervision, and welfare; second, offering teachers reflection on the importance of job satisfaction and non-physical environment in professional motivation; third, serving as an empirical reference for future researchers on organizational behavior and teacher performance management; and fourth, informing education policymakers in formulating strategies to strengthen the work environment and job satisfaction to optimize teacher discipline in Cirebon City public schools.

## **METHOD**

### **Research Design**

This research was conducted using an associative quantitative approach, which is an approach that focuses on evaluating the relationship between variables through hypothesis testing. This approach was chosen to identify the extent of the influence of non-physical work environment ( $X_1$ ) and job satisfaction ( $X_2$ ) on teacher work discipline ( $Y$ ) in State Junior High School in Cirebon City. This research was conducted at a State Junior High School in Cirebon City because it is considered relevant to the study of the influence of work environment and job satisfaction on teacher work discipline. The selection of the location was based on the

suitability of organizational characteristics, work structure, and dynamics of the school environment with the research variables. The implementation of the research is planned from December to January 2026, including instrument preparation, permit management, data collection through questionnaires, data processing with SPSS, and preparation of final reports, with adjustments according to field conditions. (Scott, 2019)

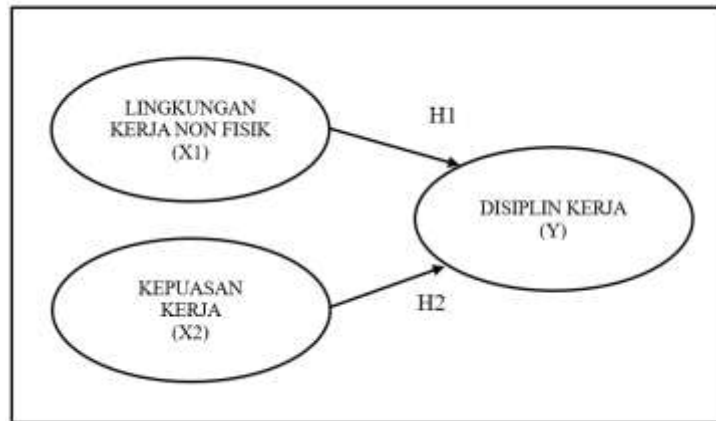


Figure 1. Associative Research Design

### Population and Sample

The population in this study is all teachers of Cirebon City State Junior High School. Based on data from the Cirebon City Education Office in 2024, there will be 817 teachers spread across several public schools. The research sample was determined through *purposive sampling*, which is the deliberate selection of respondents based on certain criteria. The teachers chosen are those who have ASN status and are easily contacted by researchers. The number of samples is determined using *the Slovin* formula. The calculation is as follows:

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{817}{1 + 817(0,10)^2}$$

$$n = \frac{817}{1 + 817(0,01)}$$

$$n = \frac{817}{9,17} = 89,1$$

The sample size obtained through the calculation of the *Slovin* formula was rounded up to 90 respondents. As for the explanation: n is the sample size, N is the total population of 817 teachers, and e shows an error rate of 10% (0.01).

### Data Types and Sources

This study uses quantitative data obtained from the results of the questionnaire. Data sources include primary data obtained from the responses of State Junior High School teachers in Cirebon City, as well as secondary data that includes official reports from the Education Office, statistical data on teachers and schools for the 2024/2025 school year, as well as various books, journals, and previous research relevant to research variables.

## Data Collection Techniques

Data collection in this study was carried out using questionnaires compiled based on indicators of work environment, job satisfaction, and work discipline variables. The research tool used a five-level Likert scale, with a range of 1 (Strongly Disagree) to 5 (Strongly Agree), to measure the extent to which respondents agreed with each given statement.

## Data Analysis Techniques

In this study, the data analysis process was assisted by SPSS software version 29, including descriptive statistics to analyze variable data through means, standard deviations, frequency distributions, and percentage of respondents to show perceptual tendencies; validity and reliability tests with *Cronbach's Alpha*, where the instrument is considered reliable if the *alpha value* > 0.70; classical assumption tests covering the normality of the data using *Kolmogorov-Smirnov*, *Shapiro-Wilk*, or normal probability graphs (normal if  $p > 0.05$ ) as well as multicollinearity with a Tolerance of > 0.10 and VIF < 10 to ensure a feasible linear regression model; multiple linear regression analysis to determine the influence of independent variables on dependent variables; hypothesis tests with t-tests for partial influence including  $H_0: \beta_1 = 0$  (no influence of non-physical work environment on work discipline) vs  $H_a: \beta_1 \neq 0$ ,  $H_0: \beta_2 = 0$  (no effect of job satisfaction on work discipline) vs  $H_a: \beta_2 \neq 0$ , and  $H_0: \beta_1 = \beta_2 = 0$  (no simultaneous effect of both) vs  $H_a: \beta_1 \neq 0$  or  $\beta_2 \neq 0$ ; and interpretation of results based on (Scott, 2019) regression output with a  $p <$  value of 0.05, regression coefficient, and feasibility of the model to determine the influence and direction of variable relationships.

## RESULT AND DISCUSSION

### 1. Respondent Characteristics

The study classified respondents who filled out questionnaires based on various characteristics. An explanation of these characteristics is presented to understand the relationship between respondent profiles and research variables. In addition, the results of data analysis related to respondent characteristics are reviewed in Table 1.

**Table 1. Characteristics of Respondents Based on Gender, Age, Education and Years of Service**

Characteristics Respondent	Number of Respondent	
	In the picture	Percentage
<b>Gender</b>		
Man	35	38,5%
Woman	56	61,5%
<b>Age</b>		
< 25 years	32	35,2%
25 – 35 years	22	24,2%
36 – 45 years	21	23,1%
>46 years	16	17,6%
<b>Education</b>		
Diploma	3	3,3%
Bachelor Degree	86	94,5%
Master	2	2,2%
<b>Length of service</b>		
< 5 years	41	45,1%
5 – 10 years	20	22%
11 – 15 years	10	11%

16 – 20 years	8	8,8%
>20 years	12	13,2%

Source: Data processed 2026

Based on the respondent characteristics table, it can be concluded that the number of respondents who filled out the questionnaire was mostly women, namely 56 people (61.5%), while male respondents amounted to 35 people (38.5%). By age, the largest group of respondents was in the under-25 category, which was 32 people (35.2%), which indicates that most respondents are still relatively young. Most of the respondents had a bachelor's education background (86 people or 94.5%), while diploma and master's graduates were relatively few. In terms of length of work, the majority worked for less than 5 years (41 people or 45.1%), indicating that many respondents were still in the early stages of work experience. Overall, the respondents' profiles were characterized by female dominance, young age, undergraduate education, and relatively short working hours.

## 2. Classic Assumption Test

### a. Multicollinearity Test

In this study, the multicollinearity test aims to examine whether there is too high a correlation between independent variables in the regression model. A regression model is considered ideal if it does not show the presence of multicollinearity. The examination was carried out by observing the Tolerance and VIF scores. The regression model is considered to be free of multicollinearity if the Tolerance score is  $> 0.10$  and the VIF score is below 10.

**Table 2. Multicollinearity Test Result**

Variable	Coefficients <sup>a</sup>	
	Collinearity Statistics	
	Tolerance	LIVE
Non-Physical Work Environment	0.273	3.667
Job Satisfaction	0.273	3.667

Source : Data processed 2026

Based on the results of the multicollinearity test, the Non-physical Work Environment (X1) variable had a Tolerance score of 0.273 and a VIF score of 3.667. Meanwhile, the Job Satisfaction variable (X2) also showed a Tolerance score of 0.273 and a VIF score of 3.667, meaning that the value was above 0.10, so there was no multicollinearity. Thus, the independent variables do not influence each other excessively, and this regression model is suitable for further analysis.

### b. Normality Test

In this study, the normality test aimed to evaluate whether the regression model residue followed the normal distribution, using *the Kolmogorov–Smirnov* test on unstandardized residuals; the residue was considered normal if the significance value  $> 0.05$ .

The results of the normality test showed that *the value of Asymp. Sig. (2-tailed)* was 0.153 and the *value of Monte Carlo Sig. (2-tailed)* was 0.121, both greater than the threshold of 0.05. This shows that the residual regression model is normally distributed, the regression model

used in this study meets the assumption of normality, and is feasible for regression analysis as well as subsequent hypothesis testing.

c. Validity and Reliability Tests

The validity of the research instrument was tested using *Pearson Product Moment* correlation. A statement item is considered valid if the r-value is equal to or greater than the r-table value at a significance level of 0.05. By involving 90 respondents, a degree of freedom (df) of 88 was obtained, so that the r-table value used in this study was 0.207.

**Table 3. Research Instrument Validity Test Results**

Statement	r count			R table	Remarks
	Non-Physical Work Environment	Job Satisfaction	Work Discipline		
1	0,432	0,621	0,584	0,207	Valid
2	0,521	0,590	0,623	0,207	Valid
3	0,491	0,584	0,513	0,207	Valid
4	0,434	0,691	0,588	0,207	Valid
5	0,658	0,624	0,539	0,207	Valid
6	0,705	0,529	0,646	0,207	Valid
7	0,599	0,391	0,634	0,207	Valid
8	0,563	0,618	0,664	0,207	Valid
9	0,479	0,681	0,508	0,207	Valid
10	0,590	0,655	0,544	0,207	Valid
11	0,650	0,510	0,575	0,207	Valid
12	0,683	0,554	0,566	0,207	Valid
13	0,634	0,572	0,538	0,207	Valid
14	0,621	0,598	0,473	0,207	Valid
15	0,591	0,538	0,532	0,207	Valid
16	0,596	0,605	0,646	0,207	Valid
17	0,567	0,556	0,525	0,207	Valid
18	0,637	0,655	0,440	0,207	Valid
19	0,583	0,544	0,581	0,207	Valid
20	0,615	0,651	0,543	0,207	Valid

Source : Data processed 2026

The validity test in this study used *Pearson Product Moment correlation*, by comparing each calculated r-score of the statement item with the r-table at a significance level of  $\alpha = 0.05$ ; for 90 respondents, the r-table value used was 0.207. Based on the test results, all statement items on the variables of non-physical work environment, job satisfaction, and work discipline had an r-count score greater than the r-table value, with the Pearson correlation score of the item, overall falling into the medium to strong category. The test results showed that all statement items were able to accurately measure the variables being studied. Therefore, it can be concluded that all questionnaire items on the variables of non-physical work environment, job satisfaction, and work discipline are valid and feasible to be used as research instruments for the next stage of analysis. Meanwhile, the results of the reliability test for the three variables are presented in the following Table 4:

**Table 4. Research Instrument Reliability Test Results**

Variable	Cronbach's Alpha
Non-Physical Work Environment	0,898

<b>Job Satisfaction</b>	0,897
<b>Work Discipline</b>	0,886

Source: Data processed 2026

The test results showed that the Non-Physical Work Environment ( $X_1$ ) variable obtained a score of 0.898 with a total of 20 statements, while the Work Satisfaction ( $X_2$ ) variable obtained a score of 0.897 with the same number of items. For the Work Discipline variable ( $Y$ ), *Cronbach's Alpha score* was recorded at 0.886 with 20 statements. Since all variables had scores above the limit of 0.70, it can be concluded that the measuring tools in this study had a high level of reliability. Therefore, all statement items on the variables Non-Physical Work Environment ( $X_1$ ), Job Satisfaction ( $X_2$ ), and Work Discipline ( $Y$ ) are considered reliable and appropriate for the next stage of data analysis.

### 3. Uji Hypothesis

The hypothesis is tested through linear regression with a t-test for partial influence, an F-test for a shared influence, and  $R^2$  to measure the ability of independent variables to explain dependent variation. The hypothesis testing decision was based on a significance level of 0.05; If the significance value  $< 0.05$ , the alternative hypothesis is accepted and the null hypothesis is rejected, whereas if the significance value  $> 0.05$ , the null hypothesis is accepted and the alternative hypothesis is rejected.

The multiple regression results obtained from the calculations are shown in the following Table 5:

**Table 5. Multiple Linear Regression Test Results**

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	27.967	5.328			5.249	<,001
Non-Physical Work Environment ( $X_1$ )	0.320	0.109	0.374		2.938	0.004
Job Satisfaction ( $X_2$ )	0.389	0.112	0.441		3.464	<,001
Adjusted R Square = 0.607						
F Statistics = 69.652 and sig < 0.001						

Source : Data processed 2026

Regression analysis is applied by the enter method, where all independent variables are entered into the model simultaneously. The results of the data analysis showed that the regression model used showed a strong relationship between independent and dependent variables, as evidenced by the correlation coefficient ( $R$ ) value of 0.785. These findings show that Non-physical Work Environment and Job Satisfaction have a real influence on Work Discipline.

An  $R^2$  determination coefficient of 0.616 indicates that two independent variables explain 61.6% of the variation in Work Discipline, while 38.4% are influenced by other factors; after adjustment, *the Adjusted*  $R^2$  of 0.607 remains indicative of high model capability.

The value of the F value is 69.652 with a significance level of  $< 0.001$ , less than 0.05. This confirms that the regression model is quite effective in explaining the variation of dependent variables in this study. Based on the partial test (t), the Non-physical Work

Environment ( $X_1$ ) has a regression coefficient of 0.320 with a significance level of 0.004, which shows a positive and significant influence on Work Discipline. Meanwhile, Job Satisfaction ( $X_2$ ) also showed a significant positive contribution, with a regression coefficient of 0.389 and a significance level of  $< 0.001$ .

Based on these results, multiple linear regression equations can be formulated as follows:

$$\text{Work Discipline (Y)} = 27.967 + 0.320X_1 + 0.389X_2$$

The regression equation shows that any improvement in non-physical work environment and job satisfaction will be followed by an increase in Work Discipline, assuming that other variables outside the research model are considered constant.

### **1. Influence of Non-physical Work Environment ( $X_1$ ) on Work Discipline (Y)**

The results of this study show that the non-physical work environment has a positive and significant influence on the work discipline of ASN teachers in State Junior High Schools in Cirebon City. This empirical evidence is shown by the results of the t-test which shows that the calculated t-value is greater than the t-table with a significance level of  $< 0.05$ . These results show that the more conducive the non-physical work environment that teachers feel, the higher the level of work discipline shown in compliance with discipline, punctuality, and responsibility in carrying out professional duties. Based on these data, the second hypothesis ( $H_2$ ) is acceptable.

The findings of this study are in line with the theory of work discipline put forward which states that work discipline is determined not only by formal rules and sanction systems, but also by the conditions of the work environment that shape individual behavior. states that the non-physical work environment, which includes interpersonal relationships, organizational communication, work climate, and leadership support, plays a role in creating a harmonious work atmosphere and encouraging orderly work behavior. Hasibuan (2017) Sutrisno (2016) Nitisemito (2018)

This view is in line with the theory of organizational behavior put forward by the one who explains that work behavior is the result of interaction between organizational factors and individual factors. The non-physical work environment acts as an organizational factor that influences teachers' attitudes and behaviors externally. When teachers feel fairness, open communication, and supportive working relationships, they are formed with commitment and awareness to maintain consistent work discipline. Robbins & Judge (2008)

The findings of this study are also consistent with the results of previous research. found that the work environment had a significant positive effect on teachers' work discipline. showed that the work climate as part of the work environment contributed 17.97% to teacher work discipline. prove that the work environment has a significant effect on the work discipline of State Junior High School teachers. concludes that the supervision of human resources and organizational culture that is part of the work environment has a positive and significant effect on employee work discipline, both partially and simultaneously. It was also found that the non-physical work environment had a significant effect on employee work discipline. Ekowati and Supriyanto (2019) prove that the work environment has a positive effect on work discipline and employee performance, as well as work discipline mediates these relationships. The Goddess of Beauty (2019) Wulandari et al. (2022) Rahmanto & Edward Efendy (2023) Dewi et al. (2022) Arifin & Rizana (2024)

The results of this study show that teachers' work discipline is directly influenced by the perceived quality of the non-physical work environment. A harmonious, communicative, and supportive work environment forms the commitment and awareness of teachers to comply with regulations and carry out tasks optimally. The findings support the first hypothesis (H1), which states that the non-physical work environment has a significant effect on the work discipline of ASN teachers.

## **2. Effect of Job Satisfaction (X2) on Work Discipline (Y)**

The results of this study show that job satisfaction has a positive and significant influence on the work discipline of ASN teachers at State Junior High Schools in Cirebon City. This empirical evidence is shown by the results of the t-test which shows that the calculated t-value is greater than the t-table with a significance level of  $< 0.05$ . These results show that the higher the teacher's job satisfaction level, the higher the level of work discipline shown in compliance with school regulations, punctuality, and responsibility in carrying out professional duties. Based on these data, the second hypothesis (H<sub>2</sub>) is acceptable.

These results show that teachers who feel a high level of job satisfaction tend to show better work discipline. In the context of public junior high schools, teachers are faced with various professional demands, such as the preparation of learning tools, the implementation of the teaching and learning process, the evaluation of learning outcomes, and involvement in school administration and development activities. This workload requires high commitment, order, and responsibility so that educational goals can be achieved optimally.

Good job satisfaction allows teachers to feel comfort, appreciation, and support in their work environment. When teachers are satisfied with the aspects of the work itself, the relationship with colleagues, the supervision of the principal, and the applicable organizational system, there will be an internal motivation to maintain discipline. Teachers who feel that their professional and psychological needs are met tend to have higher loyalty, adherence to school rules, and consistency in carrying out their duties responsibly.

The results of this study are in line with the theory of work discipline put forward by and which states that work discipline is influenced by internal factors in the form of individual attitudes and satisfaction with their work. In addition, these findings support the theory of organizational behavior from explaining that work behavior is the result of interaction between individual factors and organizational factors, where job satisfaction is an important determinant in forming positive and orderly work behavior. Hasibuan (2017) Sutrisno (2016) Robbins & Judge (2008)

Empirically, the results of this study are consistent with findings that show that job satisfaction contributes significantly to teacher work discipline. also found that job satisfaction had a significant effect on the work discipline of State Junior High School teachers. proving that job satisfaction has a positive and significant effect on employee work discipline both partially and simultaneously. also concluded that job satisfaction has a significant influence on employee work discipline. Wulandari et al. (2022) Rahmanto & Edward Efendy (2023) Dewi et al. (2022) Yulia & Trinanda (2022)

In the international context, it was found that job satisfaction has a mutually reinforcing relationship with the work environment in shaping teachers' work behavior. shows a positive relationship between job satisfaction and leadership factors that have an impact on professional

behavior. It also states that good working conditions significantly increase job satisfaction, which ultimately impacts more orderly and professional work behavior. Omwocha & Kara (2025) Veletić & Scherer (2025) Eryilmaz et al. (2025)

Thus, it can be concluded that increasing teacher job satisfaction through improving the reward system, harmonious working relationships, and organizational support has an important role in improving the work discipline of ASN teachers.

## CONCLUSION

Based on the findings, the non-physical work environment has a positive and significant impact on teachers' work discipline, including relationships between teachers, interaction with leaders, supervision, rule enforcement, and a conducive work climate. Harmonious working relationships, fair and open leadership, and consistent implementation of rules are able to encourage teachers to comply with working hours, school rules, and the digital attendance system implemented. The quality of the non-physical work environment is an important factor in improving teachers' work discipline in a sustainable manner. In addition, job satisfaction has also been proven to have a positive and significant impact on teacher work discipline. Job satisfaction reflected in the suitability of tasks with competence, clarity of tasks, fair rewards, recognition of performance, good working relationships, and psychological comfort encourage teachers to show a disciplined attitude in carrying out their duties. Teachers who feel satisfied with their work tend to have a stronger intrinsic motivation to show up on time, complete assignments responsibly, and adhere to the school's work rules and systems. These findings show that job satisfaction plays a role as an internal driver that strengthens teachers' awareness in maintaining work discipline. Non-physical work environments and job satisfaction play an important role in explaining the variation in teacher discipline, suggesting that discipline is influenced not only by formal supervision or rules, but also by psychological and social conditions in schools. For schools, it is recommended to continue to improve the quality of the non-physical work environment by creating harmonious working relationships, strengthening communication between leaders and teachers, and implementing a fair and consistent system of supervision and enforcement.

The principal hopes to play an active role as an open, firm, and supportive leader in order to build a conducive work climate and encourage teacher discipline without excessive pressure. In addition, schools also need to pay attention to the aspect of teacher job satisfaction by ensuring the division of tasks according to competencies, giving rewards for performance, and providing a sense of security and psychological comfort in the work environment. This effort is expected to increase the motivation and commitment of teachers in carrying out their duties with discipline. For future research, it is recommended that this study be expanded to include additional variables that may affect teachers' work disciplines, such as work motivation, leadership, or organizational culture. In addition, further research can apply different methods.

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