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THE INFLUENCE OF WORK DISCIPLINE AND PHYSICAL WORK ENVIRONMENT ON TEACHER JOB SATISFACTION AT XYZ JUNIOR HIGH SCHOOL

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Abstract

Education is one of the sectors that plays an important role in improving the quality of human resources. Teachers are required to carry out their teaching duties professionally and therefore need good work discipline. Some teachers still arrive late, and the physical work environment is not fully adequate. These conditions may affect teacher job satisfaction. This study aims to examine work discipline, the physical work environment, and teacher job satisfaction at SMP XYZ, as well as to determine the partial and simultaneous effects of work discipline and the physical work environment on teacher job satisfaction. This study employed a quantitative method with a descriptive and associative approach. The respondents consisted of 40 foundation teachers and 1 school principal, with the entire population included as respondents. The data were analyzed using multiple linear regression with the assistance of IBM SPSS Statistics Version 26. The results partially showed that work discipline had a positive effect on teacher job satisfaction, while the physical work environment also had a positive effect on teacher job satisfaction. Simultaneously, both variables had an effect on teacher job satisfaction. The study concludes that good work discipline and a conducive physical work environment can improve teacher job satisfaction. Consequently, educational institutions should systematically reinforce discipline enforcement while upgrading facility conditions to maximize overall teaching staff fulfillment.

Keywords: Work Discipline, Physical Work Environment, Job Satisfaction

INTRODUCTION

Education holds a pivotal role in honing human capabilities, driving sustainable progress across nations. Through continuous learning, individuals acquire essential insights, expertise, and traits needed to actively enrich society. Consequently, national development strategic agendas heavily prioritize educational advancements, fulfilling constitutional mandates by allocating 20% of public expenditure (APBN). Fiscal allocations between 2024 and 2025 exceeded IDR 600 trillion, illustrating the state's devotion toward refining educational caliber while nurturing highly competitive, outstanding human capital.

Data derived from the Educational and Cultural Dashboard within the Ministry of Education, Culture, Research, and Technology (2024–2025) reveals that junior high institutions across Indonesia manage roughly 9.26 classrooms per facility. Managing substantial class quantities places elevated demands on educators, notably regarding instruction, lesson planning, student evaluation, alongside administrative upkeep. Therefore, educators require robust physical and mental resilience, coupled with supportive working surroundings, to carry out duties efficiently while keeping learning standards high.

Hamalik (2004:6) describes educational institutions as professional foundations aimed at nurturing pupils into mature individuals possessing resilient character, capable of accepting accountability toward themselves plus society.

National policies (Law No. 20/2003, Art. 39) explicitly identify educators as experts assigned to construct learning, execute lessons, measure student achievements, plus facilitate academic guidance. Despite ongoing government dedication to instruction, overall educational conditions in Indonesia still demand improvement. This reality is reflected within the 2022 Programme for International Student Assessment (PISA) outputs, demonstrating that Indonesian pupils continuously score lower than OECD average markers across reading, mathematics, plus science. Such circumstances emphasize the necessity for ongoing improvements in educational quality across diverse levels, including junior high institutions.

Educators act as primary anchors within the educational system because successful teaching-learning interactions alongside educational standards depend heavily upon their efforts and contributions. As skilled personnel directly engaging with pupils, teachers add constructive value toward fostering academic competencies, character development, and general personality among younger generations. Attaining institutional targets relies immensely on sound personnel administration (Dompak & Permatasari, 2021). Enhancing workforce dedication demands steady institutional monitoring, placing employee work contentment as a fundamental core focus (Sinaga & Husyani, 2021).

Robbins and Judge (2017:80) describe job contentments as positive mental orientations toward one's occupation, developing from evaluating personal expectations against real experiences. Teacher work contentment has grown into a key priority because it supports the overall effectiveness of classroom instruction. It gets influenced by multiple workplace factors, including task discipline, environmental conditions, leadership styles, financial compensation, plus assigned workloads. When these components lack proper care, teacher enthusiasm, internal motivation, and instructional execution capacity can decline.

One major metric tied to teacher work contentment involves absence frequency. High absence rates among teachers often point to underlying contentment issues, potentially disrupting the fulfillment of academic duties and obligations at school. A comparable pattern appeared at SMP XYZ.

Educators serve vital functions in accomplishing organizational objectives while boosting educational standards. Hence, teacher job contentment represents a critical domain demanding attention, given its direct influence over work passion, accountability, operational execution, and classroom instructional success.

Table 1.
Teacher Absenteeism Data at SMP XYZ for the 2025 Period

No.	Month	Absenteeism	Percentage (%)
1.	January	34	4,60
2.	February	28	4,01
3.	April	17	2,5
4.	August	21	2,28
5.	September	26	2,5
6.	October	30	2,78
AVERAGE		**156**	**3,11**

Source: Curriculum Department Records of SMP XYZ, Reprocessed by the Researcher, 2025.

Based on curriculum department documentation at SMP XYZ presented in Table 1, teacher absence rates shifted monthly, showing an average absence mark of 3.11%.

According to Flippo (2016, as cited in Suryadinata et al., 2022), employee absence ranging between 0–2% is classified as healthy, 3–10% indicates elevated levels, whereas figures exceeding 10% represent abnormal conditions requiring urgent action. Thus, teacher absence rates at SMP XYZ fit within the elevated bracket.

Elevated absence figures may signal sub-optimal work contentment, marking contentment as a vital factor for investigation. This aligns with Mangkunegara (2017:118), who notes that staff experiencing low contentment frequently display heightened absence behaviors.

Meiliyana and Lestari (2024) identified that task discipline positively influences overall contentment. Nonetheless, absence figures at SMP XYZ display recurring staff absences. This suggests that task discipline specifically punctuality demands close attention due to its link with educator contentment.

Curriculum division records at SMP XYZ indicate several teachers still recorded late arrivals, showing that task discipline execution has not reached an ideal level.

Table 2.
Teacher Tardiness Data at SMP XYZ
January–October 2025 Period

No.	Month	Number of Late Arrivals
1.	January	22
2.	February	18
3.	April	10
4.	August	13

5.	September	15
6.	October	22
	TOTAL	**100**

Source: Curriculum Department Records of SMP XYZ,
Reprocessed by the Researcher, 2025.

Table 2 highlights how tardiness rates among teachers at SMP XYZ varied from month to month. This shows that certain staff struggled to reach work on time according to specified schedule rules. Unpunctuality generally stemmed from varied reasons, including late home departures, traffic jams, plus personal matters causing arrivals past scheduled entry times. This agrees with Rivai (2011:825), who noted that individuals with low discipline levels tend to build habits of unpunctual arrival.

Considering these circumstances, task discipline enforcement at SMP XYZ has not hit peak effectiveness, positioning it as an essential metric to analyze regarding its impact on teacher work contentment.

Beyond task discipline, surrounding physical conditions play meaningful roles in shaping teacher contentment. A pleasant workplace paired with suitable facilities assists educators in executing duties effectively. Tonia and Romi (2025) confirmed that physical environment settings positively impact contentment. However, preliminary observations at SMP XYZ revealed several areas requiring attention, such as overcrowded, disorganized staff rooms from spatial limits plus piled paperwork, restricted movement inside classrooms, plus inadequate hygiene and ventilation within teacher restrooms. Such surroundings might reduce daily working comfort and undermine overall contentment.

Given the issues outlined above, this investigation centers on examining how task discipline alongside physical working environments affect teacher job contentment at SMP XYZ. The study seeks to determine these influences both individually and collectively.

REVIEW OF LITERATURE

Human Resource Management

Directing human talent forms an essential component of broader organizational governance, aligning individual capacities with institutional targets. Hasibuan (2019:10) defines this area as the strategic arrangement of workforce dynamics plus duties aimed at reaching organizational, employee, and social goals. Likewise, Mondy and Noe (2005:2) view human resource management as mobilizing personnel talent to hit organizational targets, whereas Marwansyah (2016:3) highlights operational execution across key functions like workforce planning, recruitment, skill building, plus compensation structures.

Work Discipline

Task discipline represents a vital element driving operational success within institutions. It displays an individual's conscious willingness to follow organizational guidelines, carry out obligations, and optimize workplace hours. Alam and Wanialisa (2021) define task discipline as respect toward organizational rules, inspiring individuals to comply voluntarily with established policies. Similarly, Nawir, Bachtiar, and Afifah (2024) state that

task discipline serves as a core foundation reflected through personal compliance, commitment, and accountability toward organizational regulations. Deviani, Isyanto, and Yani (2023) add that task discipline describes behaviors showing obedience, orderliness, and adherence during task execution.

Synthesizing these viewpoints, task discipline can be understood as individual behaviors displaying adherence to organizational policies, accountability in duty execution, plus efficient time usage. Within this study, task discipline is evaluated across two dimensions from Afandi (2018:21): time adherence and operational responsibility.

Physical Work Environment

The physical working environment encompasses tangible surrounding conditions at work that impact comfort, safety, and performance effectiveness. Sedarmayanti (2017:25) describes the physical environment as the total physical workplace conditions exerting direct or indirect influences on personnel. Complementing this, Afandi (2018:66) highlights specific parameters like lighting, temperature balance, air flow, cleanliness, security, plus operational tools supporting task execution. Nitisemito (2018:183) further notes that physical environments include everything surrounding workers that can affect task completion.

Based on these expert perspectives, physical work environments represent tangible workplace conditions that support comfort and fluid work execution. This investigation applies eight physical environment dimensions adapted from Sedarmayanti (2018:28): lighting, temperature, ventilation, noise levels, odor conditions, color harmony, space decoration, plus operational safety.

Additionally, Setiawan (2018:38) identifies cleanliness as an extra factor shaping physical work settings. A clean workspace enhances employee well-being, whereas dust or unpleasant smells can disrupt focus while working.

Job Satisfaction

Job contentment represents an emotional state reflecting an individual's level of satisfaction toward their work. Robbins and Judge (2017:118) state that job contentment is a positive attitude toward one's work resulting from evaluating its core characteristics. Sutrisno (2020:74) explains that job contentment relates to personal attitudes toward work environments, peer relationships, and operational settings. Marnis and Priyono (2017:115) describe job contentment as a pleasant emotional orientation toward work, visible through work enthusiasm, discipline, and performance outputs.

According to Mangkunegara (2017:117), contentment metrics involve turnover rates, absence frequencies, position tiers, and organizational scale. In this study, metrics were tailored to research needs at SMP XYZ, specifically absence rates, position tiers, and organizational scale.

Hypothesis

Work Discipline and Teacher Job Satisfaction

Task discipline serves as a key element boosting operational efficiency within organizations. It reflects personal willingness to follow organizational rules, fulfill responsibilities, and use work hours effectively. According to Alam and Wanialisa (2021), task discipline denotes respect for organizational guidelines that motivates voluntary compliance. Nawir, Bachtiar, and Afifah (2024) also affirm that task discipline represents a foundational aspect shown through compliance, commitment, and responsibility toward organizational policies. Educators demonstrating strong task discipline tend to complete

duties orderly, punctually, and responsibly, fostering positive work experiences. Ultimately, this condition elevates teacher contentment. These insights align with Meiliyana and Lestari (2024), who found that task discipline exerts positive effects on job contentment.

H1: Task discipline exerts a positive effect on teacher job contentment.

Physical Work Environment and Teacher Job Satisfaction

Physical work settings cover tangible surroundings at work that affect personal comfort, safety, and task execution. According to Sedarmayanti (2017:25), physical environments comprise all tangible conditions in workplaces impacting employees directly or indirectly. Afandi (2018:66) clarifies that this involves lighting, ventilation, cleanliness, safety, plus functional tools supporting work. Pleasant physical environments deliver a sense of security while helping educators execute teaching tasks effectively, thereby raising contentment. Conversely, inadequate physical surroundings can lower comfort and contentment. This finding is reinforced by Tonia and Romi (2025), who confirmed that physical work settings positively influence job contentment.

H2: Physical work environments exert a positive effect on teacher job contentment.

Work Discipline and Physical Environment on Teacher Job Satisfaction

Teacher job contentment is shaped by various factors originating from both individuals and environmental settings. Strong task discipline encourages teachers to fulfill duties responsibly, while comfortable physical settings generate supportive workplace atmospheres. Combining these factors is expected to improve teacher comfort, motivation, and enthusiasm, ultimately raising contentment. Empirical evidence from Arini et al. (2023), Andriyani (2023), and Sari et al. (2024) verifies that task discipline combined with environmental quality jointly enhances educator job contentment.

H3: Task discipline and physical work environments simultaneously affect teacher job contentment.

Conceptual Framework

This study aims to identify and analyze the effects of task discipline and physical work environments on teacher job contentment at SMP XYZ. The research model displays how task discipline and physical work environments influence teacher contentment.

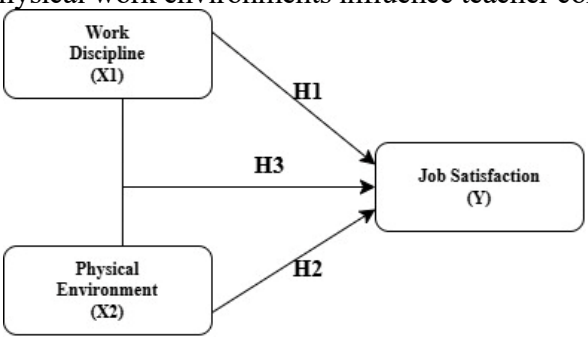


Figure 4.
Research Paradigm

Source: Has been adapted to the research, 2026.

The conceptual framework explains that task discipline and physical work environments are hypothesized to influence teacher job contentment, both individually and combined. Built on this structure, the study analyzes relationships across metrics while supplying empirical

evidence about the effects of task discipline and physical surroundings on teacher contentment at SMP XYZ.

RESEARCH METHOD

This study applies quantitative approaches to examine connections between task discipline (X_1), physical work environment (X_2), and teacher job contentment (Y) at SMP XYZ. According to Sugiyono (2019:17), quantitative research rests on positivist paradigms used to evaluate hypotheses through data gathering and statistical testing. Information was gathered using observations, interviews, questionnaires, plus secondary documentation like attendance records, tardiness logs, total teacher counts, and school organizational charts. Data collection was performed through direct observation, structured interviews, questionnaires, and documentation (Romi et al., 2023). The population comprised 40 foundation teachers plus 1 school principal at SMP XYZ, all included as respondents through census techniques. Research instruments underwent validity and reliability testing via SPSS Version 26. Data were subsequently analyzed using descriptive and associative methods via multiple linear regression. Prior to hypothesis testing, classical assumption checks were completed, including normality, multicollinearity, and heteroscedasticity tests, using SPSS Version 26.

Hypothesis testing used t-tests to evaluate individual effects and F-tests to evaluate combined effects. A 5% significance threshold was set, while determination coefficients (R^2) measured how much task discipline and physical surroundings contributed to explaining variations in teacher job contentment.

Table 3.
Research Variables and Indicators

No	Research Variables	Indicator
1.	Work Discipline (X1)	According to Affandi (2018:21) 1. Punctuality 2. Work Responsibility
2.	Physical Work Environment (X2)	According to Sedarmayanti (2018:28) 1. Lighting 2. Air comfort 3. Noise level 4. Odor conditions 5. Color arrangement 6. Decorations 7. Security According to Setiawan (2018:38) 8. Cleanliness
3.	Job Satisfaction (Y)	According to Mangkunegara (2017:117) 1. Absenteeism Rate 2. Job Level 3. Organizational Size

RESULT AND DISCUSSION

Validity and Reliability

To evaluate respondent perceptions regarding task discipline, physical working conditions, and job contentment, questionnaires were distributed to all participants. After gathering questionnaire responses, measurement tools were evaluated for validity and reliability. SPSS Version 26.0 was utilized to analyze data and check instrument validity alongside reliability.

Table 4.
Validity Test

Variable	R-Count	R-Table	Result
WORK DISCIPLINE			
X1.1	0,353	0,308	VALID
X1.2	0,656		VALID
X1.3	0,574		VALID
X1.4	0,597		VALID
X1.5	0,458		VALID
X1.6	0,672		VALID
PHYSICAL WORK ENVIRONMENT			
X2.1	0,387	0,308	VALID
X2.2	0,433		VALID
X2.3	0,600		VALID
X2.4	0,471		VALID
X2.5	0,624		VALID
X2.6	0,411		VALID
X2.7	0,520		VALID
X2.8	0,404		VALID
X2.9	0,422		VALID
X2.10	0,428		VALID
X2.11	0,311		VALID
X2.12	0,499		VALID
X2.13	0,504		VALID
X2.14	0,518		VALID
X2.15	0,705		VALID
X2.16	0,601		VALID
X2.17	0,518		VALID
X2.18	0,424		VALID
X2.19	0,397		VALID
JOB SATISFACTION			
Y1	0,602	0,308	VALID
Y2	0,688		VALID
Y3	0,611		VALID
Y4	0,624		VALID
Y5	0,619		VALID

Source: SPSS versi 26.0, 2026.

Validity testing was performed to confirm whether each questionnaire item accurately measured the target variables. Analysis shows that all items for task discipline, physical environment, and job contentment produced calculated r-values exceeding the r-table baseline of 0.308. Consequently, all item statements were confirmed valid and suitable for further processing.

Table 5.
Reliability Test

Variable	Cronbach's Alpha	N Of Items	Threshold Value	Result
Work Discipline	0,641	6	0,600	Reliable
Physical Work Environment	0,831	19	0,600	Reliable
Job Satisfaction	0,606	5	0,600	Reliable

Source: SPSS versi 26.0, 2026.

Reliability checks were executed to measure internal consistency across the research tools. Cronbach's Alpha scores surpassed 0.60, confirming that the instruments are reliable. Hence, the questionnaire demonstrated solid consistency across respondent answers and was appropriate for testing the empirical model.

Multiple Linear Regression

Table 6.
Multiple Linear Regression Test Results

Variable	B Coefficient	Direction of Influence
Constanst	4,953	-
Work Discipline	0,513	Positive
Physical Work Environment	0,028	Positive

Source: SPSS version 26.0, 2026.

$$Y = 4{,}953 + 0{,}513X1 + 0{,}028X2.$$

The multiple linear regression equation indicates the following details:

a) The statistical multiplier reflecting job self-control displays an upward figure, implying a single-direction trajectory. It implies elevated educator contentment concerning duties alongside superior occupational self-control.
b) An upward trend characterizes the statistical multiplier tied to physical site conditions, showing a single-direction trajectory. It implies elevated educator contentment concerning duties alongside a superior physical site space.

Coefficient of Determination

Table 7.
Coefficient of Determination

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.941[a]	.885	.879	.43791
a. Predictors: (Constant), Work Discipline, Physical Work Environment				

Source: SPSS versi 26.0, 2026.

The outcomes derived from evaluating determination multipliers demonstrate an Adjusted R Square figure reaching 0.879, illustrating how occupational self-control plus physical site conditions account for 87.9% of variations found in educator contentment concerning duties. A figure like this highlights a remarkably powerful scale of impact.

Partial Test (t-Test)

Table 8.
Partial t -Test

Variable	T-Value	T-Table	Sig.	Significance Level (α)	Result
X1	16,869	1,687	0,001	0,05	Positive
X2	3,007	1,687	0,005	0,05	Positive

Source: SPSS versi 26.0, 2026.

The Effect of Work Discipline on Teacher Job Satisfaction at SMP XYZ

Individual evaluation outputs indicate occupational self-control (X_1) produces an calculated t-figure of 16.869, surpassing the threshold t-figure of 1.687, where probability reads 0.001 below 0.05. Numeric outputs validate H1 while dismissing H0, establishing how organized job self-control directly elevates educator contentment concerning duties at Middle Education Site XYZ.

Studies by Meiliyana and Lestari (2024) uncovered that occupational self-control maintains an upward plus meaningful impact toward duty contentment. Such an outcome aligns with Rahayu and Dahlia (2023), who mentioned that job self-control produces an upward plus meaningful impact toward personnel duty contentment. In this study, job self-control is viewed as applicable because initial occurrences highlighted problems connected to educator absences, showing how insufficient occupational self-control could influence educator duty contentment. Impact Generated by Physical Site Environment Toward Educator Contentment Concerning Duties at Middle Education Site XYZ

Physical site surroundings (X_2) register an calculated t-figure of 3.007, exceeding the benchmark t-figure of 1.687, where probability stands at 0.005 below 0.05. Data-driven outputs offer firm backing for H2, confirming how workplace environment factors noticeably boost educator contentment concerning duties at Middle Education Site XYZ. Findings like this align with research from Tonia and Romi (2025), showing physical site surroundings exert an upward and meaningful impact toward duty contentment.

The evaluation of duty contentment was repurposed from concepts by Mangkunegara (2017:117), tailored toward circumstances surrounding the focus site at Middle Education Site XYZ. Factors used were absence rates, position ranking, plus institution footprint.

Findings like this match Faturrohman and Abdurahman (2025), who found physical site surroundings generate an upward impact toward employee duty contentment.

Simultaneous Test (F-Test)

Table 9.
Simultaneous F-Test

Variable	T-Value	T-Table	Sig.	Significance Level (α)	Result
The Influence Of Work Discipline And Physical Work Environment On Teacher Job Satisfaction At Xyz Junior High School	145,798	3,25	0,001	0,05	Positively Affects

Source: SPSS versi 26.0, 2026.

Combined evaluation outcomes show the calculated F-figure of 145.798 exceeds the standard F-figure of 3.25, while probability reads 0.001. Consequently, occupational self-control plus physical site conditions together influence educator duty contentment at Middle Education Site XYZ. Outputs like this concur with Fenianti and Nawawi (2023), who demonstrated how occupational self-control plus physical site conditions impact duty contentment. Within this study, interactions linking job self-control and physical site surroundings prove relevant, given that heightened job self-control combined with superior physical site surroundings can grow educator contentment concerning duties.

CONCLUSION

Relying upon outcomes alongside analytical talks regarding the investigation evaluating impacts of occupational self-control plus physical site conditions toward educator duty contentment at Middle Education Site XYZ, deductions listed below are reached:

Occupational self-control across Middle Education Site XYZ fits medium levels. The highest sub-factor represents duty accountability, whereas time accuracy stands as the lowest. Physical site surroundings across Middle Education Site XYZ fit decent levels. The highest sub-factor reflects location safety, whereas cleanliness stands as the lowest. Duty contentment across Middle Education Site XYZ falls within satisfied levels. The highest sub-factor reflects institution footprint, whereas absence rates stand as the lowest. Occupational self-control plus physical site surroundings sway educator duty contentment across Middle Education Site XYZ, both individually plus simultaneously.

a. Occupational self-control brings an upward impact toward educator duty contentment across Middle Education Site XYZ.
b. Physical site surroundings bring an upward impact toward educator duty contentment across Middle Education Site XYZ.
c. Occupational self-control plus physical site surroundings deliver meaningful impacts toward educator duty contentment across Middle Education Site XYZ.

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