

The Influence of Non-Physical Work Environment and Organizational Culture on Teacher Job Satisfaction at SMK Sangkuriang 1 Cimahi City

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Abstract

Job satisfaction is a key factor in the success of educational institutions in achieving their goal of educating students. Teacher job satisfaction is supported by good communication, harmonious working relationships, and the implementation of a strong organizational culture. However, observations at SMK Sangkuriang 1 Cimahi City indicate that communication among teachers and the implementation of organizational culture are not yet optimal, which is believed to affect teachers' job satisfaction levels. The goal of this investigation is to identify how organizational culture and the non-physical work environment affect teachers' job satisfaction at SMK Sangkuriang 1 Cimahi City, both partially and simultaneously. The study methodology utilized was a quantitative approach employing multiple regression analysis using SPSS 27, incorporating both quantitative descriptive and quantitative associative methods. Data collection techniques included distributing questionnaires, conducting interviews, and performing observations. The study sample consisted of 40 teachers at SMK Sangkuriang 1 Cimahi City. The outcomes of this investigation show that the non-physical work environment and organizational culture both partially and simultaneously affect instructors' job happiness. This suggests that the better the communication and harmony among teachers, and the stronger teachers are in implementing the values upheld by the institution or school, the higher the job satisfaction of teachers at SMK Sangkuriang 1 Cimahi City will be.

INTRODUCTION

Education in Indonesia is currently undergoing a comprehensive transformation to address the challenges of the 4.0 Industrial Revolution while realizing the vision of Golden Indonesia by 2045. This vision positions Indonesia as a developed nation supported by high-quality, adaptable, and globally competitive human resources. To achieve this, the national education system must not only produce academically accomplished graduates but also equip them with 21st-century key competencies aligned with the dynamics of the times, including critical thinking, effective communication, collaboration, creativity, digital literacy, and the agility to adapt to a rapidly changing educational environment (Rachmawati et al., 2025).

The success of vocational education is greatly impacted by the quality of human resources within the school environment, particularly teachers. According to (Yuniastuti & Maulida, 2026), human resources are the primary component of an organization, consisting of individuals with abilities, skills, knowledge, and work attitudes that can be utilized to achieve the organization's goals. Teachers, as the primary human resources in educational institutions, play a central role in shaping students' competencies. In vocational high schools (SMK), teachers are not only responsible for delivering instructional content but also for preparing students to acquire the skills and competencies aligned with the needs of the business and industrial sectors.

To perform these roles optimally, teachers need to possess a high level of job satisfaction. Regarding to (Rafsanjani & Abdurahman, 2024), job satisfaction corresponds to the emotional responses and feelings that employees have toward their work environment. Meanwhile, (Tonia & Romi, 2025) describe that job satisfaction is an emotional state that indicates an employee's positive or negative attitude toward their work, which is impacted by various factors such as working conditions, inter-employee relations, compensation, and other physical and psychological factors. A high level of job satisfaction fosters motivation, commitment, and productivity, whereas job dissatisfaction can lead to various negative behaviors within an organization.

A phenomenon indicating job dissatisfaction was found among teachers at SMK Sangkuriang 1 Cimahi City. High absenteeism rates can be an indication of job dissatisfaction, as dissatisfaction with various aspects of work can reduce an individual's commitment to the organization and diminish their willingness to attend and participate in work activities. Consequently, teachers' attendance patterns provide important clues about underlying organizational issues that warrant further investigation. This aligns with the view expressed by Stephen P. Robbins (2003) that employee dissatisfaction often triggers *withdrawal* behaviors such as *absenteeism* and *turnover*.

Meanwhile, according to Flippo in (Rahmah et al., 2023), an absenteeism rate of 0–2 percent is still considered good, an absenteeism rate of 3–10 percent is classified as high, and an absenteeism rate above 10 percent is deemed unreasonable. This indicates that an absenteeism rate of 3 to 10 percent reflects a lack of teacher satisfaction.

The non-physical work environment is one element thought to affect job happiness. According to (Ayu et al., 2024) a favorable non-physical workspace can provide a relaxing and enjoyable work environment, thereby enhancing employee satisfaction and enabling them to perform at their best. Meanwhile, according to (Kusuma & Abdurahman, 2026), the non-physical work environment is a crucial aspect of the workplace that requires attention and must not be overlooked. A conducive non-physical work environment can foster a sense of safety, comfort, and appreciation, thereby promoting increased job satisfaction. Conversely, less harmonious work relationships can lead to conflict, discomfort, and reduced job satisfaction. Preliminary interview results at SMK Sangkuriang 1 Cimahi revealed insights into relationships between supervisors and subordinates, among coworkers, and between supervisors and subordinates. The findings revealed that relationships between supervisors and subordinates sometimes involve differences of opinion or ideas. While such disagreements are common in organizations, if left unmanaged, they can reduce productivity and trigger destructive conflicts, leading to errors during work. Regarding relationships among coworkers, there is a lack of compatibility due to seniority differences, which creates an uncomfortable work environment. Meanwhile, regarding the relationship between subordinates and supervisors, the findings indicate that some subordinates are reluctant to express their ideas because they feel uncomfortable doing so. Consequently, teachers continue to experience discomfort and a lack of support in their work environment, and there are still obstacles in workplace relationships, such as differences of opinion between supervisors and subordinates, seniority issues among coworkers, and a lack of openness in sharing ideas. These conditions have the potential to affect teachers' job satisfaction.

Furthermore, aside from the virtual workplace, organizational culture is also a factor that can influence job satisfaction. Organizational culture describes the process by which an organization learns to interact with its environment through a combination of assumptions, behaviors, stories, myths, metaphors, and other ideas that collectively describe what it means to

be employed by the company (Soelistya et al., 2022). Regarding to (Abdurahman & Mulyana, 2021), organizational culture is a collection of common values and attitudes that serve as the foundation for members' identities, foster collective commitment, create stability within the social system, and guide members' behavior. a strong organizational culture can foster organizational identity, enhance members' commitment, and shape positive work behavior. However, based on the results of interviews at SMK Sangkuriang 1 Cimahi City, out of 10 organizational culture activities which encompass religious scores, camaraderie, and professionalism only six are routinely carried out: conducting Quran recitation sessions before class begins by teachers and students; practicing the 5S principles (smile, greeting, acknowledgment, politeness, and courtesy), collecting voluntary donations for mothers, collecting infaq every Friday, holding communal iftar during the holy month of Ramadan, and conducting meetings. Among the values embraced by the school, there are some that have not been consistently practiced; this indicates that the implementation of organizational culture is not yet strong. When teachers are absent during their scheduled work days and hours, they are unable to implement the values embraced by the school. Therefore, examining the relations among organizational culture and teacher job satisfaction is highly relevant in the context of SMK Sangkuriang 1 Cimahi City.

The impact of non-physical work environment and organizational culture on job satisfaction has been repeatedly shown by prior research. Study conducted across various organizational settings shows that positive work relationships, supportive communication, and a favorable organizational climate contribute significantly to employee satisfaction. Employees who view their work environment favorably report greater levels of organizational involvement and job satisfaction.

Similarly, numerous studies have found a positive relation among organizational culture and employee job satisfaction. It has been demonstrated that a strong organizational culture that is marked by cooperation, trust, shared values, and good communication improves employee happiness and well-being. Employees who identify with the organization's values and feel connected to its mission are generally more satisfied with their works and more committed to the organization's success.

Whereas other studies have looked at the connection between the non-physical work environment, organizational culture, and job satisfaction, there are still several gaps in the research. Much of the previous research has focused on private companies, government agencies, manufacturing organizations, or institutions of higher education. In comparison, fewer studies have examined these relationships within vocational high schools, particularly in the context of teacher job satisfaction. Consequently, additional empirical evidence is needed to strengthen our understanding of these variables in vocational education settings.

Furthermore, the combination of absenteeism issues, workplace relationship challenges, and inconsistencies in cultural implementation observed at SMK Sangkuriang 1 Cimahi presents a unique organizational context that has not been extensively explored in previous research. Thus, by examining how organizational culture and the non-physical work environment affect teachers' job satisfaction in a vocational school setting, this study adds to the body of literature, thereby providing empirical evidence relevant to educational management and human resource development.

Numerous earlier research have demonstrated the beneficial effects of organizational culture and the impact of the non-physical work environment on job satisfaction. A study by (Nathaniel & Martha, 2023) discovered that job happiness is positively and significantly impacted

by the non-physical work environment. In addition, studies by (Azura et al., 2025), (Ayu et al., 2024), and (Rahma et al., 2025) show how the non-physical work environment and organizational culture both have a partial and simultaneous positive impact on job satisfaction. However, research examining both variables simultaneously in the context of vocational high schools remains relatively limited; therefore, further research is needed to strengthen the empirical evidence in the vocational education sector.

According to the theoretical framework and the results of previous studies, in addition to identifying the variables of the non-physical work environment, organizational culture, and job satisfaction, this study attempts to ascertain the partial and simultaneous effects of these factors on teacher job satisfaction at SMK Sangkuriang 1 Cimahi. These outcomes are anticipated to advance the body of literature on human resource management in educational institutions and provide practical recommendations for increasing teacher satisfaction and organizational effectiveness in vocational schools.

METHODS

A research method is a scientific approach to obtaining data or information that reflects actual conditions rather than based on expectations for specific purposes and applications (Hardani, et al., 2020:242). In this investigation, the author employs a quantitative methodology, which can be understood as rooted in the philosophy of positivism. This methodology uses research instruments as data gathering tools in order to test a particular population or sample, while the data obtained are analyzed quantitatively or statistically to test the established hypotheses (Sugiyono, 2024). Study variables are qualities or traits that show specific variations and are chosen for examination in order to make inferences (Sugiyono, 2024).

This investigation was conducted at SMK Sangkuriang 1 Cimahi, a vocational high school located Cimahi, West Java, Indonesia. This school was selected because preliminary observations identified several phenomena related to teacher job satisfaction, including communication challenges among organizational members, perceptions of seniority, and inconsistencies in organizational culture activities. These conditions provide a relevant context for investigating the determinants of teacher job satisfaction.

This study was conducted during the 2025 school year using data obtained directly from teachers and school administrative records. Data collection was carried out after obtaining permission from school administration and ensuring that respondents voluntarily participated in the research process. The study population consisted of 40 certified teachers selected from a total of 58 teachers teaching at SMK Sangkuriang 1 Cimahi City. Certified teachers were selected because they represent educators who have met professional competency requirements and play a crucial role in carrying out educational activities within the institution. Additionally, they were judged to have enough experience to evaluate the non-physical work environment, organizational culture, and job satisfaction, which is consistent with the study's goal of determining how these factors affect job satisfaction. This study involved three variables: two independent variables (X1: Non-physical work environment and X2: Organizational culture) and one dependent variable (Y: Job satisfaction).

Non-Physical Work Environment (X1)

The term "non-physical work environment" describes the social and psychological conditions that affect employees as they perform their duties. These variables include interpersonal relationships, communication effectiveness, cooperation among colleagues, leadership support,

and organizational climate. It is anticipated that a favorable non-physical work environment will promote worker comfort, collaboration, and satisfaction. The following are the sub-variables according to (Nurdin et al., 2023:51):

1. Supervisor-Subordinate Relationships

A relationship between a supervisor and a subordinate is established when the supervisor assigns tasks to be carried out by the subordinate.

2. Inter-Teacher Relationships

This is an integral aspect, because the creation of a positive work environment enhances communication and interaction among employees, allowing them to experience job satisfaction and improved performance.

Previous studies have shown that Teachers' job happiness is continuously positively impacted by the non-physical work environment. Investigation by (Ayu et al., 2024), and (Pratama & Badar, 2023), found that the non-physical work environment possess a positive and important impact on employees' job satisfaction.

Organizational Culture (X2)

The common ideals, beliefs, conventions, and presumptions that direct employee behavior inside a company are referred to as organizational culture. Organizational culture influences employee attitudes, workplace interactions, and perceptions of organizational practices. A strong organizational culture is expected to foster a sense of belonging, commitment, and alignment with organizational goals. The following are the subvariables according to (Robbins & Judge, 2018:551):

1. Innovation and Risk Taking

To what extent are employees anticipated to be inspired to take chances and be creative?

2. Attention to detail

The extent to which workers must exhibit accuracy, critical thinking, and attention to detail.

3. Results-Oriented

The degree to which management prioritizes outcomes over the procedures or techniques employed to attain them.

4. People-oriented

The extent to which management decisions consider how such actions may affect individuals inside the company.

5. Team-oriented

The degree to which teams are prioritized over individuals in the organization's operations.

6. Aggressiveness

The extent to which individuals are competitive and combative as opposed to calm.

7. Stability

The degree to which an organization prioritizes *status quo* maintenance above growth.

Based on previous research by (Busri et al., 2023), and (Lufiyanti et al., 2025), It is evident that organizational culture is a key factor that consistently enhances employee job satisfaction, as a strong and positive culture makes the way the organization operates more focused, comfortable, and mutually understood.

Job Satisfaction (Y)

Job satisfaction is a teachers' positive emotional responses to their work and workplace conditions. It shows how content teachers are with several facets of their jobs, including working conditions, interpersonal relationships, organizational support, recognition, and professional experiences. Higher levels of job satisfaction are generally associated with stronger commitment,

improved performance, and greater organizational loyalty. The following are indicators according to (Mangkunegara, 2013:118):

1. Turnover
Low staff turnover is linked to high job satisfaction, while workers with low job satisfaction tend to have higher turnover rates.
2. Absenteeism rate (absence from work)
Employees with low job satisfaction tend to have high absenteeism rates, often missing work for subjective and irrational reasons.
3. Age
Older workers typically have higher levels of satisfaction than relatively younger employees.
4. Employment level
Employees in higher job levels likely to be more satisfied than those in lower job levels.
5. The size of the institution's organization
The size of an institution's organization can affect workers satisfaction, as the size of the company whether large or small is related to its coordination and communication systems, as well as the level of employee participation.

According to the outcomes of this investigation, it was stated that the non-physical work environment and organizational culture possess a positive and important impact on job satisfaction among teachers at SMK Sangkuriang 1 Cimahi City. This outcomes is supported by the investigation by (Ayu et al., 2024), which revealed that organizational culture and employee job satisfaction is partially and concurrently impacted by the non-physical work environment.

To clarify the affect of the the impact of non-physical work environment and the organizational culture on teachers' job satisfaction at SMK Sangkuriang 1 Cimahi City, refer to the following research paradigm:

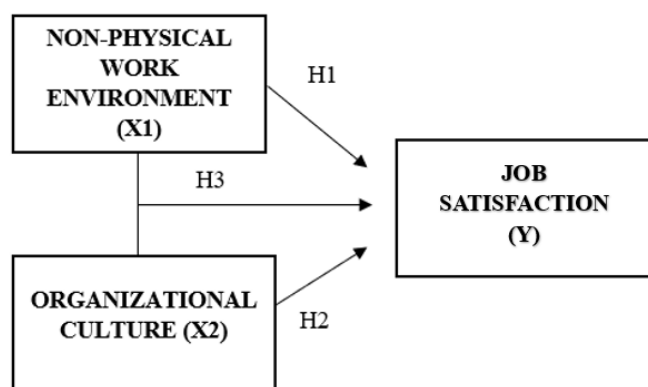


Figure 1 Research Paradigm on the Influence of the Non-Physical Work Environment and Organizational Culture on Teacher Job Satisfaction at SMK Sangkuriang 1 Cimahi City

According to the theoretical framework outlined above, the research hypotheses formulated in this investigation are as a results:

- H1 : The non-physical work environment has a positive effect on teacher job satisfaction at SMK Sangkuriang 1 Cimahi City.
- H2 : Organizational culture has a positive effect on teacher job satisfaction at SMK Sangkuriang 1 Cimahi City.

- H3 : The non-physical work environment and organizational culture influence teacher job satisfaction at SMK Sangkuriang 1 Cimahi City.

Data collection methods are a crucial step in any study, as the very essence of study is to obtain data (Sugiyono, 2024:137). This research employs several techniques, including primary data for field research and secondary data for literature review. Interviews were used to gather information from informants about non-physical work environment, organizational culture, and the job satisfaction. In addition, data was gathered using questionnaires by giving participants with a series of written questions or statements to answer based on their opinions or experiences (Sugiyono, 2024:142). The stages of data processing involved editing, coding, tabulation, and verification (Paramita et al, 2021:22). The link was ascertained using multiple linear regression analysis between the variables under investigation in order to pinpoint the problems. Furthermore, tests for heteroscedasticity, multicollinearity, and normality were deduced, and conventional assumption evaluation was used to validate the validity of the regression model. The purpose of the hypothesis examination was to ascertain the partial and simultaneous impacts of the independent factors on the dependent variable. These effects were tested utilizing t-tests and F-tests, with the decision to accept or reject the hypotheses according to a comparison between the calculated t-value and the critical t-value. The test results were then used to draw conclusions regarding the acceptance or rejection of the hypotheses, indicating a positive impact of the dependent variable on the independent variables.

RESULTS AND DISCUSSION

Respondents' Responses to the Non-Physical Work Environment at SMK Sangkuriang 1 Cimahi City

To determine respondents' perceptions of the non-physical work environment among certified teachers at SMK Sangkuriang 1 Cimahi City, the researcher previously distributed a questionnaire to 40 respondents. The aim of this questionnaire was to elicit respondents' perceptions regarding each sub-variable: supervisor-subordinate relationships and relationships among teachers. All of the statement items related to the non-physical work environment were verified to be valid and reliable using SPSS version 27 based on the findings of the validity and reliability tests.

The following results indicate which criteria the non-physical work environment at SMK Sangkuriang 1 Cimahi City falls under. The researcher calculated the overall average. The findings of these calculations are revealed in the table:

Table 1 Total Average Respondents Non-physical work environment

SUB VARIABLE	AVERAGE TOTAL	CRITERIA
Supervisor-Subordinate Relationships	4,48	Very good
Inter-Teacher Relationships	4,55	Very good
AVERAGE TOTAL $4.48+4.55/2=4.51$		
CRITERIA = Very good		

Source: Questionnaire, reprocessed 2026

According to the table above, after computing the average score for each sub-variable of the non-physical work environment at SMK Sangkuriang 1 Cimahi City, the average score was 4.51, which falls into the very good category. This indicates that the non-physical work environment at SMK Sangkuriang 1 Cimahi City has developed well and fosters a very harmonious

and comfortable atmosphere. The lowest-scoring subvariable was supervisor-subordinate relationships, indicating that working relationships between supervisors and subordinates are very strong, characterized by the ability to resolve disagreements and a high level of open communication that supports smooth operations. Meanwhile, the highest-scoring subvariable is relationships among teachers, indicating that harmony and communication among teachers are exceptionally strong, thereby fostering a positive and conducive work environment. This demonstrates that the non-physical work environment at SMK Sangkuriang 1 Cimahi features excellent communication and fosters a very comfortable sense of harmony. These conditions have a positive impact on SMK Sangkuriang 1 Cimahi City by improving the effectiveness of coordination between teaching and non-teaching staff, strengthening cooperation in carrying out duties, creating a more productive work environment, and supporting improvements in the quality of educational services and the optimal accomplishment of the school's goals.

Respondents' Responses to Organizational Culture at SMK Sangkuriang 1 Cimahi City

To determine respondents' perceptions of organizational culture among certified teachers at SMK Sangkuriang 1 Cimahi City, the researcher previously distributed a questionnaire to 40 respondents. The purpose of this questionnaire was to elicit respondents' responses regarding each sub-variable: risk-taking and creativity, stability, aggression, results-orientedness, people-orientedness, and teamwork. Based on the results of the validity and reliability tests, it was found that every comment about organizational culture was accurate and valid. using SPSS version 27. The following results indicate which criteria the level of organizational culture at SMK Sangkuriang 1 Cimahi City falls under. The researcher calculated the total average. The outcomes of these calculations are able to be explain in the table:

Table 2 Average Scores of Organizational Culture

SUB VARIABLE	AVERAGE TOTAL	CRITERIA
Innovation and Risk Taking	4,43	Highly innovative
Attention to detail	4,34	Very meticulous
Results-Oriented	3,91	Focus
People-oriented	4,27	Very caring
Team-oriented	4,37	Very good
Aggressiveness	4,51	Very aggressive
Stability	4,30	Very stable
AVERAGE TOTAL $4.43+4.34+3.91+4.27+4.37+4.51+4.30/7=4.30$		
CRITERIA= Very strong		

Source: Questionnaire, reprocessed 2026

Regarding to the table above, after calculating the average value for each organizational culture subvariable, SMK Sangkuriang 1 Cimahi City has an average value of 4.30, which falls into the very strong category. The lowest-scoring subvariable is results orientation. This indicates that SMK Sangkuriang 1 Cimahi City has an organizational culture focused on achieving results, where the success of each activity is judged not only by its execution but also by the outcomes achieved. Meanwhile, the highest-scoring subvariable is aggressiveness. This supports the creation of a proactive, adaptive organization focused on continuous performance improvement. This indicates that the values, norms, and practices in place at SMK Sangkuriang 1 Cimahi City are understood, accepted, and consistently applied by the teachers. These conditions have a positive impact on the institution's sustainability. This indicates that the values upheld by the institution are accepted and

consistently applied by all teachers, thereby fostering a positive work ethic, a sense of responsibility, and a high degree of dedication in performing their tasks.

Respondents' Responses to Teacher Job Satisfaction at SMK Sangkuriang 1 Cimahi City

To determine respondents' perceptions of job satisfaction between certified teachers at SMK Sangkuriang 1 Cimahi City, the researcher previously distributed a questionnaire to 40 respondents. The aim of this questionnaire was to elicit respondents' perceptions according to the each sub-variable: worker turnover, absenteeism rates, employment level, and organizational size. According to the findings of the validity and reliability tests, it was found that all statement items regarding job satisfaction were valid and reliable using SPSS version 27.

The following results show the levels of job satisfaction at SMK Sangkuriang 1 Cimahi City and indicate which criteria they fall under. The researcher calculated the overall average. The results of these calculations are explain in the table:

Table 3 Average Scores of Job Satisfaction

SUB VARIABLE	AVERAGE TOTAL	CRITERIA
Turnover	4,66	Very low
Absenteeism rate (absence from work)	4,71	Very low
Employment level	4,63	Highly suitable
The size of the institution's organization	4,60	Very smooth
AVERAGE TOTAL $4.66+4.71+4.63+4.60/4=4.65$		
CRITERIA = Very satisfied		

Source: Questionnaire, reprocessed 2026

According the table above, after caomputating the overall average for each job satisfaction sub-category, SMK Sangkuriang 1 Cimahi City had an average value of 4.65, which falls into the very satisfied category. These results indicate that teachers at SMK Sangkuriang 1 Cimahi City possess a high level of satisfaction with the school. The lowest-scoring sub-variable was organizational structure, which suggests that teachers at SMK Sangkuriang 1 Cimahi City are satisfied with the school's systems and policies, feel comfortable within the school's organizational environment, and receive excellent support in carrying out their duties. Meanwhile, the highest-scoring subvariable was absenteeism rate, indicating that teachers at SMK Sangkuriang 1 Cimahi City exhibit a high level of discipline and responsibility toward their work, as evidenced by high attendance rates and a low frequency of unexcused absences. This indicates that SMK Sangkuriang 1 Cimahi City, with a very satisfied rating for the job satisfaction variable, means that teachers experience a very high level of satisfaction with various aspects of their work. This situation has a positive impact on SMK Sangkuriang 1 Cimahi City because the teachers' high job satisfaction is reflected in low turnover and absenteeism rates, which indicate high loyalty and a strong sense of responsibility toward their work.

DISCUSSION

The Influence of Non-Physical Work Environment and Organizational Culture on Job Satisfaction in Teachers of SMK Sangkuriang 1 Cimahi City Both Partially and Simultaneously

The researcher employed multiple linear regression analysis to ascertain the effects of non-physical work environment and the organizational culture on teachers' job satisfaction at

SMK Sangkuriang 1 Cimahi City. The purpose of the present investigation was to ascertain the degree to which the dependent variable, job satisfaction, is influenced by the two independent variables, organizational culture and the non-physical atmosphere of work. Tests for heteroscedasticity, multicollinearity, and normality are examples of traditional assumption checks, were first carried out before the regression results could be considered legitimate and consistent with the Best Linear Unbiased Estimator (BLUE) principle. The following are the traditional assumption tests:

1. Classic Assumption Test

a. Normality Test

This examination revealed that the non-physical work environment and organizational culture on job satisfaction in teachers of SMK Sangkuriang 1 Cimahi City had a significance score of $0.200 > 0.05$, so it is able to be inferred that the data is distributed normally.

b. Multicollinearity Test

For the non-physical work environment and organizational culture on job satisfaction among instructors at SMK Sangkuriang 1 Cimahi City, the multicollinearity test showed a tolerance score of $0.985 > 0.10$ and a VIF score of $1.016 < 10$. The absence of multicollinearity suggests that the independent variables in the regression model do not correlate with one another.

c. Heteroscedasticity Test

This analysis revealed that the organizational culture and non-physical work environment on job satisfaction in teachers of SMK Sangkuriang 1 Cimahi City with a sig score of $0.173 > 0.05$ and in the organizational culture variable a sig score of $0.100 > 0.05$. This can be understood that there are no *heteroscedasticity* problems or pass *the heteroscedasticity* test.

2. Multiple Linear Regression Test

This investigation has successfully tested multiple regression analysis utilizing SPSS version 27. According to the findings of the computation of the multiple linear regression examination, the outcomes of the multiple regression formula are as a result:

$$Y = 10.347 + 0.987X_1 + 0.380X_2$$

- a. The constant of 10.347 states that if the non-physical work environment (X_1) and organizational culture (X_2) variables are assumed to be zero, then the variable of job satisfaction is 10.347.
- b. The regression coefficient of the non-physical work environment variable (X_1) has a positive direction with a score 0.987. This means that for every increase in the level of the non-physical work environment of one unit, job satisfaction will upsurge by 0.987 units.
- c. The regression coefficient of the organizational culture variable (X_2) has a positive direction with a score of 0.380. This can be understood that for every upsurge in the level of organizational culture by one unit, job satisfaction will upsurge by 0.380 units.

3. Coefficient of Determination

This study was held to determine the degree reached by the independent variables. The outcomes of the coefficient of identification calculations are as a results.

Table 4 Coefficient of Determination

Model Summary ^b				
Models	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.863 ^a	0,744	0,731	3,253

Source: Data, reprocessed 2026

According to the table 4, it explained that Rsquare or the coefficient of determination is 0.744 or 74.4%. The magnitude of the determination coefficient value shows that independent variables consisting of non-physical work environment variables (X1) and organizational culture variables (X2) can provide an explanation for the dependent variable, namely the work satisfaction variable (Y) of 74.4% with high or strong influence criteria. Meanwhile, 25.6% were influenced by variables that were not researched in this investigation.

4. Hypothesis Testing Results

The t-test (partial) and the f-test (simultaneous test) are used to determine the partial or simultaneous impact:

The t-test is used to determine whether the non-physical work environment (X1) and organizational culture (X2), which are independent factors, have a substantial impact on the bound variable, job satisfaction (Y), either partially or separately. This computation utilizes SPSS 27, where the calculation results are as follows:

- non-physical work environment has a positive influence on job satisfaction in teachers of SMK Sangkuriang 1 Cimahi City

Table 5 Partial Test Results of Non-Physical Work Environment on Job Satisfaction

Variable	T Table	T Count	Sig	Remarks
Non-physical work environment (X1)	1.687	5,039	0,000	Influential

Source: Data, reprocessed 2026

Table 5 shows that the non-physical work environment variable, which has a significance score lower than the significance level, and the non-physical work environment variable, which has an important value $<$ significance level, which is $0.00 < 0.05$, are deemed influential, namely $0.000 < 0.05$ which explains that the non-physical work environment variable is declared significant.

The findings of the one-tailed test for the non-physical work environment variable are explained as a results:

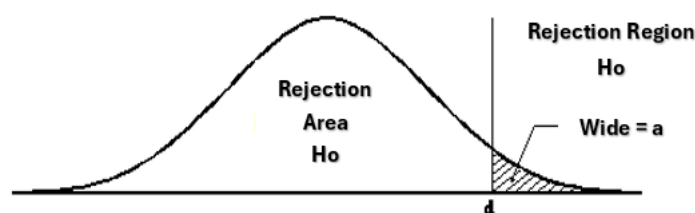


Figure 2 Results of the One-Way Test of Non-Physical Work Environment Variables on Job Satisfaction

Based on the figure above, it reveals that in the non-physical work environment

variable, the calculated t-value $> t_{table} 5.039 > 1.687$. then H_a was accepted and H_o was rejected. This suggests that the non-physical work environment has a beneficial effect on job satisfaction. This shows that the better the non-physical work environment that employees feel, such as the establishment of a harmonious relationship between superiors and subordinates, open communication, good cooperation between teachers and mutual support, the higher their level of job satisfaction. This is linear to study by (Natania & Martha, 2023) This means that it emphasizes that the non-physical work environment possesses a positive and important affect on job satisfaction.

- b. organizational culture has a positive affect on the job satisfaction of teachers of SMK Sangkuriang 1 Cimahi City

Table 6 Results of Partial Test of organizational culture on job satisfaction

Variable	T Table	T Count	Sig	Remarks
Organizational culture (X2)	1.687	8,380	0,000	Influential

Source: Data, reprocessed 2026

Table 6 shows that the organizational culture variable has a significance value of $0.000 < 0.05$, the organizational culture variable has a significance value of $0.00 < 0.05$, indicating that it is influential, and the organizational culture variable is significant.

The outcomes of the one-tailed examination for the organizational culture variable can be explained as a result:

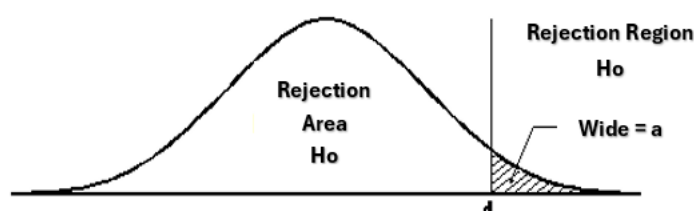


Figure 3 Results of the One-Way Test of Organizational Culture Variables on Job Satisfaction

Based on the figure above, it reveals that in the organizational culture variable, t-value $> t_{table} 8.380 > 1.687$. Thus, H_o was turned down while H_a was accepted. This indicates that job happiness is positively affected by organizational culture. This demonstrates that teachers' job satisfaction increases with the strength of the organizational culture they are able to adopt in their activities both within and outside of the classroom. This is consistent with study by (Abdurahman & Mulyana, 2021), which indicates that job satisfaction is positively affect by organizational culture.

5. Simultaneous Test (F Test)

To identificate if independent variables (X1) and independent variables (X2) simultaneously possess an affect on dependent variables (Y), simultaneous testing (F test) are employed.

Table 7 Simultaneous Test (F test)

Models		Sum of Squares	df	F Table	Mean Square	F	Sig.
1	Regression	1139,549	2	3.252	569,775	53,859	.000b
	Residual	391,426	37		10,579		
	Total	1530,975	39				

Source: data processed by researchers, 2026

The outcomes of the computation of the F test give an F value of 53.859 > f of the table, which is 3.252 with a sig value of 0.000. The sig score < the probability utilized, i.e., 0.05. Therefore, it may be said that Ho is rejected while Ha is accepted. This suggests that non-physical work environment and organizational culture of the workplace simultaneously affect job satisfaction.

CONCLUSION

According to the outcomes of an investigation on the affect of the non-physical work environment and organizational culture on teacher job satisfaction at SMK Sangkuriang 1 Cimahi City, it was found that respondents' perceptions of the non-physical work environment fell within the very good category, with the lowest-scoring subvariable being supervisor-subordinate relationships and the highest-scoring subvariable being relationships among teachers.

Respondents' perceptions of the organizational culture at SMK Sangkuriang 1 Cimahi City fell into the very strong category. The lowest-scoring subvariable was "results orientation, while the highest-scoring subvariable was aggressiveness.

Teachers at SMK Sangkuriang 1 Cimahi City exhibited a very high level of job satisfaction. The lowest-scoring subvariable was the size of the institution's organization, while the highest-scoring subvariable was absenteeism rate.

The non-physical work environment possess a positive affect on teacher job satisfaction at SMK Sangkuriang 1 Cimahi City. Organizational culture possesses a positive impact on teacher job satisfaction at SMK Sangkuriang 1 Cimahi City. At SMK Sangkuriang 1 Cimahi City, the organizational culture and non-physical work environment possess an affect on teachers' job satisfaction, with a high/strong level of impact.

Recommendations for SMK Sangkuriang 1 Cimahi City

1. Suggestions for SMK Sangkuriang 1 Cimahi City
 - a. According to the participants' responses to statements according to the non-physical work environment at SMK Sangkuriang 1 Cimahi City, it falls within the very good category. However, for the sub-variable of supervisor-subordinate relationships, the findings showed an average value of 4.48, which is lower than the score for the sub-variable of teacher-teacher relationships. Therefore, the author suggests that supervisor-subordinate relationships be further improved through effective communication, clear guidance, and the creation of harmonious working relationships. Thus, a conducive non-physical work environment can be maintained and support improved teacher performance at SMK Sangkuriang 1 Cimahi City.
 - b. According to the participants' responses to the statements, the organizational culture of SMK Sangkuriang 1 Cimahi City falls within the very strong category. However,

for the results-oriented sub-variable, the average score was 3.91, which is lower than that of the other variables. Therefore, the author suggests that results orientation can be further enhanced by setting clear work targets, conducting periodic performance evaluations, and motivating teachers to achieve the established goals. In addition, teachers are expected not only to focus on the work process but also to pay attention to achieving optimal results. In this way, a strong organizational culture can be sustained and contribute positively to improving teacher performance at SMK Sangkuriang 1 Cimahi City.

- c. Regarding to the respondents' responses to statements regarding job satisfaction, SMK Sangkuriang 1 Cimahi City falls within the "very satisfied" category. However, for the sub-variable measuring institutional organization, the outcomes showed an average score of 4.60, which is lower than that of the other sub-variables. Therefore, the author recommends that the school continue to improve organizational management more effectively, in terms of task distribution, coordination between departments, and the provision of work support facilities. In addition, the school is expected to create a clear organizational structure and a supportive work environment so that teachers can work more comfortably and optimally. Thus, teachers' job satisfaction levels can be maintained and even improved to assist the effective achievement of the school's goals.

2. Recommendations for Future Researchers

The outcomes of this investigation are anticipated to serve as a reference and provide input for future study. Nevertheless, this study still has several limitations; therefore, future researchers are encouraged to further develop and refine the variables used in this study.

It is hoped that this will broaden perspectives and enrich research on the non-physical work environment, organizational culture, and job satisfaction. Additionally, in order to produce more thorough research results, future researchers are urged to incorporate additional factors that can affect job satisfaction levels.

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