

The Influence of Organizational Culture and the Physical Work Environment on Teacher Work Discipline at XYZ Vocational High School in Cimahi

Revina Purwanti¹, Khaerul Rizal Abdurrahman²

^{1,2}General Achmad Yani University, Cimahi, Indonesia

Email: revinapurwanti_22p117@mn.unjani.ac.id, khaerul.rizal@lecture.unjani.ac.id

Keywords :

Organizational Culture, Physical Work Environment, Work Discipline

Abstract

In improving the performance of an institution, teacher work discipline plays a key role in achieving high-quality education. Ensuring good teacher work discipline involves fostering strong adherence among teachers to the values upheld by the institution; furthermore, providing adequate work facilities for teachers as they carry out their duties will encourage them to comply with the rules and regulations established by the institution. However, observations at SMK XYZ Cimahi indicate that the institution's values have not yet been fully implemented and the work facilities provided by it are not yet optimal, which is suspected to affect work compliance. The aim of these studies to identify the influence of the organizational and workplace environment on teachers' work discipline at XYZ Vocational High School in Cimahi, both individually and collectively. The study employed a quantitative methods approach with data analysis, and specifically multiple regression analysis using SPSS 26 software, which combines descriptive quantitative methods and associated quantitative methodology. Data were collected through the distribution of questionnaires. The sample consisted of 45 teachers at SMK XYZ Cimahi. The results show that organizational and workplace culture each have a partial effect on teacher discipline. Furthermore, organization's cultures and the workplace environment simultaneously influence work discipline; this study indicates that organization's culture and the workplace environment on work discipline fall into the category of high or strong influence. This suggests that the more strongly teachers uphold the values championed by the institution and the more adequate the facilities provided, the higher their level of adherence to applicable regulations and guidelines.

INTRODUCTION

In efforts to improve the quality of education, educator quality is a crucial factor. As professionals, teachers play a key part in learning processes from the planning, implementation, and guidance for evaluation of educational activities as stipulated by the Republic of the Indonesia Law no. 14 of the year 2005 on teachers and university lecturers. Therefore, educators are expected to continuously develop their competencies and skills through ongoing professional development so that they can carry out their duties effectively and responsibly. An educator can be considered a professional if they possess the adequate competencies and authority to perform their duties (Rosidi, 2024).

The data from the education and cultural ministry shows that in the 2024/2025 school year, the percentage of teachers meeting the qualifications exceeded 95 percent. However, the quality of education is determined not only by meeting formal qualifications but also by the equitable distribution of teachers across various regions. A balance between the number of teachers and students is crucial for creating a proportional workload, as reflected in an equitable

student teacher ratio (**BPS, 2025**). The uneven distribution of educators remains a challenge that affects the optimization of the learning process.

Teachers as a profession play a strategic role not only as instructors but also as motivators and facilitators. In their role as motivators, teachers are expected to foster students' interest and enthusiasm for learning through appropriate encouragement. Meanwhile, as facilitators, teachers must have the ability to establish learning situations that encourage students' engagement along with their intellectual development. Thus, the quality of a teacher is determined not only by academic competence but also by the ability to foster effective learning interactions.

Vocational High Schools (SMK) are educational institutions that play a vital role in producing a workforce ready for the job market. SMK XYZ Cimahi is one such vocational school that plays a key role in producing job-ready graduates at the local level, with a teaching staff of 49 teachers. To achieve this goal, supportive working conditions are needed both professionally and psychologically.

The factor that XYZ Vocational High School in Cimahi must prioritize in its operations is workplace discipline. Workplace discipline is a crucial element that is key to achieving the school's established goals. Without fostering strong discipline, the process of achieving these goals will face obstacles. In an educational context, the implementation of work discipline helps teachers instill habits in carrying out routine tasks and fosters an awareness of the importance of individual responsibility. **Fauzia & Lestari, (2024)** Working discipline is understood to be an attitude that reflects a worker's readiness and commitment to comply with the rules in their work environment. A higher level discipline amongst employees will help to accelerate an organization's progress toward its goals, while a lower level of discipline can slow down or even hinder the process of achieving those goals.

Based on interviews conducted with the curriculum department at SMK XYZ Cimahi, it was found that some teachers were violating regulations: specifically, some teachers arrived late entering around 6:30 a.m., about 10–15 minutes late and left earlier than required; while they were supposed to leave at 2:15 p.m., they had already left school around 12:30 p.m. This situation reflects a lack of consistency in performing routine duties and delays in fulfilling responsibilities, which are directly related to work discipline.

Interviews revealed that some teachers still arrive late, leave early, and are not on school grounds after recess. These circumstances indicate that the work discipline rate of teachers at SMK XYZ Cimahi remains relatively low. If these violations are allowed to continue, there is concern that they will negatively impact the school's performance particularly in terms of failing to meet established performance standards and could potentially result in financial losses for the school.

Based on the above information regarding teacher absenteeism rates at XYZ Vocational High School in Cimahi, it is evident that in 2025, there were still teachers who were absent without explanation. This indicates that the rate of unexplained teacher absenteeism remains fluctuating and has not yet shown consistent stability (**Ahmadi, 2023**). This situation could be used by schools as a starting point for evaluating their efforts to increase discipline in the workplace, tighten attendance monitoring, and provide professional development for educators in an effort to creating the more professional and supporting workplace environment.

According to (**Abdurahman & Mulyana, 2021**), an organizational culture consists of a collection of norms, values, behaviors, and beliefs which are collectively embraced by its employees, thereby shaping its unique identity. Thus, the culture of an organization plays a key role in fostering the values and behaviors that all employees are expected to adhere to. SMK XYZ

Cimahi has implemented an organizational culture through the core values of 5S and 7K as behavioral guidelines to foster discipline and create a conducive work environment. However, its implementation has not yet been fully optimized due to inconsistencies in application; therefore, enhanced supervision, ongoing guidance, and a strengthened commitment are needed so that these values can be effectively implemented in daily activities.

On the other hand, the school has made efforts to support the implementation of the organizational culture through ongoing outreach to the entire school community. Nevertheless, some practices that do not yet comply with the regulations have been identified, such as teachers who need to be reminded regarding the neatness and completeness of their uniforms. This indicates that supervision and outreach still need to be improved. The organizational culture has actually been well communicated, but in practice, there are still some teachers who have not consistently applied the values established by the school.

Yolan et al., (2025) states that corporate cultures has a significantly positive effect on workplace ethics. This suggests when a better corporate culture is implemented, then the higher the level of work ethics. Research conducted by **Kartina, (2024)** indicates that corporate cultures influence employees' work ethics.

Apart from the organizational environment, which has been shown to affect work discipline, there are also important factors in the physical environment that play a significant impact on work discipline. The physical environment includes the quality of classrooms, practical training facilities, cleanliness, comfort, lighting, ventilation, and other supporting facilities that directly affect the comfort of learning and working (**Gunawan & Abdurahman, 2026**). According to (**Faturrohman & Abdurahman, 2025**), the work environment consists of all conditions surrounding employees that can affect their ability in carrying their assigned tasks and responsibilities.

However, based on researchers' observations, some facilities and infrastructure at the study site were deemed inadequate: teachers' workspaces remained cluttered because documents and supplies were not properly organized, even though storage cabinets were available; the cleanliness of the restrooms at SMK XYZ 1 Cimahi is not optimal, and the restroom floors appear poorly maintained; and the arrangement of desks and chairs in the classrooms is not optimal, with the classroom walls appearing dirty all of these factors have the potential to reduce the tidiness, comfort, and effectiveness of teaching and studying. This is consistent with the findings of (**Afianti, 2025**), who noted that inadequate or lacking facilities in the physical work environments could affect a person's comfort and performance.

According to **Sapu et al., (2023)** Working atmosphere plays an essential role in influencing employee discipline. These findings clearly indicate a well-organized, well-managed workplace is conducive to improving performance and fostering positive work behavior, including adherence to rules and discipline. Research by **Ramadani et al., (2023)** indicates that working environments are one of the factors influencing employees' work discipline. Findings from studies by **Ramdhona et al., (2022)** show working environments influence work discipline. This suggests that working environments are a crucial factor for schools in their efforts to improve work discipline. A conducive workplace doesn't just help boost employees' productivity; it also fosters discipline in carrying out every assigned task and responsibility. Based on the discussion above, the purpose here is to study the organizational culture, workplace environment, teacher discipline at SMK XYZ Cimahi, and determine how organizational culture and the workplace environment affect teacher discipline at SMK XYZ Cimahi.

METHODS

To address the research problem, we used adopts a quantitative research design. As explained by **(Sugiyono, 2024:8)** this approach is grounded in the positivist philosophy, which seeks to test hypotheses through the collection of instrument-based data and statistical analysis of a specified population or sample. The main focuses on analyzing the relationship between organizational culture and the physical work environment as independent variables and work discipline as the dependent variable.

Data collection is the primary objective of any research is to obtain data, making data collection techniques a crucial stage of the process. In this study, data were collected through two main channels: *library research* and *field research*. Field data collection was conducted using several instruments, namely interviews, questionnaires, and document analysis.

Based on **Sugiyono (2024:80)** perspective, a population is defined as the scope of study that encompasses subjects or objects having certain traits or characteristics determined to be studied by the researcher in order to draw conclusions. In this study, the population was divided into two groups based on characteristics to describe the organization culture, workplace environment, and working discipline. First group consists 45 permanent instructors at Vocational School XYZ in Cimahi who have been employed for more than 2 years, and this group is used to measure organization culture and the workplace environment. The second group, representing the work discipline variable (Y), consists of the principal of SMK XYZ Cimahi. Since the entire research population is included as research subjects, we used employs a census sampling technique.

This study relied on a questionnaire as a data collection instrument measured using a semantic differential scale, thereby yielding interval-level data. Given the importance of instrument quality, the validity and reliability test was conducted first before proceeding with the data analysis phase.

To map the associations among variables, a multiple linear regressions analysis was applied with the aim of producing an estimation model that is the *Best Linear Unbiased Estimator* (BLUE). Therefore, verifying compliance with the classical assumption of ordinary least squares (*Ordinary Least Squares*/OLS) such as tests for normality, multicollinearity, and heteroscedasticity was a mandatory step performed using SPSS version 26. From a methodological perspective, these studied combine a descriptive quantitative approach for mapping the conditions of the independent variables and a quantity associative approach to test the degree of association among two or more variables.

OPERATIONAL DEFINITIONS OF VARIABLES

Organizational Culture

Organizational culture is an aspect that every organization must pay attention to because it plays a crucial role in supporting the achievement of organizational goals. Essentially, every organization has its own distinctive cultural characteristics, and these must be understood and embraced by all members of the organization so that tasks can be carried out in a coordinated manner and in line with the established direction. The following are several definitions proposed by various experts: Organizational culture consists of beliefs and behaviors held by employees, which ultimately shape their daily conduct; these attitudes and values, which have become ingrained in the organisation, serve as a guide for employee conduct in line with the organization's core values **(Sedarmayanti,**

2017). An organization's culture consists of a combination assumptions, behaviors, ideas that collectively describe how an organization interacts with its environment while also providing meaning to work activities (Soelistya, 2022:9). There are seven key dimensions of organizational culture: a drive for innovating and taking risks, a focus on details, a results-oriented approach, the human dimension, team orientation, level of aggressiveness, and stability (Robbins & Judge, 2018:355). According to (Darliah et al., 2025) and (Abduh, 2024) The implementation of a strong and consistent organizational culture has proven effective in promoting improved work ethic among employees.

H1 : Organizational culture had a significant positive impact on teachers level of work discipline at XYZ Vocational High School in Cimahi.

Physical Work Environment

Workplace environments are an extremely important aspect of the corporate world and organizations, encompassing various interrelated factors that influence employees' experiences and behaviors. Workplace environments can be classified into two categories: physical and non-physical. In this study, the researcher focuses on the physical work environment. The following are definitions proposed by several experts: A physical workplace environment consists of elements that an organization must utilize to foster a sense of comfort and peace of mind, thereby improving work outcomes to enhance organizational performance (Febriyanti & Anismadiyah, 2025). The work environment encompasses all conditions in the workplace that can have an impact either directly or indirectly on workers (Enny, 2019:58). According to Sedarmayanti (2017:28), work environment conditions are determined based on various elements in the work area, including: 1) lighting levels, 2) temperature, 3) humidity levels, 4) air circulation, 5) noise levels, 6) mechanical vibrations, 7) the presence of odors, 8) color scheme, 9) decorative and spatial design aspects, 10) background music, 11) Safety. According to (Utami & Mayasari, 2025) and (Hadi et al., 2024) physical working environments also have an important influence on workplace discipline.

H2 : The physical work environment has a positive impact on teachers' work discipline at XYZ Vocational High School in Cimahi

Work Discipline

Work discipline reflects an employee's consciousness and readiness to comply with all applicable organization rules and society norms. States that a high level of discipline serves as a vital tool for organizations in ensuring their sustainability, as employees will follow regulations so that work proceeds as planned (Malinda, 2022:602). Emphasizes that discipline is a means of sustaining an organization's existence because subordinates' compliance with rules ensures that tasks are carried out in accordance with established targets. (Dewi, 2019:94). According to Tenggelingina & Mufti, (2025:176) there are several dimensions of work discipline, including: 1) Adherence to time regulations, 2) Compliance with behavioral rules at work, 3) Compliance with work procedures, 4) Compliance with company policies. According to (Mahpud et al., 2022) concluded that organizational culture and the physical work environment influence the level of work discipline.

H3 : Organizational Culture and the Physical work environment Influence Teachers' Work Discipline at XYZ Vocational High School in Cimahi

In order to the influence of organizational culture in the workplace and the working atmosphere on teachers' work discipline Vocational High School XYZ in Cimahi, consider the

study paradigm below:

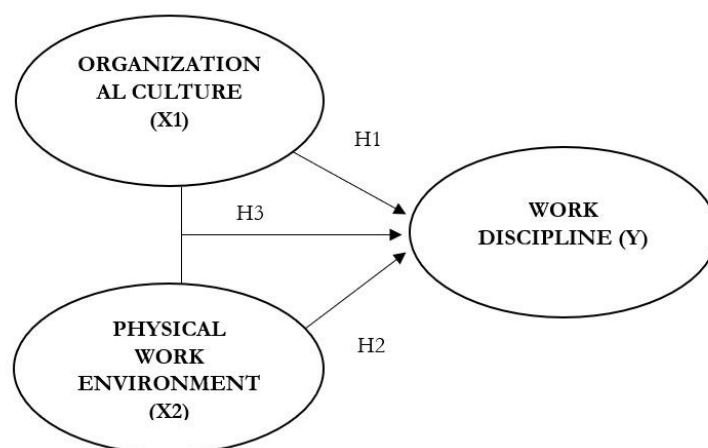


Figure 1. Research Paradigm: The Influence of Organizational Culture and the Physical Work Environment on Teacher Work Discipline at XYZ Vocational High School in Cimahi

RESULTS AND DISCUSSION

Validity Test Results

Results of the validation tests of all indicators confirm that every item in the questionnaire is valid. It can be seen that two criteria have been met: the value of the r coefficient calculated for each indicator exceeds the value of r in the table r -value (0.294), and there is a level of less than <0.05 significance; therefore, the results of this study warrant follow-up. This study's findings are summarized below:

Table 1. Validity Test Results

VARIABLES	INDICATOR	N	R COUNT	R TABLE	INFORMATION
ORGANIZATIONAL CULTURE	X1.1	45	0.704	0.294	Valid
	X1.2		0.700		Valid
	X1.3		0.693		Valid
	X1.4		0.777		Valid
	X1.5		0.670		Valid
	X1.6		0.791		Valid
	X1.7		0.860		Valid
	X1.8		0.808		Valid
	X1.9		0.729		Valid
	X1.10		0.728		Valid
	X1.11		0.690		Valid
	X1.12		0.751		Valid

VARIABLES	INDICATOR	N	R COUNT	R TABLE	INFORMATION
	X1.13		0.598		Valid
	X1.14		0.611		Valid
	X1.15		0.798		Valid
	X1.16		0.727		Valid
PHYSICAL WORK ENVIRONMENT	X2.1	45	0.739	0.294	Valid
	X2.2		0.807		Valid
	X2.3		0.734		Valid
	X2.4		0.889		Valid
	X2.5		0.815		Valid
	X2.6		0.822		Valid
	X2.7		0.814		Valid
	X2.8		0.799		Valid
	X2.9		0.753		Valid
	X2.10		0.736		Valid
	X2.11		0.755		Valid
WORK DISCIPLINE	Y.1	45	0.692	0.294	Valid
	Y.2		0.566		Valid
	Y.3		0.681		Valid
	Y.4		0.574		Valid
	Y.5		0.697		Valid
	Y.6		0.532		Valid
	Y.7		0.501		Valid
	Y.8		0.635		Valid
	Y.9		0.589		Valid

Source: Questionnaire, reprocessed in 2026

Reliability Test Results

Table 2. Reliability Test Results

VARIABLES	CRONBACH'S ALPHA	PROVISION	INFORMATION
ORGANIZATIONAL CULTURE	0.787	0.6	Reliable
PHYSICAL WORK ENVIRONMENT	0.938	0.6	Reliable
WORK DISCIPLINE	0.941	0.6	Reliable

Source: Questionnaire, reprocessed in 2026

Based on the *Cronbach's Alpha* criterion, the three research variables met the reliability standards, as each had a coefficient exceeding 0.60. This figure indicates that all survey items were able to measure the research construct accurately and consistently. Therefore, the collected data have been tested for validity and reliability and are ready for further analysis.

Responders' Perceptions of Organizational Culture Among Teachers at XYZ Vocational High School in Cimahi

In order to determine respondents perceived organizational culture among teacher at Vocational High School XYZ in Cimahi, researchers previously distributed a questionnaire to 45 respondents. This questionnaire aimed to explore respondents' perceptions of each subdimension: innovativeness, attention to detail, outcome orientation, person orientation, teamwork orientation, assertiveness, stability. According to a validity and reliability tests conducted using SPSS version 26, it was found that all items regarding organization's culture were valid and reliable.

The following results indicate which criteria the organizational culture at SMK XYZ Cimahi falls under. The researcher calculated the overall average. The results of these calculations is displayed in this table below:

Table 3. Respondent Responses Regarding Teachers Organizational Culture at SMK XYZ Cimahi

SUB VARIABLES	TOTAL AVERAGE	CRITERIA
Innovation and Risk Taking	3,88	Tall
Pay Attention to Detail	3,94	Careful
Results Oriented	3,9	Tall
People Orientation	3,9	Good
Team Orientation	3,95	Good
Aggressiveness	3,91	Tall
Stability	3,84	Tall
TOTAL AVERAGE	$(3,88+3,94+3,9+3,9+3,95+3,91+3,84)/7= 3,9$	
ORGANIZATIONAL CULTURE IS ON STRONG CRITERIA		

Source: Questionnaire, reprocessed in 2026

From the table above, it can be seen that the overall average score for the organization culture at SMK XYZ Cimahi, calculated by averaging the scores for each subvariable was **3.9**, which falls into the **strong** category. It shows the organization culture at SMK XYZ Cimahi functions well and supports a conducive work environment. The lowest-scoring subvariable was **stability**; this indicates that organizational consistency still needs to be improved so that the organizational culture can develop more optimally. Meanwhile, the highest-scoring subvariable was **team orientation**; this indicates that strong teamwork and attention to detail in carrying out tasks are well-established, thereby supporting the effective execution of duties within the school environment. This indicates that a strong organizational culture was a key to achieving school goals and developing a high-quality educational model.

Respondents' Perceptions of the Physical Work Environment for Teachers at SMK XYZ Cimahi

To determine respondents' perceptions of the working environment of teachers at XYZ Vocational High School in Cimahi, the researcher previously distributed a questionnaire to 45 respondents. The purpose of this questionnaire was to explore respondents' perception of about each of the following subcategories: lighting, comfort, color scheme, decor, and cleanliness. Based on validity and reliability test results, it was found all items regarding working environment were valid and reliable, as determined by an analysis using SPSS version 26.

The following results show which criteria the physical work environment at SMK XYZ Cimahi meets. The researcher calculated the overall average. The results of these calculation is displayed in the following below:

Table 4. Respondent Responses Regarding the Physical Work Environment of Teachers at SMK XYZ cimahi

SUB VARIABLES	TOTAL AVERAGE	CRITERIA
On- site lighting Work	3,96	Bright
Comfort	3,98	Comfortable
Color scheme in place Work	3,83	Good
Decor or layout	3,88	Good
Cleanliness	3,95	Tall
TOTAL AVERAGE	$(3,96+3,98+3,83+3,88+3,95)/5 = 3,92$	
PHYSICAL WORK ENVIRONMENT IS IN GOOD CRITERIA		

Source: Questionnaire, reprocessed in 2026

According to the above table, after calculating average total scores across all the sub-variables of the working environment at Vocational School XYZ in Cimahi, an average score of **3.92** was obtained, which falls into **good** category. This indicates the physical work conditions at SMK XYZ Cimahi function well and are effective in fostering a comfortable and conducive work environment. The lowest-scoring subvariable was **workplace color scheme**, indicating that the color arrangement of the work environment still needs improvement to optimize visual comfort while working. Meanwhile, the highest-scoring subvariable was **comfort**, indicating that teachers perceive the work environment as very comfortable, which in turn supports their effectiveness in performing their duties. This indicates that a well-designed physical work environment is expected to play a key role in supporting effective task performance duties and in optimally achieving school goals and missions.

Respondents' Perceptions of Teachers' Work Discipline at SMK XYZ Cimahi

To determine respondents' perceptions regarding work discipline among teachers at SMK XYZ Cimahi, the researcher previously distributed a questionnaire to 45 respondents. This questionnaire aims to explore respondents' perceptions of each subcategory, namely adherence to time regulations, adherence to workplace conduct rules, adherence to work procedures, and adherence to company policies. Based on validity and reliability test results, all items related to work discipline were found to be valid and reliable using SPSS version 26.

The following results indicate which criteria the level of work discipline at SMK XYZ Cimahi falls under. The researcher calculated the overall average. The results of these calculations is displayed in this table below:

Table 5. Respondent Feedback on Teacher Work Discipline at SMK XYZ Cimahi

SUB VARIABLES	TOTAL AVERAGE	CRITERIA
Compliance to regulation time	4,19	Obedient
Obedience to rule behavior in work	4,17	Obedient
Obedience to rule do work	4,11	Obedient
Obedience to rule company	4,12	Obedient
TOTAL AVERAGE	$(4,19+4,17+4,11+4,12)/4 = 4,15$	
WORK DISCIPLINE IS ON GOOD CRITERIA		

Source: Questionnaire, reprocessed in 2026

According to the above table, after calculating the overall mean for each discipline sub-variable at SMK XYZ Cimahi, an overall mean score of **4.15**, which is classified as **good**, was obtained. This indicates the teachers' work discipline at SMK XYZ Cimahi is strong and effectively supports the optimal performance of their duties. The lowest-scoring subvariable was **compliance with work rules**; this indicates that compliance with work procedures still needs improvement to further optimize work discipline. Meanwhile, the highest-scoring subvariable was **compliance with time regulations**. This indicates that teachers demonstrate a very high level of discipline regarding punctuality both in attendance and in task execution thereby supporting effective and efficient performance. This suggests that such strong work discipline should be maintained and further enhanced to support improved teacher performance and overall organizational goals.

DISCUSSION

The Influence of Organizational Culture and the Physical Work Environment on Teacher Work Discipline at SMK XYZ Cimahi, Both Partially and Simultaneously.

A study examining the influence of organizational culture and the physical work environment on teacher work discipline at SMK XYZ Cimahi was conducted using multiple linear regression analysis. This statistical method was used to measure the magnitude of the impact of these two independent variables on the dependent variable. To ensure that the resulting estimation model is a *Best Linear Unbiased Estimator* (BLUE) and that its validity is verified, a series of classical assumption tests including tests for normality, multicollinearity, and heteroscedasticity were performed prior to running the regression analysis. The results of these calculations is displayed in this table below:

Classical Assumption Tests

1. Normality Test

Results of the Normal Distribution Test organizational culture workplace environment as they relate to teacher work discipline at SMK XYZ Cimahi show a significance value (sig) of **0.200 > 0.05**, which indicates a normal distribution of the data.

2. Multicollinearity Test

Based on the multicollinearity test results for the organization culture and physical work environment variables related to teacher work discipline at SMK XYZ Cimahi, the tolerance value is **0.996 > 0.10** (greater than 0.10) and the *Variance Inflation Factor* (VIF) is **1.004 < 10** (less than 10). It shows that there is no correlation among the independent variables in the regression model.

3. Heteroscedasticity Test

The results of the heteroscedasticity test for the organizational culture and physical work environment variables in relation to teacher work discipline at SMK XYZ Cimahi yielded significance values of **0.549** for the organizational culture variable and **0.453** for the physical work environment variable. Both values exceed the significance threshold of 0.05, indicating there is no evidence of heteroscedasticity in the model.

Multiple Linear Regression Analysis

Researchers use multiple regression analysis when they want to predict fluctuations (increases or decreases) in the value of the dependent variable (criterion) on the basis of variations

between two or more independent variables that serve as predictors. Therefore, multiple linear regression analysis requires the inclusion of at least two independent variables (Sugiyono, 2024:275).

Table 6. Analysis Test Results Multiple Linear Regression

VARIABLES	<i>Unstandardized Coefficient</i>
	B
Constant	10,256
Culture Organization	0.265
Environment Work Physique	0.245
Dependent: Discipline Work	

Source: Data, reprocessed in 2026

Referring to the table of multiple linear regression analysis results, the regression equation in this study can be formulated as follows:

$$Y = a + b_1X_1 + b_2X_2 + e$$

$$Y = 10,256 + 0,265X_1 + 0,245X_2 + e$$

Using the multiple regression equation, the relationship between independent and dependent variables used in this research can be summarized as follows:

1. The regression coefficient for the organizational culture variable is positive at **0.265**. This indicates a positive relationship, in which an improvement in organizational culture is accompanied by an increase in work discipline.
2. The regression coefficient for the physical work environment variable is positive at **0.245**. This figure indicates that the greater the quality of the workplace, then the higher the level of workplace discipline.

Hypothesis Testing

Partial Hypothesis Testing (t-Test)

Testing the influence of each independent variable on the dependent variables separately, the researcher used a partially hypothesized test (t-test). The decision criterion was based on comparing the *p-value* to the significance threshold of 0,05. If the *p-value* is <0,05, the research hypothesis is accepted, which indicates a significant influence of the independent variable on the dependent variable. Alternatively, if the *p-value* is >0,05, this hypothesis is dismissed. Results of the t-test in this study are presented as follows:

Table 7. Results of the T-Test

Variables	t _{count}	t _{table}	Sig	Prob	Information
X1	6,022	1,683	0.05	0,000	Influential
X2	4,679	1,683	0.05	0,000	Influential

Source: Data, reprocessed in 2026

The Effect of Organizational Culture on Teacher Work Discipline at SMK XYZ Cimahi

The t_{count} for the effect of organizational culture on work discipline is $6.022 > 1.683$, and the significance value is $0.000 < 0.05$; therefore, H_a is accepted and H_0 is rejected, meaning that organizational culture has a positive effect on teacher work discipline at SMK XYZ Cimahi. The

positive influence referred to here is that the better the organizational culture with strong organizational values, effective teamwork, good communication, and consistent enforcement of rules the greater the impact on increasing adherence to and compliance with applicable regulations, thereby improving teachers' work discipline. This is consistent with research conducted by (Mahpud et al., 2022).

The Effect of the Physical Work Environment on Teacher Work Discipline at XYZ Vocational High School in Cimahi

The t_{count} value of the influence of the physical work environment on work discipline is 4.679 > 1.683, and the significance value is $0.000 < 0.05$; therefore, H_a has been accepted and H_0 has been rejected, which means that the work environment has a positive influence on teachers' work discipline at XYZ Vocational High School in Cimahi. The positive effect referred to here is that the better or more comfortable the physical work environment—such as bright lighting, comfortable air circulation, good spatial layout, and supportive cleanliness—the higher the level of compliance, obedience, and punctuality in carrying out tasks related to teacher work discipline at XYZ Vocational High School in Cimahi. This is in line with research conducted by (Fauzia & Lestari, 2024).

Simultaneous Hypothesis Test (F-Test)

The F-test measures the simultaneous relationship between Work Discipline, Organizational Culture, and the Physical Work Environment.

Table 8. Results of the Simultaneous Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig
1	Regression	257,634	2	128,817	27,471	.000 ^b
	Residual	196,943	42	4,689		
	Total	454,578	44			
a. Dependent Variable: Discipline Work						
b. Predictors: (Constant), Environment Physical Work, Culture Organization						

Source: Data, reprocessed in 2026

According to the table, the p-value is **0.000** and the $F_{\text{calculated}}$ value is **27.471**. When comparing the $F_{\text{calculated}}$ and F_{table} values, we must first determine the degrees of freedom (df) to calculate the F_{table} value. Thus, the degrees of freedom used are: numerator df = $n - k$ ($45 - 3$) = 42 and denominator df = $k - 1$ ($3 - 1$) = 2. At a significance level (alpha) of 5%, the F_{table} value is **3.22**. Therefore, since the effect of organizational culture and the physical work environment on work discipline is **27.472 > 3.22** and the significance value is **0.000 < 0.05**, then H_a is acceptable and H_0 is rejected, which means that organizational culture and the physical work environment jointly influence the work discipline of teachers at SMK XYZ Cimahi.

Coefficient of Determination

The determination coefficient (R^2) measures the contribution of the dependent variable to the variation in the bound variable. The results:

Table 9. Results of the Determination Coefficient

Model Summary				
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.753 ^a	.567	.546	2.16544
a. Predictors: (Constant), Environment Physical Work, Culture Organization				

Source: Data, reprocessed in 2026

The table shows that the *R-squared* value (coefficient of determination) is **0.567**. This means the organizational culture and physical work environment account for **56.7%** of the variation in work discipline. This indicates that organizational culture and the physical work environment jointly influence work discipline to a **high or strong degree**. Meanwhile, **43.3%** is impacted by other factors not included in this study.

CONCLUSION

According to the research findings and discussion regarding the impact of organizational culture and the physical work environment on teacher work discipline at XYZ Vocational High School in Cimahi, the following conclusions can be drawn:

1. Respondents' perceptions of the organizational culture at SMK XYZ Cimahi fall within the "strong" category. The lowest sub-variable was "stability," and the highest sub-variable was "team orientation."
2. Respondents' feedback concerning the Workplace Environment at SMK XYZ Cimahi falls into the "good" category. The lowest sub-variable was "color scheme in the workplace," and the highest sub-variable was "comfort."
3. The work discipline of teachers at SMK XYZ Cimahi falls within the "good" criteria. The lowest subvariable is found in the "adherence to work procedures" subvariable, and the highest subvariable is found in the "compliance with time regulations" subvariable.
4. The impact of organizational culture and the Workplace Environment on teachers' work discipline at SMK XYZ Cimahi, both partially and simultaneously:
 - a. Organizational culture was found to have a positive impact on teachers' work discipline at SMK XYZ Cimahi.
 - b. The physical work environment has a positive impact on teachers' work discipline at SMK XYZ Cimahi.
 - c. Collectively (simultaneously), organizational culture and the physical work environment influence teachers' work discipline at SMK XYZ Cimahi, with the influence classified as "Very High" or "Very Strong."

RECOMMENDATIONS

Recommendations for SMK XYZ Cimahi:

- a. Based on respondents' responses to statements regarding the organizational culture of teachers at SMK XYZ Cimahi, it falls within the **strong** criterion. This indicates that the organizational culture being implemented is functioning well. However, there is still a sub-variable that requires attention: stability, which has the lowest average score within the **high** criterion. This suggests that consistency in the application of organizational values still needs to be improved.

Therefore, the school is advised to strengthen organizational stability by reinforcing rules, increasing shared commitment, and maintaining consistency in policy implementation. On the other hand, the sub-variable “team orientation” has the highest average score, falling into the **good** category. This can be maintained and further developed through enhanced teamwork, effective communication, and activities that encourage collaboration among teachers.

- b. Based on respondents’ responses to statements regarding the workplace environment for teachers at SMK XYZ Cimahi, it falls into the **good** category. This indicates that the physical work environment is sufficiently supportive of teachers’ work activities. However, there is still a subvariable that requires attention: the color scheme in the workplace, which meets the **good** criteria. This suggests that aesthetic aspects and visual comfort still need improvement. Therefore, the school is advised to redesign the room’s color scheme to be more comfortable and appropriate, thereby boosting teachers’ morale and comfort. Meanwhile, the “comfort” subvariable received the highest score, meeting the **comfortable** criterion. This helps maintain cleanliness and tidiness while ensuring a conducive work environment.
- c. Based on respondents’ responses to statements regarding teachers’ work discipline at SMK XYZ Cimahi, the results fall into the **good** category. This indicates that the level of teacher discipline is already very good. However, the sub-variable “adherence to work procedures” received the lowest score and requires attention, with the criterion of **compliant**. It is recommended to improve teachers’ adherence to rules in performing their duties through strengthened supervision and guidance. Thus, it is hoped that the level of teacher discipline will continue to improve. Meanwhile, the sub-variable of adherence to time regulations received the highest score under the **compliant** criterion. This needs to be maintained by continuing to instill a culture of punctuality and by school leaders setting a good example.

Suggestions for Future Researchers

These findings are intended to be used as a reference and a basis for comparison by future researchers studying similar topics. Nevertheless, this study is not without its limitations. Therefore, it is recommended for researchers in the future to examine other independent variables that may potentially influence work discipline. In this regard, researchers are also encouraged to apply the latest theoretical frameworks to broaden their perspectives and enrich the study of organizational culture, the physical work environment, and work discipline.

REFERENCE

- Abduh, E. M. (2024). Pengaruh Kepemimpinan Transformasional Dan Budaya Organisasi Terhadap Disiplin Kerja Pegawai Di Kantor Kecamatan Baros Kabupaten Serang. *Kampus Akademik Publisng Jurnal Ilmiah Research And Development Student (JIS) Vol.2, No.3 September 2024* E-Issn: 2988-5922; P-Issn: 2988-6058, Hal 58-70 Doi: <https://doi.org/10.59024/jis.V2i3.932>, 2(3), 58–70.
- Abdurahman, K. R., & Mulyana, A. R. (2021). *Analysis Of Work Environment And Organizational Culture On Employee Satisfaction In CV Saudara Mulya Bersama*. 2(5), 384–393. <https://doi.org/10.47153/jbmr25.1412021>
- Afianti, F. (2025). *Economics And Digital Business Review Analisis Pengaruh Lingkungan Kerja Terhadap Kinerja Karyawan Di Indonesia*. 6(1), 237–244.
- Ahmadi, H. (2023). *Pengaruh Motivasi Kerja Dan Disiplin Kerja Terhadap Kinerja Guru Pada Sekolah Menengah Islam Terpadu Boarding School Sukabumi*. 4.

- BPS. (2025). *Statistik Pendidikan* 2025. <https://www.bps.go.id/publication/2025/11/21/D048070f37740b0e04d99350/statistik-pendidikan-2025.html>
- Darliah, N., Suparmoko, M., & Maliki, B. I. (2025). Pengaruh Pengawasan Dan Budaya Organisasi Terhadap Kinerja Melalui Disiplin Kerja. *ISSN: 2746-0738 (Online) Journal Of Education Research*, 0738(1), 174–180.
- Dewi, D. P. (2019). *Manajemen Sumber Daya Manusia*. Tangerang Selatan: Unpam Press.
- Enny, M. W. (2019). *Manajemen Sumber Daya Manusia*. Surabaya: Ubhara Manajemen Press.
- Faturrohman, R. M., & Abdurahman, K. R. (2025). Pengaruh Lingkungan Kerja Fisik Dan Motivasi Kerja Terhadap Kepuasan Kerja Karyawan Bagian Checker Pada PT. XYZ Region Bandung. 8(1), 278–288.
- Fauzia, F. A., & Lestari, D. (2024). Pengaruh Lingkungan Kerja Fisik Dan Motivasi Kerja Terhadap Disiplin Kerja Guru Berdasarkan Persepsi Atasan Langsung Pada SMA Pasundan Majalaya. *JHIP (Jurnal Ilmiah Ilmu Pendidikan)* (Eissn: 2614-8854) Volume 7, Nomor 6, Juni 2024 (5698-5708) Pengaruh, 7, 5698–5708.
- Febriyanti, A., & Anismadiyah, V. (2025). Pengaruh Lingkungan Kerja Fisik Dan Disiplin Kerja Terhadap Kinerja Karyawan Pada PT Kresno Bersaudara Engineering Kota Tangerang Banten. *Cakrawala: Jurnal Ekonomi, Manajemen Dan Bisnis Volume 2, Number 2, Juni, 2025, Pp. 404-415* P-ISSN: 3046-9910, E-ISSN: 3046-8884 <https://jurnalamanah.com/index.php/cakrawala/index> Pengaruh, 2(2), 404–415.
- Gunawan, I. P. R., & Abdurahman, K. R. (2026). *The Influence Of Physical Work Environment And Non- Physical Work Environment On Organizational Citizenship Behavior (Ocb) Of Employees In The Packing Department Of Umkm Xyz In Cimahi City*. 9(2), 11917–11927.
- Hadi, I. S., Sari, V. N., & Pratiwi, N. (2024). Pengaruh Lingkungan Kerja Dan Gaya Kepemimpinan Terhadap Kinerja Pegawai Melalui Disiplin Kerja Sebagai Variabel Intervening. *Jurnal Ekonomi Dan Bisnis* (2024), Volume 3, Nomor 2 (Hal. 74-86) E-ISSN 2961–8169, 3. <https://doi.org/10.57151/jeko.v3i2.363>
- Kartina, H. B. (2024). Pengaruh gaya kepemimpinan dan budaya organisasi terhadap disiplin kerja serta dampaknya pada kinerja pegawai Puskesmas Pugung Raharjo Kabupaten Lampung Timur. *Journal Of Mandalika Social Science Pengaruh*, 97–114.
- Mahpud, M., Agung, S., & Kuraesin, E. (2022). Kerja . Karyawan . Pada Badan Keuangan Dan Aset Daerah (BKAD) Kota Bogor. *Vol.5 No.1 Februari 2022 Hal. 111-119*. <https://ejournal.uika-bogor.ac.id/index.php/manager>, 5(1), 111–119.
- Malinda, S. (2022). Kompetensi Dan Kepuasan Kerja Terhadap Disiplin Kerja Melalui Komitmen Organisasi. *ISSN 1693-4091 E-ISSN 2622-1845* <https://jurnal.unipgri-palembang.ac.id/index.php/ekonomika/index> <https://jurnal.unipgri-palembang.ac.id/index.php/ekonomika/index>, 601–616.
- Ramadani, F., Sari, E. P., & Utara, S. (2023). Pengaruh Reward , Punishment Dan Lingkungan Kerja Terhadap Disiplin Kerja (Studi Kasus Pada Pegawai Non-Asn Di Badan Pengelola Keuangan Dan Aset Daerah Kota Medan) Universitas Potensi Utama. *Jurnal Publikasi Ilmu Manajemen Dan E-Commerce Vol.2, No.1 Maret 2023 E-ISSN: 2962-0821; P-ISSN: 2964-5298, Hal 158-169*, 2(1), 158–169.

- Ramdhona, T. S., Rahwana, K. A., & Sutrisna, A. (2022). Pengaruh Lingkungan Kerja Dan Motivasi Kerja Terhadap Disiplin Kerja Guru (Survei Pada Guru SMK Muhammadiyah Tasikmalaya). *Jurnal Valuasi: Jurnal Ilmiah Ilmu Manajemen Dan Kewirausahaan*, 2(2), 891–914.
- Robbins, S. P., & Judge, T. A. (2018). *Organizational Behavior Eighteenth Edition*. Edition. London: Pearson Education
- Rosidi, I. (2024). Meningkatkan Kualitas Pendidikan : Peran Vital Guru. [Http://Journal.Universitaspablawan.Ac.Id/Index.Php/Jrpp](http://Journal.Universitaspablawan.Ac.Id/Index.Php/Jrpp) Volume 7 Nomor 3, 2024 P-2655-710X E-ISSN 2655-6022 Submitted, 7, 7289–7293.
- Sapu, G. R., Foeh, J. E. H. J., & Manafe, H. A. (2023). Pengaruh Gaya Kepemimpinan , Motivasi Dan Lingkungan Kerja Terhadap Kinerja Pegawai Dengan Disiplin Kerja Sebagai Variabel Intervening (Literature Review Manajemen Sumber Daya Manusia). E-ISSN:2964-6057, P-ISSN: 2964-6065 DOI: <https://doi.org/10.38035/jbesm.V1i3>, 1(3), 144–158.
- Sedarmayanti. (2016). *Manajemen Sumber Daya Manusia: Reformasi Birokrasi Dan Manajemen Pegawai Negeri Sipil*. Bandung: PT Refika Aditama.
- Soelistya, D. (2022). *Buku Ajar Budaya Organisasi Dalam Praktik*. Sidoarjo Nizamia Learning Center.
- Sugiyono. (2024). *Metode Penelitian Kuantitatif, Kualitatif, Dan Re&D* (2nd Ed.). Bandung: Alfabeta CV.
- Tenggelina, M. S., & Mufti, M. I. (2025). Pengaruh Disiplin Kerja Terhadap Kinerja Pegawai Di Kantor Komisi Pemilihan Umum Daerah Provinsi Sulawesi Tengah. VOL. 02, NO. 02, 2025 E-ISSN: 3047-4019 Online <https://jurnal.fisip.untad.ac.id/index.php/jps>, 02(02), 173–182.
- Utami, N. K. D. N., & Mayasari, N. M. D. A. (2025). Pengaruh Lingkungan Kerja Dan Gaya Kepemimpinan Terhadap Disiplin Kerja Pada Dinas Perhubungan Kabupaten Buleleng 1,2. 7(2), 378–388.
- Yolan, M., Septyarini, E., & Purnamarini, T. R. (2025). Pengaruh Peran Pemimpin , Budaya Organisasi , Motivasi Intrinsik Terhadap Disiplin Kerja Pegawai Di Politeknik Pembangunan Pertanian Yogyakarta Magelang. *Journal Of Economics, Bussiness And Management Issues Volume: 2, Nomor 3, 2025, Hal: 303-322* <https://doi.org/10.47134/jebmi.V2i3.655>, 2009, 139–157.