

# Economic and Business Horizon

ISSN: 2963-2765

Economic and Business  
Horizon

Volume: 05

Issue: 04

Year: 2026

Page: 363-374

## Citation:

Nashrullah, M. N., &  
Abdurahman, K. R. (2026).  
The influence of discipline  
development and the  
physical work environment  
on job satisfaction.

*Economics and Business  
Horizon*, 5(4), 363-374.

## The Influence of Discipline Development and the Physical Work Environment on Job Satisfaction

Muhammad Nazhif Nashrullah<sup>1\*</sup>, Khaerul Rizal Abdurahman<sup>1</sup>

<sup>1</sup> Department of Management, Faculty of Economics and Business, Universitas Jenderal Achmad Yani, Cimahi, Indonesia

*\*Corresponding author: Muhammad Nazhif Nashrullah*  
([muhammadnazhif\\_22p224@mn.unjani.ac.id](mailto:muhammadnazhif_22p224@mn.unjani.ac.id))

## Abstract

Education plays an important role in improving the quality of human resources, making teachers' job satisfaction an essential factor in supporting the quality of educational services. This study aimed to analyze the influence of discipline development and physical work environment on teachers' job satisfaction, both partially and simultaneously. The study employed a quantitative method with an explanatory research approach. The population consisted of all 37 permanent foundation-employed teachers, and total sampling was applied. Data were collected through questionnaires using a semantic differential scale and analyzed using multiple linear regression with IBM SPSS Statistics 27. The findings revealed that discipline development and physical work environment had positive and significant effects on job satisfaction, both partially and simultaneously. In addition, both independent variables explained 72.5% of the variation in job satisfaction. The study concludes that improving discipline development and enhancing the physical work environment can increase teachers' job satisfaction and support the improvement of educational service quality at the school.

## Keywords

Discipline Development, Job Satisfaction, Physical Work Environment, Teachers.

## 1. Introduction

Education plays a central role in developing human resources because the quality of educational services determines graduate competence and national competitiveness. High-quality education produces individuals with academic abilities, professional skills, moral values, and adaptability to social and technological changes. It also supports sustainable development by preparing skilled human resources who contribute to economic growth and social welfare. Khan and Fauzee (2025) emphasized that education instills moral, social, and civic values that shape responsible citizens and support national development. Therefore, improving educational quality requires competent teachers as key actors in the learning process, as regulated by Law of the Republic of Indonesia Number 20 of 2003 and Law Number 14 of 2005. Teacher job satisfaction is crucial because it influences commitment, motivation, creativity, and teaching performance. Syamsudhuha and Abdurahman (2024) stated that job satisfaction is an organizational asset, while Sutrisno (2019) explained that workplace conditions, relationships, compensation, and psychological factors influence it.

Among the various factors influencing job satisfaction, discipline development and the physical work environment have received considerable attention in human resource management literature. Discipline development encourages employees to comply with organizational regulations, enhances responsibility, and establishes an orderly work culture. Hasibuan (2019) argues that work discipline reflects employees' awareness and willingness to comply with organizational rules and social norms, while Lesmana and Abdurahman (2024) describe discipline development as a systematic effort to improve employees' attitudes and behaviors in accordance with organizational standards. Likewise, Mustika and Oktavianti (2021) emphasize that discipline motivates individuals to perform their responsibilities consistently based on organizational norms. Empirical studies conducted by Alawiah and Santosa (2024) further demonstrate that discipline development has a positive and significant influence on job satisfaction.

In addition to discipline development, the physical work environment represents another important determinant of teacher job satisfaction. A supportive workplace characterized by adequate lighting, proper ventilation, cleanliness, comfortable facilities, and appropriate workspace arrangements enables teachers to perform their duties more effectively and comfortably. Sedarmayanti (2017) and Sudrajat and Ibrahim (2021) define the physical work environment as all physical conditions surrounding the workplace that directly or indirectly influence employees' work performance. Similarly, Mustika and Oktavianti (2021) explain that the physical work environment encompasses physical elements within the workplace that affect employees' performance and well-being. Consistent with these theoretical perspectives, Hasibuan (2019) found that a conducive physical work environment significantly improves teachers' job satisfaction.

Despite theoretical and empirical support for these relationships, several problems remain evident at SMK XYZ. Interviews with the curriculum division revealed that some teachers continue to violate school regulations, reflecting possible issues related to job satisfaction and work discipline. School records documented 84 cases of unnotified teacher absence and 91 cases of tardiness between January and October 2025, disrupting teaching schedules and reducing classroom learning effectiveness. Although the school has implemented discipline development through verbal warnings, counseling, and formal sanctions such as Warning Letter 1 (SP1) and Warning Letter 2 (SP2), violations persist, indicating the need for improved discipline management. In addition, field observations identified inadequate lighting, poor ventilation, excessive classroom heat, poorly maintained

restrooms, and insufficient cleanliness in the ablution area, all of which may reduce teachers' comfort, concentration, work efficiency, and overall job satisfaction.

Previous studies by Ong et al. (2021), Lessy and Adnyana (2024), and Indra et al. (2025) have reported positive relationships between discipline development, the physical work environment, and job satisfaction. However, most studies were conducted in different organizational contexts and examined each variable separately. Empirical evidence investigating the simultaneous effects of discipline development and the physical work environment on the job satisfaction of foundation-employed teachers in private vocational high schools remains limited. In addition, prior research rarely incorporated organizational evidence such as attendance records, discipline sanctions, and workplace observations. Therefore, this study aims to analyze the partial and simultaneous effects of discipline development and the physical work environment on teacher job satisfaction at SMK XYZ. The findings are expected to support school management in improving teacher job satisfaction and educational service quality.

## **2. Literature Review and Hypothesis Development**

### ***2.1. The Influence of Discipline Development on Job Satisfaction***

Discipline development is considered an important organizational effort to encourage employees to comply with workplace rules, maintain responsibility, and improve work behavior. According to Mangkunegara (2017), work discipline refers to management efforts aimed at strengthening organizational regulations and guidelines. Similarly, Handoko (2014) explains that work discipline reflects employees' ability to work consistently and comply with organizational procedures. Nitisemito (2018) further states that discipline development is a continuous process intended to foster employee attitudes and behaviors that align with organizational standards. Through effective discipline development, employees are expected to develop greater awareness, responsibility, and commitment toward their work duties. Employees who understand and follow organizational rules tend to work more comfortably and responsibly, which may positively influence their feelings toward the organization and increase their level of job satisfaction.

Discipline development may also contribute to job satisfaction because it creates a more orderly, fair, and productive work environment. Mangkunegara (2013) classifies work discipline into preventive discipline and corrective discipline. Preventive discipline encourages employees to follow rules voluntarily before violations occur, while corrective discipline aims to improve employee behavior through sanctions or corrective actions after violations take place. Both forms of discipline are intended to maintain organizational order and improve employee performance. Previous studies conducted by Alawiah and Santosa (2024) reported that discipline development has a positive relationship with employee job satisfaction. Employees who experience clear regulations, fair treatment, and supportive discipline systems are more likely to feel secure and satisfied in their work environment.

H1: Discipline development has a positive effect on job satisfaction

### ***2.2. The Influence of Physical Work Environment on Job Satisfaction***

The physical work environment plays an important role in supporting employees in carrying out their work effectively and comfortably. A safe, clean, and supportive workplace can improve employees' concentration, motivation, and overall work performance. According to Setianingrum et al. (2023) and Roestamy and Rusli (2025), the work environment refers to everything surrounding employees that may influence them while performing their tasks, including workplace conditions such as

cleanliness and other supporting facilities. Sutrisno (2019) further explains that the physical work environment includes all facilities and infrastructure around employees that influence work activities. Similarly, Setiana (2020) defines the physical work environment as all physical conditions surrounding the workplace that may directly or indirectly affect employees while performing their jobs. Physical conditions such as lighting, temperature, ventilation, workspace arrangement, and workplace cleanliness are important factors that may influence employees' comfort and emotional well-being in the workplace.

A conducive physical work environment is closely related to employee job satisfaction because employees tend to feel more comfortable, motivated, and appreciated when workplace conditions support their activities. Comfortable workplace conditions may reduce stress, improve work efficiency, and create positive feelings toward the organization. In contrast, poor workplace conditions may reduce employee enthusiasm, increase fatigue, and negatively affect job satisfaction. Previous studies conducted by Mahmud et al. (2023), Dewa (2023), and Adnyana and Veronica (2023) found that the physical work environment positively influences employee job satisfaction. Employees working in supportive physical environments generally demonstrate better morale, stronger motivation, and greater organizational commitment. Therefore, organizations should continuously improve workplace facilities and conditions to support employee well-being and satisfaction.

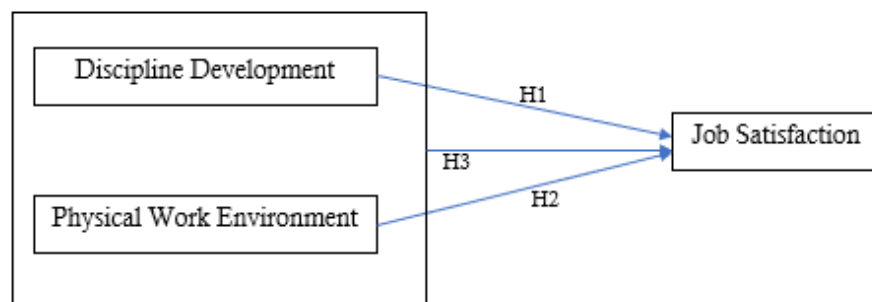
H2: Physical work environment has a positive effect on job satisfaction.

### ***2.3. Simultaneous Influence on Job Satisfaction***

Discipline development and the physical work environment are organizational factors that may simultaneously influence employee job satisfaction. Discipline development helps employees understand organizational rules, improve responsibility, and maintain orderly behavior in the workplace. At the same time, a supportive physical work environment provides employees with comfort, safety, and convenience while performing their duties. According to Mangkunegara (2017), discipline is closely related to organizational efforts in strengthening employee compliance with workplace regulations. In addition, Nitisemito (2018) explains that workplace conditions surrounding employees may influence their work activities and attitudes. Employees who experience fair discipline systems and supportive workplace conditions are more likely to feel valued, comfortable, and motivated, which may increase their satisfaction with their jobs and organization.

Both internal and external workplace conditions strongly influence job satisfaction. Rivai (2014) explains that job satisfaction reflects employees' feelings and attitudes toward their work, whether satisfied or dissatisfied. Similarly, Hasibuan (2017) states that job satisfaction is reflected through employees' morale, discipline, and work performance. Previous studies by Alawiah and Santosa (2024) reported that discipline development and the physical work environment contribute positively to job satisfaction. Effective discipline systems combined with supportive workplace conditions may create a more productive, comfortable, and harmonious organizational atmosphere. Employees are more likely to demonstrate positive attitudes, stronger commitment, and higher satisfaction in their work.

H3: Discipline development and physical work environment simultaneously have a significant effect on job satisfaction.



**Figure 1.** Conceptual Framework

Figure 1 illustrates the relationship between discipline development, physical work environment, and job satisfaction. It proposes that discipline development (H1) and physical work environment (H2) have direct effects on job satisfaction, while H3 represents the combined influence of both independent variables on job satisfaction. This model suggests that improvements in employee discipline and a supportive physical work environment may contribute to higher levels of job satisfaction.

### 3. Methods

This study employed a quantitative research design using an explanatory approach to examine the effects of discipline development and the physical work environment on job satisfaction. The research was conducted at SMK XYZ, a private vocational high school located in West Bandung Regency, Indonesia. The study focused on testing both the partial and simultaneous effects of the independent variables on job satisfaction. The target population consisted of all permanent foundation-employed teachers (*Guru Tetap Yayasan/GTY*) at SMK XYZ. Because the number of eligible teachers was relatively small, a census approach (total sampling) was adopted, in which all 37 permanent teachers participated as respondents. Consequently, the sample represented the entire research population, eliminating sampling error within the study setting.

This study examined three variables. Discipline development and the physical work environment were treated as independent variables, while job satisfaction served as the dependent variable. Discipline development was measured through indicators related to organizational rules, discipline sanctions, and continuous discipline development. The physical work environment was assessed using indicators including workplace lighting, comfort, noise, odor, color arrangement, safety, and cleanliness. Job satisfaction was measured through indicators reflecting absenteeism, job characteristics, and organizational conditions. All measurement indicators were adapted from established literature and operationalized using interval-scale items.

Data were collected through primary data. Primary data were obtained using a structured questionnaire administered to all respondents, employing a five-point semantic differential scale ranging from negative to positive responses. Before hypothesis testing, the research instrument was evaluated for validity and reliability using Pearson product-moment correlation and Cronbach's alpha, respectively. All statistical analyses were performed using IBM SPSS Statistics version 27. Descriptive statistics were first employed to describe respondents' perceptions of each research variable. Subsequently, multiple linear regression analysis was conducted to examine the partial and simultaneous effects of discipline development and the physical work environment on job satisfaction. The coefficient of determination ( $R^2$ ) was used to assess the explanatory power of the regression

model. To ensure that the regression model satisfied the assumptions of ordinary least squares estimation, classical assumption tests, including normality, multicollinearity, and heteroscedasticity tests, were performed before hypothesis testing. The significance of the partial effects was evaluated using the t-test, while the overall model significance was assessed using the F-test with a significance level of 5%.

#### 4. Results

The descriptive analysis of the discipline development variable was conducted to identify respondents' perceptions regarding the implementation of discipline development. The results of the analysis are presented in Table 1.

**Table 1.** Average Score of Respondents toward the Discipline Development Variable

| Sub-Variable                                                  | Mean Score | Criteria    |
|---------------------------------------------------------------|------------|-------------|
| Creating Rules and Regulations to Be Implemented              | 3.92       | Appropriate |
| Establishing and Applying Sanctions for Discipline Violations | 3.30       | Fair        |
| Conducting Continuous Discipline Training and Development     | 2.99       | Fair        |
| Total Mean Score                                              | 3.40       | Fair        |

Table 1 shows respondents' perceptions of the discipline development variable. The overall mean score was 3.40, categorized as fair. The highest mean score was found in creating rules and regulations to be implemented (3.92), indicating that school regulations were considered appropriate and clearly implemented. Meanwhile, establishing and applying sanctions for discipline violations obtained a mean score of 3.30 and was categorized as fair. Conducting continuous discipline training and development received the lowest mean score of 2.99, also categorized as fair, indicating that continuous discipline development programs still need improvement.

**Table 2.** Average Score of Respondents toward the Physical Work Environment Variable

| Sub-Variable      | Mean Score | Criteria           |
|-------------------|------------|--------------------|
| Lighting          | 2.51       | Less Bright        |
| Comfort           | 2.83       | Fairly Comfortable |
| Noise Level       | 3.69       | Low                |
| Odor              | 2.97       | Fairly Pleasant    |
| Color Arrangement | 3.76       | Appropriate        |
| Safety            | 3.71       | Safe               |
| Cleanliness       | 2.87       | Fair               |
| Total Mean Score  | 3.19       | Fair               |

Based on Table 2, respondents generally perceived the physical work environment as fair, with a total mean score of 3.19. The highest mean scores were obtained for color arrangement (3.76) and safety (3.71), indicating that these aspects were considered appropriate and safe. In addition, the noise level received a mean score of 3.69 and was categorized as low. However, several aspects still require improvement, particularly lighting, which recorded the lowest mean score of 2.51 and was categorized as less bright. Meanwhile, comfort obtained a mean score of 2.83 and was categorized as fairly comfortable, odor received a mean score of 2.97. It was categorized as fairly pleasant, while cleanliness obtained a mean score of 2.87 and was categorized as fair.

**Table 3.** Average Scores of Respondents toward the Job Satisfaction Variable

| Sub-Variable        | Mean Score | Criteria    |
|---------------------|------------|-------------|
| Absenteeism Level   | 3.17       | Moderate    |
| Job Level           | 3.79       | Appropriate |
| Organizational Size | 4.07       | Smooth      |
| Total Mean Score    | 3.68       | Satisfied   |

As presented in Table 3, respondents generally reported a satisfied level of job satisfaction, with a total mean score of 3.68. The highest mean score was found in organizational size (4.07), categorized as smooth, indicating that organizational conditions and coordination within the school were perceived positively by respondents. Job level also obtained a relatively high mean score of 3.79 and was categorized as appropriate, suggesting that respondents were generally satisfied with their job positions and responsibilities. Meanwhile, absenteeism level recorded a mean score of 3.17 and was categorized as moderate, indicating that attendance-related aspects still require improvement to support higher job satisfaction among teachers.

**Table 4.** Validity and Reliability Test

| Variable                  | Item  | R-count | R-table | Cronbach's Alpha | Information        |
|---------------------------|-------|---------|---------|------------------|--------------------|
| Discipline Development    | X1.1  | 0.629   | 0.275   | 0.704            | Valid and Reliable |
|                           | X1.2  | 0.465   |         |                  |                    |
|                           | X1.3  | 0.505   |         |                  |                    |
|                           | X1.4  | 0.528   |         |                  |                    |
|                           | X1.5  | 0.640   |         |                  |                    |
|                           | X1.6  | 0.570   |         |                  |                    |
|                           | X1.7  | 0.696   |         |                  |                    |
|                           | X1.8  | 0.542   |         |                  |                    |
| Physical Work Environment | X2.1  | 0.564   | 0.275   | 0.891            | Valid and Reliable |
|                           | X2.2  | 0.560   |         |                  |                    |
|                           | X2.3  | 0.630   |         |                  |                    |
|                           | X2.4  | 0.689   |         |                  |                    |
|                           | X2.5  | 0.654   |         |                  |                    |
|                           | X2.6  | 0.522   |         |                  |                    |
|                           | X2.7  | 0.752   |         |                  |                    |
|                           | X2.8  | 0.688   |         |                  |                    |
|                           | X2.9  | 0.522   |         |                  |                    |
|                           | X2.10 | 0.440   |         |                  |                    |
|                           | X2.11 | 0.508   |         |                  |                    |
|                           | X2.12 | 0.659   |         |                  |                    |
|                           | X2.13 | 0.574   |         |                  |                    |
|                           | X2.14 | 0.614   |         |                  |                    |
|                           | X2.15 | 0.626   |         |                  |                    |
|                           | X2.16 | 0.639   |         |                  |                    |
|                           | X2.17 | 0.550   |         |                  |                    |
|                           | X2.18 | 0.494   |         |                  |                    |
| Job Satisfaction          | Y1.1  | 0.767   | 0.275   | 0.680            | Valid and Reliable |
|                           | Y1.2  | 0.789   |         |                  |                    |
|                           | Y1.3  | 0.531   |         |                  |                    |
|                           | Y1.4  | 0.469   |         |                  |                    |
|                           | Y1.5  | 0.717   |         |                  |                    |
|                           | Y1.6  | 0.437   |         |                  |                    |
|                           | Y1.7  | 0.356   |         |                  |                    |

Table 4 presents the results of the validity and reliability tests for all research variables. The findings show that all questionnaire items for discipline development,

physical work environment, and job satisfaction obtained r-count values higher than the r-table value of 0.275, indicating that all items were valid. In terms of reliability, the discipline development variable obtained a Cronbach's Alpha value of 0.704, the physical work environment variable obtained 0.891, and the job satisfaction variable obtained 0.680. Since all Cronbach's Alpha values exceeded the minimum reliability standard, all variables were considered reliable. Therefore, the research instrument was appropriate and consistent for measuring the variables examined in this study.

**Table 5.** Normality Test

| Statistic                             | Result |
|---------------------------------------|--------|
| Sample Size (N)                       | 37     |
| Mean                                  | 0.000  |
| Standard Deviation                    | 1.548  |
| Absolute Difference                   | 0.084  |
| Positive Difference                   | 0.079  |
| Negative Difference                   | -0.084 |
| Kolmogorov–Smirnov Statistic          | 0.084  |
| Asymp. Sig. (2-tailed)                | 0.200  |
| Monte Carlo Sig. (2-tailed)           | 0.736  |
| 99% Confidence Interval (Lower Bound) | 0.725  |
| 99% Confidence Interval (Upper Bound) | 0.747  |

Table 5 presents the results of the normality test using the Kolmogorov–Smirnov method. The findings show that the Asymp. Sig. (2-tailed) value was 0.200 and the Monte Carlo Sig. (2-tailed) value was 0.736, both exceeding the significance level of 0.05. These results indicate that the residual data were normally distributed. In addition, the Kolmogorov–Smirnov statistic value was 0.084, with an absolute difference of 0.084, suggesting that the distribution of residuals did not significantly deviate from normality. Therefore, the regression model fulfilled the normality assumption and was appropriate for further statistical analysis.

**Table 6.** Heteroscedasticity Test

| Variable                  | B      | Std. Error | Beta  | t-statistics | Sig.  |
|---------------------------|--------|------------|-------|--------------|-------|
| Constant                  | -0.526 | 1.100      | –     | -0.478       | 0.635 |
| Discipline Development    | 0.043  | 0.054      | 0.192 | 0.795        | 0.432 |
| Physical Work Environment | 0.011  | 0.027      | 0.098 | 0.407        | 0.687 |

The results displayed in Table 6 indicate that the regression model did not experience heteroscedasticity problems. The significance value for discipline development was 0.432, while the physical work environment obtained a significance value of 0.687. Since both values were greater than 0.05, the variance of the residuals was considered constant across the independent variables. Therefore, the regression model fulfilled the heteroscedasticity assumption and was appropriate for further statistical analysis.

**Table 7.** Direct Effect and Multicollinearity Test

| Variable                  | B     | Std. Error | Beta  | T-statistics | Sig.    | Tolerance | VIF   |
|---------------------------|-------|------------|-------|--------------|---------|-----------|-------|
| Constant                  | 7.428 | 1.997      | –     | 3.720        | < 0.001 | –         | –     |
| Discipline Development    | 0.263 | 0.099      | 0.349 | 2.653        | 0.012   | 0.467     | 2.140 |
| Physical Work Environment | 0.206 | 0.048      | 0.562 | 4.272        | < 0.001 | 0.467     | 2.140 |

The findings presented in Table 7 demonstrate that both independent variables had positive and significant effects on job satisfaction. Discipline development obtained a regression coefficient of 0.263 with a significance value of 0.012, indicating a positive and significant effect on job satisfaction. Similarly, the physical work environment recorded a regression coefficient of 0.206 with a significance value below 0.001, showing a stronger positive effect on job satisfaction. In addition, the tolerance values for both variables were 0.467, while the VIF values were 2.140. Since the tolerance values were greater than 0.10 and the VIF values were below 10, the regression model did not indicate multicollinearity problems. Therefore, both variables were considered suitable for regression analysis.

**Table 8.** R-Square Test

| Test                       | Value |
|----------------------------|-------|
| R                          | 0.851 |
| R <sup>2</sup>             | 0.725 |
| Adjusted R <sup>2</sup>    | 0.709 |
| Std. Error of the Estimate | 1.593 |

The R-Square test results in Table 8 indicate that the model has a strong explanatory power, with an R<sup>2</sup> value of 0.725, meaning that the independent variables can explain 72.5% of the variance in the dependent variable. The Adjusted R<sup>2</sup> value of 0.709 confirms that the model remains robust after adjustment. Furthermore, the Std. Error of the Estimate (1.593) indicates a relatively low prediction error, suggesting that the model provides a good fit for explaining the relationships among variables.

**Table 9.** F-Test

| Source     | Sum of Squares | df | Mean Square | F      | Sig    |
|------------|----------------|----|-------------|--------|--------|
| Regression | 227.264        | 2  | 113.632     | 44.767 | <0.001 |
| Residual   | 86.303         | 34 | 2.538       |        |        |
| Total      | 313.568        | 36 | —           |        |        |

The F-test results in Table 9 show that the regression model is statistically significant, with an F-value of 44.767 and a significance level of <0.001. This indicates that the independent variables simultaneously have a significant effect on the dependent variable. Therefore, the regression model is considered feasible and effectively explains the relationship among the variables studied.

## 5. Discussion

The findings indicate that discipline development positively and significantly influenced job satisfaction among teachers at SMK XYZ. This result suggests that clear organizational rules, the implementation of disciplinary sanctions, and continuous discipline development contribute to creating a more orderly and responsible work environment, which may increase employees' comfort and satisfaction at work. Employees who understand organizational expectations and experience fair disciplinary procedures tend to demonstrate stronger commitment and more positive attitudes toward their organization. These findings are consistent with Mangkunegara (2017) and Anasi (2020), who emphasized that discipline is an important managerial effort to improve employee behavior and organizational effectiveness. Similarly, Hasibuan (2019) and Sitepu et al. (2020) explained that work discipline reflects employees' willingness to comply with organizational regulations and responsibilities.

The results of this study also support previous research conducted by Alawiah and Santosa (2024), which reported that discipline development has a positive relationship with teachers' job satisfaction. Effective discipline systems create fairness, organizational stability, and consistency in work processes, enabling employees to perceive the workplace as more predictable, supportive, and well-managed. These conditions foster a sense of security, recognition, and trust in organizational practices, which are important determinants of positive employee attitudes. As employees experience greater fairness and organizational support, they become more motivated to perform their responsibilities and develop stronger commitment to their work. Consequently, employees are more likely to maintain positive work attitudes, experience higher levels of job satisfaction, and contribute more effectively to overall organizational performance.

The study further revealed that the physical work environment had a positive and significant effect on job satisfaction. This finding indicates that workplace conditions such as lighting, comfort, safety, cleanliness, and workspace arrangement play an important role in shaping employees' perceptions and emotional well-being in the workplace. A supportive physical work environment may help employees perform their duties more effectively, reduce work pressure, and increase motivation, which ultimately contributes to higher job satisfaction. This result is in line with Inuwa and Muhammad (2016) and Nitisemito (2018), who stated that the work environment includes all conditions surrounding employees that may influence their work activities. Sutrisno et al. (2020) further explained that physical workplace facilities and infrastructure significantly affect employees' work performance and comfort, while Setiana (2020) emphasized that a conducive physical work environment can improve employees' enthusiasm and productivity.

Furthermore, the simultaneous analysis demonstrated that discipline development and the physical work environment jointly contributed significantly to job satisfaction. This finding implies that job satisfaction is influenced not only by organizational discipline systems but also by supportive workplace conditions. Employees are more likely to feel satisfied when organizations implement fair discipline while also providing a safe and comfortable work environment. This result supports the opinion of Rivai (2014) and Ukpog and Okon (2014), who argued that job satisfaction reflects employees' feelings and attitudes toward their work and organizational conditions. Likewise, Hasibuan (2017) stated that job satisfaction is closely related to employee morale, discipline, and work performance. The findings are also aligned with previous studies by Alawiah and Santosa (2024) and Prabowo (2024), which concluded that discipline development and the physical work environment simultaneously influence job satisfaction.

## 6. Conclusion

The findings of this study indicate that discipline development and physical work environment have positive and significant effects on the job satisfaction of teachers at SMK XYZ, both partially and simultaneously. Better implementation of discipline development was found to increase teachers' job satisfaction, while a more supportive physical work environment also contributed positively to employee satisfaction. The results further revealed that the combined influence of both variables falls within a strong or high category. These findings imply that schools should pay greater attention to the consistency of discipline training programs, the clarity of organizational regulations, and the improvement of workplace facilities such as lighting, room arrangement, and supporting infrastructure. Improving these aspects is expected to create a more comfortable and productive work environment, strengthen teachers' motivation and attendance, and ultimately enhance overall organizational performance and educational quality.

Despite these contributions, this study still has several limitations. The research only focused on two independent variables, namely discipline development and physical work environment, while other factors that may influence job satisfaction were not examined. In addition, the study was conducted only at SMK XYZ, which may limit the generalizability of the findings to other educational institutions or organizational settings. Therefore, future research is recommended to include additional variables such as work motivation, non-physical work environment, leadership style, or organizational culture to provide a more comprehensive understanding of factors affecting job satisfaction. Future researchers are also encouraged to involve larger and more diverse samples, as well as conduct studies in different organizational contexts such as companies, government institutions, or other educational organizations to strengthen the applicability of the findings.

## References

- Adnyana, I. M., & Veronica, E. (2023). How a company's physical work environment, leadership style, and employee motivation affect job satisfaction and performance. *Jurnal Manajemen Bisnis*, 10(2), 479–489. <https://doi.org/10.33096/jmb.v10i2.628>
- Alawiah, H., & Santosa, A. (2024). Pengaruh pembinaan disiplin dan lingkungan kerja fisik terhadap kepuasan kerja karyawan bagian kantor CV. Sugih Maju Berkah Kota Cimahi. *Jurnal Ekonomi Dirgantara (JED)*, 8(39), 1–15.
- Anasi, S. N. (2020). Perceived influence of work relationship, work load and physical work environment on job satisfaction of librarians in South-West, Nigeria. *Global Knowledge, Memory and Communication*, 69(6–7), 377–398. <https://doi.org/10.1108/GKMC-11-2019-0135>
- Dewa, A. (2023). The influence of work ability, work discipline and work environment on employee performance. *Economic and Business Horizon*, 2(3), 1–10. <https://doi.org/10.54518/ebh.2.3.2023.171>
- Handoko, T. H. (2014). *Manajemen personalia sumber daya manusia*. Yogyakarta: BPFE.
- Hasibuan, M. S. P. (2017). *Manajemen sumber daya manusia*. Jakarta: Bumi Aksara.
- Hasibuan, M. S. P. (2019). *Manajemen sumber daya manusia* (Rev. ed.). Jakarta: Bumi Aksara.
- Indra, M., Halin, H., & Purnamasari, E. D. (2025). The effect of physical work environment, work discipline, and work experience on employee satisfaction at PT Valdo Sumber Daya Mandiri Palembang. *JEM17: Jurnal Ekonomi Manajemen*, 10(2), 289–300. <https://doi.org/10.30996/jem17.v10i2.132863>
- Inuwa, M., & Muhammad, A. (2016). Impact of job satisfaction on performance of non-academic staff of Bauchi State University Gadau: The moderating effect of physical working environment. *IJAR International Journal of Economics and Business Management*, 2(8), 2489–2495.
- Khan, F., & Fauzee, M. S. O. (2025). A review study on the strategic importance of human capital through education in driving socio-economic development. *Innovare Journal of Education*, 13(3), 20–25. <https://doi.org/10.22159/ijoe.2025v13i3.53951>
- Lesmana, A. N. P., & Abdurahman, K. R. (2024). Pengaruh pembinaan disiplin dan motivasi kerja terhadap kinerja karyawan bagian mekanik pada Ahas Siliwangi Motor. *JiIP - Jurnal Ilmiah Ilmu Pendidikan*, 7(3), 2588–2596. <https://doi.org/10.54371/jiip.v7i3.3802>
- Lessy, U. A. L., & Adnyana, M. (2024). The influence of work discipline, competency and physical work environment on the performance of ASN employees with job satisfaction as an intervening variable. *Kontigensi: Jurnal Ilmiah Manajemen*, 12(1), 133–145. <https://doi.org/10.56457/jimk.v12i1.518>
- Mahmud, I., Kalsum, U., & Abbas, B. (2023). How work commitment, work discipline, and workload mediate the relationship between organizational culture and employee performance?: Empirical evidence in land office of Southeast Sulawesi Province. *Economic and Business Horizon*, 2(1), 12–23. <https://doi.org/10.54518/ebh.2.1.2023.155>
- Mangkunegara, A. A. P. (2013). *Manajemen sumber daya manusia* (Buku 1). Jakarta: Salemba Empat.
- Mangkunegara, A. P. (2017). *Manajemen sumber daya manusia perusahaan*. Bandung: PT Remaja Rosdakarya.

- Mustika, L., & Oktavianti. (2021). Pengaruh gaya kepemimpinan, motivasi, dan disiplin kerja terhadap kepuasan kerja (Studi kasus karyawan PT. Mensa Binasukses). *Jurnal Manajemen, Organisasi, dan Bisnis*, 1(1), 79–85. <https://doi.org/10.33373/jmob.v1i1.3177>.
- Nitisemito, A. S. (2018). *Manajemen personalia*. Jakarta: Ghalia Indonesia.
- Ong, S., Hendry, H., Winata, V., & Monika, M. (2021). The influence of discipline, work environment, and work commitment on job satisfaction. *International Journal of Social Science and Business*, 5(2), 174–179. <https://doi.org/10.23887/ijssb.v5i2.34976>
- Rivai, V. (2014). *Manajemen sumber daya manusia untuk perusahaan*. Depok: PT Raja Grafindo Persada.
- Roestamy, M., & Rusli, R. K. (2025). Policy formulation: The influence of discipline and work environment on performance with job satisfaction. *Jurnal Ilmiah Gema Perencana*, 4(2), 1689–1704. <https://doi.org/10.61860/jigp.v4i2.328>
- Sedarmayanti. (2011). *Tata kerja dan produktivitas kerja: Suatu tinjauan dari aspek ergonomi atau kaitan antara manusia dengan lingkungan kerjanya* (3rd ed.). Bandung: Mandar Maju.
- Sedarmayanti. (2017). *Manajemen sumber daya manusia: Reformasi birokrasi dan manajemen pegawai negeri sipil*. Bandung: Refika Aditama.
- Setiana, A. R. (2020). *Manajemen sumber daya manusia* (Vol. 1). Sukabumi: CV Putra Surya Santosa.
- Setianingrum, C., Widjajani, S., Utomo, A. S., & Algifari, A. (2023). The effect of discipline and work environment on employee performance and job satisfaction as mediation variables. *Journal of Economics, Finance and Management Studies*, 6(2), 557–565.
- Sitepu, F. A., Dalimunthe, R. F., & Sembiring, B. K. F. (2020). Effect of physical work environment and non-physical work environment on employee performance through job satisfaction at PT. MNC Sky Vision Tbk Medan. *International Journal of Research and Review*, 7(5), 302–309.
- Sudrajat, A., & Ibrahim, A. M. (2021). Pengaruh pembinaan disiplin dan motivasi kerja terhadap produktivitas kerja karyawan berdasarkan persepsi atasan langsung departemen produksi bagian assembling PT Chitose Internasional Tbk. *Jurnal Tadbir Peradaban*, 1(3), 165–173. <https://doi.org/10.55182/jtp.v1i3.66>
- Sutrisno, E. (2019). *Manajemen sumber daya manusia* (1st ed.). Jakarta: Prenadamedia Group.
- Sutrisno, S., Herdiyanti, H., Asir, M., Yusuf, M., & Ardianto, R. (2020). Dampak kompensasi, motivasi dan kepuasan kerja terhadap kinerja karyawan di perusahaan: Review literature. *Management Studies and Entrepreneurship Journal (MSEJ)*, 3(6), 3476–3482. <https://doi.org/10.37385/msej.v3i6.1198>.
- Syamsudhuha, W., & Abdurahman, K. R. (2024). Pengaruh kompensasi finansial dan kompensasi non finansial terhadap kepuasan kerja karyawan pada Rumah Sakit XYZ Cimahi. *JHIP - Jurnal Ilmiah Ilmu Pendidikan*, 7(3), 2469–2479. <https://doi.org/10.54371/jiip.v7i3.3931>.
- Ukpong, N. N., & Okon, J. E. (2014). Physical work environment and job satisfaction of secondary school teachers in Akwa Ibom State, Nigeria. *International Journal of Educational Administration, Planning and Research*, 6(1), 75–92.



Copyright: © 2026 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution-ShareAlike 4.0 International License (<https://creativecommons.org/licenses/by-sa/4.0/>).