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Adaptive Work Discipline in the Digital Era: The Roles of Work Climate, Job Satisfaction, and Work Culture in Higher Education Institution

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ABSTRACT: The transformation of work landscapes due to digitalization and post-pandemic dynamics demands organizations, including higher education institutions, to create a conducive, satisfying, and positive work environment in order to support employee discipline. This study aims to analyze the influence of work climate, job satisfaction, and work culture on the work discipline of employees at Pancasakti University, Tegal. This quantitative research involved a population of 139 employees, with a sample of 58 respondents selected through proportional random sampling. Primary data were collected using a Likert-scale questionnaire and analyzed with multiple linear regression. All data processing and statistical analyses were conducted using SPSS version 23. The results indicate that work climate, job satisfaction, and work culture significantly influence work discipline, both partially and simultaneously, contributing 83.1% to the variance of work discipline. These findings emphasize the importance of improving work climate, enhancing job satisfaction, and strengthening work culture as strategies for promoting employee discipline in higher education institutions, especially in the context of flexible and technology-based work practices.

KEYWORDS: Digital Era, Higher Education, Job Satisfaction, Work Discipline, Work Climate, Work Culture.

INTRODUCTION

The dynamics of the modern workplace are undergoing rapid transformation, driven primarily by digitalization and the unprecedented challenges brought about by the COVID-19 pandemic [1]. These changes have reshaped not only how organizations operate, but also how employees perceive their roles, responsibilities, and expectations within the workplace [2]. In today's digital era, work is no longer confined to physical offices; instead, it increasingly involves hybrid arrangements, remote collaborations, and the utilization of advanced technologies to ensure organizational continuity [3]. Employee discipline emerges as a critical factor in sustaining organizational effectiveness. Discipline in the workplace has traditionally been associated with compliance with organizational rules, punctuality, and adherence to standard operating procedures [4]. However, in the digital adaptation era, discipline must also encompass self-management, accountability in virtual environments, and the ability to adapt to flexible and technology-driven modes of working [5]. For higher education institutions, where both academic and administrative activities require precision, consistency, and efficiency, the discipline of non-academic staff is particularly vital [6]. These employees serve as the backbone of administrative operations that enable academic functions to run smoothly, ranging from student services to financial administration [7].

Pancasakti University, Tegal, as one of the prominent higher education institutions in Central Java, Indonesia, provides an illustrative case. Observations within the institution revealed that the average attendance rate of non-academic staff at Monday morning assemblies was only 50.72% during January–April 2025. Such figures raise questions regarding the underlying factors influencing employee discipline, especially given that the institution had already provided a relatively conducive work climate and various forms of welfare benefits.

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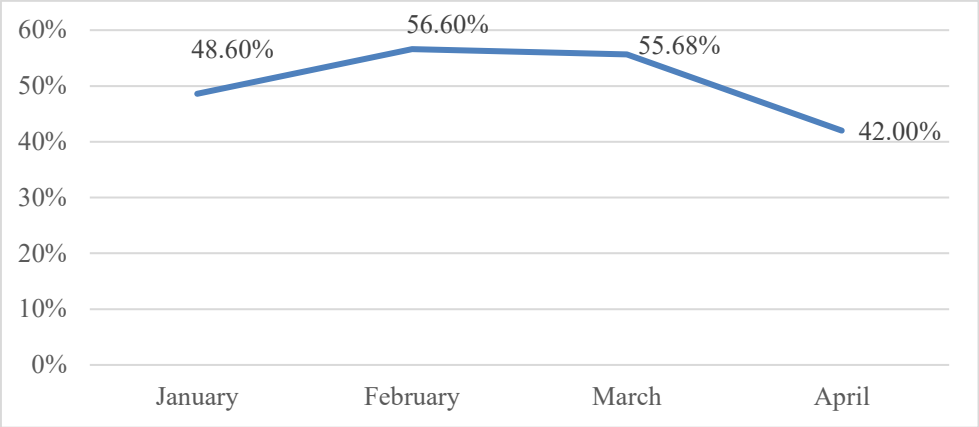

Figure 1. Average Attendance at Monday Morning Assembly

Observations within the institution revealed that the average attendance rate of employes at Monday morning assemblies was only 50.72% during January–April 2025. Such figures raise questions regarding the underlying factors influencing employee discipline, especially given that the institution had already provided a relatively conducive work climate and various forms of welfare benefits. This phenomenon suggests that other dimensions, such as job satisfaction and organizational culture, may play significant roles in shaping employee behavior [8]. From a theoretical standpoint, the constructs of work climate, job satisfaction, and work culture have long been recognized as key determinants of workplace discipline. A positive work climate—marked by supportive leadership, open communication, and comfortable physical settings—can foster employee motivation and commitment [9]. Job satisfaction, which reflects an employee's positive emotional response toward their work, is linked to reduced absenteeism, lower turnover, and higher adherence to organizational norms [10]. Meanwhile, work culture, comprising shared values, norms, and beliefs within the organization, serves as a guiding force that aligns individual behavior with collective goals [11]. In the digital adaptation era, these constructs gain renewed importance. Work climate must now be understood not only in terms of physical conditions but also in terms of digital infrastructure, accessibility of technology, and virtual communication systems [12]. Job satisfaction increasingly depends on flexible work arrangements, recognition in online platforms, and the organization's ability to balance digital efficiency with employee well-being [13]. Work culture, on the other hand, must evolve to incorporate values of agility, digital literacy, and adaptive discipline, ensuring that employees remain aligned with institutional goals even when working remotely or in hybrid contexts [14]. Given these dynamics, the present study aims to analyze the influence of work climate, job satisfaction, and work culture on the discipline of employee at Pancasakti University, Tegal. By situating the research within the broader context of digital adaptation, this study seeks to provide both theoretical insights and practical recommendations for higher education institutions striving to enhance employee discipline in an era characterized by technological disruption and organizational transformation [15]. The findings are expected to contribute to the discourse on human resource management in higher education, particularly regarding how traditional constructs of workplace behavior interact with the demands of digitalization and post-pandemic adaptation.

LITERATURE REVIEW

1. *Work Discipline*

Work discipline refers to the awareness, willingness, and ability of employees to comply with organizational rules and standards in order to achieve organizational goals [16]. It represents not only compliance with external regulations but also internal self-control and accountability [17]. In traditional perspectives, discipline has been closely related to attendance, punctuality, and adherence to procedures [18]. However, in the digital adaptation era, discipline is increasingly viewed as the capacity for self-management, time management, and productivity in flexible and remote working arrangements [19]. For higher education institutions, discipline among non-academic staff plays a key role in ensuring the continuity of academic and administrative processes [20].

2. *Work Climate*

Work climate is defined as employees' perceptions of the work environment, including interpersonal relationships, organizational practices, and physical or digital conditions. A positive work climate is characterized by supportive leadership, effective

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communication, fairness, and adequate facilities, which foster motivation and commitment [21]. Studies have demonstrated that a conducive work climate reduces stress, increases productivity, and positively influences organizational behavior. In the digital transformation, work climate extends beyond physical offices to include digital infrastructure, remote collaboration tools, and the psychological safety of employees working in virtual environments [22].

3. *Job Satisfaction*

Job satisfaction is the degree to which individuals feel positively about their jobs, reflecting emotional responses to job conditions, rewards, and relationships [23]. It is influenced by factors such as pay, recognition, supervision, work-life balance, and opportunities for development [24]. Job satisfaction has been consistently associated with reduced absenteeism, turnover, and improved organizational commitment [25]. In higher education, job satisfaction is particularly important for administrative staff, who often operate under high workloads and play a vital role in supporting academic services [26]. With the rise of digitalization, job satisfaction is increasingly linked to flexible working arrangements, digital autonomy, and organizational recognition in online platforms [27].

4. *Work Culture*

Work culture represents the shared values, norms, and practices that shape employee behavior and organizational identity [28]. A strong organizational culture provides guidance for employees' decision-making, fosters cohesion, and aligns individual performance with institutional objectives [29]. Research has shown that culture significantly affects work discipline, as employees internalize values of punctuality, responsibility, and professionalism [30]. In the digital era, organizational culture must evolve to embrace values of agility, innovation, and digital literacy [31]. Higher education institutions that successfully foster adaptive work cultures are better positioned to maintain discipline and performance in times of technological disruption and organizational change.

5. *Relationship among Work Climate, Job Satisfaction, Work Culture, and Work Discipline*

Prior studies have established the interdependence of work climate, job satisfaction, and work culture in shaping work discipline. A conducive work climate fosters positive attitudes and reduces resistance to organizational rules [32]. Job satisfaction serves as a motivational factor, encouraging employees to maintain discipline voluntarily rather than through coercion [33]. Meanwhile, work culture reinforces these behaviors by embedding values and norms into everyday practices. In the digital era, these relationships are amplified, as organizations must simultaneously manage physical and virtual environments, adapt cultural values to digital norms, and ensure that employee satisfaction is maintained despite remote or hybrid work arrangements [34].

METHODOLOGY

This study employed a quantitative research approach using a survey method. The quantitative approach was chosen because the research aimed to test hypotheses and measure the influence of independent variables on the dependent variable through statistical analysis of numerical data. The research was designed as a causal study that examines the relationship and influence of independent variables—work climate, job satisfaction, and work culture—on the dependent variable, namely work discipline. This design enables the researcher to identify the direction and magnitude of the effect among variables.

The population of this study consisted of all permanent employees at Universitas Pancasakti Tegal. Based on the sampling technique, a total of 58 respondents were selected from a population of 140 employees. The sampling method applied was purposive sampling, considering specific criteria relevant to the research objectives. This ensures that the selected respondents represent the characteristics required in the study.

The main data collection instrument was a structured questionnaire consisting of 40 items measured using a five-point Likert scale, ranging from "strongly disagree" to "strongly agree." The questionnaire was distributed to the selected respondents to capture their perceptions of the research variables. All data processing and statistical analyses were conducted using SPSS version 23.

RESULT AND DISCUSSION

The method of descriptive statistical analysis is used to analyze data by providing an overview or description of the collected data according to the circumstances. The scale used in this research is the Likert's scale with a score range of 1-5.

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Table 1. Frequency Distribution of Work Discipline

In the Work Discipline variable, there are 10 statement items with indicators of Compliance with Work Time Rules, Compliance with Organizational Regulations, and Compliance with Behavioral Rules which are distributed to 58 respondents with the categories Very Unsatisfactory, Unsatisfactory, Neutral, Satisfactory, and Very Satisfactory.

Work Discipline

Item	Respondents Answer Frequency											
	(1)		(2)		(3)		(4)		(5)		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%
Item 1	0	0	0	0	20	34,48	21	36,21	17	29,31	58	100
item 2	0	0	2	3,45	15	25,86	28	48,28	13	22,41	58	100
Item 3	0	0	0	0	13	22,41	33	56,9	12	20,69	58	100
Item 4	0	0	4	6,9	14	24,14	28	48,28	12	20,69	58	100
Item 5	0	0	10	17,24	20	34,48	17	29,31	11	18,97	58	100
Item 6	2	3,45	0	0	25	43,1	18	31,03	13	22,41	58	100
Item 7	0	0	2	3,45	12	20,69	33	56,9	11	18,97	58	100
Item 8	0	0	4	6,9	17	29,31	28	48,28	9	15,52	58	100
Item 9	0	0	4	6,9	9	15,52	32	55,17	13	22,41	58	100
Item 10	0	0	2	3,45	6	10,34	23	39,66	27	46,55	58	100
Average	0,2	0,345	2,8	4,829	15,1	26,03	26,1	45	13,8	23,79	58	100

Table 1. shows the average number of respondents who answered “Very Unsatisfactory” was 0.2 with a percentage of 0.345%, the number of respondents who answered “Unsatisfactory” was 2.8 with a percentage of 4.829%, the number of respondents who answered “Neutral” was 15.1 with a percentage of 26.03%, the number of respondents who answered “Satisfactory” was 26.1 with a percentage of 45%, and the number of respondents who answered “Very Satisfactory” was 13.8 with a percentage of 23.79%. From the results of the frequency distribution, the researcher considers that the average respondent has sufficient awareness of work discipline as seen from the indicators of Compliance with Working Time Rules, Compliance with Organizational Regulations, and Compliance with Behavioral Rules.

The results of the frequency distribution show that the average respondent has sufficient awareness of work discipline as seen from the indicators of Compliance with Working Time Rules, Compliance with Organizational Regulations, and Compliance with Behavioral Rules with a percentage of 45%.

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Table 2. Distribution Frequency of Work Climate

The Work Climate variable contains 10 statement items with indicators of Work Environment, Relationships with Coworkers, and Leadership in the Organization, distributed to 58 respondents in the categories Very Unsatisfactory, Unsatisfactory, Neutral, Satisfactory, and Very Satisfactory. The frequency distribution results are as follows:

Work Climate												
Respondents Answer Frequency												
Pernyataan	**(1)**		**(2)**		**(3)**		**(4)**		**(5)**		**TOTAL**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Item 1	0	0	0	0	8	13,79	34	58,62	16	27,59	58	100
item 2	0	0	0	0	9	15,52	34	58,62	15	25,86	58	100
Item 3	0	0	2	3,45	14	24,14	27	46,55	15	25,86	58	100
Item 4	0	0	2	3,45	8	13,79	26	44,83	22	37,93	58	100
Item 5	0	0	2	3,45	9	15,52	30	51,72	17	29,31	58	100
Item 6	0	0	4	6,9	15	25,86	11	18,97	28	48,28	58	100
Item 7	0	0	0	0	16	27,59	20	34,48	22	37,93	58	100
Item 8	0	0	2	3,45	22	37,93	16	27,59	18	31,03	58	100
Item 9	0	0	0	0	17	29,31	24	41,38	17	29,31	58	100
Item 10	0	0	6	10,34	15	25,86	26	44,83	11	18,97	58	100
Average	**0**	**0**	**1,8**	**3,104**	**13,3**	**22,93**	**24,8**	**42,76**	**18,1**	**31,21**	**58**	**100**

Based on the results of the frequency distribution, the researcher considers that on average respondents feel satisfied with the work climate at Pancasakti University, Tegal, through the indicators of Work Environment, Relationships with Fellow Workers, and Leadership in the Organization with a percentage of 42.759%.

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Table 3. Distribution Frequency of Job Satisfaction

In the Job Satisfaction variable, there are 10 statement items with Psychological, Social, and Physical dimensions distributed to 58 respondents with the categories Very Unsatisfactory, Unsatisfactory, Neutral, Satisfactory, and Very Satisfactory. The results of the frequency distribution are as follows:

Job Satisfaction

Respondents Answer Frequency

Item	(1)		(2)		(3)		(4)		(5)		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%
Item 1	2	3,45	4	6,9	19	32,76	18	31,03	15	25,86	58	100
item 2	2	3,45	14	24,14	13	22,41	23	39,66	6	10,34	58	100
Item 3	0	0	4	6,9	8	13,79	31	53,45	15	25,86	58	100
Item 4	0	0	4	6,9	17	29,31	20	34,48	17	29,31	58	100
Item 5	0	0	4	6,9	18	31,03	21	36,21	15	25,86	58	100
Item 6	0	0	2	3,45	16	27,59	27	46,55	13	22,41	58	100
Item 7	0	0	4	6,9	6	10,34	34	58,62	14	24,14	58	100
Item 8	0	0	18	31,03	18	31,03	16	27,59	6	10,34	58	99,99
Item 9	2	3,45	15	25,86	21	36,21	17	29,31	3	5,17	58	100
Item 10	0	0	4	6,9	27	46,55	16	27,59	11	18,97	58	100
Average	**0,6**	**1,035**	**7,3**	**12,59**	**16,3**	**28,1**	**22,3**	**38,45**	**11,5**	**19,83**	**58**	**100**

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Table 4. Distribution Frequency of Work Culture

In the Work Culture variable, there are 10 statement items with Attitude and Behavior dimensions distributed to 58 respondents with the categories Very Unsatisfactory, Unsatisfactory, Neutral, Satisfactory, and Very Satisfactory. The frequency distribution results are as follows:

Work Culture

Respondents Answer Frequency

Item	(1)		(2)		(3)		(4)		(5)		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%
Item 1	0	0	0	0	6	10,34	39	67,24	13	22,41	58	100
item 2	0	0	0	0	13	22,41	28	48,28	17	29,31	58	100
Item 3	0	0	0	0	12	20,69	33	56,9	13	22,41	58	100
Item 4	0	0	0	0	19	32,76	27	46,55	12	20,69	58	100
Item 5	0	0	0	0	14	24,14	31	53,45	13	22,41	58	100
Item 6	0	0	0	0	4	6,9	38	65,52	16	27,59	58	100
Item 7	0	0	0	0	3	5,17	35	60,34	20	34,48	58	100
Item 8	0	0	2	3,45	6	10,34	35	60,34	15	25,86	58	100
Item 9	0	0	2	3,45	18	31,03	24	41,38	14	24,14	58	100
Item 10	0	0	1	1,72	9	15,52	28	48,28	20	34,48	58	100
Average	**0**	**0**	**0,5**	**0,862**	**10,4**	**17,93**	**31,8**	**54,83**	**15,3**	**26,38**	**58**	**100**

Table 4. shows that respondents who answered “Unsatisfactory” averaged 0.5 with a percentage of 0.862%, respondents who answered “Neutral” averaged 10.4 with a percentage of 17.93%, respondents who answered “Satisfactory” averaged 31.8 with a percentage of 54.828%, and respondents who answered “Very Satisfactory” averaged 15.3 with a percentage of 26.378%. The results were dominated by respondents with “Satisfactory” responses with a percentage of 54.828. This indicates that the average daily attitudes and behavior of respondents have reflected a good work culture.

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Table 5. Validity Test

Validity testing in this study was conducted to determine whether the questionnaire distributed to respondents as a research instrument was suitable for use. A questionnaire is considered valid if the calculated r value is greater than the table r value with a significance level of less than 0.05. The results of the validity test in this study are as follows:

Variable	Item	rCalculated	rTable	Level of Significance	
Work Discipline (Y)	1	0,781	0,258	0,000	Valid
	2	0,860	0,258	0,000	Valid
	3	0,667	0,258	0,000	Valid
	4	0,537	0,258	0,000	Valid
	5	0,743	0,258	0,000	Valid
	6	0,785	0,258	0,000	Valid
	7	0,779	0,258	0,000	Valid
	8	0,636	0,258	0,000	Valid
	9	0,792	0,258	0,000	Valid
	10	0,726	0,258	0,000	Valid
Work Climate (X_1)	1	0,602	0,258	0,000	Valid
	2	0,602	0,258	0,000	Valid
	3	0,817	0,258	0,000	Valid
	4	0,804	0,258	0,000	Valid
	5	0,732	0,258	0,000	Valid
	6	0,887	0,258	0,000	Valid
	7	0,843	0,258	0,000	Valid
	8	0,789	0,258	0,000	Valid
	9	0,816	0,258	0,000	Valid
	10	0,793	0,258	0,000	Valid
Job Satisfaction (X_2)	1	0,828	0,258	0,000	Valid
	2	0,788	0,258	0,000	Valid
	3	0,854	0,258	0,000	Valid
	4	0,853	0,258	0,000	Valid
	5	0,799	0,258	0,000	Valid
	6	0,857	0,258	0,000	Valid
	7	0,707	0,258	0,000	Valid
	8	0,653	0,258	0,000	Valid
	9	0,689	0,258	0,000	Valid
	10	0,839	0,258	0,000	Valid
Work Culture (X_3)	1	0,776	0,258	0,000	Valid
	2	0,838	0,258	0,000	Valid
	3	0,798	0,258	0,000	Valid
	4	0,772	0,258	0,000	Valid
	5	0,877	0,258	0,000	Valid
	6	0,817	0,258	0,000	Valid
	7	0,798	0,258	0,000	Valid
	8	0,806	0,258	0,000	Valid
	9	0,861	0,258	0,000	Valid
	10	0,725	0,258	0,000	Valid

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The validity test results table above shows that out of the 58 respondents sampled in the study, 40 statements were found to be valid. This is evident from the calculated r value, which is greater than the table r value.

Table 6. Reliability Test

After knowing the validity test results and declaring them valid, the next step is to test the instrument's reliability. Reliability testing is conducted to determine the accuracy and precision of a research instrument, thus ensuring its trustworthiness and reliability. A research instrument is considered reliable if its Cronbach's Alpha value is greater than 0.60. The results of the reliability test in this study are presented in the following table:

Variable	Cronbach's Alpha	Standard Alpha Coefficient	
Work Discipline	0,901	0,60	Reliable
Work Climate	0,925	0,60	Reliable
Job Satisfaction	0,929	0,60	Reliable
Work Culture	0,938	0,60	Reliable

The reliability test results table above shows that the instrument tested on a research sample of 58 respondents, including variables such as work discipline, work climate, job satisfaction, and work culture, is reliable, with a Cronbach's Alpha value of more than 0.60. Therefore, it can be concluded that the research instrument is considered suitable for use.

The classical assumption test is a requirement that must be met before conducting a regression test. Classical assumption tests include the normality test, multicollinearity test, and heteroscedasticity test. This test is carried out to ensure that the data used in the linear regression analysis meets the basic assumptions, so that the analysis results can be relied upon.

Table 7. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		58
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	,88864550
Most Extreme Differences	Absolute	,104
	Positive	,104
	Negative	-,070
Test Statistic		,104
Asymp. Sig. (2-tailed)		,187[c]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Table 7. shows that the significance value of the normality test is 0.187. Normally distributed data requires a significance value greater than 0.05. Therefore, this test shows that the data is normally distributed, with a significance value of 0.187 > 0.05.

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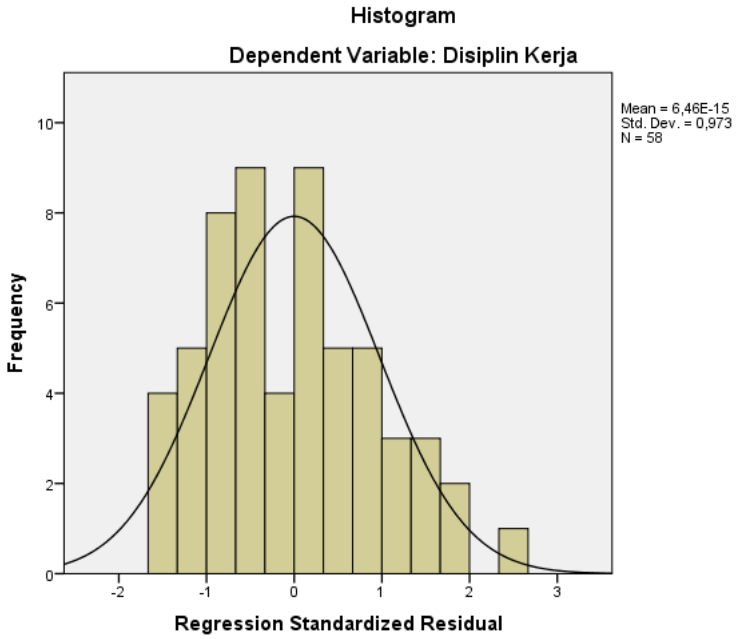

Figure 2. Histogram

Based on Figure 2. it can be seen that the distribution of data shown by the bar chart tends to be in a bell-shaped curve, so it can be said that the data is normally distributed.

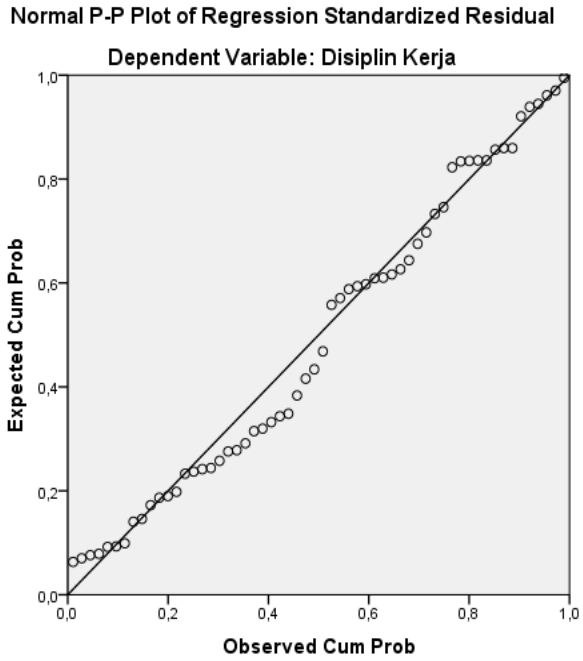

Figure 3. P-Plot Normality Test

Based on Figure 3. the P-Plot graph shows that the points follow the line in a regular manner. Therefore, it can be said that the data is normally distributed.

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Table 9. Multicollinearity Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2,714	1,519		1,786	,080		
	Work Climate	,233	,111	,255	2,093	,041	,210	4,764
	Job Satisfaction	,278	,106	,290	2,616	,012	,255	3,929
	Work Culture	,373	,140	,415	2,675	,010	,130	7,720

a. Dependent Variable: Work Discipline

Based on the Table 9. shows that the Tolerance value of the Work Climate variable is 0.210, which is greater than 0.10, and the VIF (Variance Inflation Factor) value is 4.764, which is less than 10.00. The Tolerance value of the Job Satisfaction variable is 0.255, which is greater than 0.10, and the VIF value is 3.929, which is less than 10.00. The Tolerance value of the Work Culture variable is 0.130, which is greater than 0.10, and the VIF value is 7.772, which is less than 10.0. This means that there is no multicollinearity in the regression model.

Table 10. Autocorrelation Test

Correlations

		Work Climate	Job Satisfaction	Work Culture	Work Discipline
Work Climate	Pearson Correlation	1	.767**	.889**	.847**
	Sig. (2-tailed)		.000	.000	.000
	N	58	58	58	58
Job Satisfaction	Pearson Correlation	.767**	1	.863**	.844**
	Sig. (2-tailed)	.000		.000	.000
	N	58	58	58	58
Work Culture	Pearson Correlation	.889**	.863**	1	.892**
	Sig. (2-tailed)	.000	.000		.000
	N	58	58	58	58

**. Correlation is significant at the 0.01 level (2-tailed).

Based on Table 10. shows that the results of the correlation calculation between the Work Climate (X1) and Work Discipline (Y) variables obtained a calculated r value of 0.847 which is greater than the r table of 0.258, the correlation between Job Satisfaction (X2) and Work Discipline (Y) obtained a calculated r value of 0.844 which is greater than the r table of 0.258, the correlation between Work Culture (X3) and Work Discipline (Y) obtained a calculated r value of 0.892 which is greater than the r table of 0.258 with a significance level of 0.000 which is less than 0.005. With these results, the hypothesis is accepted, meaning that there is a strong and significant relationship between Work Climate, Job Satisfaction, and Work Culture on Work Discipline.

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Table 11. Linearity Test

Multiple linear regression analysis was used to determine the effect of the independent variables of work climate, job satisfaction, and work culture on the dependent variable of work discipline. The following are the results of the multiple linear regression analysis:

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2,714	1,519		1,786	,080
Work Climate	,233	,111	,255	2,093	,041
Job Satisfaction	,278	,106	,290	2,616	,012
Work Culture	,373	,140	,415	2,675	,010

a. Dependent Variable: Work Discipline

Based on the Table 11. of results of the multiple linear regression analysis above, it shows that the multiple regression equation model for estimating Work Discipline (Y) which is influenced by Work Climate (X1), Job Satisfaction (X2) and Work Culture (X3) produces the following equation:

$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$

$Y = 2{,}714 + 0{,}233\ X_1 + 0{,}278\ X_2 + 0{,}373\ X_3 + e$

The multiple linear regression results can be interpreted as follows:

1) The constant value is 2.714

2) The regression coefficient of the influence of Work Climate (X1) on Work Discipline (Y) is 0.233

3) The regression coefficient of the influence of Job Satisfaction (X2) on Work Discipline (Y) is 0.278

4) The regression coefficient of the influence of Work Culture (X3) on Work Discipline (Y) is 0.373

5) Work Discipline: if there is no Work Climate, Job Satisfaction, and Work Culture (X1, X2, and X3 = 0), then Work Discipline only obtains a score of 2.714. Meanwhile, if each respondent's answer increases by 1 point for Work Climate, Job Satisfaction, and Work Culture (X1 = 1, X2 = 1, and X3 = 1), then the estimated Work Discipline score will increase to:

$Y = 2{,}714 + 0{,}233\ X_1 + 0{,}278\ X_2 + 0{,}373\ X_3 + e$

$= 2{,}714 + 0{,}233\ (1) + 0{,}278\ (1) + 0{,}373\ (1)$

$= 3{,}598$

Table 12. t-Test

The t-test is used to determine whether the independent variable has a partial or separate effect on the dependent variable. The decision-making guideline is that if the calculated t-value is greater than the table t-value, or if the significance value is less than 0.05, then the independent variable has a partial effect on the dependent variable. The table t-value can be calculated using the following formula:

Degrees of freedom = df = n – k

n = number of samples = 58

k = number of independent and dependent variables = 4

df = 58 – 4 = 54

Level of significance = 0.05 = 5%, t table = 1.673

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,714	1,519		1,786	,080
	Work Climate	,233	,111	,255	2,093	,041

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	Job Satisfaction	,278	,106	,290	2,616	,012
	Work Culture	,373	,140	,415	2,675	,010

a. Dependent Variable: Work Discipline

The t-test results can be interpreted as follows:
1) The calculated t-value for Work Climate (X1) is 2.093, which is greater than the t-table value of 1.673. The significance value of 0.041 is less than 0.05, indicating that Work Climate (X1) has a partial effect on Work Discipline (Y), thus H0 is rejected and H1 is accepted.
2) The calculated t-value for Job Satisfaction (X2) is 2.616, which is greater than the t-table value of 1.673. The significance value of 0.012 is less than 0.05, indicating that Job Satisfaction (X2) has a partial effect on Work Discipline (Y), thus H0 is rejected and H2 is accepted.
3) The calculated t-value for Work Culture (X3) is 2.675, which is greater than the t-table value of 1.673. The significance value of 0.010 is smaller than 0.05, meaning that Work Culture (X3) has a partial influence on Work Discipline (Y), so H0 is rejected and H3 is accepted.

Table 13. F-Test

The F test is conducted to determine the effect of independent variables on the dependent variable simultaneously. The F table value is determined using the following formula:
df1 = k – 1 = 4 – 1 = 3
df2 = n – k = 58 – 4 = 54
F table = 2.78

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1799,111	3	599,704	88,711	,000[b]
	Residual	365,052	54	6,760		
	Total	2164,163	57			

a. Dependent Variable: Work Discipline
b. Predictors: (Constant), Work Culture, Job Satisfaction, Work Climate

Based on the Table 13. it can be seen that the calculated F value of 88.711 is greater than the F table of 2.78 and the significance value of 0.000 is less than 0.05. The condition for the independent variable to have a simultaneous effect on the dependent variable is if the calculated F value is greater than the F table or if the significance is less than 0.05. Therefore, it can be concluded that Work Climate, Job Satisfaction, and Work Culture have a simultaneous effect on Work Discipline.

Table 14. Coefficient of Determination Test

The coefficient of determination test is conducted to measure the percentage contribution of independent variables in influencing the dependent variable. The coefficient of determination value is seen from the adjusted R value in the test results processed using SPSS Version 23.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,912[a]	,831	,822	2,60004	,831	88,711	3	54	,000

a. Predictors: (Constant), Work Culture, Job Satisfaction, Work Climate
b. Dependent Variable: Work Discilpline

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Table 14. shows that the simultaneous correlation (R) between the variables of Work Climate, Job Satisfaction, and Work Culture on Work Discipline yields an R value of 0.912 and an Adjusted R Square value of 0.822, indicates that the variables of Work Climate, Job Satisfaction, and Work Culture simultaneously contribute 82.2% to Work Discipline. The remaining 17.8% is influenced by other variables outside of this study.

CONCLUSION

Based on the explained analysis results, we conclude the following:

1) The results of the t-test obtained a calculated t value of 2.093 and a t-table value of 1.673 (2.093 > 1.673) with a significance value of 0.041 < 0.05. This means that H0 is rejected and Ha is accepted, indicates that the Work Climate has a partial positive effect on the Work Discipline of Employees at Pancasakti University, Tegal.
2) The results of the t-test obtained a calculated t value of 2.616 and a t-table value of 1.673 (2.616 > 1.673), with a significance value of 0.012 < 0.05. This means that H0 is rejected and Ha is accepted, indicates that Job Satisfaction has a partial positive effect on Work Discipline of Employees at Pancasakti University, Tegal.
3) The results of the t-test obtained a calculated t value of 2.675 and a t-table of 1.637 (2.675 > 1.637), with a significance value of 0.010 < 0.05. This means that H0 is rejected and Ha is accepted, indicates that Work Culture has a partial effect on Work Discipline of Employees at Pancasakti University, Tegal.
4) The results of the F test significance level obtained a calculated F value of 88.711 and an F table of 2.78 (88.711 > 2.78), with a significance value of 0.000 < 0.05. This means that H0 is rejected and Ha is accepted, indicates that Work Climate, Job Satisfaction, and Work Culture have a simultaneous effect on Work Discipline of Employees at Pancasakti University, Tegal.

The results highlight the importance for organizational leaders and human resource managers to improve the work climate by providing adequate facilities, fair supervision, and supportive interpersonal relations, enhance job satisfaction by implementing fair compensation systems, providing career development opportunities, and recognizing employee achievements, and strengthen organizational culture through consistent enforcement of rules, regular communication of organizational values, and role modeling by leaders. By focusing on these aspects, organizations can improve employee discipline, which in turn contributes to better organizational performance and effectiveness.

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