

Analyzing the Determinants of Employee Work Discipline: An Empirical Study of Administrative Staff

Ni Dwi Fefiyani Subawa*¹, Komang Krisna Heryanda¹, M. Rudi Irwansyah¹

Universitas Pendidikan Ganesha, Indonesia¹

*Corresponding email: dwi.fefiyani@student.undiksha.ac.id

Abstract: Work discipline constitutes a fundamental element in ensuring the effectiveness and accountability of human resource management within higher education institutions. In developing academic units, inconsistencies in attendance patterns and working-hour compliance indicate that disciplinary behavior remains a managerial concern. At the Faculty of Medicine, Universitas Pendidikan Ganesha, fluctuations in digital attendance records and accumulated working-hour deficits suggest the need to examine behavioral and organizational determinants shaping employee discipline. This study aims to analyze the influence of motivation, Work Culture, and leadership style on the work discipline of administrative staff, both partially and simultaneously. A quantitative approach was employed using a saturated sampling technique involving all 45 administrative employees. Data were collected through a structured Likert-scale questionnaire and supported by institutional attendance records. Instrument validity and reliability were confirmed before analysis, and multiple linear regression was applied to test the hypotheses. The findings reveal that motivation and Work Culture have positive and significant effects on work discipline, whereas leadership style does not show a significant partial effect. However, collectively, the three variables significantly explain variations in employee discipline. These results underscore the importance of strengthening motivational practices and cultivating a supportive Work Culture to foster sustainable disciplinary behavior in public higher education settings.

Article History:

Submitted: February 18, 2026

Revised: March 31, 2026

Accepted: April 1, 2026

Published: April 30, 2026

Keywords:

Discipline

Leadership

Motivation

Work Culture

Subawa, N. D. F., Heryanda, K. K., & Irwansyah, M. R. (2026). Analyzing the Determinants of Employee Work Discipline: An Empirical Study of Administrative Staff. *Almana : Jurnal Manajemen dan Bisnis*. 10(1), 86-100. <https://doi.org/10.36555/almana.v10i1.3003>

INTRODUCTION

Human resources constitute a strategic determinant of organizational effectiveness, including within higher education institutions. Hasibuan (2021) conceptualizes human resource management as a discipline and practice concerned with systematically organizing, directing, and harmonizing the roles and relationships of employees so that organizational goals, individual aspirations, and broader social interests can be achieved effectively and efficiently. Work discipline is widely recognized as a central determinant of employee performance. From the perspective of organizational behavior, it represents the manner in which individual and collective actions contribute to the overall effectiveness of an organization (Robbins & Judge,



This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.

<https://creativecommons.org/licenses/by-nc-nd/4.0/>

2021). Sound discipline practices contribute directly to higher productivity, improved service quality, and sustained institutional performance.

The Faculty of Medicine at Universitas Pendidikan Ganesha, as a relatively new academic unit, is currently facing challenges in establishing an effective and standardized work system. Preliminary observations and digital attendance records indicate fluctuations in employee discipline, particularly in terms of tardiness and accumulated shortages of working hours. Attendance data from 2024 to the first semester of 2025 reveal notable variations. In November 2024, the total accumulated shortage of working hours reached 637 hours. Although the figure declined in subsequent months, it increased again to 297.8 hours in June 2025. Field observations further suggest that attendance discrepancies are associated with delayed arrivals, adjustments of working hours due to socio-cultural obligations, and academic services conducted outside formal working hours that are not fully recorded in the digital system.

These conditions point to a discrepancy between formal administrative regulations and operational realities in practice. The instability of employee discipline may affect the quality of academic services and the achievement of the university's Key Performance Indicators as stipulated in Ministerial Decree No. 210/M/2023. This phenomenon suggests that work discipline extends beyond mere compliance with formal rules; it is shaped by organizational dynamics and individual behavioral responses to complex job demands. Therefore, an empirical investigation is necessary to identify the factors that meaningfully influence employee discipline within a developing higher education context.

From a theoretical standpoint, work discipline is influenced by various interrelated factors, such as employee motivation, education and training, leadership practices, welfare provisions, and the consistent application of organizational sanctions (Martoyo, 2021). Motivation can be understood as a deliberate internal drive that directs and energizes individual behavior toward the achievement of organizational objectives. Employees who exhibit strong and positive motivation are more likely to show heightened enthusiasm, sustained focus, and a greater sense of responsibility in performing their tasks, which ultimately contributes to improved work performance (Robbins & Judge, 2021). Motivation plays a crucial role in enhancing productivity and effectiveness (Suningsih&Suci, 2025). Motivation and work discipline play an important role in improving individual productivity and overall work performance (Kusuma&Yudiatmaja, 2025). Work Culture constitutes an essential element in shaping employee behavior within an institution. It encompasses shared values, norms, routines, and collective assumptions that develop over time and function as guidelines for how members think and act in the workplace (Robbins & Judge, 2021). Such cultural patterns represent the distinctive character of an organization and influence the quality of interaction and productivity among its members. Leadership, in this context, refers to the capacity of an individual to influence and direct others so that their actions are aligned with the organization's established goals (Northouse, 2021).

Previous studies have reported significant relationships between motivation, Work Culture, leadership, and work discipline. However, most empirical investigations have been conducted in corporate settings, general public institutions, or well-established universities with relatively stable governance systems. Research focusing specifically on work discipline within a faculty of medicine undergoing institutional consolidation remains limited. Faculties of medicine possess distinctive organizational characteristics, including heightened professional standards, the integration of teaching, research, and community service responsibilities, and complex cross-functional coordination. These features may generate patterns of discipline that differ from those observed in other academic or organizational units.

Furthermore, earlier research often examines motivation, Work Culture, and leadership either independently or in partial combinations. Comprehensive models integrating these three variables simultaneously to explain employee discipline in a Analyzing the Determinants of Employee Work Discipline: An Empirical Study of Administrative Staff

Ni Dwi Fefiyani Subawa*¹, Komang Krisna Heryanda¹, M. Rudi Irwansyah¹

developing public higher education context are still scarce. In addition, many prior studies rely predominantly on perceptual survey data without linking behavioral constructs to measurable administrative indicators, such as digital attendance records and accumulated working-hour deficits. This reveals both a contextual and empirical gap in the literature, particularly concerning the alignment between behavioral factors and objective indicators of discipline.

In response to these gaps, this study offers several contributions. First, it integrates motivation, Work Culture, and leadership style into a unified analytical framework to examine their simultaneous effects on employee work discipline. Second, it situates the analysis within the Faculty of Medicine at Universitas Pendidikan Ganesha, a developing academic unit, thereby providing contextual insights distinct from research conducted in mature organizations. Third, it connects organizational behavior variables with objectively recorded attendance data, enabling a more grounded and policy-relevant understanding of work discipline.

Accordingly, this study aims to analyze the role of motivation, Work Culture, and leadership style in shaping employee work discipline at the Faculty of Medicine, Universitas Pendidikan Ganesha, both partially and simultaneously. Academically, the findings are expected to enrich the human resource management literature by offering empirical evidence on determinants of discipline within developing higher education institutions. Practically, the results may inform institutional leaders in designing adaptive and evidence-based human resource policies to enhance sustainable employee discipline.

LITERATURE REVIEW

Work Discipline

Work discipline can be understood as an employee's conscious awareness and voluntary willingness to comply with organizational regulations and prevailing social norms to achieve institutional objectives (Rizal & Radiman, 2019; Rukoh, Prayekti, & Kirana, 2024). It is not merely formal obedience to regulations, but also reflects a consistent behavioral commitment demonstrated through punctuality, responsibility, and adherence to established procedures. In organizational settings, discipline functions as a stabilizing mechanism that ensures continuity, productivity, and service quality. Furthermore, the development of work discipline is influenced by both structural and behavioral factors. Equitable compensation systems, exemplary leadership conduct, clearly formulated regulations, effective supervisory practices, managerial firmness, and ingrained organizational routines collectively contribute to shaping and reinforcing employees' disciplinary behavior (Hasibuan & Nugrohoseno, 2022; Syarah & Suryalena, 2024). In this context, discipline emerges from the interaction between institutional systems and individual attitudes. Consequently, work discipline reflects employees' adherence and consistency in fulfilling organizational rules and responsibilities, which is essential for supporting consistent and optimal employee performance (Seriadnyani et al., 2026) as well as for creating a structured work environment that enhances job satisfaction (Retmawati & Heryanda, 2025). Empirically, work discipline is commonly measured through observable indicators such as punctuality, responsible use of facilities, quality of task completion, and compliance with workplace standards. These indicators represent tangible manifestations of employee accountability in daily organizational practices.

Motivation

Motivation may be defined as a set of internal drives and external influences that activate, guide, and maintain individual behavior toward the accomplishment of specific goals (Zhou & Wu, 2021; Robbins & Judge, 2021). In organizational contexts, motivation determines the intensity, direction, and persistence of employee effort. Employees who are strongly motivated tend to demonstrate greater commitment, responsibility, and initiative in carrying out their duties. Motivation can emerge from internal impulses such as personal needs, values, and aspirations, as well as from external stimuli, including incentives, recognition, and organizational control systems that encourage desired behavior (Robbins & Judge, 2021; Syarah & Suryalena, 2024). In this regard, motivation is further conceptualized through three fundamental needs: the need for achievement, the need for power, and the need for affiliation. These dimensions help explain why employees strive for performance excellence, seek influence, or build harmonious relationships within the workplace. Prior studies consistently suggest that motivation contributes positively to discipline and performance, although empirical findings may vary depending on organizational context. This indicates that the influence of motivation is situational and shaped by institutional culture and leadership practices. Consequently, work motivation reflects the internal drive that encourages employees to perform their tasks enthusiastically, contributing to higher levels of job satisfaction (Dewi & Heryanda, 2025), as well as motivating them to perform optimally, thereby improving employee performance (Maharani & Suarmanayasa, 2025). Furthermore, a supportive work environment combined with strong motivation plays an important role in enhancing employee performance (Pratiwi & Suarmanayasa, 2025).

Work Culture

Work culture represents shared values, norms, and habitual behaviors that guide how members of an organization think and act (Nirmah, 2021). It reflects collective assumptions developed through organizational learning processes and internal integration. A strong work culture provides behavioral direction and fosters consistency in organizational practices. In the public sector context, work culture is often framed through institutional values that promote service orientation, accountability, competence, harmony, loyalty, adaptability, and collaboration. These values function as normative guidelines that shape employee conduct and organizational climate. The formation of work culture is influenced by leadership behavior, recruitment practices, organizational mission clarity, continuous learning processes, and external environmental factors. A supportive culture reinforces discipline by internalizing organizational expectations into daily routines rather than relying solely on formal enforcement mechanisms.

Leadership

Leadership refers to the ability to influence and mobilize individuals toward the achievement of shared goals (Hochreiter, Benedetto, & Loesch, 2023). Within organizational settings, leadership is operationalized through decision-making capacity, communication effectiveness, motivational ability, control functions, and accountability (Al Mamun et al., 2021). In practice, effective leadership is not only exercised through instruction, but also through consultation, participation, delegation, and control. These functions shape employees' perceptions of fairness, clarity, and direction, which in turn influence their willingness to comply with organizational standards. Furthermore, different leadership types, charismatic, traditional, and formal, reflect variations in authority sources and influence mechanisms. However, regardless of typology,

Analyzing the Determinants of Employee Work Discipline: An Empirical Study of Administrative Staff

Ni Dwi Fefiyani Subawa*¹, Komang Krisna Heryanda¹, M. Rudi Irwansyah¹

leadership effectiveness is ultimately reflected in its ability to align employee behavior with institutional objectives. In this context, leadership plays a crucial role in fostering work discipline and guiding employee behavior. Leadership and work discipline together contribute significantly to enhancing employee performance, as effective leadership fosters discipline and encourages employees to adhere to organizational standards, leading to improved organizational outcomes (Arta & Yudiantmaja, 2025). Therefore, leadership reflects a leader's ability to effectively influence, direct, and motivate employees to achieve organizational goals and enhance overall performance (Guna et al., 2026).

Review of Relevant Empirical Studies

Previous empirical studies have examined the relationships among motivation, Work Culture, leadership, discipline, and employee performance using various quantitative approaches, including multiple regression and structural equation modeling. The majority of findings indicate positive and significant relationships among these variables, either directly or through mediating mechanisms. Several studies demonstrate that leadership style and motivation significantly influence work discipline, while others highlight the mediating role of discipline in enhancing employee performance. However, empirical inconsistencies remain. Some research reports that motivation or Work Culture does not significantly affect discipline or performance, suggesting contextual variation across organizational settings.

A notable pattern in prior research is the predominant focus on employee performance as the primary dependent variable. Studies positioning work discipline as the central outcome variable are relatively limited. Moreover, comprehensive models integrating motivation, work culture, and leadership simultaneously to explain discipline remain less explored, particularly within developing higher education institutions. Therefore, this study extends existing literature by examining the combined influence of motivation, work culture, and leadership on work discipline within a faculty-level academic unit. By situating discipline as the primary dependent variable, this research contributes to a more focused understanding of behavioral regulation in organizational contexts, particularly in public higher education institutions undergoing institutional development.

Hypothesis Development

The three independent variables examined in this study, motivation, work culture, and leadership, are assumed to have a significant contribution to shaping employees' disciplinary behavior at the Faculty of Medicine, Ganesha University of Education. According to Sugiyono (2017), theory serves to explain the pattern of relationships among all related variables or factors, while the theoretical framework describes the dynamic interactions among these elements, or in some cases, both simultaneously. Motivation refers to internal and external drives that influence individual behavior in the workplace. Work culture encompasses the values, norms, and habitual practices that are embedded within an organization. Leadership, on the other hand, is the ability to influence and mobilize others toward achieving organizational goals, playing a crucial role in shaping organizational behavior. Motivation provides personal encouragement, work culture establishes a shared social context and collective values, while leadership functions as a guiding and controlling force for employee behavior. Together, these three variables create a work environment that supports the consistent development of disciplined behavior. A conceptual model, also referred to as a theoretical framework, is

a philosophical construct that illustrates the logical relationships among predefined elements or variables in order to facilitate a deeper understanding of the research topic.

The Relationship Between Motivation and Work Discipline

Motivation plays a fundamental role in shaping employee behavior, particularly in fostering work discipline. Employees who possess strong intrinsic and extrinsic motivation tend to demonstrate higher levels of responsibility, punctuality, and adherence to organizational rules. Empirical evidence supports this argument. A study by Aeni and Kuswanto (2021) found that motivation significantly influences employee attitudes and behavioral outcomes, including discipline-related aspects, as motivated individuals are more driven to comply with organizational expectations and achieve performance targets. Similarly, Saputra et al. (2022) revealed that motivation has a direct and positive effect on work discipline, indicating that higher motivational levels encourage employees to maintain consistent and disciplined work behavior. Motivation functions as an internal driving force that reinforces employees' commitment to organizational standards and regulations. Thus, it can be argued that motivation is a critical determinant of work discipline, as it strengthens employees' willingness to act in accordance with established rules and organizational goals.

H1: Motivation has a positive and significant effect on employee work discipline.

The Relationship Between Work Culture and Work Discipline

Work Culture provides the social and normative framework that guides employee behavior within an institution. A strong culture, characterized by shared values, norms, and expectations, encourages employees to behave in a disciplined manner. Research conducted by Maia et al. (2022) demonstrated that Work Culture significantly influences work discipline, as employees tend to internalize organizational values and translate them into consistent behavioral patterns, including punctuality, compliance, and accountability. In addition, Alfian and Laila (2024) found that Work Culture and work discipline are closely interconnected, where a well-established culture fosters a structured and orderly work environment, ultimately reinforcing disciplined behavior among employees. Therefore, Work Culture can be considered a contextual factor that shapes and sustains employee discipline through shared beliefs and collective norms.

H2: Work Culture has a positive and significant effect on employee work discipline.

The Relationship Between Leadership and Work Discipline

Leadership is a key factor in directing and controlling employee behavior, including the development of work discipline. Effective leaders not only set clear expectations but also serve as role models in demonstrating disciplined conduct. According to Saputra et al. (2022), leadership style has a measurable influence on work discipline, as leaders who provide clear direction, supervision, and support can enhance employees' compliance with organizational rules. Furthermore, Widodo et al. (2023) emphasized that leadership contributes to shaping discipline by influencing motivation and behavioral consistency among employees. Leaders who apply appropriate leadership styles can foster a sense of responsibility and accountability, which are essential components of work discipline. Thus, leadership acts as a controlling and guiding mechanism that ensures employees maintain disciplined behavior in the workplace.

H3: Leadership has a positive and significant effect on employee work discipline.

Simultaneous Influence of Motivation, Work Culture, and Leadership on Work Discipline

Motivation, Work Culture, and leadership are not independent factors; rather, they interact dynamically in influencing employee work discipline. When combined, these variables create a comprehensive system that supports disciplined behavior. Research by Sudibyو and Sukmono (2022) confirmed that motivation, leadership, and work-related behavioral factors simultaneously contribute significantly to organizational outcomes, indicating that these variables collectively shape employee behavior, including discipline. Likewise, Yulianti and Hasan (2024) found that motivation, leadership, and Work Culture jointly have a significant effect on employee-related outcomes, suggesting that the integration of personal drive, social values, and managerial direction leads to more consistent and effective employee behavior. This implies that work discipline is best understood as a multidimensional construct influenced by internal (motivation), social (work culture), and managerial (leadership) factors simultaneously. The synergy among these variables creates a conducive work environment that promotes sustained discipline among employees.

H4: Motivation, work culture, and leadership simultaneously have a positive and significant effect on employee work discipline.

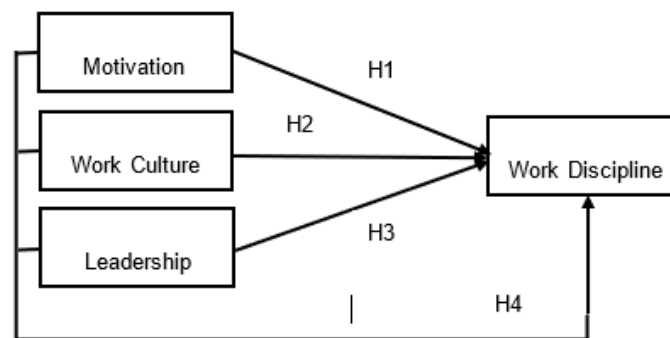


Figure 1. Framework of Thinking

Source: Data that has been processed by the author (2025)

METHODS

This study employed a quantitative approach to examine the influence of independent variables on the dependent variable. The research was conducted at the Faculty of Medicine, Universitas Pendidikan Ganesha. A saturated sampling technique was applied, whereby all members of the population were included as research respondents, resulting in a total sample of 45 employees. Data were collected from both primary and secondary sources. Primary data were obtained through the distribution of structured questionnaires using a five-point Likert scale to measure employees' perceptions of the research variables.

Table 1. Operational Definition of Variables

No	Variable	Definition	Indicators	Scale
1	Work Discipline (Y)	Work discipline refers to the level of compliance and responsibility of employees in carrying out their duties in accordance with working hours, organizational rules, and established procedures.	1. Punctuality 2. Utilization of facilities 3. Quality of work 4. Professional appearance	Interval (1–5)

No	Variable	Definition	Indicators	Scale
2	Motivation (X1)	Work motivation refers to the internal drive that influences employees' enthusiasm to perform tasks optimally to achieve individual and organizational goals.	1. Need for Achievement 2. Need for Power 3. Need for Affiliation	Interval (1–5)
3	Organizational Culture (X2)	Organizational culture refers to the core values that guide employees' attitudes, behaviors, and ways of working, based on the values framework.	1. Service-Oriented 2. Accountable 3. Competent 4. Harmonious 5. Loyal 6. Adaptive 7. Collaborative	Interval (1–5)
4	Leadership (X3)	Leadership refers to the ability of a leader to direct, influence, motivate, and coordinate employees to achieve organizational goals effectively.	1. Decision-making ability 2. Motivational ability 3. Communication ability 4. Controlling ability 5. Responsibility	Interval (1–5)

Source: Data that has been processed by the author (2025)

Secondary data were gathered from attendance recapitulation reports extracted from the university's information system for the period spanning 2024 to the first semester of 2025. The data in this study were processed and analyzed using IBM SPSS Statistics, including descriptive statistics, validity and reliability testing, classical assumption tests, and multiple linear regression to examine both partial and simultaneous effects of the independent variables on employee work discipline. Before hypothesis testing, the research instruments were subjected to validity and reliability assessments. Instrument testing was conducted in another academic unit within Universitas Pendidikan Ganesha, involving 31 respondents. The validity analysis indicated that all questionnaire items met the required criteria and were suitable for use. Reliability testing further demonstrated that each variable consistently measured the constructs of motivation, Work Culture, leadership style, and work discipline. After confirming that the data were valid and reliable, classical assumption tests were performed, including normality testing using the Kolmogorov–Smirnov method, multicollinearity testing based on the Variance Inflation Factor (VIF < 10), and heteroscedasticity testing. Multiple linear regression analysis was then applied to determine the direction and magnitude of the relationships between the independent variables and the dependent variable. Subsequently, hypothesis testing was conducted through partial significance testing (t-test) to examine the individual effect of each independent variable, and simultaneous significance testing (F-test) to assess their combined influence. Finally, the coefficient of determination (R²) was calculated to estimate the proportion of variance in work discipline explained collectively by the independent variables.

RESULTS AND DISCUSSION

Description of Respondent Characteristics

This study applied a saturated sampling technique, whereby all members of the population were included as research respondents, totaling 45 individuals. Since the population consisted of fewer than 100 employees, the entire population was treated as

the research sample. The questionnaires were distributed in printed form and delivered directly to all respondents. After collection, the data were tabulated using Microsoft Excel and subsequently analyzed with SPSS version 26. The statistical procedures included descriptive statistics, classical assumption testing, multiple linear regression analysis, and hypothesis testing. The respondents' characteristics were classified according to gender, age, highest educational attainment, and length of service.

Hypothesis Testing

The results of the instrument testing confirmed that all variables satisfied the required validity and reliability standards. Classical assumption testing further indicated that the data were normally distributed, showed no signs of multicollinearity, and exhibited no heteroscedasticity. Therefore, the dataset was deemed appropriate for further analysis.

Multiple Linear Regression Analysis

Based on the results of the multiple linear regression analysis, the regression equation is formulated as follows:

$$Y = 9,644 + 0,379X_1 + 0,497X_2 - 0,014X_3$$

Table 2. Multiple Linear Regression Equation

Model	Coefficients ^a			t	Sig.
	Unstandardized Coefficients	Standardized Coefficients			
	B	Std. Error	Beta		
1 (Constant)	9.644	2.959		3.259	.002
Motivation	.379	.174	.315	2.183	.035
Work Culture	.497	.136	.561	3.651	.001
Leadership	-.014	.186	-.011	-.078	.938

a. Dependent Variable: work discipline

Source: Data that has been processed by the author (2025)

The regression model provides several important interpretations. The positive constant value of 9.644 suggests that when motivation, Work Culture, and leadership style are assumed to have no effect, employee work discipline remains at a positive baseline level of 9.644 units. This indicates that a certain degree of discipline exists independently of the three explanatory variables. The regression coefficient for motivation (0.379) is positive, implying that higher levels of motivation are associated with increased work discipline. In practical terms, employees with stronger motivation tend to demonstrate greater adherence to workplace rules and responsibilities. Similarly, the regression coefficient for Work Culture (0.497) is positive, indicating that improvements in Work Culture are followed by increases in employee discipline. A stronger culture characterized by shared values and norms appears to reinforce disciplined work behavior. In contrast, the regression coefficient for leadership style (-0.014) is negative, suggesting an inverse relationship with work discipline. This implies that, within the context of this study, variations in leadership style were not aligned with higher levels of discipline and, statistically, did not contribute positively to disciplinary outcomes.

Partial Test (t-test)

The partial significance test was conducted to assess the individual influence of each independent variable on work discipline. A variable is considered significant if the calculated t-value exceeds the critical value and the significance level is below 0.05.

Table 3. T-Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	9.644	2.959		3.259	.002
Motivation	.379	.174	.315	2.183	.035
Work Culture	.497	.136	.561	3.651	.001
Leadership	-.014	.186	-.011	-.078	.938

a. Dependent Variable: work discipline

Source: Data that has been processed by the author (2025)

The findings can be summarized as follows: Motivation yielded a t-value of 2.183 with a significance level of 0.035 (< 0.05). Thus, the first hypothesis is accepted, indicating that motivation has a positive and significant effect on employee work discipline. Work Culture produced a t-value of 3.651 with a significance level of 0.001 (< 0.05). The second hypothesis is therefore accepted, confirming a positive and significant effect of Work Culture on discipline. Leadership style resulted in a t-value of -0.078 with a significance level of 0.938 (> 0.05). Consequently, the third hypothesis is rejected, meaning leadership style does not have a statistically significant positive effect on work discipline.

Simultaneous Test (F-test)

The F-test was performed to evaluate the overall feasibility of the regression model. The calculated F-value was 27.379 with a significance level of 0.000 (< 0.05), indicating that the model is statistically significant. This result confirms that motivation, Work Culture, and leadership style jointly influence employee work discipline.

Table 4. F-Test

Model		Sum of Squares	df	MeanSquare	F	Sig.
1	Regression	214.104	3	71.368	27.379	.000b
	Residual	106.874	41	2.607		
	Total	320.978	44			

ANOVAa

Dependent Variable: Work Discipline

Predictors:(Constant), Leadership, Motivation, Work Culture

Source: Data that has been processed by the author (2025)

Coefficient of Determination (R^2)

The coefficient of determination (R^2) was calculated to assess the explanatory power of the model. The Adjusted R Square value was 0.667, meaning that 66.7% of the variation in employee work discipline is explained collectively by motivation, Work Culture, and leadership style. The remaining 33.3% is attributed to other factors not included in the present study.

Table 5. Determination (R^2)

Model	R	R Square	Adjusted R Square	Std.Error of the Estimate
1	.817 ^a	.667	.643	1.615

Model Summary^b

a. Predictors:(Constant), Leadership, Motivation, Work Culture

b. Dependent Variable: Work Discipline

Source: Data that has been processed by the author (2025)

The Effect of Motivation on Work Discipline

The findings of this study confirm that motivation has a positive and statistically significant effect on employee work discipline. This result reinforces the theoretical perspective that motivation functions as a fundamental driver of individual behavior, shaping how employees regulate their actions in accordance with organizational expectations. From the standpoint of Self-Determination Theory, motivation, particularly autonomous motivation, encourages individuals to internalize organizational values, leading to more consistent and self-regulated discipline in the workplace. This explains why employees with higher levels of motivation tend to demonstrate punctuality, responsibility, and adherence to work procedures.

The empirical findings are consistent with prior studies (Howard et al., 2021; Van den Broeck et al., 2021), which highlight that motivation not only initiates behavior but also sustains persistence and compliance. In the context of the Faculty of Medicine, Universitas Pendidikan Ganesha, this relationship can be attributed to institutional efforts that foster both intrinsic and extrinsic motivation. Programs such as training, workshops, and opportunities for further education fulfill employees' psychological needs for competence and achievement, thereby strengthening their commitment to disciplined behavior.

From a managerial perspective, this finding implies that enhancing employee discipline requires continuous investment in motivational strategies. Organizations should prioritize competency development programs, provide recognition and rewards, and create a supportive work environment that nurtures intrinsic motivation. By doing so, discipline is not merely enforced through rules but emerges naturally from employees' internal commitment.

The Effect of Work Culture on Work Discipline

The results indicate that Work Culture has a positive and significant effect on work discipline, suggesting that shared values and norms play a crucial role in shaping employee behavior. This finding aligns with organizational culture theory, which posits that culture serves as an informal control system that guides behavior beyond formal regulations. When employees internalize organizational values, discipline becomes a collective norm rather than an imposed obligation.

This study supports previous empirical findings (Bavik et al., 2021; Hasibuan & Nugrohoseno, 2022; Rukoh et al., 2024), which demonstrate that a strong organizational culture enhances discipline by fostering consistency in attitudes and behaviors. At the Faculty of Medicine, the implementation of service-oriented, accountable, and professional values contributes to the development of a disciplined work environment. These values create a shared understanding among employees regarding expected conduct, thereby reinforcing compliance with organizational standards. The occurrence of this relationship can be explained by the socialization process within the organization, where employees adapt to prevailing norms and expectations. Even in the presence of local cultural dynamics that may influence work patterns, the dominant organizational culture ensures that discipline remains aligned with institutional goals. Managerially, this finding emphasizes the importance of strengthening organizational culture as a long-term strategy for improving discipline. Leaders should actively promote core values, integrate them into daily practices, and ensure consistency between stated values and actual behavior. Embedding culture into performance evaluation and organizational policies can further reinforce disciplined conduct among employees.

The Effect of Leadership Style on Work Discipline

In contrast to motivation and organizational culture, leadership style does not have a significant effect on work discipline in this study. This finding suggests that the influence of leadership may be context-dependent and not universally dominant in shaping

employee behavior. Theoretically, leadership effectiveness is contingent upon the leader's ability to interact, communicate, and directly influence subordinates. However, in organizational settings characterized by dispersed work structures, such as the Faculty of Medicine, the intensity of leader–subordinate interaction tends to be limited.

This result is consistent with contemporary leadership research (Lee et al., 2021; Nguyen et al., 2021), which indicates that leadership impact may weaken in decentralized environments where supervision is indirect. In such contexts, formal rules, organizational culture, and individual motivation may play a more prominent role in shaping discipline than leadership style alone. Additionally, studies by Zhang et al. (2021) and Iqbal et al. (2021) suggest that leadership does not always produce significant effects on specific behavioral outcomes, particularly when structural and contextual factors constrain its influence. The absence of a significant relationship in this study can be explained by the nature of work distribution across multiple units, which reduces direct supervision and limits the visibility of leadership practices. As a result, employees rely more on internal motivation and established organizational norms rather than direct leadership control. From a managerial standpoint, this finding highlights the need to rethink leadership approaches in decentralized organizations. Rather than relying solely on formal authority, leaders should adopt adaptive strategies, such as strengthening communication systems, enhancing coordination mechanisms, and ensuring consistent supervisory practices across units. Leadership effectiveness in such contexts depends not only on style but also on structural alignment and the ability to integrate with organizational systems.

The Simultaneous Effect of Motivation, Work Culture, and Leadership Style on Work Discipline

The simultaneous analysis reveals that motivation, work culture, and leadership style collectively have a significant effect on work discipline. This finding supports integrative theoretical perspectives that argue that employee behavior is shaped by the interaction of individual, social, and managerial factors. Work discipline, therefore, is not the result of a single determinant but emerges from the combined influence of internal drive, shared values, and leadership practices.

The coefficient of determination (Adjusted $R^2 = 0.667$) indicates that a substantial proportion of work discipline is explained by these three variables. This suggests that while motivation and culture play dominant roles, leadership still contributes as part of a broader system influencing employee behavior. The remaining variance may be attributed to other factors such as compensation, supervision systems, and individual characteristics, highlighting the complexity of discipline as a behavioral construct. These findings are in line with recent studies (Van den Broeck et al., 2021; Wang et al., 2021), which emphasize the importance of a holistic approach in understanding workplace behavior. The interaction between motivation and culture creates a reinforcing mechanism, while leadership provides structural direction, even if its direct effect is not always statistically significant. From a managerial perspective, this result underscores the importance of adopting an integrated approach to improving work discipline. Organizations should simultaneously strengthen motivation through employee development, cultivate a strong and consistent organizational culture, and enhance leadership systems that support coordination and communication. Focusing on only one factor is unlikely to produce optimal results; instead, synergy among these variables is essential for achieving sustainable discipline improvement.

CONCLUSION

The findings indicate that motivation and Work Culture significantly contribute to strengthening employee work discipline at the Faculty of Medicine, Universitas Pendidikan Ganesha. Employees who receive opportunities for professional development, training, and institutional support tend to demonstrate better punctuality, responsibility, and consistency in performing their duties. Likewise, a strong Work Culture reflected in shared values such as service orientation, accountability, and collaboration encourages disciplined behavior in daily work practices. In contrast, leadership style does not show a significant direct effect on discipline, suggesting that employee compliance is shaped more by established systems, formal procedures, and organizational norms than by individual leadership approaches. Collectively, motivation, work culture, and leadership explain 66.7% of the variation in work discipline, highlighting the importance of integrated human resource strategies. Therefore, the faculty is encouraged to sustain competency development initiatives, apply fair and consistent reward–punishment mechanisms, and strengthen supervision and performance monitoring systems to foster sustainable employee discipline.

REFERENCES

- Aeni, N., & Kuswanto, H. G. (2021). The influence of leadership style, motivation and work discipline on employee performance. *International Journal of Management Science and Information Technology*, 1(2), 20–24. <https://doi.org/10.35870/ijmsit.v1i2.352>
- Al Mamun, A., Fazal, S. A., Muniady, R., & Ibrahim, M. D. (2021). Entrepreneurial mindset and SME performance: The role of entrepreneurial leadership and innovation. *Management Research Review*, 44(6), 1033–1055. <https://doi.org/10.1108/MRR-04-2020-0216>
- Alfan, M. S., & Lailla, N. (2024). The influence of organizational culture and work discipline on productivity through motivation. *Jurnal Ilmiah Manajemen Kesatuan*. <https://doi.org/10.37641/jimkes.v13i5.3841>
- Antika, S. R. P., & Heryanda, K. K. (2025). Pengaruh motivasi kerja dan gaya kepemimpinan terhadap disiplin kerja pada Dinas Pekerjaan Umum Penataan Ruang, Perumahan dan Kawasan Permukiman Provinsi Bali. *Jurnal Manajemen dan Bisnis*, 7(2). <https://doi.org/10.23887/pjmb.v7i2.99261>
- Arta, P. C. A., & Yudiaatmaja, F. (2025). Pengaruh Kepemimpinan dan Disiplin Kerja terhadap Kinerja Karyawan di New Sunari Lovina Beach Resort. *Bisma: Jurnal Manajemen*, 11(1), 394–405. <https://doi.org/10.23887/bjm.v11i1.95933>
- Bavik, Y. L., Tang, P. M., Shao, R., & Lam, L. W. (2021). Ethical leadership and employee knowledge sharing: Exploring dual-mediation paths. *The Leadership Quarterly*, 32(1), 101442. <https://doi.org/10.1016/j.leaqua.2020.101442>
- Dewi, N. P. A., & Heryanda, K. K. (2025). Pengaruh motivasi kerja dan lingkungan kerja terhadap kepuasan kerja pegawai pada Dinas Kesehatan Kabupaten Buleleng. *Bisma: Jurnal Manajemen*, 11(3), 1068–1076. <https://doi.org/10.23887/bjm.v11i3.107040>
- Guna, G. A. T., Metriana, M. A., & Heryanda, K. K. (2026). Communication, Leadership, and Work Environment in Employee Performance. *Journal of General Education and Humanities*, 5(1), 427–438. <https://doi.org/10.58421/gehu.v5i1.914>
- Hasibuan, A. M., & Nugrohoseno, D. (2022). Pengaruh budaya organisasi dan motivasi kerja terhadap disiplin kerja pegawai Kementerian Hukum dan HAM pada Lembaga Pemasyarakatan Perempuan Kelas II A Jakarta. *Owner: Riset & Jurnal Akuntansi*, 6(2). <https://doi.org/10.33395/owner.v6i2.808>

-
- Hochreiter, V., Benedetto, C., & Loesch, M. (2023). The stimulus-organism-response (S-O-R) paradigm as a guiding principle in environmental psychology: Comparison of its usage in consumer behavior and Work Culture and leadership theory. *Journal of Environmental Behavior and Development*, 3(1), 7–16. <https://doi.org/10.18775/jebd.2806-8661.2021.31.5001>
- Howard, J. L., Gagné, M., Morin, A. J. S., & Van den Broeck, A. (2021). Motivation profiles at work: A self-determination theory approach. *Journal of Vocational Behavior*, 128, 103614. <https://doi.org/10.1016/j.jvb.2021.103614>
- Iqbal, Q., Ahmad, N. H., Nasim, A., & Khan, S. A. R. (2021). A moderated-mediation analysis of psychological empowerment: Sustainable leadership and sustainable performance. *Journal of Cleaner Production*, 295, 126350. <https://doi.org/10.1016/j.jclepro.2021.126350>
- Keyton, J. (2022). *Communication and Work Culture*.
- Kusuma, N. K. S. D., & Yudiaatmaja, F. (2025). Pengaruh Motivasi Kerja dan Lingkungan Kerja terhadap Produktivitas Kerja Perawat ICU RSUD Kabupaten Buleleng. *Prospek: Jurnal Manajemen dan Bisnis*, 7(2), 789-798. <https://doi.org/10.23887/pjmb.v7i2.97771>
- Lee, A., Idris, M. A., & Delfabbro, P. H. (2021). The linkages between hierarchical culture and empowering leadership and their effects on employees' work engagement: Work meaningfulness as a mediator. *International Journal of Environmental Research and Public Health*, 18(7), 3579.
- Maharani, L. D., & Suarmanayasa, I. N. (2025). Pengaruh lingkungan kerja dan motivasi kerja terhadap kinerja pegawai pada Dinas Pekerjaan Umum, Penataan Ruang, Perumahan dan Kawasan Permukiman Provinsi Bali. *Bisma: Jurnal Manajemen*, 11(2), 527–534. <https://doi.org/10.23887/bjm.v11i2.96440>
- Nguyen, T. T., Mia, L., Winata, L., & Chong, V. K. (2021). Effect of transformational-leadership style and management control system on managerial performance. *Journal of Business Research*, 134, 170–179. <https://doi.org/10.1016/j.jbusres.2021.05.004>
- Nirmah, F. W. (2021). Pengaruh kompetensi terhadap kinerja pegawai dengan budaya organisasi sebagai variabel mediasi. *Jurnal Manajemen*, 17(1), 127–135.
- Pratiwi, N. P. R. C., & Suarmanayasa, I. N. (2025). Pengaruh lingkungan kerja dan motivasi terhadap kinerja pegawai pada Dinas Komunikasi dan Informatika Kabupaten Jember. *Prospek: Jurnal Manajemen dan Bisnis*, 7(2). <https://doi.org/10.23887/pjmb.v7i2.96488>
- Rahmadani, V. G., Schaufeli, W. B., Ivanova, T. Y., & Osin, E. N. (2021). Basic psychological need satisfaction mediates the relationship between engaging leadership and work engagement: A cross-national study. *Human Resource Development Quarterly*, 32(4), 453–471. <https://doi.org/10.1002/hrdq.21424>
- Retmawati, N. N. R. P., & Heryanda, K. K. (2025). Pengaruh disiplin kerja dan lingkungan kerja fisik terhadap kepuasan kerja guru SMA Negeri 2 Denpasar. *Bisma: Jurnal Manajemen*, 11(3), 1048–1056. <https://doi.org/10.23887/bjm.v11i3.103614>
- Rukoh, H. Y., Prayekti, & Kirana, K. C. (2024). Pengaruh budaya kerja, kompensasi, dan motivasi kerja terhadap disiplin kerja. *Jurnal Manajemen Terapan dan Keuangan*, 13(3). <https://doi.org/10.22437/jmk.v13i03.33147>
- Saputra, M. R. E., Basriman, I., Entas, D., & Sukwika, T. (2022). The influence of motivation, leadership style, and work discipline on employee performance during the COVID-19 pandemic. *JENIUS: Jurnal Ilmiah Manajemen Sumber Daya Manusia*, 7(2). <https://doi.org/10.32493/JJSDM.v7i2.37639>
- Seriadnyani, L., Heryanda, K. K., & Suwena, K. R. (2026). Determinasi disiplin kerja, pengawasan dan kompetensi terhadap kinerja pegawai Universitas Pendidikan Ganesha. *Jurnal Wawasan Manajemen*, 14(1), 185–198. <https://doi.org/10.20527/jwm.v14i1.491>
-

Analyzing the Determinants of Employee Work Discipline: An Empirical Study of Administrative Staff

Ni Dwi Fefiyani Subawa*¹, Komang Krisna Heryanda¹, M. Rudi Irwansyah¹

- Slemp, G. R., Kern, M. L., Patrick, K. J., & Ryan, R. M. (2021). Leader autonomy support in the workplace: A meta-analytic review. *Motivation and Emotion*, 45, 615–631. <https://doi.org/10.1007/s11031-021-09878-2>
- Sudiby, E., & Sukmono, R. A. (2022). The influence of motivation, work discipline and leadership on employee performance. *Indonesian Journal of Law and Economics Review*, 16. <https://doi.org/10.21070/ijler.v16i0.797>
- Suningsih, N. K. S., & Suci, N. M. (2025). Pengaruh Lingkungan Kerja dan Motivasi Kerja Terhadap Kinerja Pegawai Dinas Pendidikan Kepemudaan dan Olahraga Kabupaten Karangasem. *Prospek: Jurnal Manajemen dan Bisnis*, 7(2), 779-788. <https://doi.org/10.23887/pjmb.v7i2.99156>
- Syarah, D., & Suryalena. (2024). Pengaruh motivasi dan pengawasan terhadap disiplin kerja. *Journal of Accounting Management Business and International Research*, 3(2).
- Van den Broeck, A., Ferris, D. L., Chang, C.-H., & Rosen, C. C. (2021). A review of self-determination theory's basic psychological needs at work. *Journal of Management*, 47(3), 735–767. <https://doi.org/10.1177/0149206316632058>
- Van den Broeck, A., Howard, J. L., Van Vaerenbergh, Y., Leroy, H., & Gagné, M. (2021). Beyond intrinsic and extrinsic motivation: A meta-analysis on self-determination theory's multidimensional conceptualization of work motivation. *Organizational Psychology Review*, 11(3), 240–273. <https://doi.org/10.1177/20413866211006173>
- Wang, G., Waldman, D. A., & Zhang, H. (2021). A meta-analysis of shared leadership and team effectiveness. *Journal of Applied Psychology*, 106(9), 1357–1379. <https://doi.org/10.1037/apl0000873>
- Widodo, D. A. S., Kuswandi, & Rahayu, S. (2023). Exploring the dynamics of leadership, discipline, workload, and motivation for improved performance. *Media Bina Ilmiah*, 18(10). <https://doi.org/10.33758/mbi.v18i10.807>
- Yulianti, P., & Hasan, D. (2024). The influence of leadership style, work motivation, and organizational culture on employee performance. *Dinasti International Journal of Education Management and Social Science*, 6(3). <https://doi.org/10.38035/dijemss.v6i3.3900>
- Zhang, Y., Jex, S. M., Peng, Y., & Wang, D. (2021). The influence of leadership on employee outcomes: A meta-analytic review. *Applied Psychology*, 70(4), 1505–1541. <https://doi.org/10.1111/apps.12260>
- Zhou, H., & Wu, J. (2021). Impact of entrepreneurial mindset and motivation on business performance: Deciphering the effects of entrepreneurship development programs (EDPs) on trainees. *Cogent Business & Management*, 8(1). <https://doi.org/10.1080/23311975.2024.2314733>