

The Effect of Physical and Non-Physical Work Environments on the Organizational Commitment of PPPK Teachers at SMA Negeri 1 Cililin

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ABSTRACT

The physical and non-physical work environment influences teachers' organizational commitment. This phenomenon is observed among PPPK teachers at SMA Negeri 1 Cililin, characterized by suboptimal work facilities and uneven teacher involvement in school activities. This research intends to investigate the influence of tangible and intangible factors work environment on the organizational commitment of PPPK teachers. The research employed a quantitative method through data collection using interviews, questionnaires, and documentation. Data were analyzed using descriptive and associative quantitative approaches with multivariate regression through in SPSS 27. The results indicate that both tangible and intangible workplace factors enhance teachers dedication.

INTRODUCTION

Education plays an important role in developing high-quality and competitive human resources. However, data from the 2022 Programme for International Student Assessment (PISA) released by GoodStats shows that Indonesia's education ranking is still 69th out of 80 participating countries. This indicates that the quality of education still requires serious attention.

According to Sinaga, (2025), the quality of education is significantly influenced by the quality and dedication of teachers as the spearhead of learning. Teachers who have a high sense of responsibility, attachment, and commitment to the school tend to be able to create a more effective and focused learning process. On the other hand, Dwinh & Sari, (2024) emphasize that improving the quality of education does not only depend on curriculum changes, but also on the commitment of teachers to carry out their duties consistently.

Teacher commitment plays a crucial role in ensuring the effectiveness of the educational process. Based on interviews with the Vice Principal of SMA Negeri 1 Cililin, it is known that the school has organized various routine competencies aimed at supporting the learning process and developing teacher competencies, such as learning communities for sharing teaching experiences, in-house training related to the implementation of the Merdeka Curriculum and digital integration learning media, as well as staff meetings as a forum for evaluating and planning school programs.

However, the level of involvement and consistency of teacher participation in these activities is still uneven, with not all teachers actively participating. This condition shows that the teachers' organizational commitment, especially those with Government Employee with Work Agreement (PPPK), still needs to be strengthened. Suboptimal organizational commitment has the potential to hamper the effectiveness of coordination, the competency development process, and the sustainability of learning innovation, so that strengthening teacher commitment is important so that the programs designed by the school can run optimally and significantly enhance learning outcomes.

These conditions encourage schools to consistently increase teacher engagement in order to achieve optimal learning quality. One factor that is thought to play a role in shaping teachers' organizational commitment is the tangible work place setting. It involves environmental aspects that employees experience firsthand felt by employees, such as lighting, temperature, ventilation, cleanliness, room layout, work facilities, and noise levels, which can collectively affect work comfort and productivity (Faturrohman & Abdurahman, 2025).

Based on observations in the school environment, limitations in facilities were found, such as crowded teacher rooms, uncomfortable classrooms, suboptimal air circulation, and poorly organized parking areas. These conditions indicate that the physical work environment does not fully support work comfort. According to research by Kurnianingsih et al. (2024), a well-designed work place can strengthen staff loyalty by fostering comfort and protection.

In addition to the physical work environment, the non-physical work environment significantly influences employee engagement. Intangible workplace factors like dialogue, social network, and collegial relations contribute

to shaping employees' perceptions of their work environment (Robbins & Judge, 2024).

Based on interviews and observations at SMA Negeri 1 Cililin, social relationships among teachers are relatively good, but there is still a tendency for certain groups to form, and some teachers prefer to work individually because the atmosphere in the staff room is considered less conducive. Research by (Azizah & Helmy, 2024) shows that effective communication, positive social relationships, and support from leadership have an influence on employee attachment to organizational commitment. Therefore, creating a conducive non-physical work environment is an important factor in increasing teacher commitment at SMA Negeri 1 Cililin.

Previous studies on work environment and organizational commitment were mostly conducted in corporate settings, while research focusing on PPPK teachers in public senior high schools remains limited. In light of these observation, the investigator purued in studying **"The Effect of Physical and Non-Physical Work Environments on the Organizational Commitment of PPPK Teachers at SMA Negeri 1 Cililin"**.

THEORETICAL REVIEW

The physical work environment

Material workplace aspects encompass all tangible elements influencing staff either overtly or subtly Pahrijal & Mulyana, (2025) A neat and conducive work environment can foster a sense of security and comfort at work, which in turn increases employee commitment to the organization (Alfian & Ricky, 2025). These physical conditions include all objects in the work environment that have the potential to affect employees' activities in carrying out their duties.

A study by Lase & Sahyar, (2022) explains that a clean, orderly work environment with adequate facilities can strengthen employees' affective commitment. These findings are reinforced by research by Kuswanti & Saragih, (2024) which states that the physical work environment has a positive effect on organizational commitment.

According to (Sedarmayanti, 2017) the physical work environment is influenced by several factors, including illumination, climate, moisture, airflow, sound levels, vibrations, scents, color schemes, decor, auditory elements, and safety. Hence, the subsewuent hypothesis emerges:

H1: The physical work environment has a positive effect on the organizational commitment of PPPK teachers at SMA Negeri 1 Cililin.

The non-physical work environment

The intangible workplace factor constute the employment context that is formed through interactions and working relationship within an organization, including relationships between superiors, subordinates, and colleagues (Ramdani & Abdurahman, 2024). A positive the intangible workplace is defined by harmonious working relationship, mutual trust, and fairness in social interactions that can create comfort, satisfaction, and commitment to the

organization. This aligns with findings reported by Satria et al. (2024), which asserts that efficient communication, positive social relationships, and leadership support influence employees attachment to the organization. These findings are consistent with previous research, which support the idea that (Kusuma & Kustini, 2021), which indicates that intangible workplace factor enhance staff loyalty.

The non-physical work environment is influenced by several factors, including the work atmosphere, supervision system, reward system, perception on safety, coupled with equitable and impartial handling (Stanley & Remiasa, 2022). Therefore, the following hypothesis was formulated:

H2: The non-physical work environment has a positive effect on the organizational commitment of PPPK teachers at SMA Negeri 1 Cililin.

Organizational commitment

Organizational commitment refers to the extent to which employees are willing to remain working at a company in the long term (Angraini & Abdurrahman, 2025). According to Rohman et al. (2023:12), employee loyalty is defined as willing ness to exceed routine responsibilities for organizational gain and sustained engagement.

Thus, organizational commitment can be understood as a psychological condition that reflects employees' attachment to the organization, support for organizational goals, and loyalty to remain. This is reinforced by research by Romi et al. (2021) which reveals that organizational commitment is an employee's strong desire to remain part of the organization, show loyalty, and work in accordance with the organization's values and goals.

Robbins and Judge, (2015), as cited in Islamuddin et al. (2023) argue that employee loyalty is structured across three facets: affective commitment, continuance commitment, and normative commitment. Therefore, the following hypothesis is formulated:

H3: The physical and non-physical work environment affects the organizational commitment of PPPK teachers at SMA Negeri 1 Cililin.

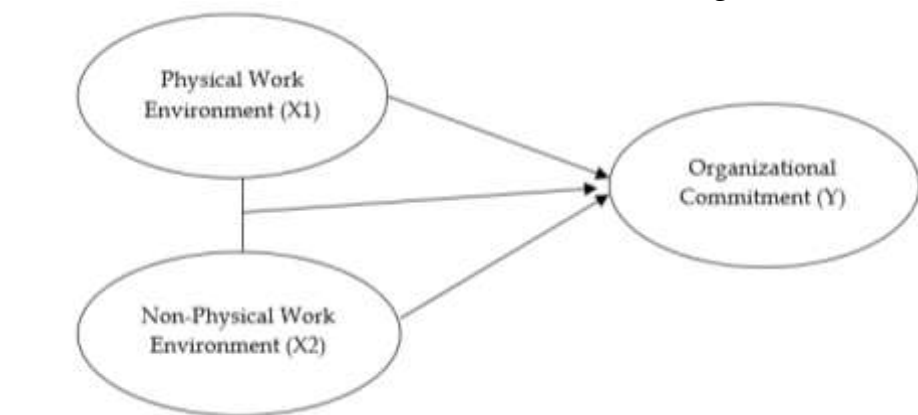


Figure 1. Conceptual Framework

METHODOLOGY

The research applies numerical analysis methods with descriptive and associative methods. A quantitative approach was chosen to obtain data that can be measured objectively and to test inter variable associations via quantitative analysis. The research evaluates how tangible and intangible workspace factors affect organizational commitment of PPPK teachers at SMA Negeri 1 Cililin.

The population consisted of all PPPK teachers at SMA Negeri 1 Cililin, totaling 36 teachers, and all were used as the research sample. Data were collected through questionnaires, interviews, and documentation. The study employed a semantic differential scale with interval data measurement. Prior to analysis, the instrument was tested for validity and reliability using IBM SPSS version 27. Data analysis techniques included descriptive statistics, multiple regression analysis, classical assumption tests (normality, multicollinearity, and heteroscedasticity), and hypothesis testing.

RESULTS AND DISCUSSION

Validity and Reliability Test

To obtain data regarding workplace conditions and interpersonal aspects in relation to organizational commitment, questionnaires were distributed to 36 PPPK teachers. The collected data was then analyzed using SPSS version 27 to test the validity and reliability of the research instruments.

Table 1. Validity Test

Variable	R _{value}	r _{table}	Description
Physical Work Environment			
X1.1	0,804	0,283	VALID
X1.2	0,833		VALID
X1.3	0,832		VALID
X1.4	0,877		VALID
X1.5	0,874		VALID
X1.6	0,789		VALID
X1.7	0,786		VALID
X1.8	0,781		VALID
X1.9	0,535		VALID
X1.10	0,753		VALID
Non-Physical Work Environment			
X2.1	0,775	0,283	VALID
X2.2	0,917		VALID
X2.3	0,881		VALID
X2.4	0,888		VALID
X2.5	0,730		VALID
X2.6	0,849		VALID
X2.7	0,752		VALID
Organizational Commitment			
Y1.1	0,782	0,283	VALID

Variable	R _{value}	r _{table}	Description
Y1.2	0,859		VALID
Y1.3	0,813		VALID
Y1.4	0,885		VALID
Y1.5	0,852		VALID
Y1.6	0,864		VALID
Y1.7	0,862		VALID

Table 2. Reliability Test

Variable	Cronhbach's Alpha	N Of Items	Description
Physical Work Environment (X1)	0,930	10	RELIABEL
Non-Physical Work Environment (X2)	0,924	7	RELIABEL
Organizational Commitment (Y)	0,924	7	RELIABEL

The table illustrates that validity testing confirms every item in the survey as legitimate since the computed r exceeds the r -value of 0.283, indicating the tool reliably captures intended measures. the variables under study.

Furthermore, the reliability testing presented in the Reliability Statistics table indicates a *Cronbach's Alpha* value of > 0.70 , implying that the survey maintains reliability across items level of reliability for collecting research data.

Classical Assumption Test

The results of the normality test using the Kolmogorov-Smirnov procedure revealed a notable level of distribution conformity value (sig) of $0.200 > 0.05$. This indicates that the data in this study is normally distributed and can proceed to the multiple regression analysis stage.

Furthermore, the results of the multicollinearity test of physical and non physical work environment variables on organizational commitment with a tolerance value of $0.222 > 0.100$ or a VIF value of $4.510 < 10$ indicate that the data is free from multicollinearity or independent predictors in the regression demonstrate no mutual association.

The heteroscedasticity test shows a significance value of $0.926 > 0.05$ for the physical work environment and 0.325 exceeding 0.05 for the non-physical work environment. Thus, there is no variance from one observation to another.

Tabel 3. Multiple Linear Regression Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,106	2,336		1,330	,193
	TX1	,319	,140	,408	2,280	,029
	TX2	,498	,181	,493	2,756	,009

The results of the multiple regression equation are as follows:

$$Y = 3,106 + 0,319 X_1 + 0,498 X_2$$

The multivariate regression formula can be interpreted as:

- The intercept of 3.106 indicates that organizational commitment is measured at this level when environmental variables are null is 2.336.
- The beta for the physical work environment variable is 0.319, showing each unit rise elevates organizational commitment.
- For the non-physical work environment variable is 0.498, coefficient indicates each enhancement increases commitment.

Table 4. Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,875 ^a	,765	,751	3,46786

The SPSS results indicate R² 0.765, denoting that independent factors account for 76.5% of dependent variable variation. This means that the physical and non-physical work environment simultaneously affects the organizational commitment of PPPK teachers at SMA Negeri 1 Cililin with a high or strong level of influence. Meanwhile, 23.5% is influenced by other factors that were not studied.

Partial Test (t-Test)

Table 5. Partial Test Results

VariabLe	T _{value}	t _{table}	Sig.	Prob.	Description
Physical Work Environment	2,280	1,688	0,000	0,05	Significant
Non-Physical Work Environment	2,756	1,688	0,000	0,05	Significant

The partial hypothesis test results presented in the table indicate that the physical work environment influences organizational commitment, t-value of 2.280 was obtained, which is greater than the t-table value of 1.688, so H_a is accepted and H₀ is rejected. This indicates that the physical work environment has a positive effect on organizational commitment. These findings indicate that the more adequate the physical work environment provided by schools, such as workspaces, lighting, cleanliness, and comfortable supporting facilities, the higher the level of teachers' attachment and loyalty to the organization. The

results of this study are in line with the findings of Prayekti et al. (2024) who stated that a conducive physical work environment can increase organizational commitment.

The results of the partial hypothesis test examining the influence of the non-physical work environment on organizational commitment show that, a t-value of 2.756 was obtained, which is greater than the t-table value of 1.688, so H_a is accepted and H_0 is rejected. This indicates that the non-physical work environment has a positive effect on organizational commitment. This finding indicates that harmonious working relationships, a comfortable working atmosphere, and the existence of support and fairness in the work system can strengthen teachers' attachment to the organization. The results of this study are in line with the findings of Krishnabudi et al. (2023) who stated that the non-physical work environment has a positive and significant effect on organizational commitment.

Simultaneous Test (f-Test)

Tabel 6. Simultaneous Test Results

Variabel	F _{value}	F _{table}	Sig.	Prob.	Description
Physical and Non-Physical Work Environment on Organizational Commitment	53,856	3,285	0,000	0,05	Significant

The F-value of $53.856 > 3.285$ (F-table) and with a significance level of $0.000 < 0.05$ indicates that H_a is accepted and H_0 is rejected. Therefore, it can be concluded that the physical and non physical work environments simultaneously influence organizational commitment.

CONCLUSIONS AND RECOMMENDATIONS

The study indicates that physical and non-physical work environments on significantly impact PPPK teachers' organizational commitment at SMA Negeri 1 Cililin adequate category, with comfort as the lowest value and safety as the highest aspect. Meanwhile, the non-physical work environment is in the good category, although the reward system is still the aspect with the lowest score compared to the work atmosphere, which is considered the best. The organizational commitment of PPPK teachers is in the strong category, but sustainable commitment shows a relatively lower value compared to normative commitment.

The test findings reveal that both physical and non-physical work environments enhance organizational commitment, both partially and simultaneously, with a relatively strong level of influence. These findings indicate that improving work environment conditions, both physically and non-physically, plays an important role in strengthening the attachment, loyalty, and willingness of PPPK teachers to continue contributing optimally to achieving school goals.

Recommendations

The findings from data processing, analysis, and discussion provide the basis for offering recommendations to SMA Negeri 1 Cililin in improving both physical and non-physical work environments to strengthen teachers' organizational commitment. Based on the regression results, the non-physical work environment shows a stronger influence on organizational commitment compared to the physical work environment. Therefore, the school is encouraged to prioritize strengthening communication, leadership support, and reviewing the reward system, which was identified as one of the lowest-scoring aspects.

In addition, improvements in the physical work environment remain important, particularly in enhancing workspace comfort through reorganizing supporting facilities, maintaining cleanliness, and optimizing air circulation. By implementing these targeted improvements while maintaining consistent policies and effective communication, the school is expected to further strengthen PPPK teachers' attachment, loyalty, and long-term commitment to achieving organizational goals.

FURTHER STUDY

This study is expected to serve as a reference for future researchers to examine additional variables that may influence teachers' organizational commitment, such as work-life balance, work motivation, and compensation. These factors are relevant as they relate to personal balance, individual motivation, and recognition of contributions. Future studies are also encouraged to expand the research scope to different educational levels or regions to enhance generalizability. In addition, employing more diverse research approaches and data collection techniques may provide deeper analysis and strengthen research findings, thereby contributing supporting the advancement of HRM expertise.

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