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The Role of Psychological Well-Being in Mediating The Influence of Organizational Culture and Compensation on The Work Discipline of Private School Teachers in West Jakarta

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Abstract

Work discipline is a fundamental expectation for educators and is potentially influenced by organizational culture and compensation. This study examines the effects of organizational culture and compensation on work discipline, with psychological well-being (PWB) as a mediating variable, among private school teachers in West Jakarta. Data were collected using a questionnaire with a five-point Likert scale administered to 110 teachers selected through purposive sampling. The data were subsequently analyzed using partial least squares structural equation modeling (PLS-SEM) with SmartPLS 4. The results revealed that organizational culture had a positive and significant effect on PWB ($\beta = 0.987$; $p < 0.001$), whereas compensation had a negative and significant effect on PWB ($\beta = -0.144$; $p = 0.004$). Furthermore, PWB had a positive and significant effect on work discipline ($\beta = 0.712$; $p < 0.001$). Neither organizational culture ($\beta = 0.126$; $p = 0.367$) nor compensation ($\beta = 0.025$; $p = 0.751$) had a significant direct effect on work discipline. However, the indirect effects through PWB were significant for both organizational culture ($\beta = 0.702$; $p < 0.001$) and compensation ($\beta = -0.102$; $p = 0.011$), indicating indirect-only mediation (full mediation) in both relationships. These findings suggest that schools should foster a supportive organizational culture, prioritize teachers' psychological well-being, and establish fair and equitable compensation systems commensurate with teachers' workloads.

INTRODUCTION

Teachers are educators responsible for facilitating learning, assessing learning outcomes, and guiding students (Law of the Republic of Indonesia Number 20 of 2003, 2003). As teachers are expected to serve as role models for students, work discipline constitutes an essential aspect of their professional ethos. Work discipline is defined as an individual's awareness of and willingness to comply with applicable organizational rules and social norms (Hasibuan, 2019; Rivai, 2018). Among teachers, work discipline is reflected in attendance, punctuality, adherence to institutional regulations, responsibility for completing assigned tasks, and compliance with instructional procedures.

Teacher work discipline remains a concern among private schools in West Jakarta. A preliminary survey conducted by the researcher revealed that 9 out of 17 teachers perceived their compensation as disproportionate to their workloads. Teacher attendance records from two private schools indicated instances of absenteeism and tardiness, while a survey of parents at School A (202 respondents) revealed that parents considered teacher discipline highly important. Several respondents expressed concerns regarding unattended class periods and the infrequent presence of homeroom teachers (Bibi et al., 2023). Furthermore, teachers' wages in Indonesia remain relatively low. The average monthly income of teachers in this study was IDR 4,181,818, which was below the 2025 Jakarta Provincial Minimum Wage of IDR 5,396,761.

Factors influencing work discipline include compensation and organizational culture (Hasibuan, 2019). Previous studies have generally demonstrated a positive effect of compensation on work discipline (Aryani et al., 2021; Hajiali et al., 2022), as well as a positive effect of organizational culture on work discipline (Dessyarti & Oktaviana, 2023; Vanesa et al., 2019). Among vocational school teachers in Batang Regency, compensation and organizational culture were found to have a jointly positive and significant effect on teachers' work discipline (Trianasari et al., 2025). Compensation has also been positively associated with job satisfaction, suggesting that adequate and equitable compensation provided by an organization can enhance employees' job satisfaction (Adams, 1963; Tj et al., 2021). However, these findings have not adequately explained the underlying psychological mechanisms through which organizational culture and compensation influence work discipline. Psychological well-being (PWB), a multidimensional construct encompassing self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth (Ryff, 1989; Ryff & Keyes, 1995), represents a potential mediating mechanism in these relationships. Organizational culture has been associated with PWB (Makhmanazarova et al., 2026; Noor et al., 2024), whereas the relationship between compensation and psychological well-being appears to be more complex (Nurrohmah & Kurnianingsih, 2026; Olafsen et al., 2024).

This study aims to examine the direct effects of organizational culture, compensation, and PWB on teachers' work discipline, the effects of organizational culture and compensation on PWB, and the mediating role of PWB in these relationships. The findings are expected to provide practical insights for educational foundations and school administrators in developing human resource management strategies that promote teachers' work discipline and psychological well-being. Furthermore, this study contributes to the existing literature by providing empirical evidence regarding the underlying psychological mechanisms within human resource management in the education sector.

METHOD

Design, population, and sample

This study employed a quantitative approach with a cross-sectional survey design. The study population comprised permanent and contract teachers actively teaching at private schools across various educational levels in West Jakarta. A total of 110 respondents were selected using purposive sampling (Sekaran & Bougie, 2016; Sugiyono, 2023). The sample size exceeded the minimum requirement of 77 respondents determined through statistical power analysis ($\alpha = 0.05$; statistical power = 0.80; effect size $*f^{*2} = 0.15$; three predictors; Cohen, 1988). Data were collected using a structured questionnaire.

Variables and instruments

Each variable is measured with a five-point Likert scale statement (1 = strongly disagree to 5 = strongly agree). The indicators are compiled from the operational definitions in Table 1.

Table 1. Variables, concept references, and indicators

Variable	Concept reference	Dimensions or indicators	Items in the final model
Compensation	Dessler (2020)	Direct financial compensation (salary, incentives, additional honors), indirect (benefits, welfare guarantees), and non-financial compensation (training, work environment)	6 (K01–K05, K07)
Organizational culture	Robbins & Judge (2023)	Innovation, attention to detail, results orientation, people orientation, team orientation, aggressiveness, stability	4 (B08, B12–B14)
Psychological well-being	Ryff & Keyes (1995)	Self-acceptance, positive relationships, autonomy, mastery of the environment, life goals, personal growth	6 (PW15–PW20)
Work discipline	Hasibuan (2019)	Attendance, punctuality, compliance with regulations, responsibilities, work ethics, compliance with SOPs	6 (D21–D26)

Analysis techniques

Data were analyzed with PLS-SEM using SmartPLS 4 (Hair & Alamer, 2022; Hair et al., 2021). The descriptive analysis presented the frequency, percentage, and mean of answers. The measurement model was evaluated with Outer Loading (≥ 0.70), Average Variance Extracted (AVE ≥ 0.50), and Cronbach's alpha (≥ 0.70). The structural model is assessed by R^2, path coefficient, and Bootstrapping to obtain T-statistics and p values. Bidirectional testing at the level of 5%, so that the hypothesis is supported if $T > 1.96$ and $p < 0.05$. Indirect influence is tested with specific indirect effects. Mediation is stated to occur if the indirect influence is significant, and the type is determined by the significance of the direct influence

RESULTS AND DISCUSSION

Respondent profile

The respondents consisted of 110 private school teachers in West Jakarta. Most of them were women, permanent teachers, and had been teaching for more than 10 years. The average income of respondents was IDR 4,181,818 per month, lower than the 2025 DKI Jakarta UMP of IDR 5,396,761.

Table 2. Characteristics of respondents (N = 110)

Characteristics	Most categories	Quantity	Percentage
Gender	Female (male 41)	69	62,7%
Employment status	Permanent teachers (contract 28; honorary 17; others 2)	63	57,3%
Long working time	More than 10 years (< 1 year 19; 1–3 years 21; 4–6 years 17; 7–10 years 17)	36	32,7%
Teaching level	Junior High School (SD 36; SMA/SMK 19; Kindergarten/PAUD 7; others 3)	45	40,9%
Teaching hours per week	21–30 hours (< 10 hours 20; 10–20 hours 29; > 30 hours 16)	45	40,9%
Earnings per month	IDR 4–5 million (less than IDR 1 million: 12 people)	21	19,1%

Descriptive statistics

Respondents rated all four variables positively. Work discipline obtained the highest average, while compensation was the lowest and most diverse, with 27.6% neutral and 12.0% disagreeing or strongly disagreeing.

Table 3. Distribution of respondents' answers

Variable	Item	SS	S	N	TS	STS	Red
Compensation	6	23,0%	37,4%	27,6%	8,2%	3,8%	3,677
Organizational culture	4	29,1%	51,4%	16,1%	2,5%	0,9%	4,052
Psychological well-being	6	33,2%	52,1%	12,6%	1,2%	0,9%	4,155
Work discipline	6	42,9%	43,9%	11,1%	1,2%	0,9%	4,267

Evaluation of measurement models

All indicators have an outer loading above 0.70, the entire construct has an AVE above 0.50, and Cronbach's alpha above 0.70, so that the measurement model meets the criteria of convergent validity and reliability.

Table 4. Validity and reliability of constructs

Construct	Outer loading *range*	AVE	*Cronbach's alpha*
Compensation	0,717–0,868	0,647	0,897
Organizational culture	0,809–0,901	0,765	0,897
Psychological well-being	0,847–0,920	0,776	0,942
Work discipline	0,840–0,930	0,791	0,947

Evaluation of structural models

The R^2 value of work discipline is 0.705 (adjusted 0.697) and PWB of 0.801 (adjusted 0.798), which shows that the ability to explain the model is relatively strong. This means that organizational culture, compensation, and PWB together explain 70.5%

of the variance of work discipline, and organizational culture and compensation explain 80.1% of the variance of PWB.

Table 5. Direct impact testing

Hypothesis	Pathway	β	T-statistics	p	Verdict
H1	Organizational culture → Work discipline	0,126	0,902	0,367	Rejected
H2	Compensation → Work Discipline	0,025	0,317	0,751	Rejected
H3	PWB → Work Discipline	0,712	5,983	0,000	Accepted
H4	Organizational culture → PWB	0,987	22,504	0,000	Accepted
H5	PWB → compensation	−0.144	2,881	0,004	Accepted (negative direction)

Table 6. Indirect influence testing (mediation)

Hypothesis	Pathway	β	T-statistics	p	Verdict	Types of mediation
H6	Organizational culture → PWB → Work discipline	0,702	5,495	0,000	Accepted	Full mediation
H7	Compensation → PWB → Work discipline	−0.102	2,549	0,011	Accepted (negative direction)	Full mediation

Organizational culture and compensation have no direct effect on work discipline, but both have a significant indirect effect through PWB.

Discussion

Organizational culture and work discipline (H1 rejected)

Organizational culture has a positive coefficient but has no direct effect on work discipline (β = 0.126; p = 0.367). In theory, a good culture forms behaviors that are in accordance with organizational values and norms, including discipline (Robbins & Judge, 2023; Schein & Schein, 2017). These results are similar to Tecoalu et al. (2022) who found that the influence of organizational culture on employee performance was positive but not significant, and different from Trianasari et al. (2025) in vocational school teachers. Teacher discipline seems to be more related to professional responsibilities, teaching schedules, administrative obligations, and commitment to students' parents than to perceptions of school culture alone. Differences between foundations in vision and values can also make culture feel non-uniform.

Compensation and work discipline (H2 rejected)

Compensation had no direct effect on work discipline (β = 0.025; p = 0.751), different from Aryani et al. (2021) and Hajiali et al. (2022). According to the theory of social exchange (Blau, 1964), decent remuneration encourages positive contributions, but the perception of eligibility varies among respondents with permanent, contract, and honorary status with an income of Rp1 million to more than Rp10 million. Most teachers

earn below UMP Jakarta, but many have been teaching for more than 10 years. This suggests that teacher discipline is supported by social motivation, a sense of responsibility, and devotion (Nasria et al., 2026), not primarily by material rewards.

PWB and work discipline (H3 accepted)

PWB has a positive and strong effect on work discipline ($\beta = 0.712$; $p = 0.000$). Teachers who accept themselves, establish positive work relationships, and are able to manage their work environment are better able to maintain consistency of responsibility (Deci & Ryan, 2000; Ryff, 1989). These findings are in line with the relationship between PWB and employee performance (Sofyanty & Setiawan, 2020), the commitment of teacher organizations (Pratama & Izzati, 2021), and the role of PWB as a mediator of employee performance (Zaskia et al., 2025). Sano and Firdausiah (2025) also found that employee welfare programs, work motivation, and work discipline are positively related to employee productivity, respectively.

Organizational culture and PWB (H4 accepted)

Organizational culture has a very strong influence on PWB ($\beta = 0.987$; $p = 0.000$). Common values, open communication, social support, and respectful working relationships shape teachers' psychological experiences in schools, as reported by Noor et al. (2024) on health workers and Sudibjo and Manihuruk (2022) on organizational support for teachers' mental health. The magnitude of this coefficient also suggests that teachers' perceptions of school culture and well-being are very close; this is discussed again in the limitations section.

Compensation and PWB (H5 is accepted in a negative direction)

Compensation had a negative effect on PWB ($\beta = -0.144$; $p = 0.004$), which was not in line with common assumptions. Olafsen et al. (2024) in 593 workers in Norway found that the amount of salary did not directly predict the fulfillment of psychological needs, while the perception of injustice and managerial support played a greater role. Nurrohmah and Kurnianingsih (2026) also found no direct influence on salary on PWB. In this context, higher compensation can bring greater burdens and expectations from schools and parents, especially for teachers who feel that their workload is not worth it, so that psychological well-being decreases. The effect is small, and needs to be further tested with the variables of perception of compensation fairness and workload.

PWB's mediation role (H6 and H7 are accepted)

The influence of organizational culture on work discipline was only significant through PWB ($\beta = 0.702$; $p = 0.000$), and the same was true for compensation ($\beta = -0.102$; $p = 0.011$). Because the direct influence was not significant, PWB fully mediated the two relationships. This means that culture and compensation affect teacher discipline, especially through the psychological condition of teachers. A culture that favors increasing discipline because teachers feel prosperous, while a negative direction in compensation shows that the perceived reward system is not commensurate with the workload and can suppress well-being, so as not to encourage discipline.

CONCLUSION

This study of 110 private school teachers in West Jakarta yielded four key findings. First, neither organizational culture nor compensation had a significant direct effect on teachers' work discipline. Second, psychological well-being had a positive and significant effect on work discipline. Third, organizational culture had a positive and significant effect on psychological well-being, whereas compensation had a negative and significant effect. Fourth, psychological well-being fully mediated the relationships between organizational culture and work discipline and between compensation and work discipline, with organizational culture exhibiting a positive indirect effect and compensation exhibiting a negative indirect effect. These findings highlight the critical role of psychological well-being as an underlying mechanism through which organizational culture and compensation influence teachers' work discipline.

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CONFLICT OF INTEREST

The authors declare that this research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

AUTHOR CONTRIBUTION

All authors contributed to the preparation and writing of this article.

GENERATIVE ARTIFICIAL INTELLIGENCE USAGE STATEMENT

In the preparation of this manuscript, the authors utilized Artificial Intelligence (AI) solely for the purposes of improving grammar and checking language usage.

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