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# Analysis of Factors Influencing Employee Work Discipline

**Intan Nuraini[1], Zulkipli[2]**
Email: nintannuraini@gmail.com[1], zulkipli@radenfatah.ac.id[2]
[1,2]Islamic Education Management Study Program, Universitas Islam Negeri Raden Fatah Palembang

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**Abstract**
*Work discipline is an operative function of human resource management that determines the achievement of organizational goals, including those of educational institutions. Disciplined employees comply with regulations, arrive on time, and complete tasks according to established standards. This study aims to analyze the factors that influence employee work discipline. The research employs a literature study (library research) by reviewing human resource management textbooks, motivation and leadership theories, and regulations on employee discipline. The data were analyzed descriptively and qualitatively through reduction, presentation, and conclusion drawing. The findings show that work discipline is influenced by internal factors, namely goals and ability, motivation, and employee commitment, and by external factors, namely leadership role modeling, compensation, fairness, direct supervision, sanctions, firmness, human relations, and organizational culture and work environment. These factors complement one another, so efforts to improve discipline cannot rely on sanctions alone. In Islamic educational institutions, the values of amanah (trustworthiness) and itqan (professionalism) can strengthen discipline from within the employee.*

## INTRODUCTION

Human resources are an organization's most important asset, because all other resources, such as funds, facilities, and technology, are useful only when managed by people who are competent and responsible. Human resource management is therefore not only about recruitment and training, but also about how employee behavior is cultivated so that it is aligned with organizational goals. One of the most fundamental aspects of behavior is work discipline.

Hasibuan (2016) states that discipline is the most important operative function of human resource management, because the better employees' discipline, the higher the work performance they can achieve. Without good discipline, it is difficult for an organization to realize its goals optimally. In educational institutions, this issue carries additional weight: employees, both educators and education staff, serve as role models for students, so their discipline has a direct impact on service quality and the climate of the institution.

In practice, disciplinary problems are still frequently encountered, for example tardiness, unexcused absence, violations of working hours, and the completion of tasks that does not meet standards. For civil servants, the obligations and prohibitions related to discipline are regulated in Government Regulation Number 94 of 2021 concerning the Discipline of Civil Servants. However, the existence of rules does not automatically guarantee compliance. The question is: what factors make employees disciplined or otherwise?

Based on the above description, the problem formulation of this article is: (1) what is meant by work discipline and what are its indicators; and (2) what factors influence employee work discipline. This article aims to explain the concept of work discipline and to analyze the factors that influence it based on a literature review, so that it can serve as a reference for institutional leaders in designing discipline-building policies.

## RESEARCH METHOD

This study uses a qualitative approach with a literature study (library research) method. According to Zed (2014), library research is a series of activities concerning the collection of library data, reading, note-taking, and processing of research materials, without going directly into the field.

The data sources used are secondary data in the form of human resource management textbooks, books on motivation theory and organizational behavior, and laws and regulations relevant to employee discipline. The data collection technique was documentation, namely tracing and recording the parts of the literature related to work discipline and the factors that influence it.

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Data analysis was carried out descriptively and qualitatively in three stages: data reduction (selecting and focusing relevant information), data presentation (grouping the factors into internal and external categories), and conclusion drawing.

## RESULTS AND DISCUSSION

### The Concept of Work Discipline

The word discipline comes from the word discipline, which means training or self-control to obey rules. Hasibuan (2016) defines discipline as a person's awareness and willingness to obey all company regulations and the social norms that apply. Awareness means that employees obey rules voluntarily and understand their duties; willingness means attitudes, behavior, and actions that conform to rules, whether written or unwritten. A similar view is put forward by Mangkunegara (2017), who sees work discipline as the implementation of management to reinforce organizational guidelines.

Siagian (2014) distinguishes between discipline that originates from self-awareness and discipline that arises from the pressure of supervision and sanctions. This distinction is important: discipline that depends only on supervision tends to disappear when supervision weakens, whereas discipline that grows from awareness is more stable.

The indicators of work discipline commonly used in the literature include: (1) punctuality and attendance rate; (2) compliance with organizational regulations; (3) compliance with work standards and procedures; (4) the level of alertness and responsibility toward work and work equipment; and (5) ethics at work.

### Internal Factors Influencing Work Discipline

1. Goals and ability. Hasibuan (2016) affirms that the goals to be achieved must be clear, set ideally, and sufficiently challenging for employees' abilities. If goals are too high, employees tend to despair and become negligent; if they are too low, employees take the work lightly. The fit between task load and employee competence is thus a prerequisite for discipline.

2. Motivation. The two-factor theory of Herzberg, Mausner, and Snyderman (1959) distinguishes motivator factors (achievement, recognition, responsibility) from hygiene factors (salary, working conditions, organizational policy). Employees who are motivated to achieve tend to obey rules as part of their effort to attain good work results. Conversely, dissatisfaction with hygiene factors can give rise to undisciplined behavior.

3. Employee commitment. Employees who have a psychological bond with the organization and feel that the institution's goals are in line with their own tend to be more compliant. Robbins and Judge (2017) explain that organizational commitment is related to lower levels of absenteeism and of intention to leave the organization.

### External Factors Influencing Work Discipline

1. Leadership role modeling. According to Hasibuan (2016), leaders' role modeling is highly influential because leaders become the example for their subordinates. A leader who is often late or breaks the rules will find it difficult to demand compliance from subordinates. Yukl (2013) likewise places exemplary behavior as one of the ways leaders influence followers' behavior.

2. Compensation. Salary, allowances, and incentives provide satisfaction and a sense of responsibility toward work (Hasibuan, 2016). Compensation perceived as fair encourages employees to maintain discipline; compensation perceived as insufficient can push employees to seek other income or to reduce their seriousness at work.

3. Fairness. Fair treatment, both in giving rewards and in imposing sanctions, encourages employees to accept rules voluntarily. Unfairness, for example sanctions that apply only to certain employees, undermines the legitimacy of the rules.

4. Direct supervision (waskat). Direct supervision by superiors makes employees feel attended to so that they are more careful (Hasibuan, 2016). Direct supervision also enables superiors to correct deviations promptly before they become habits.

5. Sanctions. Sanctions function to prevent violations and to teach lessons. Government Regulation Number 94 of 2021 sets out the levels of disciplinary punishment, namely light, moderate, and severe, adjusted to the type of violation. To be effective, sanctions must be known to employees, proportionate, and not excessive.

6. Firmness. A leader who acts firmly against violators in accordance with the rules will make employees think twice before breaking them. Firmness that is inconsistent, on the other hand, teaches that rules can be negotiated.

7. Human relations. Harmonious relationships between superiors and subordinates, as well as among employees, create a comfortable work atmosphere and encourage discipline (Hasibuan, 2016). Open communication makes it easier for leaders to understand the causes of violations before imposing sanctions.

8. Culture and work environment. Sutrisno (2016) explains that organizational culture, in the form of shared values and norms, shapes the behavior of its members. A conducive work environment, including facilities, spatial layout, and work climate, also influences employees' attendance and compliance.

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**Interrelationships among Factors**

The above factors do not work independently. Firm sanctions are not effective if leaders do not set an example and their application is unfair. Adequate compensation does not guarantee discipline if employees lack clarity of goals and commitment. Discipline building therefore needs to be designed as a system that combines elements of prevention (clarity of goals, role modeling, supervision), incentives (compensation and recognition), and enforcement (fair and consistent sanctions).

**Islamic Perspectives on Discipline Building**

In Islamic educational institutions, discipline can be strengthened through religious values. First, the concept of amanah: positions and duties are viewed as a trust that must be fulfilled, as in the command to fulfill trusts in Q.S. An-Nisa' verse 58. Second, the obligation to obey leaders as long as it does not involve disobedience, as implied in Q.S. An-Nisa' verse 59. Third, the value of itqan, namely working professionally and perfecting one's work, which is widely cited in the literature on Islamic work ethic. Fourth, awareness of the value of time as emphasized in Q.S. Al-'Asr. These values serve as a source of discipline from within (self-discipline) that complements the external factors above.

**Implications for Educational Institutions**

Based on this review, leaders of educational institutions can take several steps: establishing clear job descriptions and work targets that match abilities; showing role modeling in attendance and compliance with rules; ensuring a fair reward system; carrying out supervision that is developmental in nature; applying sanctions proportionately and consistently; and building a work culture grounded in the values of amanah and professionalism.

## CONCLUSION

Work discipline is employees' awareness and willingness to obey the regulations and norms that apply in the organization. Based on the literature review, work discipline is influenced by internal factors in the form of goals and ability, motivation, and employee commitment, as well as external factors in the form of leadership role modeling, compensation, fairness, direct supervision, sanctions, firmness, human relations, and culture and work environment. These factors are interrelated, so improving discipline requires a comprehensive approach, not merely the enforcement of sanctions. In Islamic educational institutions, the internalization of the values of amanah and itqan can strengthen discipline that stems from awareness. Because this article is based on a literature study, its conclusions have not been tested empirically; further research using a field approach is needed to measure the magnitude of the influence of each factor in the context of particular institutions.

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