



DOI: <https://doi.org/10.38035/dijemss.v6i6>  
<https://creativecommons.org/licenses/by/4.0/>

## Employee Productivity in View of Work Environment and Work Culture in the Digital Era Case Study of Elementary School Educators

Seviana Nadia Triadi<sup>1</sup>, Syahrul Nafizul Hafiz<sup>2</sup>, Anna Suzana<sup>3</sup>

<sup>1</sup>Universitas Swadaya Gunung Jati, Cirebon, Indonesia, [sevianatriadi@gmail.com](mailto:sevianatriadi@gmail.com)

<sup>2</sup>Universitas Swadaya Gunung Jati, Cirebon, Indonesia, [syahrulnhfz@gmail.com](mailto:syahrulnhfz@gmail.com)

<sup>3</sup>Universitas Swadaya Gunung Jati, Cirebon, Indonesia, [annasuzfeb@ugj.ac.id](mailto:annasuzfeb@ugj.ac.id)

Corresponding Author: [annasuzfeb@ugj.ac.id](mailto:annasuzfeb@ugj.ac.id)<sup>3</sup>

**Abstract:** The purpose is to examine how employee productivity in the digital age is impacted by workplace culture and surroundings. The workplace has changed significantly as a result of the quick advancement of technology, making it more crucial than ever to comprehend the elements that influence worker performance. A comfortable and productive workplace is influenced by a number of factors, including sufficient amenities and technology assistance. In addition, a positive work culture, which reflects the values of collaboration, innovation, and strong work ethics, also boosts employee motivation to achieve optimal performance. The digital era presents new challenges and opportunities, such as work flexibility and virtual communication, which require employees to adapt to the existing dynamics. The results show that the synergy between a good work environment and a supportive work culture can significantly increase employee productivity. This is expected to be a reference for employees in designing strategies to increase work productivity in the midst of changes in the evolving world of work.

**Keyword:** Work Productivity, Work Environment, Work Culture, Digital Era

### INTRODUCTION

Human resources (HR) are an important factor influencing the success of an organization and also a key factor in ensuring the achievement of organizational goals. HR management is very crucial because humans act as the main actors in every operational activity of the organization. The high quality and ability of HR will positively affect the results achieved, while the low quality of HR will reduce the results obtained. Although an organization has sophisticated facilities and infrastructure, without the support of qualified and productive human resources, the achievement of organizational goals will be hampered (Madjidu et al., 2022).

The success or failure of a firm in accomplishing its objectives is dependent on its human resources, which play a significant role in its operations both individually and collectively. All business operations will not be carried out without the assistance of trustworthy human resources, despite the fact that it is backed by excellent facilities and infrastructure. As a result,

in order to develop exceptional and high-quality human resources, businesses must value every part of each employee. It is believed that this will help the firm reach its objectives. Companies must consider the elements that might impact their workers' performance in order to accomplish these objectives (Ningrat & Suarmanayasa, 2023). Employee productivity is the outcome of work done by workers in line with their duties in finishing the tasks assigned by the company in order to achieve the best possible outcomes or to meet pre-established goals. The capacity of workers to generate products or services is reflected in their productivity, which is motivated by a mindset that always seeks to enhance the caliber of work, believing that today must be better than yesterday and tomorrow must be better than today (Madjidu et al., 2022). Achieving business objectives requires the productivity of employees. One of the most crucial factors in raising job efficiency is paying attention to the workspace (Sujadi et al., 2021).

The work environment is a factor that needs attention in evaluation, covering aspects such as facilities, air temperature, lighting, ventilation, as well as psychosocial factors such as the relationship between superiors and subordinates, and interactions between employees. Various experts have suggested that Human Resources plays an important role in workplace innovation and employee well-being (e.g., appropriate office space and efficient working style). When the work environment is not taken care of, for example, poor co-worker relationships or unorganized facility conditions, this can affect motivation and result in decreased performance (Kamil Hafidzi et al., 2023).

Work culture refers to a set of behavioral patterns that are consistently applied by each individual in the organization as a whole. The process of building a work culture involves efforts to strengthen and maintain positive elements, as well as habituating certain patterns of behavior to create better change. Work culture is a habit that is repeatedly practiced by employees in the organization. Although there are no formal sanctions for violating these habits, morally, all members of the organization agree that these habits must be adhered to in order to achieve work goals (Driyantini et al., 2020).

Work culture can foster confidence based on the values that employees believe in to realize the best work performance, including: strengthening the organization, structuring management, structuring human resources, strengthening accountability, and strengthening supervision. It is one of the intangible resources (operant resources) and assets related to organizational is large, it generally has > one unique culture (Ade & Siska, 2024). Work culture has the aim of changing the attitude and behavior of employees in order to increase organizational commitment to face various challenges in the future (Prasetya Noor, 2023).

The framework of work/organizational culture governs workers' behaviors to accomplish organizational objectives and informs their everyday conduct while making choices. The organization's culture needs to align with its other activities. The framework of work/organizational culture governs workers' behaviors to accomplish organizational objectives and informs their everyday conduct while making choices. The organization's culture needs to align with its other activities. Organizations are required to be able to adapt to changes that occur in order to survive. As it is today, the development of digital technology brings a new culture to the company, namely digital culture. Digital culture is influenced by changes in the organizational environment, namely digitalization.

Digital culture includes participation, remediation, and bricolage as attitudes, behaviors, and expectations that influence the way individuals behave. A digital culture that supports change is necessary during digitalization; that is, a culture appropriate for digitally transforming organizations (Martínez-Caro et al., 2020).

HR managers are now able to expedite hiring, performance management, employee development, and workforce management in general thanks to new tools and platforms brought about by the digital age. The method and function of human resource management (HRM) are significantly impacted by digital transformation, which also has a big influence on every other part of our life (Schmid & Pscherer, 2021). Companies must In recent decades, there has been

a notable shift in the way digital technology has been developed in the subject of education. The expectations placed on teachers' ability to teach are rising in tandem with these developments. In a time when digital technology is pervasive in both society and classrooms, educators need to be ready to teach (Starkey et al., 2021). Students may have a deeper understanding of the subject matter by using technology in the classroom (Jufrida et al., 2019). This is supported by the view (Baitiyah et al., 2024) that technology usage in education has a significant role in raising the quality of the teaching and learning process. Students' learning may be made more engaging and dynamic with the use of technology.

In order to utilize and choose instructional materials effectively and efficiently, instructors nowadays need to possess digital competency. According to Mansur and Rafiudin (2020), the learning process cannot function at its best without the assistance of all educational components, including learning media. Learning media, according to Rahmi and Samsudi (2020), are instruments or methods that educators utilize in the teaching and learning process to make it easier to convey content and meet the established learning objectives. In addition to ensuring that learning occurs properly and efficiently, the use of technology in learning media may boost students' excitement for learning (Sari et al., 2022).

The change in the use of learning media from conventional to digital among elementary school teachers, including in Cirebon, reflects a response to technological advances and the needs of 21st century education. Conventional media, such as printed books, blackboards and physical props, have long been the mainstay of the learning process. However, with the development of information technology, digital media such as learning videos, interactive applications, and e-learning platforms are starting to be adopted to improve the effectiveness and interactivity of learning. Employee competence is also needed in this case, competence is the primary determinant of organizational success. Based on competence, performance will be produced, work performance will be made from performance or service quality, and effectiveness and efficiency will occur (Ade & Siska, 2024). Furthermore, active employee involvement in digital transformation (employee behavior), such as those who are eager and aggressive in offering their views to digital participation programs, is necessary for organizational digital transformation (Okech & Rubel, 2023).

### ***Phenomenon***

The transformation of the digital age is changing the workplace by introducing new technologies that not only affect the way work is done but also the way employees understand their roles and responsibilities. In most cases, technology and people work "in tandem" to improve social interactions, economic dynamics, and quality of life (Turkle, 2011). In the contemporary workplace, digital technologies are crucial for enabling communication. Instant messaging, video conferencing, and group collaboration are now made possible by platforms like Zoom and Microsoft Teams, particularly in remote or hybrid work settings (Williams & Osei, 2020; Kester & Ojedeji, 2023).

In recent years, the shift to remote working has significantly changed organizational communication and collaboration patterns. For instance, during the Covid-19 pandemic, all industries transitioned from offline to online media, particularly in the field of education. Research is now concentrating more on the effects of digital transformation on employee motivation, pointing out both advantages and disadvantages (Kahlow et al., 2020). Several elementary schools in Cirebon have adopted digital technology in the learning process, **SD Islam Al Azhar 3 Cirebon** is known as one of the schools that integrates technology in teaching and learning activities. This school has facilities that support digital-based learning, such as computer laboratories and adequate internet access. (Kemdikbud 2022)

Another example that we can see, elementary schools in Cirebon itself experienced various phenomena that marked the transformation in the learning process. One of them is the

efforts of the Cirebon City Education Office to conduct monitoring and evaluation in a number of elementary and junior high schools to encourage digital transformation in learning. The Head of Curriculum and Education Personnel, Drs. Lili Chauliyah, M.Pd., emphasized the importance of teacher competence in Information and Communication Technology (ICT)-based learning to face technological developments and educate the Alpha generation. For example, at SDN Ciremai Giri, the use of technology such as Chromebooks, Canva and Wordwall applications have been implemented to make learning more interactive and interesting for students. In addition, the implementation of digital literacy based on local wisdom is also a concern. This approach aims to integrate local cultural values in the use of technology, so that students are not only technologically literate but also understand and appreciate their own culture. This is expected to improve the quality of learning and shape better student characters. However, challenges in learning communication in the digital era also arise. The rapid development of technology requires teachers to adapt to more innovative and interactive teaching methods. The use of technological tools in the classroom is important to improve learning effectiveness and student engagement. According to data from BPS in "Education Statistics 2023" provides an overview of the condition of education in Indonesia, including the number of schools, classroom conditions, and the number of teachers. an article from GoodStats reveals that the majority of Teachers and Education Personnel (GTK) in Indonesia come from the millennial generation aged between 30 to 39 years, with a percentage of 29.6%. This shows that the teaching workforce in Indonesia is dominated by individuals who are in their productive age, which should contribute positively to work productivity in the education environment.

Based on data BPS, the number of public and private primary school teachers in Cirebon City and Cirebon Regency in 2022 is 9,396.

### **Literature Review Work Productivity**

According to Enggana (2020), work productivity is the ability of an employee to complete tasks and produce output in accordance with predetermined quality standards in a shorter time. This concept includes various aspects within the individual, such as attitude, mentality, ethics, and skills, all of which serve as a driving force to continuously improve work quality.

As cited in Antariksa and Wasiti (2020), additionally, it claims that productivity is a gauge of productive efficiency, which is the comparison of outputs with inputs. While output is quantified by tangible quantity, shape, or value, input is often characterized as work. The goal of work productivity is to maximize output by making the most use of the infrastructure and resources already in place. Productivity is an important element for the sustainability of the company, as it is a key factor in continuous improvement, which can only be achieved by improving the workforce. From this understanding, it can be concluded that productivity includes various dimensions in humans, such as attitude, mentality, ethics, and skills, which can encourage the improvement of work quality every day.

Sinungan in Luturmas (2020) also states that productivity includes an optimistic mental attitude towards the future, with the belief that today is better than yesterday, and tomorrow will be better than today. This attitude motivates effective and productive work, which is necessary to increase productivity. The main focus in labor productivity, compared to the productivity of capital, means of production, and technology, lies in the leader's ability to optimize existing resources and create an efficient work system. The degree of employee productivity will be determined by this. By controlling and using all available resources, putting in place suitable management functions, developing an organized work system, assigning employees to suitable jobs, and establishing a secure and pleasant work environment, management plays a highly critical role in boosting productivity. Thus, employee work productivity can be measured through indicators that show how effective and efficient employees are in achieving better results and meeting established standards (Madjidu et al., 2022).

According to Sutrisno in Panjaitan (2017), to measure work productivity, an indicator is needed which is also used as an indicator of productivity variable assessment in this study, namely:

1. Capabilities,
2. Improving the results achieved,
3. Self-development,
4. Efficiency

Meanwhile, according to (Arianto and Kurniawan, 2020). Argues Indicators for measuring performance are:

Cooperation, Productivity, Responsibility, Work Quality, Initiative, Work Quantity. Productivity has two dimensions, the first is effectiveness which produces outputs related to quality, quantity, and time. The second dimension is efficiency which uses inputs related to how the work is done.

### **Work Environment**

According to Sedarmayati in Panjaitan (2017), Employees will be impacted both directly and indirectly by the physical work environment, which encompasses all surrounding factors. Therefore, the design of the work environment must be planned in such a way as to create a harmonious relationship between workers and their environment. An ideal work environment is one that allows employees to work optimally, healthily, safely and comfortably. Conversely, a less supportive work environment can increase workload and hinder the achievement of an efficient work system (Alfan Madjidu et al, 2022).

There are several indicators in the work environment as described by Nitisemito (2000: 22), namely:

#### 1) Working Atmosphere.

The environment that surrounds workers while they are at work might have an impact on how the task is carried out. The workspace, employee amenities and equipment, lighting, cleanliness, peacefulness, and interpersonal interactions will all be a part of this work environment.

#### 2) Relationship with coworkers

In other words, there may be mutual interest and a happy connection with colleagues. The presence of cordial working connections is one of the elements that might persuade workers to remain with a certain company. Employee work may be impacted by a number of circumstances, including harmonious and family relationships.

#### 3) The accessibility of workspaces

The equipment used to ensure the task runs well is supposed to be complete and up to date.

According to Sedarmayanti (2017), the physical work environment has two dimensions, physical and non-physical. The physical dimensions of the work environment are as follows:

1. Description
2. Workspace cycle
3. Layout
4. Decoration
5. Noise
6. Facility

Non-physical work environment viz:

1. Relationship with leadership
2. Friendship

### **Work Culture**

Dwiningwarni and Dindah (2017: 153) explain that work culture refers to the habits of activities that occur in the work environment of an organization. These habits include rules that have been set by the company and must be obeyed and carried out by every member of the organization.

Nawawi (2016: 65) expands this understanding by stating that work culture involves rules or habits in the organization that are accompanied by sanctions and rewards in their application.

In addition, work culture is also understood as behavioral values that become habits. According to Nurhadijah (2017), work quality is strongly influenced by values rooted in customs, norms, and religious rules believed by individuals in the organization. Therefore, work culture can be interpreted as the process and results achieved based on the way of thinking of each individual (Mukson, 2020).

According to Edison at all (2016: 119) said, that "work culture is the result of a process of melting and melting the cultural style and / or behavior of each individual brought before into a new norm and philosophy, which has energy and group pride in facing something and a certain goal" (Imamullah, et al 2020).

Work culture is social values or an overall pattern of behavior in the company related to the mind and mind of employees in doing a job Based on Nawawi (2008) work culture indicators, namely:

1. Carry out work as assigned.

Employees are able to carry out the assigned tasks properly and correctly.

2. Honest in work.

Honest nature can make someone get more value in the eyes of others. Honesty at work is also able to make employees gain more trust.

3. Work commitment.

Having a high commitment can make someone motivated to complete something according to the specified target.

4. Responsibility for work.

Responsibility can make a person gain more trust from people around them.

5. Able to cooperate with coworkers.

Interacting and cooperating well with others in the community can make a person well accepted in the environment.

According to Hofstede (1980, 1991) the dimensions of work culture are:

1. Power Distance: The degree of acceptance of power imbalances in the organization.
2. Uncertainty Avoidance: How comfortable the organization is in dealing with uncertainty or ambiguity.
3. Individualism vs. Collectivism: The degree of focus on the individual versus the group.
4. Masculinity vs. Femininity: Emphasis on masculine values (competition, success) or feminine values (cooperation, quality of life).
5. Long-Term vs. Short-Term Orientation: Orientation towards long-term goals or short-term results.
6. Indulgence vs. Restraint: The degree of freedom individuals have in fulfilling their needs and wants.

## The Digital Age

Marking the industrial revolution 4.0 with three things namely: The fusion of technology is the cause of the loss of boundaries in the physical, digital, and biological fields. All developments and changes from the revolution lead to the use of digitalization of information. The convergence of technology that occurs through the use of digitization of information has given rise to a new term, namely the *internet of things* (IoT) which has the meaning of the relationship between several types of services such as products, services, places, and so on with other people via the internet network. (valid, et al 2022)

The digital age is characterized by the transition of analog mechanical and electronic technology to digital technology, characterized by increased connectivity, abundant access to information, and fundamental transformations in social and economic structures. The digital age is often referred to as the era of disruption, referring to rapid and fundamental changes caused by technological innovation. This era of disruption impacts a wide variety of sectors including education.

According to (Yuliani, 2022) educational disruption is characterized by fundamental changes in the education model, where these changes are very rapid because the existing system is no longer relevant and unable to meet the needs of the digital era. In addition, in the digital era there is the term "Digital Native", namely students in this generation were born and developed in the digital world so that the way they get information is different from previous generations of students (Afif, 2019).

In line with the opinion of (Firdausia & Yoto, 2023) who said students in the current era quickly absorb information through social media and can seek the knowledge and information they need from trending sources. The implications of the digital era in education are vast, which has changed the way education is viewed from a standards-focused approach to a lifelong learning model, which emphasizes the importance of developing skills such as digital literacy, critical thinking, and adaptability. However, the digital era also brings challenges to education. Challenges such as unequal access, data security, and changing demands on educators' skills have emerged. Therefore, an in-depth understanding of the digital transformation phenomenon is important so that education can take advantage of the opportunities that exist while overcoming the obstacles that arise during this adaptation process (Rachmi et al., 2024).

Based on what is presented, that the development of technology in the digital era that supports daily activities is so much. This can be seen from the increasing number of device users, especially smartphones. They use devices to surf on social networks. In addition, the devices they have support them to complete their activities. A lot of human labor is replaced by technology. Therefore, it is necessary to prepare supported by adequate abilities in responding to this digital era. (Sarita, et al 2021)

According to Sukirman (2020), the main indicators of the digital era include several important aspects that reflect the adoption of technology and changes in work patterns. The following are the main indicators mentioned:

### 1. Mastery of Digital Technology

Teachers and educators must have the ability to use digital technology in the learning process, such as online learning applications, interactive multimedia, and learning management platforms.

### 2. Technology Integration in the Learning Process

Ability to integrate technology in teaching methods, including the use of hardware (computers, tablets, or projectors) and educational software.

### 3. Digital Literacy

Teachers need to have digital literacy which includes the ability to locate, evaluate and use digital information effectively and responsibly.

### 4. Digital Communication and Collaboration

The digital era demands the ability to communicate and collaborate through digital platforms, whether with fellow teachers, students or parents.

### 5. Technology-based Professional Improvement

Teachers need to actively participate in technology-based training or professional development to improve their competencies.

### 6. Adaptation to Technological Change

Ability to adapt quickly to new technological developments and implement them in learning activities.

Minister of Education and Culture, Nadiem A. Makarim, emphasized the importance of mastering the four dimensions of the digital era, namely:

1. Digital Skills: An individual's ability to use digital tools and information technology effectively.
2. Digital Ethics: An understanding of the norms and ethics of interacting in the digital world.
3. Digital Safety: The awareness and ability to protect oneself from risks in cyberspace.
4. Digital Culture: The ability to understand and participate in an evolving digital culture.

## **PROBLEM FORMULATION**

1. Does the work environment have a significant influence on employee productivity in the digital era?
2. Does work culture have a significant effect on employee productivity in the digital era?

## **METHOD**

### **Type of Research**

Quantitative research methodologies are used in this study. In line with Hair (2010). A deductive research approach, quantitative research collects data via sampling and measuring methods.

### **Road Map**

1. Quantitative research methodologies are used in this study. A deductive research approach, quantitative research collects data via sampling and measuring methods.
2. Cirebon City primary school teachers were given questionnaires to complete in order to gather data.
3. This research measures the impact of work environment and culture on the productivity of elementary school teachers in Cirebon City using quantitative methodologies and a descriptive-causal methodology.

### **Research Location**

Researchers chose research locations in elementary schools scattered in the Cirebon City area.

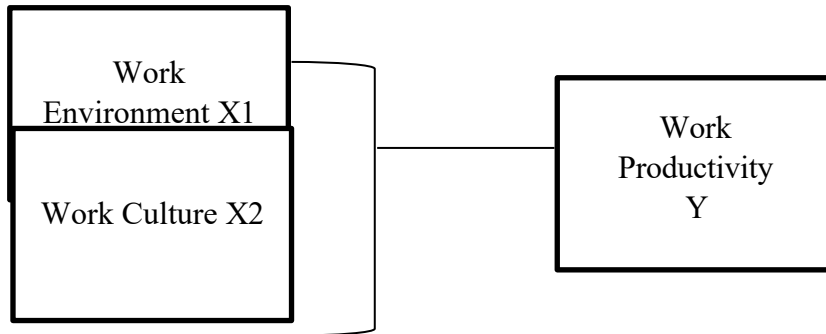
### **Population**

Sugiyono (2017) asserts that a population is a domain for generalization made up of items and people that are given certain amounts and attributes for investigation and subsequent conclusion-making by researchers.

### Sample

Sugiyono (2017: 81) states that the sample is a subset of the population and the traits that the population has, which serve as the source of research data. Therefore, saturation sampling is used in the sample selection process, which selects all population members as research samples, resulting in a sample size of 354 teaching staff.

### Framework



### Hypothesis:

Based on the framework above, the hypothesis proposed by this study is:

**H1** : Employee job satisfaction is positively and significantly impacted by a favorable work environment, both in terms of physical and non-physical elements. Employee job satisfaction increases with the quality of the work environment that the company provides, which in turn increases employee motivation to do their jobs. Robbins & Judge (2017) A comfortable work environment, both physically and non-physically (relationships between employees, communication, and working conditions), contributes to increased job satisfaction and reduced job stress.

**H2**: Employee job satisfaction is positively and significantly impacted by a work culture that is responsive to digitalization and technological advancements. Organizations that implement a modern work culture such as flexibility in work systems, openness to innovation, and the use of technology in communication and collaboration will create a more dynamic and supportive work environment, thereby increasing employee satisfaction at work. Yunita Maulida (2023) This research shows that a strong and positive organizational culture can increase employee job satisfaction, which in turn contributes to improving individual and organizational performance.

1. A **work environment** that supports digitalization will make it easier for employees to work, thereby increasing productivity.
2. A flexible and technology-based **work culture** will accelerate employees' adaptation to the digital era, which also has an impact on productivity.
3. **The combination of a good work environment and work culture** will create ideal conditions for employees to work more effectively and efficiently.

In conclusion, employee productivity is not only influenced by the work environment but also by the work culture implemented by the organization in the digital era.

### *Validity and Reliability Test*

#### **Validity Test**

Assessing the validity or accuracy of a measuring tool or questionnaire is the goal of the research instrument items validity test. When a statement on a questionnaire item may provide insight into something that the questionnaire is intended to assess, the questionnaire is considered legitimate. The validity of the instrument item is the form of validity that was used in this investigation. By comparing the rcount result with the rtable, workload variable instruments are tested, namely the validity test of statement items utilizing product moment

correlation approaches. A valid item is one where rcount is > or equal to rtable; an invalid item is one where rcount is < one. The rtable score with a significant level of  $\alpha = 0.05$  at the degree of predom (df) = n - 1. The results of the questionnaire test with 347 respondents, only 50 samples were taken for the validity test 50 or 50 - 1 = 49, the value of rtable = 0.281. Based on the results of data processing using SPSS software, the validity test results are as follows:

<b>Variables</b>	<b>Item No.</b>	<b>r-count</b>	<b>r-table</b>	<b>Description</b>
Work Productivity (Y)	1.	0,693	0,281	VALID
	2.	0,669		
	3.	0,649		
	4.	0,501		
	5.	0,771		
	6.	0,843		
	7.	0,681		
	8.	0,780		
	9.	0,752		
	10.	0,672		
Work Environment (X1)	1.	0,493		
	2.	0,665		
	3.	0,642		
	4.	0,587		
	5.	0,554		
	6.	0,601		
	7.	0,756		
	8.	0,660		
Work Culture (X2)	1.	0,722		
	2.	0,762		
	3.	0,747		
	4.	0,631		
	5.	0,706		
	6.	0,443		
	7.	0,673		
	8.	0,678		
	9.	0,706		
	10.	0,520		
Digital Age (Z)	1.	0,852		
	2.	0,826		
	3.	0,823		
	4.	0,805		
	5.	0,857		
	6.	0,754		
	7.	0,799		
	8.	0,696		
	9.	0,679		
	10.	0,742		
	11.	0,868		
	12.	0,809		

Source: Primary data processed 2025

The results of the calculation of the validity of the instrument items of work productivity, work environment, work culture, and digital era with a total of 40 questions gave VALID results, the validity score rcount is greater than  $r_{table} = 0.281$ , so all questionnaire items can be used for measuring instruments in research.

**Reliability Test**

Reliability test results using Cronbach's alpha method. to determine the consistency of measuring research variables. The benchmark that has generally been widely accepted is that statement items that get an alpha Cronbach's value greater than 0.60 are declared reliable. The processing results using SPSS software are obtained as follows:

Variables	Reliability Coefficient	Cronbach Alpha	Description
Work Productivity (Y)	0,872	0,60	Reliable
Work Environment (X1)	0,774		
Work Culture (X2)	0,828		
Digital Age (Z)	0,944		

**Source: Research data processed 2025**

Of the four variables that have been tested, the average *Cronbach's alpa* value is above 0.60. This means that all question items in each variable are declared reliable.

**Data Normality Test**

if the distribution of the regression model is normal. Finding out whether the variables in the regression model, including confounding or residual variables, have a normal distribution is the goal of the normality test. K-S statistical analysis was used in this research to perform the normality test. If the significance value or probability was  $< 0.05$ , the data distribution was not normal; if it was  $> 0.05$ , the data distribution was normal.

**One Sample Kolmogrov-Smirnov Test**

		Unstandardized Residual
N		
Normal Parameters <sup>a,b</sup> Mean		347
	Std. Deviation	0000000
Most Extreme Differences		1.99419323
	Absolute	113
	Positive	085
	Negative	-113
Test Stastic		113
Asymp. Sig. (2-tailed)		113.000 <sup>c</sup>

- a. Test distribution is normal
- b. Calculaoted from data
- c. Lilliefors significance correction

The results of data normality testing show that the Asymp. Sig. (2 failed) value > 0.05, then the data distribution is normal, so the data fulfills the data normality test.

**Autocorrelation Test**

To determine if a period t and its predecessor (t-1) are correlated. Regression analysis, to put it simply, looks at the relationship between the independent and dependent variables; hence, observations and data from prior observations shouldn't be correlated.

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjust R Square	Std. Error of the Estimate
1	.981 <sup>a</sup>	.963	.963	1.45353

a. Predictors: (constant), work environment, work culture, digital era

b. Dependent variable: work productivity

Based on the table above, it shows that the coefficient of determination shown by R<sup>2</sup> is 0.963. These results indicate that the independent variables, namely work environment, work culture, digital era, explain the dependent variable of work productivity.

**Multicollinearity Test**

The multicollinearity test is used to determine if the independent variables are unrelated to one another or whether there is a perfect linear relationship. If there is collierity, it is called a multicollinearity problem. A good regression model should have no correlation between the independent variables. To execute the test, the VIF value < 10 and the tolerance value > 0.1 are compared. Multicollinearity follows.

**i. Multicolieres Test**

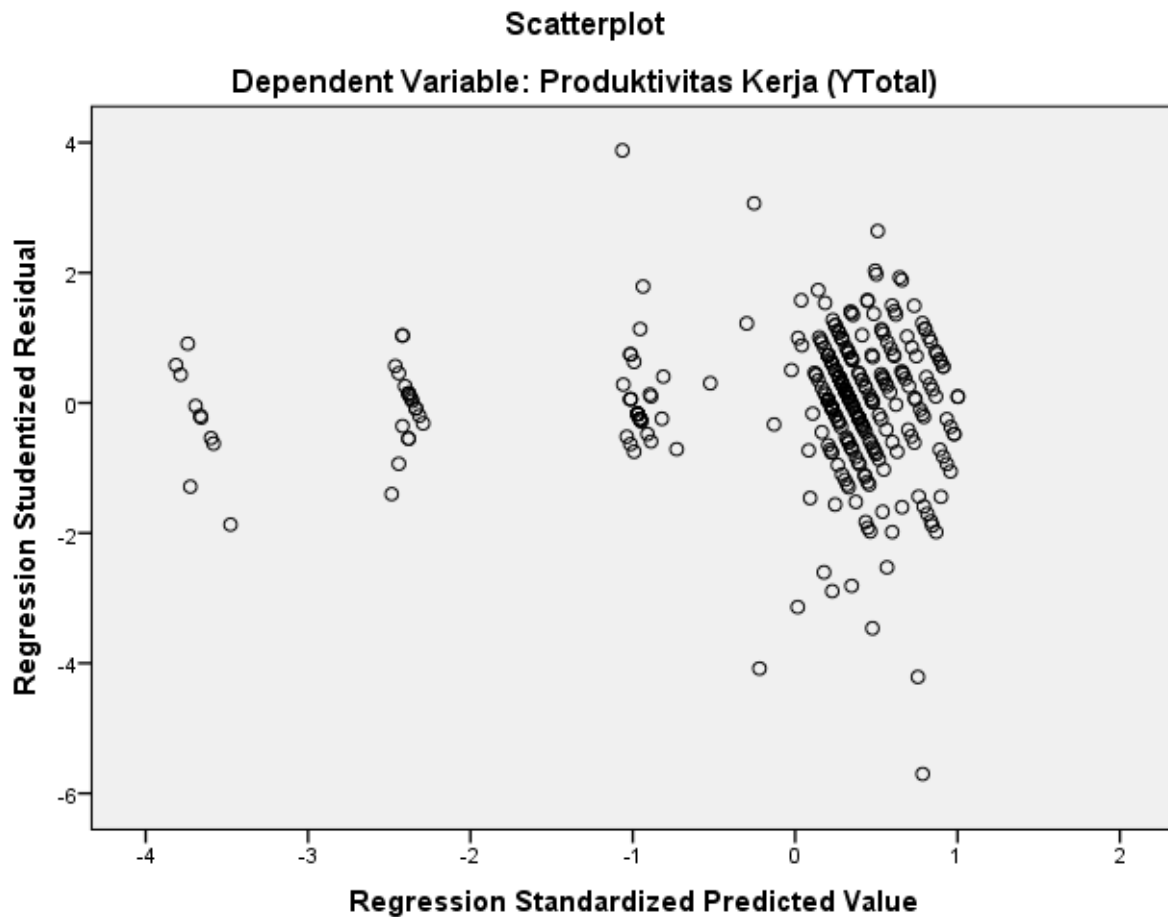
Model		Collinearity Statistics		Decision
		Tolerance	VIF	
1	Work Environment	.097	10.329	Multicoll Free
	Work Culture	.057	17.443	Multicoll Free
	The Digital Age	.079	12.729	Multicoll Free

a. Dependent Variable: Work Productivity

There is no association between the independent variables, as shown by the preceding table, which shows that the tolerance value of each variable was calculated to be > 0.10. No single independent variable has a VIF value > 10, according to the findings of the computation. Thus, it can be said that the independent variables in the regression model do not exhibit multicollinearity.

**Heteroskesdaticity Test**

The purpose of the heteroscedaticity test is to determine if the residuals of one observation differ in variance from those of another in the regression model. It is referred to as homoscedasticity if the variance of the residuals from one observation to another is constant, and heteroscedasticity if it varies. The presence or absence of certain patterns (wavy, broadening then narrowing) may be used to identify heteroscedasticity. Heteroscedasticity happens when a pattern is regular. Additionally, there is no heteroscedasticity if the points are dispersed above and below the 0 on the Y axis and there is no discernible pattern.



Source: Primary data processed 2025

Based on the graph's data, it can be seen that the points are dispersed arbitrarily above and below the 0 on the Y axis and lack any discernible patterns. since of this, it may be said that the regression model is appropriate for use as a prediction since it does not exhibit heteroscedasticity.

**Multiple Linear Analysis Test**

The quantitative approach used in this research to examine the impact of the independent variable on the dependent variable. as seen in the table that follows

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardize d Coefficients	t	Sig.
	B	Std. Error	Beta		
1. (Costant)	054	458		118	906
Work Environment	167	043	130	3.904	000
Work Culture	328	042	334	7.733	000
The Digital Age	446	031	532	14.420	000

a. Independent Variable: Work Productivity

Source: Primary data processed 2025

Based on the table above, the regression equation is obtained as follows:

$$Y = a + b(1) X(1) + b(1) X(2) + b(1) Z$$

$$Y = 0.54 + 0.167 X_1 + 0.328 X_2 + 0.446 Z$$

The equation can be explained as follows:

- a. The constant value ( $a$ ) = 0.54, means that if the work environment ( $X_1$ ), work culture ( $X_2$ ), and digital era ( $Z$ ) are 0, then employee work productivity will be constant at 0.54.
- b. The work environment regression coefficient ( $b_1$ ) = 0.167 indicates that, assuming all other independent variables remain constant, an increase of 0.167 in employee work productivity will occur for every unit increase in the value of the work environment variable.
- c. Organizational culture regression coefficient ( $b_2$ ) = 0.328 indicates that, assuming all other independent variables remain constant, an increase of 0.328 in employee work productivity will occur for every unit rise in the value of the work culture variable.
- d. The regression coefficient of work excitement ( $b_3$ ) = 0.446 indicates that, assuming all other independent variables remain constant, an increase of 0.446 in employee work productivity will occur for every unit rise in the value of the digital era variable.

## RESULTS AND DISCUSSION

### A. Effect of Work Environment on Employee Productivity

Teachers' conduct and performance in the workplace are greatly influenced by their work environment. With a Cronbach's Alpha score of 0.774, the work environment variable ( $X_1$ ) exhibits a high degree of consistency according to the reliability test findings. This suggests that the measuring tool used to evaluate the workplace is very trustworthy.

The work environment factors analyzed include physical aspects such as classroom lighting, air circulation, ergonomic spatial arrangement, availability of adequate work facilities, and cleanliness of the school area. On the non-physical side, interactions between teachers, two-way communication between teachers and principals, and a work climate that supports team collaboration were also considered.

The research findings show that teachers who work in an organized and conducive environment tend to be more focused, experience low levels of stress, and are motivated to complete their tasks optimally. This finding is in line with the opinion of Madjidu et al. (2022) and Nitisemito (2000), who emphasize that a good work environment greatly affects the effectiveness and efficiency of employee work.

### B. Effect of Work Culture on Employee Productivity

Work culture ( $X_2$ ) also makes an important contribution to teacher productivity. The Cronbach's Alpha value obtained is 0.828, indicating that the work culture measuring instrument in this study is classified as reliable and able to accurately describe the phenomenon.

Work culture in the context of this study includes shared values and work habits applied by teachers in carrying out their responsibilities. These values include responsibility, honesty, discipline, cooperation, and high commitment in completing tasks.

In the digital era, work culture also includes the ability to accept change, openness to technology, and readiness to continue learning and developing. Such a work culture creates a healthy work climate, reduces the potential for conflict, and strengthens the sense of belonging to the organization, thus having a positive impact on teacher productivity.

This finding is consistent with the theory of Nawawi (2008) and the research of Imamullah et al. (2020), which states that a good organizational culture will increase employee motivation and performance.

### C. The Role of the Digital Age in Improving Employee Productivity

The digital era is an important external factor that affects the work system of today's teachers. This variable obtained a Cronbach's Alpha value of 0.872, indicating that all indicators used to measure aspects of digitalization have excellent internal consistency.

Digitalization requires teachers to have mastery of various technological tools, such as online learning applications, digital-based classroom management platforms, and interactive media. Teachers with high digital skills are better able to organize interesting learning materials, manage the classroom effectively, and evaluate student learning outcomes efficiently.

Several schools in Cirebon City such as SD Islam Al Azhar 3 and SDN Ciremai Giri have adopted technological devices such as Chromebooks, Canva applications, and Wordwall as supporting media in the teaching and learning process. This reflects that adaptation to the digital era has opened up new opportunities to significantly improve teacher quality and productivity.

#### **D. Synergistic Relationship between Work Environment and Work Culture**

The results show that the work environment and work culture have a mutually supportive relationship in improving teacher productivity. Without the support of a good working environment, a strong work culture will not be maximized in its implementation. Conversely, although work facilities are available, without a supportive work culture, productivity will also not be optimal.

This illustrates that a physically and technologically supportive work environment will strengthen the implementation of a digital work culture, such as flexibility in work, collaboration through online media, and the use of digital platforms in teaching activities. These two factors, if developed in balance, will create a dynamic, innovative and high-performing work system.

This finding is in line with Robbins & Judge's (2017) view, which states that job comfort and the strength of organizational culture are key factors in creating job satisfaction and improving performance. In addition, Yunita Maulida's (2023) argument also supports this result, asserting that a strong work culture will have a direct impact on organizational productivity.

### **CONCLUSION**

#### **1. Work Environment Significantly Affects Teacher Performance**

The work environment has been shown to make a positive and significant contribution to teacher productivity levels. Factors such as ergonomic workspace arrangements, the availability of adequate learning facilities, and physical conditions such as lighting and classroom comfort, encourage teachers to work more focused and efficiently. In addition, good interpersonal relationships between teachers and between teachers and school leaders also create a pleasant working atmosphere. Thus, the better the work environment provided by the school, the higher the productivity of teachers in carrying out their professional duties.

#### **2. Adaptive and Positive Work Culture Drives Optimal Productivity**

The work culture values implemented in schools - such as discipline, responsibility, honesty, collaborative spirit and commitment to goal achievement - have proven to be an important foundation in supporting teacher productivity. In the face of the ever-changing digital era, a work culture that is open to updates and encourages teachers to develop themselves is instrumental in improving the quality of work. Teachers who are accustomed to a progressive work culture are more receptive to new technologies, and are able to innovate in the learning process, which ultimately has a positive impact on their work outcomes and job satisfaction.

#### **3. The Digital Age as a Catalyst for Change in Teacher Productivity**

The development of digital technology has brought about a major transformation in the world of education, including in the duties and roles of teachers. In the context of this research, the digital era has the greatest influence on increasing teacher work productivity. This is reflected in teachers' ability to operate various digital devices, utilize interactive learning media, and communicate effectively through online platforms. Teachers who have digital skills can

design learning that is more innovative, interesting and relevant to the needs of today's students. Mastery of technology is a key factor in meeting modern teaching challenges and significantly improving teacher performance.

#### 4. Integration of Work Environment and Work Culture Forms an Efficient Work System

This research reveals that a supportive work environment and a strong work culture are two elements that complement each other and cannot be separated. When work facilities and technological infrastructure are available, but not supported by a work culture that is disciplined and open to innovation, productivity will not be maximized. Conversely, a good work culture will be difficult to implement if the work environment is not physically or socially supportive. Therefore, the synergy between the two creates a conducive work ecosystem, which can improve teacher performance in a sustainable manner.

#### 5. Statistical Support Strengthens Theoretical and Empirical Findings

0.963 was the Adjusted R2 value derived from the multiple linear regression analysis findings. This suggests that the work environment, work culture, and the impact of the digital age account for 96.3% of the variance in teacher productivity. This outcome demonstrates how all three factors work together to significantly improve the performance of Cirebon City's primary school teachers. Therefore, integrating the management of these three elements is a good way to raise educational standards in the age of digital revolution.

#### REFERENCE

- Driyantini, E., Pramukaningtiyas, H. R. P., & Agustiani, Y. K. (2020). Flexible Working Space, a New Work Culture to Improve Productivity and Organizational Performance. *Journal of Administrative Sciences: Media for the Development of Administrative Science and Practice*, 17(2), 206-220. <https://doi.org/10.31113/jia.v17i2.584>
- Kamil Hafidzi, M., Zen, A., Alamsyah, F. A., Tonda, F., & Oktarina, L. (2023). The Effect of Leadership Style, Work Environment, and Compensation on Employee Performance with Motivation as an Intervening Variable (Literature Review of Human Resource Management). *Journal of Information Systems Management Economics*, 4(6), 990-1003. <https://doi.org/10.31933/jemsi.v4i6.1625>
- Madjidu, A., Usu, I., & Yakup, Y. (2022). ANALYSIS OF WORK ENVIRONMENT, ORGANIZATIONAL CULTURE AND WORK ENTHUSIASM AND THEIR INFLUENCE ON EMPLOYEE WORK PRODUCTIVITY. *Jesya (Journal of Sharia Economics & Economics)*, 5(1), 444-462. <https://doi.org/10.36778/jesya.v5i1.598>
- Ningrat, B., & Suarmanayasa, I. N. (2023). The Effect of Work Environment and Work Discipline on Employee Performance at the Batur Natural Hot Spring Tourism Object in Bangli Regency. *Journal of Hospitality and Tourism Management*, 6(2), 370-375. <https://doi.org/10.23887/jmpp.v6i2.58778>
- Prasetya Noor, G. (2023). The Effect of Work Culture and Work Discipline on the Performance of NIBA Vocational High School (SMK) Services in BOGOR CITY. *Gici Journal of Finance and Business*, 14(1), 86-92. <https://doi.org/10.58890/jkb.v14i1.14>
- Sujadi, D., Fitriani, N. K. A., & Darmita, M. Y. (2021). Employee Work Productivity Assessed From Work Environment and Work Training At the Oberoi Beach Resort Hotel Bali. *Ekbis Journal*, 22(2), 160. <https://doi.org/10.30736/je.v22i2.840>
- Örtegren, A. (2022). Digital Citizenship and Professional Digital Competence - Swedish Subject Teacher Education in a Postdigital Era. *Postdigital Science and Education*, 4(2), 467-493. <https://doi.org/10.1007/s42438-022-00291-7>
- Zhang, J., & Chen, Z. (2024). Exploring Human Resource Management Digital Transformation in the Digital Age. *Journal of the Knowledge Economy*, 15(1), 1482-1498.

<https://doi.org/10.1007/s13132-023-01214-y>

- Xinyue Hi. (2024). The Role of Digital Transformation in Enhancing Employee Motivation and Organizational Efficiency: A Study of Enterprise Management Strategies. *International Journal of Science and Engineering Applications*. *International Journal of Science and Engineering Applications*.  
<https://doi.org/10.7753/IJSEA1310.1014>
- Marsh, E., Vallejos, E. P., & Spence, A. (2022). The digital workplace and its dark side: An integrative review. In *Computers in Human Behavior* (Vol. 128). Elsevier Ltd.  
<https://doi.org/10.1016/j.chb.2021.107118>
- Gerçek, M., & Özveren, C. G. (2024). Redefining Organizational Culture for the Digital Age: A Model Proposal for Digital Organizational Culture. *Yildiz Social Science Review*, 10(1), 54-71. <https://doi.org/10.51803/yssr.1455398>
- Kadir, I. (2022). *DETERMINATION OF WORK PRODUCTIVITY AND EMPLOYEE PERFORMANCE: ANALYSIS OF WORK DISCIPLINE AND ORGANIZATIONAL CULTURE*. 3(4). <https://doi.org/10.31933/dijdbm.v3i4>
- Teck, T. S., & Samy, C. R. A. A. (2021). Digital Revolution & Digital Culture, a Critical Review gap on Receptivity and Challenges of Digitalization on Employee Engagement, the Case of PHEI's in Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 11(2). <https://doi.org/10.6007/ijarbss/v11-i2/8823>
- Al Damen, H. (2024). *International Journal of Innovation Studies HUMAN RESOURCE MANAGEMENT IN THE DIGITAL ERA: EMBRACING TECHNOLOGY FOR WORKFORCE MANAGEMENT*.
- Soqair, N. Al, & Gharib, F. Al. (2023). Toxic Workplace Environment and Employee Engagement. *Journal of Service Science and Management*, 16(06), 661-669.  
<https://doi.org/10.4236/jssm.2023.166035>
- Haziati, M. Al. (2021). Development of Framework for Talent Management in the Global Context. *Open Journal of Business and Management*, 09(04), 1771-1781.  
<https://doi.org/10.4236/ojbm.2021.94096>
- Huu, P. T. (2023). Impact of employee digital competence on the relationship between digital autonomy and innovative work behavior: a systematic review. *Artificial Intelligence Review*, 56(12), 14193-14222. <https://doi.org/10.1007/s10462-023-10492-6>
- Alfayza Diva Azra, R. Nurafni Rubiyanti, Anita Silvianita, & Arry Widodo. (2024). The Effect of Digital Culture on Employee Performance: A Conceptual Paper. *International Journal of Scientific Multidisciplinary Research*, 2(5), 467-476. <https://doi.org/10.55927/ijsmr.v2i5.9162>
- Adegbite, O. O., & Ojedeji, S. O. (2024). Integrating Digital Tools and Educational Strategies for Enhancing Sustainable Workplace Collaboration: A Position Paper. In *Journal of Theoretical and Empirical Studies in Education* (Vol. 9).  
<https://journals.unizik.edu.ng/jtесе>
- Bilderback, S., & Kilpatrick, M. D. (2024). Global perspectives on redefining workplace presence: the impact of remote work on organizational culture. *Journal of Ethics in Entrepreneurship and Technology*, 4(1), 62-72. <https://doi.org/10.1108/JEET-08-2024-0023>
- Wang, G., Mansor, Z. D., & Leong, Y. C. (2024). Fostering Digital Excellence: A Multidimensional Exploration of the Collective Effects of Technological Adaptability, Employee Competitiveness, and Employee Dynamic Capabilities on Employee Digital Performance in Chinese SMEs. *International Journal of Social*

- Science Research, 12(1),  
116. <https://doi.org/10.5296/ijssr.v12i1.21774>.
- Martínez-Caro, E., Cegarra-Navarro, J. G., & Alfonso-Ruiz, F. J. (2020). Digital technologies and firm performance: The role of digital organizational culture. *Technological Forecasting and Social Change*, 154(May). <https://doi.org/10.1016/j.techfore.2020.119962>
- Okech, J. E. A., & Rubel, D. J. (2023). Publishing in the Journal for Specialists in Group Work: Understanding and Centering the Concept of Group Work. *Journal for Specialists in Group Work*, 48(4), 273-276. <https://doi.org/10.1080/01933922.2023.2284081>
- Sari, D. I., Wahyu, W., & Sopandi, W. (2022). Feasibility Analysis of Radece Learning Designs to Build Students' collaboration Skills in Determining pH Routes From Natural Indicators. *Journal of Educational Sciences*, 6(1), 35. <https://doi.org/10.31258/jes.6.1.p.35-45>
- Starkey, L., Shonfeld, M., Prestridge, S., & Cervera, M. G. (2021). Special issue: Covid-19 and the role of technology and pedagogy on school education during a pandemic. *Technology, Pedagogy and Education*, 30(1), 1-5. <https://doi.org/10.1080/1475939X.2021.1866838>
- Solahudin, A., Fatimah, S. E., & Sulistiowati, L. H. (2024). Factors affecting affective commitment. *Edelweiss Applied Science and Technology*, 8(6), 3475–3483. <https://doi.org/10.55214/25768484.v8i6.2738>

**APPENDIX  
VALIDITY AND REABELITY TEST**

**Correlations**

		Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Work Productivity (YTotal)
Y1	Pearson Correlation	1	.519**	.327*	.029	.621**	.538**	.468**	.488**	.603**	.558**	.693**
	Sig. (2-tailed)		.000	.020	.844	.000	.000	.001	.000	.000	.000	.000
	N	50	50	50	50	50	50	50	50	50	50	50
Y2	Pearson Correlation	.519**	1	.597**	.232	.324*	.531**	.298*	.473**	.558**	.257	.669**
	Sig. (2-tailed)	.000		.000	.105	.022	.000	.036	.001	.000	.072	.000
	N	50	50	50	50	50	50	50	50	50	50	50
Y3	Pearson Correlation	.327*	.597**	1	.255	.589**	.458**	.195	.466**	.467**	.282*	.649**
	Sig. (2-tailed)	.020	.000		.074	.000	.001	.174	.001	.001	.047	.000
	N	50	50	50	50	50	50	50	50	50	50	50
Y4	Pearson Correlation	.029	.232	.255	1	.260	.442**	.315*	.262	.161	.149	.501**
	Sig. (2-tailed)	.844	.105	.074		.068	.001	.026	.066	.265	.303	.000
	N	50	50	50	50	50	50	50	50	50	50	50
Y5	Pearson Correlation	.621**	.324*	.589**	.260	1	.558**	.441**	.609**	.582**	.586**	.771**
	Sig. (2-tailed)	.000	.022	.000	.068		.000	.001	.000	.000	.000	.000
	N	50	50	50	50	50	50	50	50	50	50	50
Y6	Pearson Correlation	.538**	.531**	.458**	.442**	.558**	1	.551**	.563**	.591**	.548**	.843**
	Sig. (2-tailed)	.000	.000	.001	.001	.000		.000	.000	.000	.000	.000
	N	50	50	50	50	50	50	50	50	50	50	50
Y7	Pearson Correlation	.468**	.298*	.195	.315*	.441**	.551**	1	.577**	.335*	.420**	.681**
	Sig. (2-tailed)	.001	.036	.174	.026	.001	.000		.000	.017	.002	.000
	N	50	50	50	50	50	50	50	50	50	50	50
Y8	Pearson Correlation	.488**	.473**	.466**	.262	.609**	.563**	.577**	1	.570**	.566**	.780**
	Sig. (2-tailed)	.000	.001	.001	.066	.000	.000	.000		.000	.000	.000
	N	50	50	50	50	50	50	50	50	50	50	50
Y9	Pearson Correlation	.603**	.558**	.467**	.161	.582**	.591**	.335*	.570**	1	.558**	.752**
	Sig. (2-tailed)	.000	.000	.001	.265	.000	.000	.017	.000		.000	.000
	N	50	50	50	50	50	50	50	50	50	50	50
Y10	Pearson Correlation	.558**	.257	.282*	.149	.586**	.548**	.420**	.566**	.558**	1	.672**
	Sig. (2-tailed)	.000	.072	.047	.303	.000	.000	.002	.000	.000		.000
	N	50	50	50	50	50	50	50	50	50	50	50
Work Productivity (YTotal)	Pearson Correlation	.693**	.669**	.649**	.501**	.771**	.843**	.681**	.780**	.752**	.672**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	50	50	50	50	50	50	50	50	50	50	50

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

\* . Correlation is significant at the 0.05 level (2-tailed).

**Reliability Statistics**

Cronbach's Alpha	N of Items
.872	10

**Correlations**

		X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	X1.8	Work Environment (X1 Total)
X1.1	Pearson Correlation	1	.246	.276	.142	.142	.112	.399**	.228	.493**
	Sig. (2-tailed)		.086	.052	.324	.324	.440	.004	.111	.000
	N	50	50	50	50	50	50	50	50	50
X1.2	Pearson Correlation	.246	1	.514**	.023	-.053	.303*	.686**	.495**	.665**
	Sig. (2-tailed)	.086		.000	.876	.716	.032	.000	.000	.000
	N	50	50	50	50	50	50	50	50	50
X1.3	Pearson Correlation	.276	.514**	1	.190	.109	.262	.411**	.406**	.642**
	Sig. (2-tailed)	.052	.000		.186	.451	.066	.003	.003	.000
	N	50	50	50	50	50	50	50	50	50
X1.4	Pearson Correlation	.142	.023	.190	1	.918**	.447**	.144	.117	.587**
	Sig. (2-tailed)	.324	.876	.186		.000	.001	.320	.419	.000
	N	50	50	50	50	50	50	50	50	50
X1.5	Pearson Correlation	.142	-.053	.109	.918**	1	.364**	.144	.191	.554**
	Sig. (2-tailed)	.324	.716	.451	.000		.009	.320	.184	.000
	N	50	50	50	50	50	50	50	50	50
X1.6	Pearson Correlation	.112	.303*	.262	.447**	.364**	1	.339*	.179	.601**
	Sig. (2-tailed)	.440	.032	.066	.001	.009		.016	.214	.000
	N	50	50	50	50	50	50	50	50	50
X1.7	Pearson Correlation	.399**	.686**	.411**	.144	.144	.339*	1	.570**	.756**
	Sig. (2-tailed)	.004	.000	.003	.320	.320	.016		.000	.000
	N	50	50	50	50	50	50	50	50	50
X1.8	Pearson Correlation	.228	.495**	.406**	.117	.191	.179	.570**	1	.660**
	Sig. (2-tailed)	.111	.000	.003	.419	.184	.214	.000		.000
	N	50	50	50	50	50	50	50	50	50
Work Environment (X1 Total)	Pearson Correlation	.493**	.665**	.642**	.587**	.554**	.601**	.756**	.660**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	
	N	50	50	50	50	50	50	50	50	50

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

\* . Correlation is significant at the 0.05 level (2-tailed).

**Reliability Statistics**

Cronbach's Alpha	N of Items
.774	8

**Correlations**

		X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	X2.7	X2.8	X2.9	X2.10	Work Culture (X2 Total)
X2.1	Pearson Correlation	1	.738**	.621**	.553**	.369**	.153	.621**	.295*	.369**	.343*	.722**
	Sig. (2-tailed)		.000	.000	.000	.008	.288	.000	.037	.008	.015	.000

	N	50	50	50	50	50	50	50	50	50	50	50
X2.2	Pearson Correlation	.738**	1	.738**	.506**	.583**	.090	.560**	.491**	.313*	.268	.762**
	Sig. (2-tailed)	.000		.000	.000	.000	.533	.000	.000	.027	.060	.000
	N	50	50	50	50	50	50	50	50	50	50	50
X2.3	Pearson Correlation	.621**	.738**	1	.553**	.513**	.153	.621**	.564**	.369**	.114	.747**
	Sig. (2-tailed)	.000	.000		.000	.000	.288	.000	.000	.008	.429	.000
	N	50	50	50	50	50	50	50	50	50	50	50
X2.4	Pearson Correlation	.553**	.506**	.553**	1	.363**	.221	.553**	.312*	.363**	.190	.631**
	Sig. (2-tailed)	.000	.000	.000		.010	.123	.000	.028	.010	.187	.000
	N	50	50	50	50	50	50	50	50	50	50	50
X2.5	Pearson Correlation	.369**	.583**	.513**	.363**	1	.233	.369**	.552**	.452**	.174	.706**
	Sig. (2-tailed)	.008	.000	.000	.010		.103	.008	.000	.001	.227	.000
	N	50	50	50	50	50	50	50	50	50	50	50
X2.6	Pearson Correlation	.153	.090	.153	.221	.233	1	.277	.184	.139	.186	.443**
	Sig. (2-tailed)	.288	.533	.288	.123	.103		.052	.201	.335	.195	.001
	N	50	50	50	50	50	50	50	50	50	50	50
X2.7	Pearson Correlation	.621**	.560**	.621**	.553**	.369**	.277	1	.295*	.369**	.114	.673**
	Sig. (2-tailed)	.000	.000	.000	.000	.008	.052		.037	.008	.429	.000
	N	50	50	50	50	50	50	50	50	50	50	50
X2.8	Pearson Correlation	.295*	.491**	.564**	.312*	.552**	.184	.295*	1	.552**	.122	.678**
	Sig. (2-tailed)	.037	.000	.000	.028	.000	.201	.037		.000	.400	.000
	N	50	50	50	50	50	50	50	50	50	50	50
X2.9	Pearson Correlation	.369**	.313*	.369**	.363**	.452**	.139	.369**	.552**	1	.522**	.706**
	Sig. (2-tailed)	.008	.027	.008	.010	.001	.335	.008	.000		.000	.000
	N	50	50	50	50	50	50	50	50	50	50	50
X2.10	Pearson Correlation	.343*	.268	.114	.190	.174	.186	.114	.122	.522**	1	.520**
	Sig. (2-tailed)	.015	.060	.429	.187	.227	.195	.429	.400	.000		.000
	N	50	50	50	50	50	50	50	50	50	50	50
Work Culture (X2 Total)	Pearson Correlation	.722**	.762**	.747**	.631**	.706**	.443**	.673**	.678**	.706**	.520**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.001	.000	.000	.000	.000	
	N	50	50	50	50	50	50	50	50	50	50	50

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

\* . Correlation is significant at the 0.05 level (2-tailed).

### Reliability Statistics

Cronbach's Alpha	N of Items
.828	10

### Correlations

Z1	Z2	Z3	Z4	Z5	Z6	Z7	Z8	Z9	Z10	Z11	Z12	Digital Age (Z Total)

Z1	Pearson Correlation	1	.765**	.622**	.632**	.821**	.618**	.708**	.437**	.414**	.582**	.718**	.763**	.852**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.002	.003	.000	.000	.000	.000
	N	50	50	50	50	50	50	50	50	50	50	50	50	50
Z2	Pearson Correlation	.765**	1	.643**	.803**	.775**	.429**	.520**	.553**	.426**	.401**	.589**	.794**	.826**
	Sig. (2-tailed)	.000		.000	.000	.000	.002	.000	.000	.002	.004	.000	.000	.000
	N	50	50	50	50	50	50	50	50	50	50	50	50	50
Z3	Pearson Correlation	.622**	.643**	1	.705**	.628**	.622**	.680**	.543**	.462**	.650**	.733**	.578**	.823**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000	.001	.000	.000	.000	.000
	N	50	50	50	50	50	50	50	50	50	50	50	50	50
Z4	Pearson Correlation	.632**	.803**	.705**	1	.722**	.385**	.563**	.580**	.386**	.401**	.599**	.716**	.805**
	Sig. (2-tailed)	.000	.000	.000		.000	.006	.000	.000	.006	.004	.000	.000	.000
	N	50	50	50	50	50	50	50	50	50	50	50	50	50
Z5	Pearson Correlation	.821**	.775**	.628**	.722**	1	.569**	.667**	.578**	.410**	.522**	.738**	.671**	.857**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000	.003	.000	.000	.000	.000
	N	50	50	50	50	50	50	50	50	50	50	50	50	50
Z6	Pearson Correlation	.618**	.429**	.622**	.385**	.569**	1	.644**	.451**	.644**	.766**	.814**	.433**	.754**
	Sig. (2-tailed)	.000	.002	.000	.006	.000		.000	.001	.000	.000	.000	.002	.000
	N	50	50	50	50	50	50	50	50	50	50	50	50	50
Z7	Pearson Correlation	.708**	.520**	.680**	.563**	.667**	.644**	1	.461**	.561**	.626**	.686**	.514**	.799**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.001	.000	.000	.000	.000	.000
	N	50	50	50	50	50	50	50	50	50	50	50	50	50
Z8	Pearson Correlation	.437**	.553**	.543**	.580**	.578**	.451**	.461**	1	.461**	.467**	.506**	.537**	.696**
	Sig. (2-tailed)	.002	.000	.000	.000	.000	.001	.001		.001	.001	.000	.000	.000
	N	50	50	50	50	50	50	50	50	50	50	50	50	50
Z9	Pearson Correlation	.414**	.426**	.462**	.386**	.410**	.644**	.561**	.461**	1	.626**	.625**	.514**	.679**
	Sig. (2-tailed)	.003	.002	.001	.006	.003	.000	.000	.001		.000	.000	.000	.000
	N	50	50	50	50	50	50	50	50	50	50	50	50	50
Z10	Pearson Correlation	.582**	.401**	.650**	.401**	.522**	.766**	.626**	.467**	.626**	1	.797**	.456**	.742**
	Sig. (2-tailed)	.000	.004	.000	.004	.000	.000	.000	.001	.000		.000	.001	.000
	N	50	50	50	50	50	50	50	50	50	50	50	50	50
Z11	Pearson Correlation	.718**	.589**	.733**	.599**	.738**	.814**	.686**	.506**	.625**	.797**	1	.595**	.868**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000
	N	50	50	50	50	50	50	50	50	50	50	50	50	50
Z12	Pearson Correlation	.763**	.794**	.578**	.716**	.671**	.433**	.514**	.537**	.514**	.456**	.595**	1	.809**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.002	.000	.000	.000	.001	.000		.000
	N	50	50	50	50	50	50	50	50	50	50	50	50	50
Digital Age (Z Total)	Pearson Correlation	.852**	.826**	.823**	.805**	.857**	.754**	.799**	.696**	.679**	.742**	.868**	.809**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	50	50	50	50	50	50	50	50	50	50	50	50	50

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

### Reliability Statistics

Cronbach's Alpha	N of Items
------------------	------------

.944	12
------	----

### DATA NORMALITY TEST

#### One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		347
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	1.99419323
Most Extreme Differences	Absolute	.113
	Positive	.085
	Negative	-.113
Test Statistic		.113
Asymp. Sig. (2-tailed)		113.000 <sup>c</sup>

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

### AUTOCORRELATION TEST

#### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.981 <sup>a</sup>	.963	.963	1.45353

- a. Predictors: (Constant), Digital Era (Z Total), Work Environment (X1 Total), Work Culture (X2 Total)
- b. Dependent Variable: Work Productivity (YTotal)

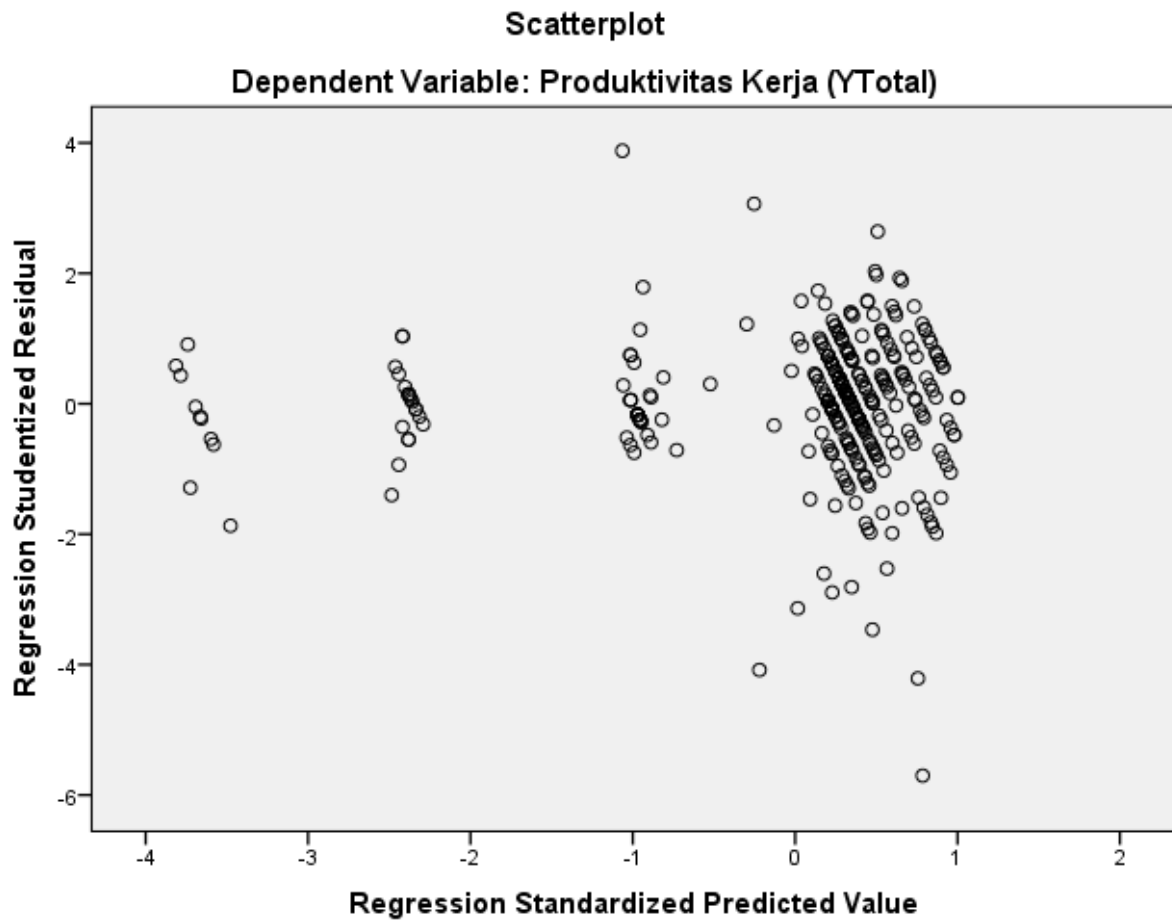
### MULTICOLLINEARITY TEST

#### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.054	.458		.118	.906		
	Work Environment (X1 Total)	.167	.043	.130	3.904	.000	.097	10.329
	Work Culture (X2 Total)	.328	.042	.334	7.733	.000	.057	17.443
	Digital Age (Z Total)	.446	.031	.532	14.420	.000	.079	12.729

- a. Dependent Variable: Work Productivity (YTotal)

### HETEROSKESDATICITY TEST



**MULTIPLE LINEAR ANALYSIS TEST**

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.054	.458		.118	.906		
	Results	.167	.043	.130	3.904	.000	.097	10.329
	Total	.328	.042	.334	7.733	.000	.057	17.443
	all	.446	.031	.532	14.420	.000	.079	12.729

a. Dependent Variable: Total