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Servant Leadership and Organizational Climate on Job Satisfaction: Digital Readiness as a Moderator

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Abstract
The accelerating pace of digital change requires organizations not only to adopt technology, but also to ensure that their employees are well prepared. To address this issue, this study aims to analyze how servant leadership and organizational climate enhance job satisfaction, in particular how the level of digital readiness influences this relationship. Data were obtained from 147 employees who were actively involved in digital-based work activities, through the distribution of online questionnaires. The hypotheses were analyzed using the Partial Least Squares Structural Equation Modeling (PLS-SEM) method. The results show that organizational climate has a positive and significant effect on employee job satisfaction. However, servant leadership does not show a significant effect on job satisfaction in this study's context. These findings indicate that working with intense digital adoption, employee perception of fulfillment is more influenced by a supportive work climate and the level of digital readiness, rather than by a service-oriented leadership behavior. This study provides some practical implications for managers in developing and promoting practices that support a positive work atmosphere that will lead a higher job satisfaction. In addition, the results also gives an insight for further research to develop a comprehensive model related to work behavior in the digital era.
Keywords: servant leadership, organizational climate, job satisfaction, digital readiness

Introduction

Digital transformation has reshaped organizational models and operations, demanding both individual and systemic readiness to adopt technology effectively. Digital readiness serves as a vital necessity, ensuring that technological shifts not simply focus on infrastructure but also the quality of the work experience. According to Chen et al. (2024), digital readiness refers to the level at which individuals and organizations possess the capability to adopt digital technologies within their daily work practices and strategic decision-making. However, empirical evidence suggests that many organizations still face significant challenges during digital transitions because human resources, organizational culture, and leadership styles have not kept pace with technological adoption (Axmann et al., 2020). This gap is manifested in low digital literacy among employees and lead to underused technology and the persistence of manual performance management despite available infrastructure. This emphasizes the importance of comprehensive and continuous training to ensure the effectiveness of digital transformation implementation (Nashrullah et al., 2023).

Previous research emphasizes that the real barriers in digital change are not strictly technical but because of human and cultural factors within organizations. Trenerry et al. (2021) demonstrate that differing digital mindsets and skill levels lead to inconsistent adoption of

technology, even when digital systems are fully accessible. Such gaps reinforce digital inequality at the organizational level, which limit the technology adoption and changes (Beaunoyer et al., 2020). This phenomenon is underscored by findings showing a disconnect between an organization's digital ambitions and the actual readiness of its employees (Adika, 2025). Consequently, digital adoption at work often triggers job uncertainty, psychological strain, and a decline in employee workplace comfort.

In this context, leadership and organizational climate emerge as important factors determining how employees interpret digital change. Servant leadership, which prioritizes empathy, empowerment, and support for individual growth, has the potential to foster a sense of security and trust during periods of transition (Eva et al., 2019; Liden et al., 2008). Meanwhile, Limbong et al. (2023) stated that a leader who demonstrates servant leadership will enhance engagement and employee's willingness to create innovation at work. Beside that, the organizational climate reflects employees' collective perceptions of fairness, support, and the quality of workplace relationships, all of which directly influence job attitudes and satisfaction (Li et al., 2020; Mutonyi et al., 2020). An open, collaborative, and supportive work environment has been proven to assist employees in adapting more effectively to technology-driven changes (Powell et al., 2021).

Although the relationship between servant leadership, organizational climate, and job satisfaction has been extensively studied, most prior research has focused on conventional organizational settings. Consequently, digital readiness has rarely been explicitly considered as a context for change. Nevertheless, Chen et al. (2024) assert that digital readiness can either strengthen or weaken the influence of leadership and organizational climate on the employee experience. Organizations with higher levels of digital readiness tend to cultivate work environments that are more adaptive and supportive of employee job satisfaction (Huang et al., 2022; Muniandy et al., 2024).

Based on these gaps, this research explores the role of servant leadership and organizational climate in the employee job satisfaction, in the context of digital readiness. More precisely, it investigates the role of service-oriented leadership and a positive work climate on job satisfaction in digitally transitioning individuals and environments. It also advances the understanding of digital readiness as a contextual factor that moderates the relationships of leadership, organizational climate, and job satisfaction.

Theoretically, this research is expected to contribute to the fields of human resource management and organizational behavior by integrating digital readiness into the established models of leadership and job satisfaction. Practically, the findings serve as a foundation for organizational leaders to design leadership strategies and build adaptive work climates that align with the demands of digital change, ensuring that employee satisfaction remains sustained amidst a dynamic and evolving work environment.

Literature Review and Hypotheses

Digital changes in the workplace drive organizations to look not only at technological change but also on leadership, work climate, and employees' psychological state. In this situation, servant leadership, organizational climate, job satisfaction, and digital readiness intertwine and affect one another. While several earlier studies considered these variables individually, there is still limited research that combines servant leadership with organizational climate to explain job satisfaction and considering digital readiness as a variable that can strengthen the relationship. This represents the gap that this study aims to fill.

Servant Leadership and Job Satisfaction with Digital Readiness as a Moderator

Servant leadership is a leadership style which prioritizes service, empathy, and attention to employee needs as the core of the relationship between leaders and their employees (Eva et al.,

2019). In the context of Social Exchange Theory, a leader's empathy, development focus, and service orientation can be seen as providing social and psychological resources. This, in turn, triggers a reciprocal mechanism within the working relationship (Ahmad et al., 2023). Employees who experience fairness and appreciation both on personal and professional, levels respond positively with enhanced job attitudes, including increased job satisfaction. Empirical findings support this view, showing that servant leadership creates a supportive work environment and high-quality leader-follower relationships, which eventually contribute to increased employee satisfaction (Adigüzel et al., 2020; Oztürk et al., 2021).

Although the job demands-resources theory (JD-R) suggests positive effects of job resources like leadership are only possible when there are balanced demands and resources in the work environment (Bakker, 2023), within this framework, servant leadership is a job resource that stimulates the supportive and empowering relationships that drive positive effects on the motivation and satisfaction of workers (Tummers et al., 2021). Still, the effects of such leadership are likely to be diminished when employees face considerable job demands, such as the need to adapt to new technologies, uncertainty, and cognitive overload as a result of digital transformations (Zhou et al., 2025). Li et al. (2020) suggest that within prevailing hierarchical structures, adaptive challenges and stubborn job demands incite servant leadership, but the effects are largely unfulfilled. On the other hand, learning support, open communication, and a leader's focus on an employee's readiness act as supplementary resources that help mitigate work demands (Liu et al., 2022; Munawar et al., 2023). Hence, in this regard, digital readiness is an enabling resource that alleviates stress associated with technology and allows leadership resources to function, thereby fostering employee satisfaction (Chen et al., 2024; Huang et al., 2022). Therefore, based on JD-R Theory, the impact of servant leadership on job satisfaction is contextual and depends on the configuration of job demands and resources, including digital readiness. Based on this discussion, the research hypothesis is formulated as follows:

H1: *Servant leadership significantly influences job satisfaction.*

H2: *Digital readiness moderates the influence of servant leadership on job satisfaction.*

Organizational Climate and Job Satisfaction with Digital Readiness as a Moderator

The organizational climate describes how employees view internal policies, management, and relationships at work. These perceptions influence working relations characterized by repeated contact, support, fairness, and clear role expectations, which are considered social resources influencing employee attitudes (Ahmad et al. 2023). Li et al. (2020) explain that a positive results in psychological safety which, in turn, leads to higher work engagement and job satisfaction. On the contrary, Mutonyi et al. (2020) state that organizational climate defined by psychological pressure and structural barriers impact negatively working relations and satisfaction. Rahayu et al. (2023) emphasize that open communication, clarity of roles, and supportive leaders are components of organizational climate which reinforce functional work relations, while Powell et al. (2021) show that managerial support and healthy relationships improve employee comfort and engagement

In the context of digital change, the relationship between organizational climate and job satisfaction is significantly influenced by employee readiness to utilize available job resources. The job demands resources (JD-R) Theory describes organizational climate as a job resource that includes positive structures, such as role clarity and social support, which motivate individuals to enhance their well-being (Bakker, 2023). Empirically, Abdullah et al. (2022) demonstrating that positive organizational climates help employees deal with the demands of their work and adopt a positive attitude towards their work. However, the effectiveness of these resources depends heavily on the balance between work demands and the supporting resources an employee possesses. When the demand for technological adaptation increases, a conducive

organizational climate will yield more optimal results if employees have sufficient digital readiness to manage those demands (Zhou et al., 2025).

The more positive relationships employees have at work, the more positive work attitudes they display, especially when support from the organization is turned into experiences meaningful for the employees (Ahmad et al., 2023). Al-Hadwer et al. (2021) explain that an organizational climate that supports learning and collaboration facilitates employee adaptation to new technologies. Chen et al. (2024) add that digital readiness helps create a more adaptive work environment and reduces resistance to change. On the other hand, Axmann et al. (2020) and Osmundsen et al. (2020) argue that low digital readiness often limits the effectiveness of the working relationships formed within the organization. Trenerry et al. (2021) and Muniandy et al. (2024) show that the absence of digital readiness leads to resistance and job burnout, which diminishes positive work attitudes and increases job dissatisfaction. Based on this discussion, the research hypotheses are formulated as follows:

H3: *Organizational climate significantly influences job satisfaction.*

H4: *Digital readiness significantly moderates the relationship between organizational climate and job satisfaction.*

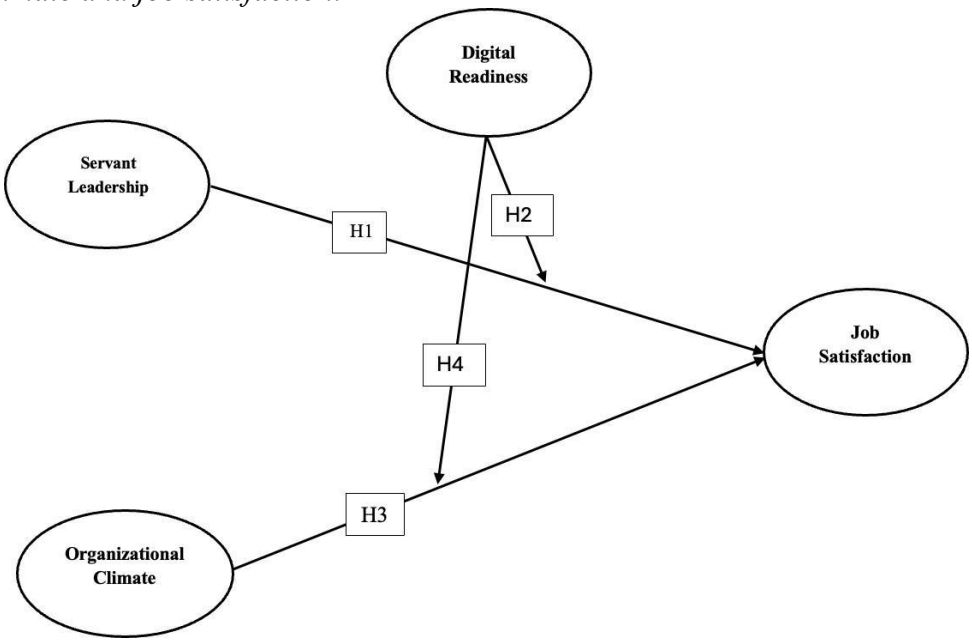

Figure 1. Research Model

Research Method

This study adopts a quantitative method using an explanatory research design, intended to explore the relationships between servant leadership, organizational climate, and job satisfaction. Furthermore, it investigates the role of digital readiness as a reinforcing context in these relationships. Data were collected from employees who actively use digital devices in their daily work activities. The scope of the respondents is limited to those who are working in Bandung. A total of 147 respondents participated in this study, selected based on their direct involvement in digital-based work activities within their organizations.

The sample size was determined using the sample-to-variable ratio approach, where the number of measurement items is multiplied by five. According to Memon et al. (2020), a 5:1 ratio is considered the minimum acceptable threshold for explanatory quantitative research. With a total of 27 question items, the minimum requirement was 135 respondents. Therefore, the number of respondents in this study exceeds the recommended minimum and is considered sufficient for statistical analysis. Nonetheless, this study acknowledges that "rule of thumb" approaches have limitations compared to power analysis. Consequently, the findings are

interpreted carefully, focusing on explanatory and predictive objectives in line with the characteristics of the PLS-SEM method.

Data collection was conducted using an online questionnaire administered via Google Forms and approved by the faculty's ethics committee. The research instrument covering demographic information, servant leadership, organizational climate, job satisfaction, digital readiness, and utilized a five-point Likert scale. Servant leadership and organizational climate were measured using instruments from Karatepe et al. (2020), job satisfaction was assessed using the instrument from Susanto et al. (2022), and digital readiness was measured based on the instrument by Huang et al. (2022).

To analyze the collected data, we examined the simultaneous impact of servant leadership (X1) and organizational climate (X2) on job satisfaction (Y) with digital readiness as a moderating variable through the PLS-SEM technique. The reason for opting for PLS-SEM was based on its ability to test relationships between variables simultaneously and also incorporate the complexities of the models, which, in this case, will include moderation analysis. Furthermore, this method is considered flexible and effective for medium-sized samples and does not require a normal distribution assumption. Thus, it is highly suitable for testing theoretical models within organizations undergoing digital transformation (Tilahun et al., 2023).

Results and Discussion

The data analysis began with descriptive statistics to provide an initial overview of the research data characteristics based on 27 indicators employed in the study. These descriptive statistics aimed to illustrate the tendencies of respondents' answers regarding the variables of servant leadership, organizational climate, digital readiness, and job satisfaction prior to conducting further analysis using SEM. The data were obtained from 147 employees who actively work using digital devices, and the summary of descriptive statistics is presented in Table 1.

Table 1. Statistic Descriptive

Variables	Mean	Median	SD	Kurtosis
KM	3.647	4.000	0.914	0.800
IO	3.652	4.000	0.876	0.830
KK	3.823	4.000	0.691	-0.250
KD	3.893	4.000	0.689	-0.550

Note: KM = Servant Leadership; IO = Organizational Climate; KK = Job Satisfaction, KD = Digital Readiness

Based on Table 1, a general overview of respondents' perceptions toward servant leadership, organizational climate, digital readiness, and job satisfaction can be observed. These statistics include minimum values, maximum values, mean, standard deviation, and data distribution that demonstrate the tendencies of respondents' responses. This descriptive analysis is essential to ensure that the data possess adequate distribution and do not exhibit extreme anomalies before conducting further analysis.

Table 2 shows that the majority of the respondents are females (51.0%), and their age group is predominantly between 20 to 35 years (36.1%), indicating that most respondents are in their productive working years. In terms of job tenure, 46.3% respondents have been working in this current job for 5-10 years, which indicates a relatively mature level of organizational experience. Then, the majority of respondents hold bachelor's degrees (51.0%), followed by diploma and secondary education, reflecting a relatively good level of education. Respondents are evenly distributed from staff to top managerial levels (the largest proportion is staff and supervisor levels). Moreover, most respondents have been trained to be able to enhance their digital competency up to three times within the last two years (65.3%). The data

also showed that most respondents utilize digital devices frequently in their daily work activities, demonstrating that respondents have adequate experience with digital technology.

Table 2. Respondents Characteristics

Dimensions	Category	Total	Percentage
Gender	Male	72	49.0%
	Female	75	51.0%
Age	> 20 - 25 years	33	22.4%
	> 25 - 35 years	53	36.1%
	> 35 - 45 years	35	23.8%
	> 45 - 55 years	22	15.0%
	> 55 years	4	2.7%
Job Tenure	> 1- 5 years	39	26.5%
	> 5 - 10 years	68	46.3%
	> 10 - 15 years	25	17.0%
	> 15 years	15	10.2%
Education Background	High School / Vocational School / Equivalent	26	17.7%
	Diploma (D1 -D4)	30	20.4%
	Bachelor's Degree (S1)	75	51.0%
	Postgraduate Degree (S2/S3)	16	10.9%
Position	Staff / Member	44	29.9%
	Supervisor / Coordinator	41	27.9%
	Manager / Middle Leader	32	21.8%
	Senior Manager / Top Leader	30	20.4%
Frequency of Digital Training (last 2 years)	Never	11	7.5%
	< 3 times	96	65.3%
	> 3 times	40	27.2%
Utilization of Digital Devices at Work	Quite often	11	7.5%
	Often	111	75.5%
	Very often	25	17.0%

In this study, data testing was conducted using SmartPLS v4.1.1.6 employing the Partial Least Squares Structural Equation Modeling (PLS-SEM) method. The initial stage of analysis involved modeling the paths or relationships among the variables involved, namely servant leadership, organizational climate, job satisfaction, and digital readiness. After the structural model was formed, the analysis continued with evaluation of the measurement model (outer model) to ensure that each construct was measured validly and reliably before testing the relationships between variables.

Evaluation of the measurement model was performed through validity and reliability testing of the instrument. Convergent validity was tested to ensure that indicators within one construct truly represent the same construct. According to Hair et al. (2021), convergent validity can be assessed through outer loading values and Average Variance Extracted (AVE). Outer loading values are considered valid when they exceed 0.70 (Tavakol et al., 2020), whereas AVE values must exceed 0.50 for a construct to be deemed as having good convergent validity. This testing aims to ensure that indicator variance is more extensively explained by the measured variable compared to measurement error (Cheung et al., 2024).

The analysis demonstrated that all indicators retained in the model possess outer loading values above the recommended threshold (see Figure 2). Furthermore, all constructs have met the expectation of the Average Variance Extracted (AVE) for each construct. Although it is sometimes the case that indicators with weak loadings are retained, those with extremely low loadings (less than 0.40) are to be removed from the measurement model to enhance the overall quality. This is consistent with the guiding framework of test construction and revision that highlights the need for indicators to truly approximate the constructs being measured (Tavakol

et al., 2020; Hair et al., 2021). In this instance, the outer model analysis led to the removal of indicators SL1, SL2, and OC2 from further analytic consideration since they did not satisfy the loading requirements. Consequently, these indicators did not qualify for further analysis. Since the criteria for convergent validity and variable reliability have been met, the remaining indicators qualify for consideration and assessment on subsequent structural model testing. Table 3 summarizes the outcomes of the validity and reliability tests.

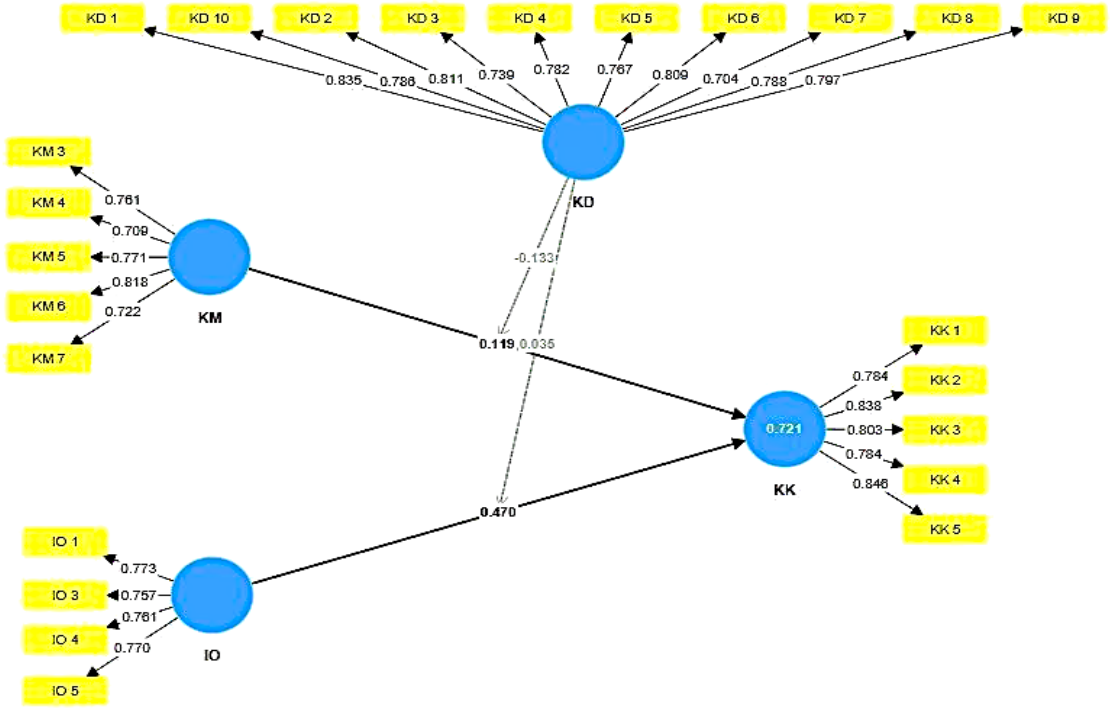

Figure 2. Outer Model Evaluation

Table 3. Convergent validity results

Variables	Indicators	Outer Loadings	AVE
Servant Leadership (KM)	KM3	0.761	0.573
	KM4	0.709	
	KM5	0.771	
	KM6	0.818	
	KM7	0.722	
Organizational Climate (IO)	IO1	0.773	0.586
	IO3	0.757	
	IO4	0.761	
	IO5	0.770	
Job Satisfaction (KK)	KK1	0.784	0.658
	KK2	0.838	
	KK3	0.803	
	KK4	0.784	
	KK5	0.846	
Digital Readiness (KD)	KD1	0.835	0.613
	KD 2	0.811	
	KD 3	0.739	
	KD 4	0.782	
	KD 5	0.767	
	KD 6	0.809	
	KD 7	0.704	
	KD 8	0.788	
	KD 9	0.797	
	KD10	0.789	

Discriminant validity was evaluated using the Fornell–Larcker criterion by examining whether the square root of the Average Variance Extracted (AVE) for each construct was higher than its correlations with other constructs in the model. A construct is considered to demonstrate adequate discriminant validity when this condition is met. Additionally, indicators are expected to show stronger loadings on their intended constructs than on any other constructs. Based on this approach, discriminant validity was assessed in the present study, and the results are presented in Table 4.

Table 4. Fornell-Larcker criterion

Variables	IO	KD	KK	KM
IO	**0.766**			
KD	0.547	**0.783**		
KK	0.761	0.716	**0.811**	
KM	0.593	0.397	0.492	**0.757**

Note: KM = Servant Leadership; IO = Organizational Climate; KK = Job Satisfaction, KD = Digital Readiness

Based on this study, reliability testing was conducted using two primary indicators, namely Cronbach's Alpha and Composite Reliability. A construct is considered reliable if the Composite Reliability value exceeds 0.70 and Cronbach's Alpha exceeds 0.60 (Hair et al., 2021). All existing variables, Based upon the analysis of the data completed for this study, demonstrate that they have successfully completed their reliability testing as demonstrated, with all instruments measuring servant leadership, organisational climate, job satisfaction, and digital preparedness all confirmed as being reliable with all Cronbach's alpha and composite reliability coefficient values exceeding the 0.70 mark. The range of Cronbach's Alpha values were from: 0.766 to 0.930 and for Composite Reliability coefficient from: 0.850 to 0.940 and, in conclusion, both Composite Reliabilities and Cronbach's alpha are acceptable. Table 5 contains full detailed data regarding the values listed in Table 5.

Table 5. Reliability test

Variables	Cronbach's alpha	Composite reliability
KM	0.815	0.850
IO	0.766	0.940
KK	0.870	0.906
KD	0.930	0.870

Note: KM = Servant Leadership; IO = Organizational Climate; KK = Job Satisfaction, KD = Digital Readiness

The results of the inner model can be observed in Figure 3. Evaluation of the inner model construction in this study was conducted by examining the coefficient of determination (R-Square), which is used to measure the extent to which endogenous variables are influenced by other variables. As indicated in Hair et al. (2021), R-square values range from 0 to 1, with higher values indicating a greater degree of explanatory power of the model. Therefore, for example, values of R-square equal to 0.75 represent strong explanatory power of the model; values of R-square equal to 0.50 represent moderate explanatory power; and values of R-square equal to 0.25 represent low explanatory power. The findings of data processed in the current study indicate that the R-square value for the job satisfaction dimension was 0.721, meaning that 72.1% of the variation in employee job satisfaction can be explained by the independent variables in the research model, namely servant leadership, organizational climate, and the role of

digital readiness as a moderating context. Meanwhile, the remaining 27.9% is influenced by other factors outside this research model. Details of the R-square values are presented in Table 6.

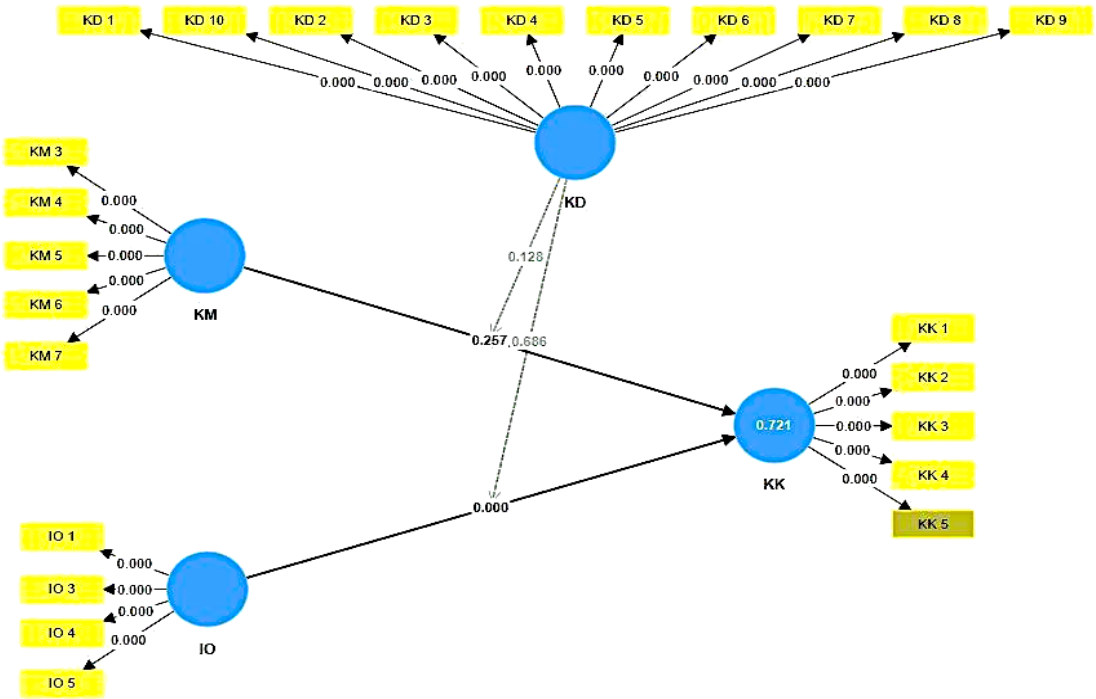

Figure 3. Inner Model Evaluation

Table 6. R-Square

Variable	R-Square	R-Square adjusted
KK	0.721	0.711

Note: KK = Job Satisfaction

Model Fit and Hypothesis Testing

The Normed Fit Index (NFI) is used to assess the overall fit of the model, where higher values indicate a better fit. According to Hair et al. (2021), an NFI value of > 0.80 can be considered acceptable, although this index is not the primary criterion in the PLS-SEM approach. However, this study shows an NFI value of 0.572, indicating that the global model fit remains limited. Additionally, the chi-square values for the saturated model (1309.658) and the estimated model (1307.640) show a very small difference, suggesting that the estimated model adequately represents the data structure. It should be noted that this index is sensitive to sample size and is not the main priority in PLS-SEM (Hair et al., 2021). The Standardized Root Mean Square Residual (SRMR) produced a value of 0.091, which is below the maximum threshold of < 0.10 and is acceptable in PLS-SEM analysis (Hair et al., 2021). Based on these results, it can be concluded that the research model has a relatively good level of fit for predictive analysis purposes.

The t-statistics and p-values are used to evaluate the hypothesis testing in this study based on the data processing results. Referring to the guidelines by Hair et al. (2021), a relationship is considered statistically significant if the t-statistic is greater than 1.96 and the p-value is less than 0.05. The findings indicate that Hypothesis 3 (H3) is supported as it meets the established criteria. In contrast, Hypothesis 1 (H1), Hypothesis 2 (H2), and Hypothesis 4 (H4) are not supported. Specifically, H1 has a p-value of 0.257 (> 0.05) and a t-statistic of 1.134 (< 1.96), H2 has a p-value of 0.128 (> 0.05) and a t-statistic of 1.522 (< 1.96), and H4 shows a p-value

of 0.686 (> 0.05) and a t-statistic of 0.404 (< 1.96). The detail result of the hypothesis testing is presented in Table 7.

Table 7. Hypothesis Test Result

Path	Original sample	T-Statistics	P-values	Conclusion
(H1) KM => KK	0.119	1.134	0.257	Hipotesis-1 not supported
(H2) KDx KM => KK	-0.133	1.522	0.128	Hipotesis-2 not supported
(H3) IO => KK	0.470	4,315	0.000	Hipotesis-3 supported
(H4) KD x IO => KK	0.035	0.404	0.686	Hipotesis-4 not supported

Note: KM = Servant Leadership; IO = Organizational Climate; KK = Job Satisfaction, KD = Digital Readiness

Servant Leadership and Job Satisfaction

The results indicate that servant leadership does not significantly influence employee job satisfaction (p-value=0.257, > 0.05). Therefore, the first hypothesis is not supported. This finding suggests that service-oriented leadership behavior is not a direct determinant of work fulfillment. This result is consistent with previous research indicating that job satisfaction is more strongly determined by factors such as rewards, working conditions, coworker relationships, organisational policies, career development opportunities, and the overall work environment than by the leadership style of supervisor (Artawan et al., 2024). In an increasingly digitalized work environment, employee satisfaction appears to be more influenced by role clarity, technological support, manageable workloads, and the availability of relevant job resources rather than leadership style alone. Moreover, most of the respondents have been trained in digital literacy, thus it can be concluded that they are capable of finishing and accomplishing their work regardless of their leaders' behavior.

According to Job Demands–Resources (JD-R) Theory, a balance of job demand and job resources will enhance the sense of work fulfillment and meaning (Tummers & Bakker, 2021; Bakker, 2023). In the digital era, technological transformation increases demands and requires a modification in finishing work. For example, the adoption of technology will lead to digital intensity and cognitive load. Consequently, employees may prioritize system efficiency over leadership relationships (Zhou et al., 2025). This situation happened because when digital intensity are not balanced by adequate structural resources, the role of servant leadership as a job resource may become less dominant (Bakker, 2023). This is particularly relevant because the majority of respondents are in their productive years (25-35 years old) with high digital capacity, making organizational support systems more critical than direct leadership influence.

The Influence of Organizational Climate on Job Satisfaction

In contrast to servant leadership, the results show that organizational climate has a positive and significant effect on job satisfaction (p-value=0.000, < 0.05). Thus, the third hypothesis is supported. This confirms that employee perceptions of the work atmosphere play a vital role in enhancing the sense of fulfilment and satisfaction. Based on Table 2, this study involved respondents that have been working over five years in this current organization. Therefore, it can be concluded that they have a deep understanding of and experience in explaining the atmosphere, social relationship, and the culture in the organization. Align with JD-R Theory, a supportive, collaborative, and family-friendly organizational climate acts as a collective job resource that reduces demands and promotes engagement and well-being (Abdullah, 2022; Bakker, 2023). When employees perceive a warm, supportive, and positive vibe at work, they tend to contribute more and perceive work fulfillment that will lead to a higher job satisfaction. These findings align with Li et al. (2020) and Powell et al. (2021), reinforcing the idea that a healthy working situation is a key driver of positive work attitudes.

Digital Readiness as a Moderator for Servant Leadership and Job Satisfaction

The findings indicate that digital readiness does not moderate the influence of servant leadership on job satisfaction (the second hypothesis is not supported). This result suggests that digital readiness does not make any difference on the relationship between servant leadership and job satisfaction. Based on Table 2, the respondents in this study have been regularly adopt technology as their daily basis. Thus, their capacity to adopt technology becomes homogenous, leaving no respondent left behind in terms of digital capacity. This lack of variation may cause a "ceiling effect," where the measurement tool cannot capture differences because the scores are concentrated at the high end (Yeung et al., 2024). In this case, digital readiness has become a basic operational prerequisite rather than a contingency factor that strengthens leadership influence. This is consistent with Chen et al. (2024), who state that digital readiness supports processes but does not necessarily boost the impact of leadership behaviors on working experience.

Digital Readiness as a Moderator for Organizational Climate and Job Satisfaction

Similarly, digital readiness does not moderate the relationship between organizational climate and job satisfaction, as shown by a t-statistic of 0.404 (< 1.96) and a p-value of 0.686 (> 0.05). Thus, the forth hypothesis is not supported. This indicates that the positive impact of the working atmosphere on work attitudes remains constant regardless of the employee's level of digital readiness. The high intensity of technology adoption at work has likely created a homogenous perception, leading again to a potential ceiling effect (Yeung et al., 2024). In the JD-R framework, organization atmosphere, social relationship, and supportive working climate are a collective resource (Abdullah, 2022). Therefore, managerial implications suggest that organizations should focus on fostering a conducive climate (through open communication, participative decision making and consistent HR practices) as it is a primary driver of employees' meaning at work (Bakker, 2023). While servant leadership did not show a direct effect, its values remain a potential resource that requires clear organizational structures to function optimally. In digitally mature organizations, collective resources like climate play a more decisive role than individual technology-based resources.

Conclusion

This study examines the role of servant leadership and organizational climate in enhancing employee job satisfaction through digital readiness. The analysis results indicate that organizational climate and digital readiness have a significant effect on job satisfaction, whereas servant leadership does not demonstrate a significant influence. These findings suggest that in the context of digital transformation, employee job satisfaction is more extensively shaped by supportive work environment conditions and the readiness of individuals and systems in facing digital demands, compared to leadership styles oriented solely toward service. In the digital work era, the work environment is characterized by increased use of collaborative technology, flexibility in work time and location that is distributed, and integration of online and offline work systems through hybrid work patterns. Employees may experience a decline in social relationships in the work environment due to higher intensity of working with technology.

These findings carry practical implications. Clarity of work processes, adequate technological support, creation of informal social activities, and organizational responsiveness to employees' digital needs become important components of comfort and job satisfaction in the digital era. Consequently, this study affirms that digital readiness serves as an important context that frames the effectiveness of organizational factors in shaping employee work experiences. Meanwhile, from a theoretical standpoint, this study affirms that digital readiness

serves as an important context that frames the effectiveness of organizational factors in shaping employee work experiences in digital era.

This study has been conducted following proper methodological procedures. However, it remains subject to several limitations. First, this study only involved 147 respondents. Although this number already meets the minimum sample requirements, a larger sample would be more effective in model prediction and generalization purposes. Future research is expected to involve respondents from various industries with a larger sample size. Second, digital readiness was not analyzed based on respondent generations (Generation Z, Millennial Generation, and Baby Boomer Generation). Even though this study has collected data regarding the frequency of training provided, the group analysis has not yet been conducted. This is considered important because each generation will have different levels of digital readiness and competency. Overall, this study demonstrates that employee job satisfaction in the digital era is increasingly determined by the quality of the work environment (workplace atmosphere, warm relationship, and supportive culture) and organizational readiness in managing technology-based demands. The digital work environment is characterized by the use of collaborative systems, hybrid work patterns, and work interactions extensively mediated by technology, which have the potential to reduce the intensity of direct social relationships. In this context, a supportive organizational climate that emphasizes social interaction, clarity of work processes, and adequate technological support become important resources in maintaining employee comfort and job satisfaction. These findings confirm that digital readiness functions as a work context that frames the effectiveness of organizational factors.

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