Indonesian Journal of Education & Mathematical Science
Vol. 5, No. 3, September 2024, pp. 165~178
ISSN: 2721-3838, DOI: 10.30596/ijems.v5i3.19034

Increasing Teacher Work Productivity through Strengthening Organizational Culture, Interpersonal Communication, Tasks Interdependence, Job Satisfaction and Work Motivation

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ABSTRACT

Work productivity is the potential or power produced by individuals which is used to achieve maximum results to achieve effective and quality output. Based on preliminary research, it is known that the work productivity of teachers at PGRI Vocational Schools in Bogor Regency needs to be increased in order to achieve educational goals. Therefore, research is needed to obtain information on variables related to increasing work productivity. The aim of this research is to carry out strategies and ways to increase work productivity by conducting research on the influence of organizational culture variables, interpersonal communication, task interdependence, job satisfaction and work motivation. This research uses the path analysis method to determine the influence between the variables studied and the SITOREM method for indicator analysis in order to obtain optimal solutions in an effort to increase work productivity.

Keywords: Work Productivity, Organizational Culture, Interpersonal Communication, Task Interdependence, Job Satisfaction, Work Motivation, SITOREM Analysis

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1. INTRODUCTION

Human resources are the main asset for the Organization. Resources that have reason, feelings, desires, abilities and skills. All human resource potential greatly influences efforts to achieve an organization's goals. So that the organization and the individuals within it are talents that are not usually separated (Nengsih, 2015). Because the role of human resources is very important for an organization. So the success of an organization depends on the resources it has and how the organization can increase its productivity. Productive human resources will be able to complete their tasks correctly, quickly, and have good communication with superiors and colleagues (Hastuti, Dewi, Suhardini, 2016). Mukhyi and Hudiyanto (2016) stated that the essence of human resources in every organization or company, especially in educational institutions, is the existence of human resources as workforce. Therefore, what is meant by human resources is the workforce in an organization. From this opinion it is clear that human resources are workers who occupy a position or a group of people who have responsibility for carrying out tasks or work in a particular organization.

In the process of improving the quality of human resources, teachers in the world of education play a very important role by carrying out their professional duties. Teachers are always required to be able to improve their abilities related to their work productivity as teachers. According to Fatah (2015) states that productivity is the result of the work of a person or organization which is the appearance or performance of a person or a particular organization as a whole. And Pratiwi (2016) defines that a teacher's performance must also be accompanied by work productivity as a professional educator.

Teacher work productivity can be viewed from the teacher's duties as stated in the main duties and functions of the teacher. The main duties and functions of teachers are to assist and be responsible to the

principal in teaching and learning activities, including: (a) making teaching equipment good and complete; (b) carrying out learning activities; (c) carrying out learning process assessment activities, daily tests, general tests and final exams; (d) carry out analysis of daily test results; (e) develop and implement improvement and enrichment programs; (f) fill in the student's score list; (g) carry out guiding activities (instilling knowledge) to other teachers in the learning process; (h) make learning tools; (i) foster an attitude of appreciation for works of art; (j) participate in curriculum development and socialization activities; (k) carrying out certain tasks at school; (l) develop learning programs; (m) make notes about the progress of students' learning outcomes; (n) fill in and examine the attendance list before starting the lesson; (o) organize the cleanliness of the classroom and surrounding areas and collect and calculate credit points for promotion.

Based on a preliminary survey conducted on 17-30 January 2024 by distributing questionnaires to 30 PGRI Vocational High School (SMK) school stakeholders in Bogor Regency, data was obtained that: 1). There are 35.5% of respondents who have not met expectations in terms of work responsibilities, 2). There are 42.7% of respondents who have not met expectations in constructive actions, 3) There are 37.8% of respondents who have not met expectations in intrinsic motivation, 4). There are 41.5% of respondents who have not met expectations in terms of positive contribution, and 5). There were 45.8% of respondents who did not meet expectations in achieving work results.

The survey results above show that the work productivity of teachers at PGRI Vocational High Schools (SMK) in Bogor Regency still needs to be improved and considering that work productivity is an important element related to achieving educational goals, this work productivity is interesting to research.

The aim of the research is to produce strategies and methods for increasing teacher work productivity, namely by strengthening independent variables that have a positive effect on work productivity. These variables are Organizational Culture, Interpersonal Communication, Task Interdependence, Organizational Commitment, and Motivation. The optimal solution found is then used as a recommendation to related parties, namely teachers, school principals, school supervisors, school organizing institutions and education offices

2. RESEARCH METHOD

As explained above, this research aims to find strategies and ways to increase teacher work productivity through research on the strength of influence between teacher work productivity as the dependent variable and organizational culture, interpersonal communication, task interdependence, as independent variables and job satisfaction and work motivation. as an intervening variable. The research method used is a survey method with a path analysis test approach to test statistical hypotheses and the SITOREM method for indicator analysis to determine optimal solutions for increasing teacher work productivity.

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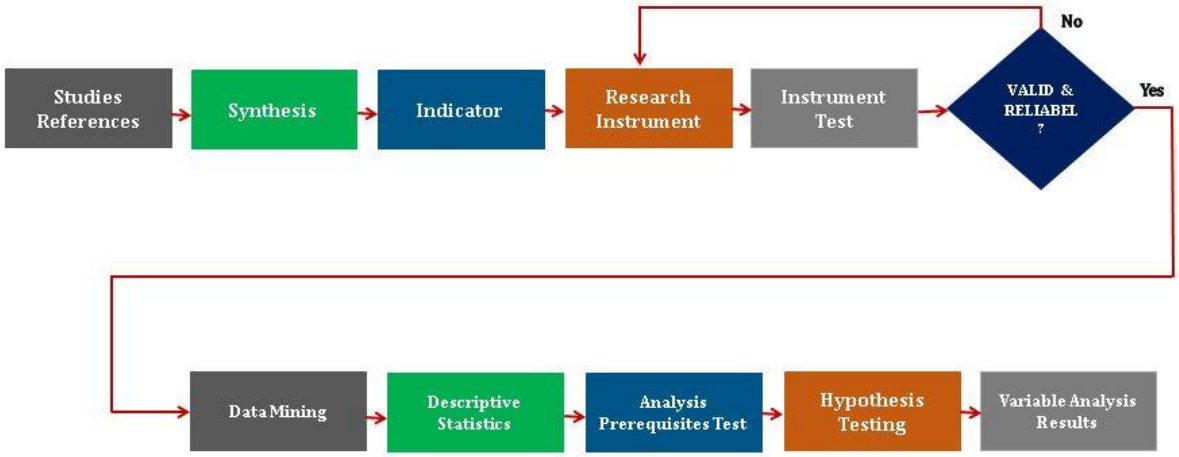

Fig 1. Quantitative Research Step

The research was carried out on foundation permanent teachers (GTY) of PGRI Vocational High Schools (SMK) in Bogor Regency with a teacher population of 289 people, with a sample of 168 teachers calculated using the Slovin formula taken from Umar.

Data collection in this research used research instruments in the form of questionnaires which were distributed to teachers as research respondents. The research instrument items are derived from the research indicators whose conditions will be explored. Before being distributed to respondents, the research instrument was first tested to determine its validity and reliability. The validity test was carried out using the Pearson Product Moment technique, while for the reliability test a calculation was used using the Cronbach's Alpha formula. After the data is collected, homogeneity tests, normality tests, linearity tests, simple correlation analysis, coefficient of determination analysis, partial correlation analysis, and statistical hypothesis testing are then carried out.

Next, indicator analysis was carried out using the SITOREM method from Hardhienata to determine the priority order for improving indicators as a recommendation to related parties as a result of this research. In determining the priority order for handling indicators, SITOREM uses three criteria, namely (1) the strength of the relationship between variables obtained from hypothesis testing, (2) the priority order for handling indicators resulting from expert assessments, and (3) the indicator value obtained from data calculations obtained from the answers of research respondents.

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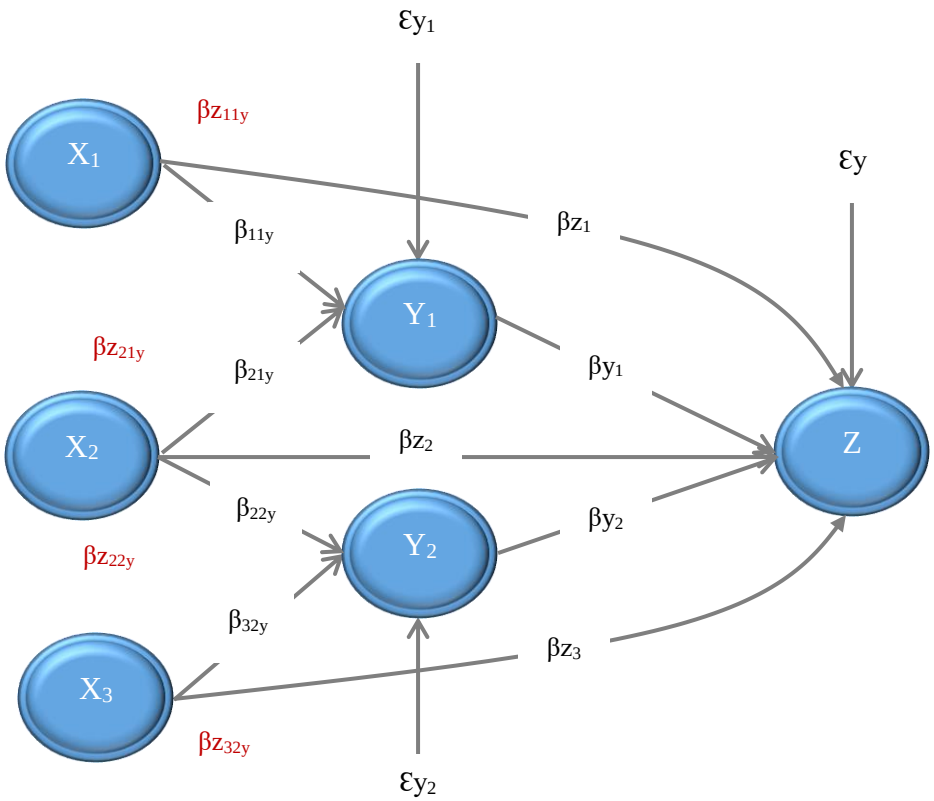

Fig. 2 Research Constellation

X1	:	Organizational Culture	Y1	:	Job Satisfaction
X2	:	Interpersonal Communication	Y2	:	Work Motivation
X3	:	Task Interdependence	Z	:	Work Productivity

βz1 : Direct influence of Organizational Culture (X1) on Work Productivity (Z).
βz2 : Direct influence of Interpersonal Communication (X2) on Work Productivity (Z).
βz3 : Direct influence of Task Interdependence (X3) on Work Productivity (Z).
βy1 : Direct effect of Job Satisfaction (Y1) on Work Productivity (Z).
βy2 : Direct influence of work motivation (Y2) on work productivity (Z).
β11y : Direct influence of organizational culture (X1) on job satisfaction (Y1)
β21y : Direct influence of Interpersonal Communication (X2) on Job Satisfaction (Y1).
β22y : Direct influence of Interpersonal Communication (X2) on Work Motivation (Y2)
β32y : Direct influence of task interdependence (X3) on work motivation (Y2)
βz11y : Indirect influence of Organizational Culture (X1) on Work Productivity (Z) through Job Satisfaction (Y1)
βz21y : Indirect influence of Interpersonal Communication (X2) on Work Productivity (Z) through Job Satisfaction (Y1)
βz22y : Indirect influence of Interpersonal Communication (X2) on Work Productivity (Z) through Work Motivation (Y2)
βz32y : Indirect influence of Task Interdependence (X3) on Work Productivity (Z) through Work Motivation (Y2)

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3. RESULTS AND DISCUSSION

Based on the results of the analysis of statistical descriptions for research variables, symptoms of central data can be revealed as listed in the following table:

Table 1. Summary of Statistical Description of Research Variables

Description	Organizational Culture (X_1)	Interpersonal Communication (X_2)	Task Interdependence (X_3)	Job Satisfaction (Y_2)	Work Motivation (Y_2)	Work Productivity (Z)
Mean	122.80	126.75	126.28	124.10	121.05	122.91
Standard Error	1.77186	1.75046	1.25326	1.37182	1.21728	1.19771
Median	130	134	130	129	124	126.5
Mode	149	150	136	149	121	130
Stand Deviation	24.2945	24.001	17.1838	21.2945	16.6906	16.4221
Sample Variance	590.223	576.049	295.284	320.223	278.575	269.687
Kurtosis	0.5498	1.64903	0.85695	0.3495	0.58266	1.64832
Skewness	-0.7772	-1.4904	-1.0468	-0.6772	-0.9844	-1.3927
Range	101	101	77	90	70	81
Minimum Score	59	52	75	69	74	64
Maximum Score	160	153	152	170	144	145

Based on the overall calculation results of the error normality test in this study, it can be seen in the summary in the following table:

Table 2. Estimated Standard Error Normality Test

Estimate Error	n	L_{count}	L_{table}		Decision
			$\alpha = 0,05$	$\alpha = 0,01$	
$z - \hat{Y}_1$	168	0.003	0.065	0.075	Normality
$z - \hat{Y}_2$	168	0.002	0.065	0.075	Normality
$z - \hat{Y}_3$	168	0.007	0.065	0.075	Normality
$z - \hat{Y}_4$	168	0.006	0.065	0.075	Normality
$z - \hat{Y}_5$	168	0.006	0.065	0.075	Normality
$Y_1 - X_1$	168	0.001	0.065	0.075	Normality
$Y_1 - X_2$	168	0.004	0.065	0.075	Normality
$Y_2 - X_2$	168	0.002	0.065	0.075	Normality
$Y_2 - X_3$	168	0.004	0.065	0.075	Normality
Normal distribution requirements : $L_{count} < L_{table}$					

Based on the overall calculation results of the error normality test in this study, it can be seen in the summary in the following table:

Table 3. Summary of Data Variance Homogeneity Test

Grouping	X^2_{count}	X^2_{table} $\alpha = 0,05$	Kesimpulan
y on the basis of X_1	3714.91	6132.59	Homogeneity

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Grouping	X^2_{count}	X^2_{table} $\alpha = 0,05$	Kesimpulan
y on the basis of X_2	4563.34	5768.59	Homogeneity
y on the basis of X_3	3823.33	7288.01	Homogeneity
y on the basis of Y_1	4592.84	8451.28	Homogeneity
y on the basis of Y_2	4613.17	6192.48	Homogeneity
Y_1 on the basis of X_1	3678.36	7678.01	Homogeneity
Y_1 on the basis of X_2	3710.50	6132.59	Homogeneity
Y_2 on the basis of X_2	4469.28	6890.01	Homogeneity
Y_2 on the basis of X_3	4912.17	7288.01	Homogeneity
Homogeneous population requirement : $\chi^2_{countg} < \chi^2_{table}$			

The overall calculation results of the regression model in this research can be seen in the summary in the following table:

Table 4. Regression Model

Relationship Model Between Variables	Regression Model	Results Significance Test
y on x_1	$\hat{y} = 67,122 + 0,715X$	Significant
y on x_2	$\hat{y} = 72,423 + 0,447X$	Significant
y on x_3	$\hat{y} = 72,122 + 0,382X$	Significant
y on y_1	$\hat{y} = 56,152 + 0,577X$	Significant
y on y_2	$\hat{y} = 54,165 + 0,623X$	Significant
y_1 on x_1	$\hat{y} = 59,508 + 0,645X$	Significant
Y_1 on x_2	$\hat{y} = 54,744 + 0,523X$	Significant
y_2 on x_2	$\hat{y} = 58,693 + 0,533X$	Significant
y_2 on x_3	$\hat{y} = 69,508 + 0,645X$	Significant
y on x_1 through y_1	$\hat{y} = 51,45 + 0,44X_1 + 0,30X_2$	Significant
y on x_2 through y_1	$\hat{y} = 50,23 + 0,42X_1 + 0,54X_2$	Significant
y on x_2 through y_2	$\hat{y} = 56,77 + 0,40X_1 + 0,36X_2$	Significant
y on x_3 through y_2	$\hat{y} = 44,12 + 0,37X_1 + 0,43X_2$	Significant

A. Regression Model Significance Test

The overall calculation results of the linearity test of the regression model in this study can be seen in the summary in the following table:

Table 5. Summary of Regression Model Significance Test Results (F Test)

Relationship Model Between Variables	Sig	α	Results Significance Test
y on x_1	$0,000^b$	0,005	Significant
y on x_2	$0,000^b$	0,005	Significant
y on x_3	$0,000^b$	0,005	Significant
y on y_1	$0,000^b$	0,005	Significant
y on y_2	$0,000^b$	0,005	Significant
y_1 on x_1	$0,000^b$	0,005	Significant
Y_1 on x_2	$0,000^b$	0,005	Significant

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Relationship Model Between Variables	Sig	α	Results Significance Test
y_2 on x_2	0,000[b]	0,005	Significant
y_2 on x_3	0,000[b]	0,005	Significant
y on x_1 through y_1	0,000[b]	0,005	Significant
y on x_2 through y_1	0,000[b]	0,005	Significant
y on x_2 through y_2	0,000[b]	0,005	Significant
y on x_3 through y_2	0,000[b]	0,005	Significant
Significant Terms : Sig < α			

The overall calculation results of the linearity test of the regression model in this study can be seen in the summary in the following table:

Table 6. Summary of Regression Model Linearity Test Results (t Test)

Relationship Model Between Variables	Sig	α	Hasil Uji Pola Linearitas
y on x_1	0,000	0,005	Linearity
y on x_2	0,000	0,005	Linearity
y on x_3	0,000	0,005	Linearity
y on y_1	0,000	0,005	Linearity
y on y_2	0,000	0,005	Linearity
y_1 on x_1	0,000	0,005	Linearity
Y_1 on x_2	0,000	0,005	Linearity
y_2 on x_2	0,000	0,005	Linearity
y_2 on x_3	0,000	0,005	Linearity
y on x_1 through y_1	0,000	0,005	Linearity
y on x_2 through y_1	0,000	0,005	Linearity
y on x_2 through y_2	0,000	0,005	Linearity
y on x_3 through y_2	0,000	0,005	Linearity
Linear Terms : Sig < α			

Multicollinearity testing aims to determine whether the regression model found any correlation between independent variables or independent variables. Testing uses the Spearman Test. The effect of this multicollinearity is that it causes high variability in the sample. This means that the standard error is large, as a result, when the coefficient is tested, tcount will be a smaller value than ttable. The overall calculation results of the multicollinearity test are as follows:

Table 7. Summary of Multicollinearity Test

Independent Variable	Tolerance	VIF	Precondition	Decision
Organizational Culture (X1)	0.211	4.645	H_0 : VIF < 10, there is no multicollinearity H_1 : VIF > 10, there is multicollinearity	Ho accepted There is no multicollinearity

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Independent Variable	Tolerance	VIF	Precondition	Decision
Interpersonal Communication (X2)	0.212	4.771	H_0 : VIF < 10, there is no multicollinearity H_1 : VIF > 10, there is multicollinearity	Ho accepted There is no multicollinearity
Task Interdependence (X3)	0.212	4.408	H_0 : VIF < 10, there is no multicollinearity H_1 : VIF > 10, there is multicollinearity	Ho accepted There is no multicollinearity
Job Satisfaction (Y1)	0.237	4.356	H_0 : VIF < 10, there is no multicollinearity H_1 : VIF > 10, there is multicollinearity	Ho accepted There is no multicollinearity
Work Motivation (Y2)	0.243	4.122	H_0 : VIF < 10, there is no multicollinearity H_1 : VIF > 10, there is multicollinearity	Ho accepted There is no multicollinearity

In this research, to test whether there is heteroscedasticity using the Glejser Test where if the significant value is <0.05 then heteroscedasticity occurs, if on the contrary the significance value is ≥ 0.05 then homoscedasticity occurs. The overall calculation results of the heteroscedasticity test in this study can be seen in the summary in the following table:

Table 8. Summary of Heteroscedacity Test

Independent Variable	Sig.	α	Precondition	Decision
Organizational Culture (X1)	0,000	0,05	H_0 : Sig < 0,05 then there is no heteroscedasticity. H_1 : Sig ≥ 0,05 then there is heteroscedasticity.	Ho accepted There is no heteroscedasticity
Interpersonal Communication (X2)	0,000	0,05	H_0 : Sig < 0,05 then there is no heteroscedasticity. H_1 : Sig ≥ 0,05 then there is heteroscedasticity.	Ho accepted There is no heteroscedasticity
Task Interdependence (X3)	0,000	0,05	H_0 : Sig < 0,05 then there is no heteroscedasticity. H_1 : Sig ≥ 0,05 then there is heteroscedasticity.	Ho accepted There is no heteroscedasticity
Job Satisfaction (Y1)	0,000	0,05	H_0 : Sig < 0,05 then there is no heteroscedasticity. H_1 : Sig ≥ 0,05 then there is heteroscedasticity.	Ho accepted There is no heteroscedasticity
Work Motivation (Y2)	0,000	0,05	H_0 : Sig < 0,05 then there is no heteroscedasticity. H_1 : Sig ≥ 0,05 then there is heteroscedasticity.	Ho accepted There is no heteroscedasticity

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Path Analysis

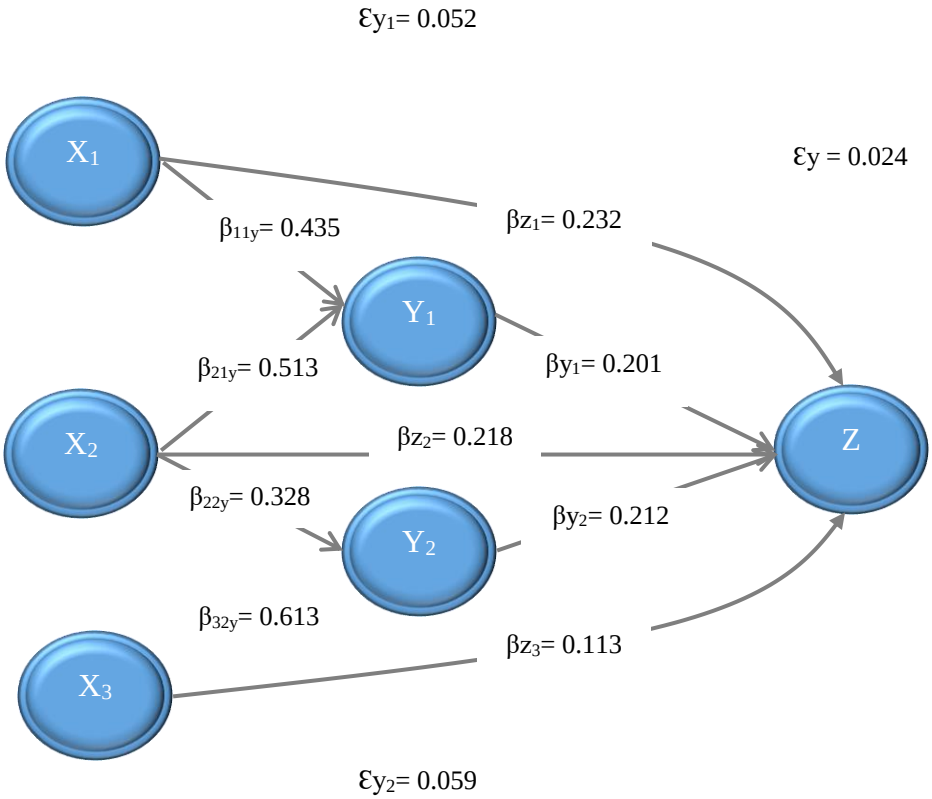

Fig. 3 Path Analysis Results

X1	:	Organizational Culture	Y1	:	Job Satisfaction
X2	:	Interpersonal Communication	Y2	:	Work Motivation
X3	:	Task Interdependence	Z	:	Work Productivity

The influence between the independent variable and the dependent variable when viewed from path analysis, the influence on the Work Productivity variable (Z) is formed as a result of the functioning of Organizational Culture (X1), Interpersonal Communication (X2), Task Interdependence (X3) Job Satisfaction (Y1) and Work Motivation (Y2). Discussion of research results can be described as follows:

Table 9. Research Hypothesis

Hypothesis	Path Analysis	Uji Statistik	Decision	Conclusion
Organizational Culture (X1) on Work Productivity (Z)	0.232	$H_0 : \beta_{z1} \leq 0$ $H_1 : \beta_{z1} > 0$	H_0 rejected H_1 accepted	Direct Positive Influence
Interpersonal Communication (X2) on Organizational Culture (Z)	0.218	$H_0 : \beta_{z2} \leq 0$ $H_1 : \beta_{z2} > 0$	H_0 rejected H_1 accepted	Direct Positive Influence
Task Interdependence (X3) on Work Productivity (Z)	0.113	$H_0 : \beta_{z3} \leq 0$ $H_1 : \beta_{z3} > 0$	H_0 rejected H_1 accepted	Direct Positive Influence
Job Satisfaction (Y1) on Work Productivity (Z)	0.201	$H_0 : \beta_{Y1} \leq 0$ $H_1 : \beta_{Y1} > 0$	H_0 rejected H_1 accepted	Direct Positive Influence
Work Motivation (Y2) on Work Productivity (Z)	0.212	$H_0 : \beta_{Y2} \leq 0$ $H_1 : \beta_{Y2} > 0$	H_0 rejected H_1 accepted	Direct Positive Influence
Organizational Culture (X1) on Job Satisfaction (Y1)	0.435	$H_0 : \beta_{11y} \leq 0$ $H_1 : \beta_{11y} > 0$	H_0 rejected H_1 accepted	Direct Positive Influence
Interpersonal Communication (X2) on Job Satisfaction (Y1)	0.513	$H_0 : \beta_{12y} \leq 0$ $H_1 : \beta_{12y} > 0$	H_0 rejected H_1 accepted	Direct Positive Influence
Interpersonal Communication (X2) on Work Motivation (Y2)	0.328	$H_0 : \beta_{22y} \leq 0$ $H_1 : \beta_{22y} > 0$	H_0 rejected H_1 accepted	Direct Positive Influence
Task Interdependence (X3) on Work Motivation (Y2)	0.613	$H_0 : \beta_{32Y} \leq 0$ $H_1 : \beta_{32Y} > 0$	H_0 rejected H_1 accepted	Direct Positive Influence
Organizational Culture (X1) on Work Productivity (Z) through Job Satisfaction (Y1)	0.049	$H_0 : \beta_{z11} \leq 0$ $H_1 : \beta_{z11} > 0$	H_0 rejected H_1 accepted	Indirect Positive Influence
Interpersonal Communication (X2) on Work Productivity (Z) through Job Satisfaction (Y1)	0.119	$H_0 : \beta z_{12} \leq 0$ $H_1 : \beta z_{12} > 0$	H_0 rejected H_1 accepted	Indirect Positive Influence
Interpersonal Communication (X2) on Work Productivity (Z) through Work Motivation (Y2)	0.076	$H_0 : \beta z_{22} \leq 0$ $H_1 : \beta z_{22} > 0$	H_0 rejected H_1 accepted	Indirect Positive Influence
Task Interdependence (X3) on Work Productivity (Z) through Work Motivation (Y2)	0.133	$H_0 : \beta z_{32} \leq 0$ $H_1 : \beta z_{32} > 0$	H_0 rejected H_1 accepted	Indirect Positive Influence

The indirect effect test is used to test the effectiveness of the intervening variable which mediates the independent variable and the dependent variable. The results of the indirect influence test are as follows**:**

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Table 10. Research Hypothesis

Indirect Influence	Z_{Count}	Z_{table}	Decision	Conclusion
Organizational Culture (X1) on Work Productivity (Z) through Job Satisfaction (Y1)	4,238	1,966	H_0 rejected H_1 accepted	proven to mediate
Interpersonal Communication (X2) on Work Productivity (Z) through Job Satisfaction (Y1)	4,114	1,966	H_0 rejected H_1 accepted	proven to mediate
Interpersonal Communication (X2) on Work Productivity (Z) through Work Motivation (Y2)	4.654	1,966	H_0 rejected H_1 accepted	proven to mediate
Task Interdependence (X3) on Work Productivity (Z) through Work Motivation (Y2)	4.478	1,966	H_0 rejected H_1 accepted	proven to mediate

B. Optimal Solution to Increase Work Productivity

Based on the results of statistical hypothesis testing, determining indicator priorities, and calculating indicator values as described above, a recapitulation of research results can be made which is the optimal solution for increasing work productivity as follows:

Table 11. SITOREM Analysis

Organization Culture (βz1 = 0,232) (rangk.I)				
	Indicator in Initial State		**Indicator after Weighting by Expert**	**Indicator Value**
1	Innovation at work	1st	Oriented to work results (18.17)	4.12
2	Oriented to work results	2nd	Team oriented (18.13)	4.14
3	Team oriented	3rd	Innovation in work (17.16)	4.10
4	Empowerment of human resources in organizations	4th	Empowerment of human resources in organizations (17.12)	3.86
5	Consistent with the rules that have been set	5th	Adaptation to change (15.21)	3.76
6	Adaptation to changes	6th	Consistent with established rules (14.21)	3.98
Interpersonal Communication (βz2 = 0,218) (rangk.II)				
	Indicator in Initial State		**Indicator after Weighting by Expert**	**Indicator Value**
1	Self-disclosure	1st	Interpreting ability (21.38)	3.57
2	The ability to understand other people	2nd	Provide input for progress (21.13)	4.02
3	Provide support to others	3rd	Be positive (20.16)	3.68
4	Be positive	4th	Providing support to others (19.12)	4.04
5	Provide input for progress	5th	Self-disclosure (18.21)	3.74
6	Ability to interpret	6th	Ability to understand others (17.10)	4.00
Task Interdependence (βz3 = 0,113) (rangk.V)				
	Indicator in Initial State		**Indicator after Weighting by Expert**	**Indicator Value**
1	Individual dependence on others within a unit	1st	Dependence of other employees on other employees (20.38)	3.82

2	Individual dependence on others outside the unit	2nd	Individual dependence on others within a unit (20.16)	3.84
3	Dependence of other employees on other employees	3rd	Individual dependence on others outside the unit (20.13)	4.12
4	Interdependent reciprocal relationships	4th	Reciprocal interdependent relationships (20.12)	4.14

Job Satisfaction (βy1 = 0,201) (rank.IV)

	Indicator in Initial State		Indicator after Weighting by Expert	Indicator Value
1	Earned income	1st	Earned income (14.07)	3.85
2	Career advancement opportunities at work	2nd	Work relationships with friends and leaders (14.03)	4.11
3	Work relationships with friends and leaders	3rd	Control of the quality of work by the management (13.06)	3.65
4	Control of the quality of work by the leadership	4th	Have the opportunity to be creative at work. (13.02)	4.03
5	Security in carrying out tasks	5th	Security in the performance of duties (12.21)	3.78
6	Have the opportunity to be creative at work.	6th	Career advancement opportunities at work (12.19)	3.76

Work Motivation (βy2 = 0,212) (rank.III)

	Indicator in Initial State		Indicator after Weighting by Expert	Indicator Value
1	Attachment to work	1st	Adequate rewards (18.12)	3.89
2	Desire for power	2nd	Job Guarantee (18.08)	3.90
3	The desire to gain appreciation and recognition	3rd	Desire for appreciation and recognition (17.06)	3.98
4	Adequate rewards	4th	Good supervision (17.02)	4.12
5	Job Guarantee	5th	Will to power (15.22)	4.12
6	Good supervision	6th	Attachment to work (14.50)	4.14

Work Productivity

	Indicator in Initial State		Indicator after Weighting by Expert	Indicator Value
1	Job responsibilities	1st	Job responsibilities (21.38)	3.98
2	Constructive action	2nd	Building action (21.13)	3.75
3	Intrinsic motivation	3rd	Intrinsic motivation (20.16)	3.89
4	Positive contribution	4th	Positive contribution (19.12)	3.98
5	Achievement of work results.	5th	Achievement of work results. (18.21)	3.92

SITOREM ANALYSIS RESULT

	Priority order of indicator to be Strengthened		Indicator remain to be maintained
1st	Empowerment of human resources in organizations	1.	Oriented to work results
2nd	Adaptation to changes	2.	Team oriented
3rd	Consistent with the rules that have been set	3.	Innovation at work
4th	Ability to interpret	4.	Provide input for progress
5th	Be positive	5.	Provide support to other people
6th	Self-disclosure	6.	Ability to understand other people
7th	Adequate rewards	7.	Good supervision
8th	Job Guarantee	8.	The will to power
9th	The desire to gain appreciation and recognition	9.	Attachment to work
10th	Earned income	10.	Work relationships with friends and leaders
11th	Control of the quality of work by the leadership	11.	Have the opportunity to be creative at work
12th	Security in carrying out tasks	12.	Individual dependence on other people outside the unit
13th	Career advancement opportunities at work	13.	Reciprocal interdependent relationships

14th Dependence of other employees on other employees
15th Individual dependence on others within a unit
16th Job responsibilities
17th Constructive action
18th Intrinsic motivation
19th Positive contribution
20th Achievement of work results.

4. CONCLUSION

Based on the results of the analysis, discussion of research results and hypotheses that have been tested, it can be concluded as follows:

a) Strengthening Teacher Work Productivity can be done by using strategies to strengthen variables that have a positive effect on Work Productivity.
b) Variables that have a positive influence on work productivity are organizational culture, interpersonal communication, task interdependence, job satisfaction and work motivation. This was proven from the results of variable analysis using the Path Analysis method.
c) The way to strengthen work productivity is to improve indicators that are still weak and maintain good indicators for each research variable.

ACKNOWLEDGEMENTS

Thank you to those who have helped in this research. Hopefully this research is useful for the community.

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