Increased Productivity of Educators at the Marine Operations Education Command

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Abstract—**The objective of this research was to understand the effect of work climate, work stress and work motivation on productivity teacher Marine Operations Education Command. It was a quantitative research which was conducted in Marine Operations Education Command. The research used a survey method with path analysis applied in the testing of hypothesis. It was conducted to 126 teachers as the respondents who were selected in a simple random way. The results of this study are: (1). There is a positive direct effect of work climate on productivity and (2). There is a positive direct work stress on productivity. (3) There is a positive direct work motivation on productivity.**

Keywords—productivity; organizational climate; work stress; work motivation

I. INTRODUCTION

Education is one way to improve one's competence and quality [1]. In the military world especially in the Navy, education is divided into two: formation and development education. Formation education is an area or place where an educational organization provides knowledge, training and skills to prospective soldiers who have been declared to have passed the selection stage at each level [2].

Kodikopsla (Commander of Marine Operations Education) is part of Kodiklatal which has the motto "CAKTI MAWA CENDEKIA" which means to be great because it has intelligence and has knowledge. Kodikposla has the task of helping Dankobangdikal in carrying out officer education, marine science education, special education, hydrographic-oceanographic education and maritime intelligence education with the additional task of carrying out the study and development of doctrines at the level of marine operations tactics, as well as coordinating, supervising, controlling pusdik under kodikopsla and fostering strength including its organic supporting facilities and infrastructure.

The smallest unit in Kodikopsla is a school which has the authority to carry out training and learning activities that are assisted by educators and education personnel. In addition to training, each educator also has an obligation, namely as student guidance, where every educator must provide guidance, supervision and control of students in a certain class of groups for 24 hours. All activities of educators are included in the progress report. Reports made by educators every time they carry out activities based on progress reports, there are some educators who appear to not fulfill their obligations, one of them due to the tight schedule of the teaching staff because they hold concurrent positions in other places, and too many teaching schedules in other schools [3].

An educator has the burden of teaching as many as 220 hours of study and 24 classes in one week. Not yet added other tasks such as being a student coach, and multiple structural positions. This is the concern of researchers that the workload of educators is too high which can lead to increased work stress, decreased work motivation and productivity of educators that are not optimal [4].

John W. Slocum defines work stress as a form of response from educators to work, here is an explanation, Emphasize excitement, anxiety, and / or physical tension that occurs when the demands given to someone exceed a person's ability to overcome [5]. Job stress is a common problem that often occurs in the workplace, leaving some work unresolved [6]. Stress is feelings of joy, anxiety, and physical tension that occur when an individual's demands are estimated to exceed one's ability [7]. Stress can be defined as a real threat or interpreted to a person's physiological or psychological integrity which results in physiological and behavioral responses. In Eastern culture, stress has been seen as a lack of inner peace.

In addition, to realize all the visions and missions needed help from educators to continue to work and have a strong motivation in completing their work in accordance with their main tasks. A profession that focuses on servicing clients with different needs and motivated workers for quality service delivery [4]. Highly motivated Educators are a key component of successful performance. Educators who focus on serving students to get the best. Kodikopsla educates and develops the ability of maritime soldiers in the field of marine operations so that their abilities have become better and better which ultimately can support the main task. To realize the vision of Kodikopsla which is faced with the opportunities and constraints that exist and is faced with an environment that is always developing and changing, based on the authority and budget of the organization.

In the process of achieving the goal of an effective and effective educational program, it produces graduates who have

a good mental personality, intellectual who includes extensive knowledge and reliable skills in accordance with their duties and functions and have good physical posture and adaptability educators in completing their work properly, therefore it requires work motivation of educators. Peters explains work motivation as follows, "work motivation as speculated to be influenced by job positions as different job positions have different characteristics of work [4]. Speculation work motivation is influenced by work position because different work positions have different work characteristics. Work motivation is an influential condition that generates, directs and maintains behaviors related to the work environment.

By forming and developing fighting spirit, the spirit of dedication, proficiency and professional skills as well as physical fitness for students in the Kodikopsla environment according to competency standards and personnel qualifications expected by the Navy.

II. RESEARCH METHODS

This study uses a quantitative approach with path analysis methods. In the process of collecting data using online media by providing a digital questionnaire that must be filled out by the respondent. The population in this study were educators, amounting to 183 educators. In the process of determining the sample refers to the representative in the selection of individuals from the population studied and finally gets a number of 126 educators.

III. RESULTS AND DISCUSSION

Py1 path coefficient greater than 0.05 can be interpreted that the correlation value r1y which is 0.575 occurs because of the indirect effects of other variables. The effect / direct effect of organizational climate (X1) on productivity (Y) is 0.339 while indirectly through work stress (X2) is 0.095 through work motivation (X3) of 0.109 so the total influence of organizational climate (X1) on productivity (Y) is 0.542.

The results of the analysis of the first hypothesis produce findings that the organizational climate has a positive direct effect on productivity. Based on these findings, it can be concluded that productivity is directly influenced positively by organizational climate. Increasing organizational climate will result in increased productivity. The results of this study are in line with the opinions of some experts, among them, Laurie J. Mullins explained that the organizational climate is the perception of educators on what happens in the workplace. Organizational climate is the perception of educators about how it feels to work in the workplace and covers aspects specific environment that directly affects people's ability to complete work. A leader can increase the productivity of his subordinates through creating a productive organizational climate. This organizational climate will have an impact on Productivity [8].

Based on the results of empirical data the organizational climate occupies the 3rd position after work motivation and work stress, this is a concern for researchers about the results obtained, many ways that can be done by leaders in Kodiklatal including building perceptions in the environment with Gadik

and Gapendik to update the regulations that apply as technology and information developments, school commanders impose fair rules for all activities of the school, gapendik, students in the learning process in the school environment are also expected to have more familial relations between fellow gadik, gapendik and school commanders.

The organizational climate is a reflection of employee behavior at work, which has tended to affect productivity [9]. 3 Keys to Clarity's Organizational Climate. A good and clear organizational climate if group members know their respective roles and responsibilities in the organization. Support. A supportive climate will be created if the members of the organization feel that they have the resources/facilities that can support him to achieve group goals. Challenge. A challenging climate is a climate that can make group members feel they can improve their abilities, can take risks to solve problems, and find ways to work more effectively.

The first thing the school commander must do is to know the cultural background of each of the ethnic gadik, gapendik and other personalities and backgrounds of life. Then the commander adjusts the approach according to the background. The school commander must also cultivate openness and give and receive feedback.

In order for the organizational climate to be more harmonious, the school commander may also apply what is contained in organizational climate theory, where it is suggested to work to pay attention to Work culture characteristics, namely: innovation and risk taking, attention to detail, aggressiveness, people orientation, team orientation, outcome orientation, and stability / establishment (ability to innovate and take risks, attention to things that are detailed, have aggressiveness, have orientation to people / employees (interpersonal relationships), have an orientation to work in a team, work-oriented, and have stability / establishment). The above is also supported by the presence of leadership abilities, maturity of subordinates, and work environment situations. Hopefully what I greet can help in creating a conducive and harmonious work culture.

The py2 path coefficient is smaller than -0.05 can be interpreted that the correlation value r2y which is -0.586 occurs because of the indirect effects of other variables. The direct effect / effect of work stress (X2) on productivity (Y) is -0,344 while indirectly through work motivation (X3) is -0,118 so the effect of total work stress (X2) on productivity (Y) is -0,463.

The results of the second hypothesis analysis produce findings that work stress has a direct negative effect on productivity. Based on these findings it can be concluded that productivity is directly affected negatively by work stress. Increasing work stress will result in decreased productivity. Job stress is a condition of tension that creates a physical and psychological imbalance that affects one's emotions, thought processes, and conditions. Sunindijo and Kamrdeen explained that long working hours were associated with increased stress levels, poor health, and higher accident rates. Some people feel that leaving work on time has a career impact, even though workers realize that productivity and performance are declining because they work long hours. Because the duration of work

exceeds the ability of humans can increase work stress and reduce their productivity at work [10].

There are three potential categories that trigger job stress, namely: Environmental Factors Environmental factors can be divided into three parts, including: In addition to influencing organizational structure design, environmental uncertainty also influences the stress level of employees in the organization [11]. Changes in the business cycle create economic uncertainty. Political uncertainty is also a trigger for stress among the teachers. Changes in technology can also be stressful, because new innovations that can make other forms of technological innovation the same are a threat to many people and stress them out.

Organizational factors are divided into three parts, among others: Task demands are factors that are related to gadik or gapendik work, including individual work design, working conditions and layout of work disik. Role demands are excessive burdens that are experienced when girls are expected to do more roles than they are. Interpersonal demands are pressures made by other women, the absence of grief from friends and poor interpersonal relationships can cause stress

This personal factor is related to family problems, personal economic problems and also the personality and character that is in someone. Various difficulties in marriage, broken relationships and difficulties in disciplinary problems with children is a relationship problem that becomes a stressor for gadik which is then carried to the workplace. Economic problems that are experienced will create stress for nervousness and disrupt the concentration of work. Spielberger Spielberger believes that job stress is one of the most important factors that can affect productivity, according to him job stress has a direct influence on individual behavior in work, especially work stress is not limited to workplaces, there are some educators (educators) carrying stress in their work down to home and their personal lives [12].

Catano said the results of his research explain that work stress can affect the productivity of educators (teaching staff) research shows that work stress is very common in some educators (educators) in an organization this has many adverse effects between reduced job satisfaction, reduced health, the worsening welfare of educators (teaching staff) where they begin to leave their jobs which they consider to be a burden in life where the productivity is finally decreasing [13].

Furthermore, John Bernadin explains the side effects of stress in work that can harm individuals and even the organizations they work in. Job stress is defined as a situation where work-related factors interact with a worker to change psychological conditions so that the person is forced to deviate from normal functions. Stress is considered a major problem for workers in today's turbulent and highly competitive environment, with an emphasis on cost control, reduction in labor costs, and higher productivity. Job stress has a negative effect on the productivity of educators [14].

Facing various pressures in the workplace over time can make people stressed in the office. The problem is, if you are stressed your work performance will decrease. Instead of being liked by coworkers, it can be even more unpopular because it is

considered not serious. For this reason, it is very important for girls to learn various strategies to deal with stress in the following office. Divert your mind when stress arises in the office Sometimes, to let go of fatigue in your mind, you just need to let your mind wander about other things. In this way, problems that can be difficult can you beat down for a moment, and when you are back, your mind is clearer and more energetic. Don't force yourself to think too much at work if it makes you more stressful. If you have free time, even if you have a little, use it for your favorite things. Whether it's reading funny articles, drawing, or writing to relieve stress in the office.

Managing stress in a healthy way, you may try to fight stress by eating all things fatty or fried, lazing at home, smoking, or drinking alcohol. In fact, these things can actually make the stress more stressful and unhealthy body. Therefore, the emergence of stress in the office should be an encouragement for girls to start a healthy life. Regular exercise and maintaining food intake are both things you should not miss. People who are stressed or depressed will usually easily ignore their physical health. Even though eating and exercise settings are the most important things to make a baby stronger and resistant to stress.

Always set aside time to exercise regularly. Any type of exercise is a powerful stress reliever activity. Exercise will increase your heart rate, and make you sweat. This method is very effective for improving mood, and increasing energy. Not only that, according to the University of Leicester, sports will increase flow throughout the body including the brain, and this will make thinking clearer.

The results of the analysis of the third hypothesis produce findings that work motivation has a positive direct effect on productivity. Based on these findings it can be concluded that productivity is directly influenced positively by work motivation. Increasing work motivation will result in increased productivity. The results of this study are in line with the opinions of several experts, among them Herzberg's theory explains that job satisfaction is closely related to productivity. Besides that motivation in work can also affect the productivity of educators (educators), the following explanation of the theory of two factors has not been well supported in research. Criticism centers on Herzberg's original methodology and assumptions, such as the statement that satisfaction is closely related to productivity. Subsequent research also shows that if the factors of cleanliness and motivation are equally important for someone, both are able to motivate. Motivation of work Educators (educators) have an impact on work productivity Educators (educators) individuals or organizations [15]

Motivation in work can gradually disappear in the middle of a high workload pile. A low work spirit will have an impact on the performance of gikik which is getting worse, productivity is getting lower, and in the end it will hamper the achievement of codiklatal goals. Therefore, the role of a school leader / commander is needed to be able to pump up the spirit of the girls. Providing rewards for high achievers as a form of appreciation to the best girls in the codiklatal, school commanders can provide bonuses or incentives that are commensurate with the achievements.

This method will boost the spirit of other women to make the best achievement for the organization. Strengthen the kinship of fellow gadik. Close family relations with fellow gadik will make the girls feel comfortable in their work and loyalty to the organization will increase. This can be built by holding gatherings or regular meetings every month to establish the intimacy of the girls. In addition, recognize the strengths and weaknesses of each of the girls every girl. Every gadik certainly has its own characteristics. School leaders / commanders need to recognize weaknesses and strengths of gadik in order to optimize their performance. With this approach, the school commander can help the gadik who has difficulty doing his task to be able to achieve the same achievements as the other colleagues.

According to F.W Taylor rational economic needs are a primary need. There are several approaches that are used including the work motivation approach as follows: Explanation of F. W. Taylor and his rational economic needs, a motivational concept, then work motivation has triggered continuous debate about financial appreciation as a motivator and its effect on productivity [16]

This has been proven through several studies in which all explained that the motivation of the work of the teaching staff (teaching staff) can affect the productivity of the teaching staff (teaching staff) in work. The same thing expressed by Laurie H. Mullins According to a large international study conducted by Proudfoot Consulting, the main reason for the loss of productivity is a bad work morale. Bad moral aspects include: people feel valued and badly valued; absence of positive team spirit; low motivation; not paying attention to quality; reluctance to see work well; and a sense of belonging that is bad [8].

Furthermore Laurie J. Mullins said: Motivation in work or good work motivation has an influence on the quality of service which can directly increase the productivity of the teaching staff (teaching staff) in work. This is part of the self of educators (educators) who encourage them to achieve their goals at work. Strength from within or which is often called motivation in work can help in the career development of educators (educators) themselves to continue to work better. Directly the better the work motivation will have a direct effect on the productivity and performance of the teaching staff (teaching staff) in work [8]. There are a number of ways to increase the motivation of counterpart work: 1) The leader builds good relationships and communication with the girl. 2) Make casual wear free days. 3) Make your boss do work that is usually done by employees, 4) Take part in activities outside of work. 5) Provide options for working remotely. 6) Providing knowledge about financial literacy.

IV. CONCLUSION

In this study found a number of findings including the work productivity of educators influenced predominantly by the level of job stress, which caused them to be quite high workload and multiple positions, besides that the organizational climate has a role in forming the productivity of educators, then expected to be in the form of climate comfortable and conducive organization in work that can directly affect the work motivation of the teaching staff.

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