

Analysis of Factors Affecting Teachers' Productivity

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ABSTRACT

Teacher work productivity has an essential and strategic role in realizing quality education. Therefore, severe and continuous efforts are needed to improve it. This article aims to analyze teacher work productivity and the factors that influence it. This article's writing is based on a literature study by analyzing theoretical articles and research articles related to Indonesia's teacher work productivity. The analysis results suggest that work productivity is generally measured by work results in the form of quantity, quality, and timeliness of teachers in completing their work in planning learning, implementing learning, conducting evaluations, and professional development activities. Meanwhile, the factors that influence teacher work productivity are leadership, job satisfaction, compensation, competence/ability, organizational climate, discipline, cultural commitment, work ethic, teacher creativity, education and training, and supervision.

Keywords: Teacher, Work Productivity.

1. INTRODUCTION

Organizational productivity is determined a lot by individual productivity, although it is not the sum of individual productivity. Therefore, to increase organizational productivity, it needs serious attention to the work productivity of organizational members. Researcher Sultana Mahbuba (2013) in Khan & Abdullah (2019: 39), based on his research results, concluded that members' work productivity dramatically determines the success or failure of an organization. In Sutikno (2011), Gilmore states that work productivity is the power or ability of an individual to produce more creative, generative output that generates benefits and benefits. It means, to increase school productivity, the work productivity of educators and educational personnel also needs to be increased. Teachers as professional and functional staff, responsible for carrying out the school's primary duties and functions, namely implementing education and learning services for students, have the most significant contribution to realizing school productivity. Research conducted on 2632 respondents in Australia about improving school quality shows the five key aspects asked. Namely, it is the curriculum, staff/teachers, parents, students, and the school environment. The staff/teacher aspect received the highest percentage, namely 65% of respondents stated that the teacher aspect is an essential factor for improving education quality (McGaw et al. 1: 1992: 21). according to UNESCO in Ndugu (2014: 103), teachers

are the most critical factor determining each level of education's effectiveness and efficiency. Students' success in the education and learning process will be determined by their teachers' work productivity, as stated by Etomes & Molua (2019: 109). Furthermore, Nwosu (2017) in Etomes & Molua (2019: 110) states that teacher work productivity is a determinant of success. Participants in particular and the education system.

However, in reality, UNESCO data in the *Global Education Monitoring* 2016(GEM) Report shows that Indonesia's education is ranked 10th out of 14 developing countries. An important component in education, namely teachers, ranks 14 out of 14 developing countries globally (Detik.com, 4 December 2018) quoted Dinar [1]. The PISA (Program for International Students Assessment) in 2018 measured students aged 15 years in reading, math, and science abilities. Indonesian students' average score was 371 in reading, 379 in mathematics, and 396 in science. This achievement is far below the 79 PISA participating countries average, namely 487 for math, 489 for math and science abilities. (Kompas.com - 07/12/2019, 13:52 WIB).

Indonesian teachers' not optimal work productivity is probably caused by many factors, both internal factors of the teacher itself and external factors. Therefore, it is necessary to study and pay more serious attention from various parties to increase Indonesia's teacher work productivity. For this reason, this article will examine

the analysis of teacher productivity in Indonesia and the factors that influence it.

2. METHOD

This article's writing is based on a literature study of 30 articles on teacher work productivity in Indonesia. The 30 articles consist of 25 research articles published in journals, 1 (one) research article published in Proceedings, 2 (two) theses, 1 (one) Thesis, and one theoretical article. This article reviews the aspects and or indicators of teacher work productivity under study and how the productivity of teacher work according to the study results and what factors affect teacher work productivity.

3. RESULT AND DISCUSSION

1. Teacher Work Productivity

Based on the literature review results, it was found that not all of the literature reviewed was only 21 out of 30 literature that described the dimensions and or indicators of teacher work productivity. The findings of the selection of dimensions and indicators can be categorized into 3 (three) approaches: first based on the field of work that the teacher must do, secondly based on productive personal characteristics, and third a combination of the first and the second.

The first approach examines teachers' work productivity from learning planning, learning implementation, learning evaluation, mentoring, implementing additional tasks, and professional development with several differences/variations in the details. This approach is in line with teachers' duties and responsibilities in the Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers Article 20, paragraphs and b, Government Regulation of the Republic of Indonesia. 74 of 2008 concerning teachers Chapter 1 Article 1, Government Regulation No. 19 of 2017 as an amendment to Government Regulation No. 74 of 2008 Chapter IV article 52 paragraph 1 and Regulation of the Minister for Administrative Reform and Bureaucratic Reform No. 16 of 2009 CHAPTER II Article 5, namely planning learning/guidance, implementing quality learning/guidance, assessing and evaluating the results of learning/guidance, implementing learning improvement and enrichment, *and* improving qualifications and competencies on an ongoing basis. This first approach uses effectiveness, efficiency, quantity and quality, timeliness in completing tasks, and improvement or enhancement of work results. This study is in line with the opinion of Mali (1978), Suter Meister (1999), Muchdarsyah (2008), Sedarmayanti (2009)

The second approach examines teacher work productivity based on teachers' characteristics or

productive personalities: (1) More than fulfilling job qualifications. (2) Highly motivated. (3) Having a positive job orientation. (4) Adults. (5) Can get along effectively. (Ranftl in Timpe, 2000). Other characteristics of productive individuals used as indicators are constructive, confident, responsible, love for work, foresight, overcoming problems, and having an upbeat, positive contribution to the environment, Gilmore in perspective[2].

The third approach combines the first and the second. In addition to studying the teacher's work productivity, it is based on the teacher's duties and responsibilities and from studying some of the characteristics of productive individuals.

Findings related to teacher work productivity from the 30 literature reviewed show that only 12 (twelve) describe teacher work productivity. According to most, work productivity, namely 9 out of 12, states that teachers' work productivity is mostly new in the medium category, but professional development related to producing scientific work and innovative work is low. Two more literature describes that teacher work productivity is high, and one literature finds it very high. These findings indicate that teacher work productivity in Indonesia still needs to be improved.

2. Factors Affecting Teacher Work Productivity

A review of 30 literature on factors affecting teacher work productivity is illustrated in the following table.

No	Factors that influence	Source (writer/researcher)
1.	Principal/leadership	Suhardan (2006), Riyanti (2017), Anis (2017), Yusuf (2013), Arofah (2018), Jayanti (2018), Sugiarti et al (2018)), M Abdullah (2013), Dewi (2018), Fuadi (2018), Ariswan (2018), Triningsih et al (2018), Wijaya (2017), Lestari et al (2018)
2.	Organizational climate	Yusuf (2013), Subekhi (2017), Lestari et al (2018), Ariani (2020)
3.	Supervision	Janudin (2018), Renata et al (2018), Wahyuni et al (2019), Suhardi et al (2020)
4.	Compensation and incentives	Perawati et al (2018), Nusran et al (2018)
5	Organizational Culture	Fuadi (2014), Jakiah (2018), Jayanti (2018)
6	Environment	Wijaya (2017), Arofah (2018)
7	Communication	Pudjiastuti (2018)
8	Performance Assessment	Nisa(2020)

9.	Motivation	Yusuf (2013), Wijaya (2017), Arofah (2018), Janudin (2018), Renata et al (2018), Perawati et al (2018), Ritonga dk (2018), Ariani (2020)
10	Satisfaction	Fuadi (2014), Pudjiastuti (2016) Arofah 2018), Ritonga dk (2018), Jakiyah (2018)
11	Commitment	Triningsih et al (2018), Ariani (2020), Suhardi et al (2020)
12	Discipline	Perawati et al (2018), Ariswan (2018), Nusran et al (2018), Utami et al (2019)
13	Teacher creativity	Wahyuni et al. (2019),
14	Education and Training	Aqsa (2018), Arofah (2018), Sirait (no years)
15	Work ethic	Tamrin (2013), Arofah (2018), Triningsih (2018)
16	skills	Murwatiningsih (2009)
17	experience	Nursan et al's(2018)
18	Performance	Nisa (2020)
19	Intelligence emotional	Murwatiningsih (2009)
20	Innovation	Iskandar, 2002, Riyanti (2020)

Table 1. Factors Affecting Teacher Work Productivity

Based on the table above, it is known that several factors affect work productivity. These factors are:

a. Principal/leadership

Leadership is an external factor that can affect teacher work productivity. Hoy (2001) states that among the roles of school principals that must be done well in order for schools to be effective, they are as leaders. In line with this, the results of Sururi's (2016) research state that the principal's performance as a leader positively affects teacher performance.

b. Climate Organizational

The school organization works climate factor contributes individually and significantly to the work productivity factor of State Junior High School teachers in Semarang City by 39 percent[2]. by 5 percent. It also states a positive direct effect of work climate on teacher productivity with a correlation coefficient value of 0.993 and a path coefficient value of 0.434[3]. It means that the work climate has a direct effect on teacher productivity.

c. Supervision

Supervision is an essential program in increasing teacher productivity through continuous coaching. It will be much further if schools are to be successful. According to Glicman et al. (2007: 51), "*supervision must respond to teachers as changing adults.*" The

existence of supervision is essential in efforts to develop and increase teacher competence. Meanwhile, the problem of teacher competence in Indonesia still is severe. It needs serious attention because, from the results of the teacher competency test (UKG), it turns out that the average UKG score for junior high school teachers in 2019 for the national level has only reached 55.89, West Sumatra 59.51, and Regency Agam 60.38. (Ministry of Education and Culture. 2019 regional education balance).

d. Compensation and Incentives

Compensation and incentives affect work productivity [4]. Supported by research from Murti (2013) and Wibowo (2016) found that compensation affects productivity. For that, teachers must be given appropriate compensation and incentives.

e. Organizational Culture

Kreitner and Kinicki (1995: 532); argued that organizational culture is a social glue that remembers members of the organization. It seems that in order for different characteristics or personalities between one person and another to be united in organizational strength, there is a need for social cohesion. Molenaar (2002), Kotter and Heskett (1992); Culture has full power, affects individuals and their performance even in the work environment. Buchanan and Huczyski (1997: 518); The organizational culture elements are values, beliefs, opinions, attitudes, and norms. Koesmono (2005) states that organizational culture affects productivity.

f. Environment

Research results state that productivity is influenced by the environment [5]. The work environment is a physical work environment and a non-physical work environment concerning Nitisemito (2008; 119) in Zulkifli (2015). In this study, the indicators of physical work environment variables are five components, namely: 1) cleanliness, 2) air exchange, 3) lighting, 4) sound, and 5) security. Meanwhile, the non-physical work environment has two components: 1) relationship with colleagues and 2) availability of work facilities.

g. Communication

[6] Communication affects productivity. Communication affects productivity with a contribution of 40.6%. The role of communication in increasing teacher work productivity is enormous. According to the teacher, he should increase the exchange of ideas about his assignment experiences and hold scientific meetings that discuss research results to develop knowledge.

h. Performance

Appraisal Job appraisal, according to Nurkholis (2010) and Nisa (2020), affects productivity. From the

research conducted by Nurkholis, it is known that the effect of performance appraisal on work productivity is 28.59%. It means that job appraisal has a binding effect [7].

i. Motivation

The teacher work motivation factor contributes individually and significantly to the work productivity factor of State Junior High School teachers in Semarang City by 0.7 percent [8]. It is supported by further research conducted by [7], [9], [9], [7], [9]. Thus, teachers need to be motivated to carry out their duties so that they can be more productive.

j. Satisfaction

A teacher's job satisfaction is a crucial factor because the teacher is responsible for providing satisfying educational and learning services to education customers in general and students in particular. The results of research conducted by Hidayat et al. towards teachers in Bogor and its surroundings recommend that the job satisfaction of junior high school teachers is still not as expected and needs attention in order to increase teacher work productivity. The research results also state that a person's job satisfaction affects teacher productivity[6].

k. Commitment

[10] in his research on MTs. Negeri Nguntoronadi, Wonogiri Regency, revealed that teacher professionalism is caused by a lack of teachers' awareness about their positions and duties and their teacher responsibilities vertically and horizontally and the emergence of laziness and indiscipline at work, which leads to a weak work ethic. The research results of Jefri Joni et al. (2016) at SMA and SMK Kota Medan also reveal the problem of teacher commitment, where the pride and loyalty of teachers to new schools are in a suitable category. This condition is almost the same as the research findings conducted by Chanigia (2014) at SMK in the Padang City Business group in 2014 for certified teachers. The commitment of certified teachers in carrying out tasks at the SMKN Business group in Padang city is sufficient.

l. Discipline

Compensation and incentives affect work productivity[11]. The result of the t-test for the discipline variable (X3) on work productivity (Y) shows an $ig. 0.014$ means that the significance value is lower than the probability value of 0.05 ($0.014 < 0.05$), and the t-count shows a value of 2.525, meaning that the t-count is higher than the t-table ($2.525 > 1.99547$). It means that there is a significant effect on teacher discipline on teacher productivity. Discipline has a significant effect on teacher work productivity.

m. Teacher Creativity

The research results conducted by Wahyuni et al. (2019) found that creativity affects teacher productivity

[12]. There is a significant positive relationship between teacher creativity and teacher work productivity with a correlation coefficient of $ry^2 = 0.1942$. For that, we need to pay attention to teacher creativity.

n. Education and Training

Arofah (2018) states that compensation and incentives affect work productivity. People who have higher education will have broader insight, especially an appreciation of the importance of productivity. Education here can mean formal or non-formal education. The high awareness of the importance of productivity will encourage the relevant education personnel to be unproductive.

o. Work Ethic

Research results state a significant relationship between teacher work ethic and teacher work productivity[11]. It is the same as stated, which states that work ethic has a relationship with work productivity.

p. Skills and emotional intelligence

Skills affect work productivity. The more skilled the teaching and educational staff are, the better they will work and correctly use the facilities. Educational personnel will become more skilled if they have adequate skills and experience[11].

That emotional intelligence affects work productivity[11].

a. Experience and Performance

Research results from Nursan (2018) state that experience affects productivity. Then the results state that performance also affects work productivity[7].

b. Innovation

Research results, if an innovative attitude can affect productivity by 17% [13]. Innovation affects productivity [14]. So the work ethic has a positive relationship with productivity, namely the higher the work ethic, the higher the productivity and vice versa. Work ethic variables are essential variables to consider in efforts to increase productivity.

4. CONCLUSION

From a literature study on 30 articles, it is concluded that teachers' work productivity is mostly only in the medium category, but in professional development related to producing scientific work and innovative work is low. Then the factors that affect teacher productivity, namely leadership, organizational climate, organizational culture, supervision, motivation, work ethic, work discipline, satisfaction, commitment, skills, emotional intelligence, performance, innovation experience

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