

Factors Affecting Teacher Productivity in Banten Province

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ABSTRACT

In this study, there are limitations that are carried out, namely the researcher only researches in private and public vocational schools throughout the city of Cilegon. Quantitative research uses a correlational approach. The population of this study is all private and public vocational school teachers in Cilegon City as many as 600 people with 27 schools. The 10% sample consisted of 600 teachers and the total used was 86 teachers. Proportional random sampling is used as a sampling technique. Data collection is carried out by a survey method using research instruments developed by researchers by following the dimensions and indicators of experts. The questionnaire used a Likert scale with five categories of alternative answers ranging from strongly agreeing to agreeing, Neutral, disagreeing, and strongly disagreeing. Data analysis was carried out using Smart-PLS 3.2.7. The findings of this study reveal 1) There is a direct relationship between motivation and creativity, with a coefficient of R² of 0.241; 2) Between motivation and productivity, there is a significant direct influence, with R² of 0.083, t-statistic of 2.709 > 1.96, p-value of 0.007 < 0.05; 3) There is a significant direct relationship between career development and Creativity, with an R² of 0.625; 4) career development has a significant direct effect on productivity, with an R² coefficient of 0.750, t-statistics of 10.463 > 1.96, and p-value of 0.000 < 0.05; 5) creativity has a significant direct influence on teacher productivity, with an R² coefficient of 0.676, t-statistics of 11.619 > 1.96, and p-value of 0.000 < 0.05; 6) Through Creativity, there was a significant indirect influence of Motivation on Teacher Productivity, with an R² coefficient of 0.111, t-statistic of 2.952 > 1.96, and p-value of 0.003 < 0.05; 7) In the seventh hypothesis, from the results of the hypothesis test, the R² coefficient is 0.061, the t-statistic is 3.042 > 1.96, and the p-value is 0.002 < 0.05, so that there is a significant indirect influence between Career Development and productivity through Creativity at Cilegon City Vocational School.

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1. INTRODUCTION

The low quality of education and the low quality of education in Indonesia are very concerning. According to the Education For All (EFA) Global Monitoring Report released by UNESCO in 2012, Indonesia's educational development is ranked 64th out of 120 countries (Rasam et al., 2018). Problems in the world of education receive very special attention from the government. The

government provides quality to improve education, through development and reform in the field of education. The development is physical and non-physical facilities that support the smooth running of education as well as the improvement and improvement of regulations on education in accordance with the law as well as reforms in the teaching and learning process, improving the quality of education personnel, including teachers and lecturers. Teachers are professional educators with the main task of educating, guiding, directing, training, assessing, and evaluating students in early childhood education in formal education, primary education, and secondary education. (Law. RI. No. 14 of 2005, Chapter 1, Article 1 concerning Teachers and Lecturers).

Teachers are expected to be able to carry out the learning process based on the four pillars of learning proposed by the UNESCO International Commission Futures for Education, namely learning to know, learning to do, learning to live together, and learning to be. Given the demands of the four learning pillars of the UNESCO International Commission Futures for Education, Indonesia has set several criteria regarding qualifications and competency standards for educators. Regarding the qualifications and competency standards for vocational school teachers in Indonesia, it is based on the provisions of Law Number 14 of 2005 concerning Teachers and Lecturers and Government Regulation Number 17 of 2007 concerning Teacher Qualification and Competency Standards.

During the transformation period, it is not easy for the management of Human Resources of Vocational Schools throughout Cilegon City to accelerate changes in managing their human resources. The demands of the rapid development of educational institutions shown by expanding educational institutions into nine Plans in a short period of time, namely eight years, were not followed by the growth of the number of teachers who were ready to occupy these top positions. In addition, until the time when Human Resources of Vocational Schools in Cilegon City are still in the status of Educators and Education, they often have innovative new ideas, but the response from the managerial side is not in accordance with the expectations of teachers.

In this research conducted at SMK Se-Cilegon City, one of the central roles in the teaching and learning process is the teacher. If the teacher's commitment to the organization decreases, then the teacher's absence will have negative implications on student learning achievement. Because students must always adapt again to the new teacher who teaches them. One of the goals of people working as teachers is to implement their competencies to the maximum, and the other goal is to get compensation because humans are controlled by the desire to meet their needs such as the desire to earn more money, career advancement (promotion), and power.

Individual behaviors in organizing will be a benchmark for success, the behaviors that appear will show the magnitude of motivation and abilities they have. Those who have a positive attitude and behavior towards the work situation that occurs in their work environment will show high work motivation, and conversely, those who have a negative attitude and behavior will show low work motivation, the work situation in question includes work relationships, leader policies, types of leadership at work, interactions between leaders and their members and working conditions. Motivation has a great influence on the performance of teachers. Where generally teachers will have high work productivity if the school supports the implementation of their duties.

SMK Se-Kota Cilegon is a public and private school that strives to improve the performance of its educators, both by involving its educators in various trainings, providing motivation, increasing job satisfaction levels, and improving school facilities to support teaching and learning activities. With its efforts to continuously improve the performance of its educators and actively collaborate with the domestic industry.

2. RESEARCH METHODS

Research Approach

Quantitative methods are used in this study. It is a systematic, planned, and well-structured research method that includes quantitative elements from the conception of the research to its implementation. Sugiyono (2011) defines quantitative research methods as methods based on the philosophy of positivism that use research instruments to collect and analyze quantitative/statistical data to test hypotheses. This method is used to test a specific population or sample and test hypotheses. A descriptive approach is used in this study. Data or samples collected in their natural state without general analysis or conclusions are used in descriptive research to describe or provide an overview of the object being studied (Sugiyono, 2011).

Population

Population, according to Sugiyono (2013:117), is a generalization area that is derived from objects or subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then drawn conclusions. In this study, the population is all teachers at SMK Se – Cilegon City.

Teachers at vocational schools in Cilegon City, Indonesia, became the population of this study. Private and Public Vocational Schools in Cilegon City have a total of 600 teachers spread across 7 sub-districts. Based on the Basic Data of the Directorate of Vocational Schools (2021), there are 600 master teachers in Cilegon City. In addition, there are 27 Private and Public Vocational Schools in Cilegon City (Basic Data for Vocational Schools, datapokok.ditpsmk.net, 2021).

Sample

The determination of the number of samples used by the author in this study is based on the Slovin method as a measuring tool to calculate the sample size because the number of known populations is more than 100 respondents.

The number of teachers at SMK Se – Cilegon City is 600 teachers, but the author only took a sample with a total of 240 teachers. So the author uses the Slovin formula so that the research can be easier. For more clarity, the Slovin formula proposed by Husein Umar (2013:78) is:

$$n = \frac{N}{1 + Ne^2}$$

Where:

n = Sample Sorting

N = Population Size

e = Error tolerance limit (erros tolerance)

Based on the explanation above, using the Slovin formula, the sample size can be calculated as follows:

$$n = \frac{600}{1 + 600(0,1)^2} = 86$$

Table 1. Number of Sample Teachers of Cilegon City Vocational School

It	School Name	Population	Sample
1	SMKS PELAYARAN DHARMA SAMUDRA	10	1
2	SMKS DARUS SYIFA	6	1
3	SMK N 4 CILEGON	19	3
4	SMK IT TARUNA NUSANTARA	4	1
5	SMK ISLAM DAARUL FALAH	0	0
6	CILEGON DEVELOPMENT VOCATIONAL SCHOOL	0	0
7	SMKS AL INSAN	17	2
8	SMKS BAHARI CILEGON ABADI CILEGON	34	5
9	SMKN 1 CILEGON	90	13
10	SMK AL FIKRI	5	1
11	SMK MAULANA HASANUDDIN	6	1
12	SMKS MADINATUL HADID	20	3
13	SMKS YPWKS CILEGON	38	5
14	SMKS INFORMATIKA SUKMA MANDIRI	12	2
15	SMK AN NIDOMIYAH	3	0
16	SMK MIFTAHUL HUDA	7	1
17	SMKN 3 CILEGON	50	7
18	SMKS AS SYUHADA AL KHAIRIYAH	11	2
19	SMKS YABHINKA CILEGON	33	5

It	School Name	Population	Sample
20	SMKS MUHAMADIYAH CILEGON	25	4
21	SMKS YP 17 CILEGON	60	9
22	SMKS AL – ISLAH	19	3
23	SMKS YP FATAHILLAH 2 CILEGON	20	3
24	SMKS YP FATAHILLAH 1 CILEGON	49	7
25	SMKN 2 CILEGON	45	6
26	SMKS AL ARAAF	5	1
27	INTEGRATED ISLAMIC VOCATIONAL SCHOOL AL KHAIRIYAH CITANGKIL	12	2
Total		600	86

Source: School Distribution, pokok.Ditpsmk.net Data, 2021 (Source: School Distribution, Banten Education and Culture Office, 2021)

3. RESULTS AND DISCUSSION

Validity Test with Loading Factor

The validity criteria with the *loading factor* value can be seen as follows:

1. If the *loading factor* value > 0.7 , then the questionnaire item is valid.
2. If the *loading factor* value < 0.7 , then the questionnaire item is invalid.

After the calculation was carried out using SmartPLS 3.2.7 software, the following results were obtained.

Table 2. Loading Factors of Whole Items

	Motivation(X1)	Career Development(X2)	Productivity(Y)	Creativity (Z)
M1	0.722			
M5	0.911			
PK10		0.954		
PK11		0.850		
K1			0.721	
K3			0.764	
K4			0.880	
K10			0.766	
P2				0.873
P5				0.783
P6				0.735

Source: Results of validity test analysis with Smart-PLS loading factor, 2021

From the results of the loading factor above, it can be seen that all questionnaire items have a value of more than 0.7 which means that all indicators are valid

Validity Test with Average Variance Extracted (AVE)

Table 3. Average Variance Extracted (AVE)

	Average Variance Extracted (AVE)
X1	0.677
X2	0.817
Y	0.630
Z	0.623

Source: Results of validity test analysis with Average Variance Extracted Smart-PLS, 2021

Based on the results as shown in the table above, all variables except environmental concerns have an AVE value greater than 0.5 which means that these variables are valid.

Discriminant Validity Cross Loading

Table 4. Discriminant validity Cross Loading

	X1	X2	Y	Z
M1	0.729	-0.075	-0.095	0.067
M5	0.907	0.003	-0.161	-0.030
PK10	-0.006	0.951	-0.102	-0.230
PK11	-0.067	0.854	-0.038	-0.146
P2	-0.139	-0.184	0.889	0.739
P5	-0.180	-0.002	0.772	0.367
P6	-0.052	0.138	0.711	0.305
K1	0.135	-0.101	0.289	0.739
K3	0.011	-0.201	0.433	0.759
K4	-0.118	-0.221	0.803	0.869
K10	0.169	-0.105	0.316	0.783

Source: Results of the Smart-PLS cross-loading Discriminant Validity analysis, 2021

The cross-loading results in table 4 above show that the correlation coefficient between the construct and its indicator is greater than the correlation coefficient between the construct and other constructs. Thus, all constructs or latent variables already have high discriminatory validity, as evidenced by the superiority of the construct indicator block over other indicator blocks.

Reliability Test

Reliability tests are tests that measure the extent to which a measuring instrument performs measurements without bias (free from errors) and also to ensure the consistency of the measuring instrument if used at a later time and across various items in the instrument (Sekaran and Bougie, 2016).

Table 5. Composite Reliability

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
X1	0.701	0.918	0.806	0.677
X2	0.789	0.944	0.899	0.817
Y	0.746	0.930	0.835	0.630
Z	0.816	0.945	0.868	0.623

Source: Results of the Smart-PLS cross-loading Discriminant Validity analysis, 2021

From the results of composite reliability as shown in the table above, it can be seen that all composite reliability values on each construct have a value greater than 0.7 which means that all of these constructs are reliable.

Variant Analysis (R2) or Determination Test

Table 6. Determination Test (R2)

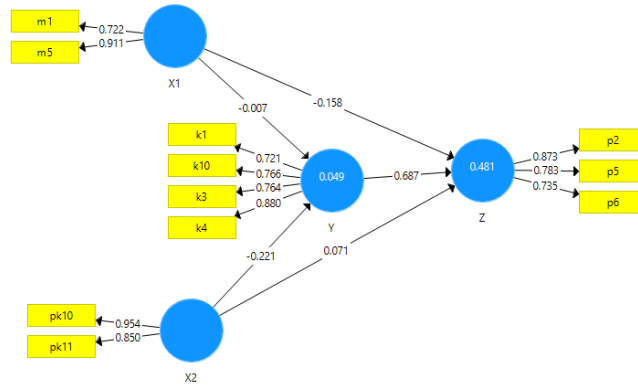
	R Square	R Square Adjusted
Y	0.034	0.011
Z	0.489	0.470

Source: Results of the Smart-PLS Composite Reliability analysis, 2021

Based on the table above, it can be seen that the R Square value is 0.489. This means that the ability to influence variables X1, X2, and Y as independent variables in explaining the Productivity variable is 48.9%, while the other residual values are explained by other factors outside the study.

Based on the table above, it can be seen that the R Square value of the X1 and X2 influence models on the dependent (Variable Y) is 0.034. This means that the ability to influence variables X1 and X2 as independent variables in explaining the Y variable is 3.4%, while the other residual values are explained by other factors outside the study.

Model Structural Test (Hypothesis)



Source: Smart-PLS Model (Hypothesis) Structural Test, 2021

The Inner Model test (structural model) is used to test hypotheses, including r-square outputs, parameter coefficients, and t-statistics. To determine whether a hypothesis is accepted or rejected, among other things, by testing the significance value between constructs, t-statistics, and p-values. The research hypothesis was tested using SmartPLS 3.2.7 software. The bootstrap results reveal these values. A t-statistic > 1.96 was used as a guideline in this study, along with a p-value of 0.05 (5 percent) and a positive beta coefficient. The table illustrates the value of testing the hypothesis of this research.

Table 6. Results of Hypothesis I - V Smart-PLS

	<i>Original Sample (O)/R²</i>	<i>Sample Mean (M)</i>	<i>Standard Deviation (STDEV)</i>	<i>T Statistics ((O/STDEV))</i>	<i>P Values</i>
X1 -> Y	0.241	0.246	0.062	2.710	0.000
X1 -> Z	0.083	0.091	0.034	2.709	0.007
X2 -> Y	0.625	0.619	0.061	8.219	0.000
X2 -> Z	0.750	0.757	0.046	10.463	0.000
Y-> Z	0.676	0.687	0.058	11.619	0.001

Source: Results of Hypothesis Test I - V Smart-PLS, 2021

The first hypothesis tests whether there is a direct influence between motivation and creativity carried out by vocational school teachers in Cilegon City. From the results of the hypothesis test, the R2 coefficient was obtained of 0.241 with a t-statistic of 2,710 > 1.96 with a p-value of 0.000 < 0.05, so that Ho1 was rejected and Ha1 was accepted. There is a significant direct influence between Motivation on the creativity of vocational school teachers in Cilegon City.

The second hypothesis tests whether there is a direct influence between motivation and productivity carried out by vocational school teachers in Cilegon City. From the results of the hypothesis test, the R2 coefficient was obtained of 0.083 with a t-statistic of 2.709 > 1.96 with a p-value of 0.007 < 0.05, so that Ho2 was rejected and Ha2 was accepted. There is a significant direct influence between motivation and productivity of vocational school teachers in Cilegon City.

The third hypothesis tests whether there is a direct influence between career development and teacher creativity carried out by vocational school teachers in Cilegon City. From the results of the hypothesis test, the R2 coefficient was obtained of 0.625 with t-statistics of 8.219 > 1.96 with a p-value of 0.000 < 0.05, so that Ho3 was rejected and Ha3 was accepted. There is a significant direct influence between career development and the creativity of vocational school teachers in Cilegon City.

The fourth hypothesis tests whether there is a direct influence between career development and the productivity of vocational school teachers in Cilegon City. From the results of the hypothesis test, the R2 coefficient was obtained of 0.750 with a t-statistic of 10.463 > 1.96 with a p-value of 0.000 > 0.05, so that Ho4 was rejected and Ha4 was accepted. There is a significant direct influence between career development and the productivity of vocational school teachers in Cilegon City.

The fifth hypothesis tests whether there is a direct influence between creativity and the productivity of vocational school teachers in Cilegon City. From the results of the hypothesis test, the R2 coefficient was obtained of 0.676 with t-statistics of 11.619 > 1.96 with a p-value of 0.000 < 0.05, so that Ho5 was rejected and Ha5 was accepted. There is a significant direct influence between creativity and the productivity of vocational school teachers in Cilegon City.

Table 7. Hypothesis Test VI to VII

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values
X1 -> Y -> Z	0.111	0.036	0.013	2.952	0.003
X2 -> Y -> Z	0.061	0.094	0.032	3.042	0.002

Source: Results of Hypothesis Test VI - VII Smart-PLS, 2021

The sixth hypothesis tests whether there is an indirect influence between motivation and teacher productivity through creativity carried out by vocational school teachers in Cilegon City. From the results of the hypothesis test, the R2 coefficient was obtained of 0.111 with a t-statistic of 2.952 > 1.96 with a p-value of 0.003 < 0.05, so that Ho6 was rejected and Ha6 was accepted. There is a significant indirect influence between Motivation on teacher productivity through the creativity of vocational schools in Cilegon City.

The seventh hypothesis tests whether there is an indirect influence between career development on teacher productivity through creativity carried out by vocational school teachers in Cilegon City. From the results of the hypothesis test, the R2 coefficient was obtained of 0.061 with a t-statistic of 3.042 > 1.96 with a p-value of 0.002 < 0.05, so that Ho7 was rejected and Ha7 was accepted. There is a significant indirect influence between career development on teacher productivity through the creativity of vocational schools in Cilegon City.

Discussion

There is a significant direct influence between Motivation on the creativity of vocational school teachers in Cilegon City. From the results of the hypothesis test, the R2 coefficient was obtained of 0.241. This means that the Motivation variable contributes 21.3% to creativity. The implication of this finding is that it is important for teachers, principals, primary and secondary education providers that to increase creativity, it is necessary to increase motivation. The most important motivation that needs to be improved is about teachers' personality competencies such as improving soft skills, leadership, communication, cooperation, public relations, United Kingdom skills, and others.

From the results of the second hypothesis test, the R2 coefficient of 0.083 with t-statistics of 2.709 > 1.96 with a p-value of 0.007 < 0.05 was obtained, so that Ho2 was rejected and Ha2 was accepted. There is a significant direct influence between motivation and productivity of vocational school teachers in Cilegon City. motivational contribution to productivity by 8.3%. This contribution is too small because it is less than 10%, nevertheless, motivation still makes a positive and significant contribution to productivity. The implications of these findings are that it is important for schools to continuously increase the impact of motivation in order to increase productivity. School principals, education offices and related parties should also continue to encourage teachers to continue to increase productivity.

From the results of the third hypothesis test, an R2 coefficient of 0.625 was obtained, thus career development contributed to the creativity of vocational school teachers in Cilegon City by 62.5% while the remaining 37.5% was influenced by other variables that were not included in the model. In other words, to increase teachers' creativity can be done by increasing career development. The better the career development, the better the teacher's creativity. On the other hand, the lower the career development, the lower their creativity. Therefore, when school principals, education offices or other parties related to the quality of education of vocational school teachers, they must pay attention to career development. If career development is not good, it can be done to increase creativity by sending teachers to continue S2 and S3 education, sending teachers to conduct various competency tests, conducting workshops, workshops, seminars, and other teachings. Theoretically, the results of this study imply that, when schools want to increase teachers' creativity, they send teachers to various training centers, postgraduate programs to increase their creativity. Without taking these efforts, teachers' creativity will not increase significantly.

From the results of the fourth hypothesis test, an R2 coefficient of 0.750 with t-statistics of 10.463 > 1.96 with a p-value of 0.000 < 0.05 was obtained, so that there was a significant direct influence between career development and creativity of vocational school teachers in Cilegon City. This means that the better the career development for teachers, the better the teacher's creativity. The implications of these findings suggest that the need to increase teachers' creativity can be done by providing good career development for teachers.

The fifth hypothesis tests whether there is a direct influence between creativity and the productivity of vocational school teachers in Cilegon City. From the results of the hypothesis test, the R2 coefficient was obtained of 0.676 with a t-statistic of 311.463 > 1.96 with a p-value of 0.001 < 0.05, so that there was a significant direct influence between creativity and productivity of vocational school teachers in Cilegon City. This means that when you want to increase teacher productivity, related parties such as school principals, school supervisors, education offices and other parties need to remind them of their creativity. The better the teacher's creativity, the higher the productivity, on the contrary, the lower the creativity, the lower the productivity level. The implication of this finding is that efforts to increase teacher productivity can be made by increasing teachers' creativity. The better the teacher's creativity, the higher the teacher's productivity level. On the other hand, if teachers are not able to increase their creativity properly, their productivity will decrease.

From the results of the sixth hypothesis test, an R2 coefficient of 0.111 with t-statistics of 2.952 > 1.96 with a p-value of 0.003 < 0.05 was obtained, so that there was a significant indirect influence between Motivation on teacher productivity through the creativity of vocational schools in Cilegon City. Motivation contribution when through creativity in increasing teacher productivity is only 11.1%, therefore, when you want to increase teacher productivity, you can directly increase motivation through creativity. The implication of the findings of this study is that, to increase teacher productivity, school principals, school supervisors, education offices and all parties related to teachers need to continue to improve teacher motivation in teaching. Teacher training programs and seminars can also increase teacher productivity, including conducting comparative studies to schools both in the country and abroad.

From the results of the seventh hypothesis test, an R2 coefficient of 0.061 with t-statistics of 3.042 > 1.96 with a p-value of 0.002 < 0.05 was obtained, so that there was a significant indirect influence between career development and teacher productivity through the creativity of vocational school teachers in Cilegon City. The above results show that career development to teacher productivity through creativity is 6.1%, a very small contribution. Therefore, if you want to increase teacher productivity, you can directly implement career development not necessarily through creativity.

Managerial Implications and Advice

Managerial Implications

The theoretical implication of this research is that it is able to strengthen the productivity theory that the productivity of human resources can be influenced by motivation and career development both directly and indirectly through creativity. Human resource productivity will increase in the direction of increasing motivation and career development. In other words, productivity will increase when motivation increases. In addition, the productivity of human resources will also increase if career development is carried out well.

The managerial (practical) implications of this research can be useful for four, namely vocational schools, when they want the productivity of teachers to increase, then the principal should increase motivation, as well as provide opportunities for teachers who are qualified to participate in career development. For teachers, the results of this study give implications, that to increase their productivity, they must be willing to participate in various activities that can increase motivation. For the District Education Office, the results of this study have implications for the importance of increasing the productivity of teachers working at vocational schools. In addition, the results of this study are expected to be used as a guideline in making policies related to efforts to improve the quality and productivity of teachers both through increasing motivation and career development both directly and indirectly through teachers' creativity, and for educational institutions that provide the Master of Management study program, it provides implications to continue to pay attention to the

importance of education management, both related to productivity and career development and creativity of educators and education, school organizations as a whole.

Suggestion

School leaders should be able to increase motivation, This is very important in efforts to improve the quality of education, especially education at the vocational school level which will produce graduates who are ready to use in the business world and the industrial world. Teachers should always increase their productivity by implementing by always trying to carry out career development well. With good career development, their productivity will also increase. The Education Office and the Ministry of Education and Culture of Research and Technology (KemendikbudRistek), should always help the productivity of teachers, while still promoting various education and training, and should be able to create good career development. For future researchers, it is hoped that they can conduct research with a wider scope or research teacher productivity using other variables such as discipline, leadership to the school, confidence, work culture, and others that can really be directly applied.

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