



Increasing Work Productivity through Organizational Culture, Visionary Leadership, and Achievement Motivation

Rifa Ariani¹, Soewarto Hardhienata², M. Entang³

¹rifa.unpak@gmail.com, ²soewartohardhienata@unpak.ac.id,

³muhamadentang@yahoo.com

Universitas Pakuan

*Corresponding Author: Rifa Ariani

Email: rifa.unpak@gmail.com

ABSTRACT

Productivity is a crucial factor in maintaining and improving the quality of education in schools. Good quality education is a measurement for the success of teacher work productivity. In addition, teacher work productivity is affected by organizational culture, achievement motivation, and visionary leadership. Therefore, the objective of this research is to find strategies on ways to increase teacher work productivity by examining the direct and indirect effects of the variables that have been mentioned. This research used survey method in quantitative approach with path analysis technique and STOREM. The sampling technique used is random sampling technique. Respondents involved in the research were 150 out of a total of 238 private high school teachers. The result of the research indicated that there is a positive and significant direct effect: (1) visionary leadership on teacher work productivity ($\beta_1=0.290$; $\alpha<0.01$); (2) organizational culture on teacher work productivity ($\beta_2=0.230$; $\alpha<0.01$); (3) achievement motivation on teacher work productivity ($\beta_3=0.325$; $\alpha<0.01$); (4) visionary leadership on achievement motivation ($\beta_{31}=0.284$; $\alpha<0.01$). Achievement motivation variables do not function effectively as mediating the effect of visionary leadership on work productivity, and function effectively as a mediator of the effect of organizational culture on work productivity. The strategies to improve teacher innovation can be implemented by strengthening the variables of visionary leadership, organizational culture, and achievement motivation. On the other hand, strategies to improve teacher work productivity can be implemented by improving indicators that are still weak, such as strong desire, mission formulation, lesson planning, and student direction.

Keywords: Achievement Motivation, Organizational Culture, Visionary Leadership, Work Productivity

INTRODUCTION

A good quality school is able to make sustainable improvements and able to adapt in technology and modernization. The school qualities are developed into a good quality school, including those that provide quality educational services and have good infrastructure, instructors, and educational staff.

The good quality education is a parameter for the success of teacher productivity since a teacher's job is a various task to achieve educational goals, and they spend most of their time for teaching and learning process. Therefore, the productivity aspect is an important aspect for the teaching profession. Productivity is also a very important factor in maintaining and improving the school quality. This phenomenon is become a concern for researchers to examine teacher work productivity based on the goals by the organization/school in improving the school quality.

The researcher by Warsid, Ipong Dekawati, Wresni Pujiyati (2020) with title analysis of school environmental conditions and achievement motivation and its impact on teacher work productivity indicates that there is a significant influence between school environmental conditions on teacher work productivity by 37.4%, there is a significant influence between teacher achievement motivation on teacher work productivity by 20%, and there is a significant influence between school environmental conditions and teacher achievement motivation simultaneously on teacher work productivity by 41.4%. In addition, the research by Komariyah et al., (2020) found that there is a positive and significant effect of the principal's leadership style on teacher work productivity by 52.20%, there is a positive and significant effect of achievement motivation on teacher work productivity by 54.40%, and there is a positive and significant effect of principal leadership style and achievement motivation on teacher work productivity by 62.50%. Brilliantina Indriati (2022) also stated that the increase of work productivity through strengthening visionary leadership, organizational climate and creativity resulting in $\Gamma_{y1} = 0,697$, $\Gamma_{y2} = 0,698$, $\Gamma_{y3} = 0,695$, $\Gamma_{y12} = 0,799$, $\Gamma_{y13} = 0,798$, $\Gamma_{y23} = 0,749$, dan $\Gamma_{y123} = 0,899$.

The indicators of teacher productivity are lesson plan, learning implementation, learning assessment, teaching students, and controlling students. These aspects are in accordance with the Government Regulation No. 74 of 2008 Article 52 concerning Teacher and Lecturers that teacher must have academic qualifications, competencies, educator certificates, be physically and mentally healthy, and have the ability to realize the national education goals.

Schools with visionary leadership are expected to have teacher with high work enthusiasm, work discipline, and work creativity. Visionary leadership can change the behavior of subordinates by motivating and encouraging the teacher to devote their attention to organization interests. With visionary leadership, a leader can motivate teacher to have a high awareness of the importance of success in

conducting their tasks with full responsibility that resulting in strong teacher work productivity.

Teacher work productivity is influenced by the organizational environment and organizational culture. Organizational culture is the created and developed values, norms and a pattern in an organization that directs the behavior of its members which distinguish the organization from other organizations. The good culture in an organization will create a positive atmosphere in work environment, that the teacher is able to conduct their duties comfortably in a conducive environment which aims to increase the teachers' productivity.

Meanwhile, achievement motivation is an individual factor that influence the teacher work productivity. With high achievement motivation from teacher, it is expected that the organization will be more competitive and advanced. The teacher can develop their maximum competence for become more productive. With the existence of achievement motivation in teacher, the teacher will remain to create and innovate that resulting in their work productivity.

Based on the explanation above, this research will discuss the increase of work productivity through strengthening organizational culture, visionary leadership and achievement motivation. This research aims to find strategies to improve teacher work productivity by examining the direct and indirect effects of other variables, such as visionary leadership, organizational culture, achievement motivation with teacher work productivity.

LITERATURE REVIEW

Teacher's Work Productivity

Anisah (2020) stated that teacher work productivity is the effectiveness of the teacher's job in implementing lessons to achieve the learning outcomes. Productivity is the ratio of what is produced (output) to whole production equipment used (input), while productivity is an interaction of essential factors called the use of knowledge and technology, research, management and labor. Furthermore, Endah Triningsih (2018) explained that teacher work productivity is the work achieved by a teacher in a certain unit of time. The indicators of teachers' work productivity are work ethic, teacher performance, principal support, and work culture. In addition, Hidayat et al (2019) identified that productivity is something that has a direct relationship with organizational goals. Productivity, quantity and quality are associated with efficiency at a certain level. The productivity indicators are quantity, quality, and psychological employees, while the factors affecting productivity including interesting work, good wages, security and protection in the job, the purpose and meaning of work, good working atmosphere, feeling involved in organizational activities, understanding and sympathy for personal problems, and hard work discipline (Kriekhoff, 2022).

Visionary Leadership

Peramesti and Kusmana (2018) identified that visionary leadership is the ability of school principals to propose ideas about the school vision through critical interaction with stakeholders to formulate an aspired school future, that must be achieved with the commitment of all school components through the process of socialization, transformation, and implementation of ideas by teacher. The indicators of visionary leadership are effective communication, anticipating in change, influencing the school organization based on data ability to access the future needs of consumers, technology, and so on. Sukriadi (2018) states that visionary leadership is a style of leadership designed to give direction and meaning to work, and the work ethics were made based on a clear vision by members of the company. The indicators of visionary leadership including visualizing, futuristic thinking, showing foresight, proactive planning, creative thinking, taking risks, process alignment, coalition building, continuous learning, and embracing change. Based on several theories above, visionary leadership is the leader's behavior in creating and realizing a realistic vision by mobilizing others to work in the organization in order to achieve organizational goals. The indicators of visionary leadership are vision formulation, vision socialization, mission determination, work program preparation, and work program evaluation.

Organizational Culture

Colquitt, Jason A., Jeffery A Lepine (2019) state that organizational culture is the shared social knowledge within an organization regarding the rules, norms and values that shape the attitudes and behaviors of its employees. Organizational culture is social knowledge under the organizational honor norms and values of its employee's behavior. The indicators of organizational culture are rules that must be obeyed by organization members, norms are acceptable standards of behavior shared by group members, and values are basic beliefs of individual, social, and rules behavior.

Kreitner & Kinicki (2008) identified that organizational culture is the values, principles, traditions and ways of doing things regarding the act of organizational members. Organizational culture has four functions, such as provide identity to employees, facilitate collective commitment, promote social system stability, and encourages managers to sense their presence that influences behavior. In another theory by Aboramadan et al (2020) explain that culture means as a way for humans to actualize their values, creativity, and work (performance). Culture can also be interpreted as a whole of spiritual and material endeavors including the potentials and skills of society or human groups. In addition, culture as basic assumptions and patterns of meaning which are considered appropriate to be manifested by all parties participating in the organization.

According to the theories above, organizational culture is values, norms and a pattern of basic assumptions which found, created or developed in an organization

that directs the behavior of its members which distinguishes the organization from other organizations. The indicators of organizational culture are patterns of behavior: visible patterns of behavior, openness in the communication and risk-taking patterns at work; Important values that jointly together: norms, behavior standards and rules; Patterns of basic assumptions: relationship with work environment, friendship and closeness between employees and employees' interest in generating ideas.

Achievement Motivation

Clelland (2020) states that achievement motivation is the desire to exceed a set standard and pursue for success. There are 4 aspects of achievement motivation, such as take the risk, desire to get feedback based on their performance, seek satisfaction by achievements, and taking responsibility for his/her work. Jhonson in Mangkunegara (2013) identified that “achievement motive is impetus to do well relative to some standard of excellence.” Achievement motivation as an encouragement in a person to do an activity or task as well as possible to achieve the commendable predicate. The people characteristics who have high achievement motivation are doing something as well as possible in achieving success, completing tasks that require effort and skill, master a particular field, doing difficult things with satisfying results, and doing meaningful and important something.

RESEARCH METHODOLOGY

According to Sugiyono (2015) the research method is a scientific way to get the data with specific purposes and uses. Based on this, there are four keys that need to be considered, such as scientific methods, data, goals, and uses. The scientific method means that research activities are based on scientific characteristics, called rational, empirical and systematic. Rational means that the research activities are conducted in rational ways, while empirical means that the methods used can be observed by the human senses.

In this research, the researchers used survey methods with Path Analysis and SITOREM techniques. Path analysis is conducted to test the path construct whether it is empirically tested or not. The further analysis was conducted to find the direct and indirect effects of independent variables on dependent variable. In addition, path analysis is a type of multivariate analysis to examine the direct and indirect effects of variables hypothesized as cause variables on other variables called effect variables. The causal relationship between variables has been formed with a model based on theoretical basis. The data in this research will be processed using Statistical Package for Social Sciences (SPSS) program. The sampling technique used is a random sampling technique (proportional random sampling) since the population has heterogeneous members. The number of samples in A-accredited private senior high schools in sub-corwil/raon 6 Bogor as research places was

calculated using Taro Yamane formula.

RESULT AND DISCUSSION

The Effect of Visionary Leadership (X_1) on Teacher Work Productivity (Y)

Based on research results, the path coefficient value is $(\beta_{y1}) = 0.290$ and $\text{Sig} = 0.000 < 0.05$. While $t_{\text{count}} = 3.980$ and t_{table} at the real level $\alpha = 0.05$ obtained $t_{\text{table}} = 1.97$ then $t_{\text{count}} > t_{\text{table}}$ means H_0 is rejected and H_1 is accepted. Thus, there is a direct influence of the visionary leadership variable (X_1) on teacher work productivity (Y). It indicates that work productivity will increase along with the development of visionary leadership of teacher in Bogor Private High School. These results are in line the research by (Suk et al (2018) which concluded that there is a positive relationship between visionary leadership and teacher work productivity with the results of regression equation $\hat{Y} = 38,859 + 0,625X_1$ which means that each increase of visionary leadership can develop the teacher work productivity by 0.625 at a constant 38.859. Previously, Saba et al., (2016) concluded that there is a significant positive relationship ($r = 0,462$, $p < 0,05$ $p < 0,01$) between visionary leadership and performance that work productivity is one element contained in performance aspect. Then, it is predicted that visionary leadership can affect the increase in teacher work productivity.

A visionary leader has a clear vision of the goals that need to be achieved. By sharing this vision with teachers, the leader is able to inspire and provide strong guidance for them. Teacher who has a visionary leader will be more encouraged and motivated to work towards the same goal, which can increase their productivity. The visionary leadership encourages creative and innovative thinking, and encourages teacher to think outside the box, explore new learning approaches, and find new solutions to challenges faced in the educational environment. This can increase teacher productivity as they feel encouraged to find for more effective ways to teach and improve the quality of teaching and learning process.

A visionary leader encourages self-development and professional growth of the teacher along with provide support and opportunities for training, development, and career goals. The leaders who pay attention to professional growth, teacher will feel valued and encouraged to remain improving their competencies. This can improve teacher's work productivity as they feel supported and have opportunities to grow. Moreover, visionary leadership also encourages collaboration and team spirit among teacher through create an inclusive and collaborative work culture for the teacher can feel mutually supportive and work together to achieve common goals. The effective collaboration can increase teacher productivity as they can learn from each other, share ideas and work together to improve the learning quality.

The Influence of Organizational Culture (X₂) on Teacher Work Productivity (Y)

Based on the research results, the path coefficient value is $(\beta_{y2}) = 0.230$ and $\text{Sig} = 0.006 < 0.05$, while $t_{\text{count}} = 2.781$ and t_{table} at real level $\alpha = 0.05$ obtained $t_{\text{table}} = 1.97$ then $t_{\text{count}} > t_{\text{table}}$ means H_0 is rejected and H_1 is accepted. Thus, there is a direct influence of organizational culture variables (X₂) on teacher work productivity (Y). It indicates that strong organizational culture will increase the work productivity of teacher in Bogor Private high school. This research is in line with the results of Jakiyah et al (2018) which concluded that there is a positive and significant relationship between organizational culture and teacher work productivity with a correlation coefficient of 0.962 and a regression equation $\hat{Y} = 9,28 + 1,03X_2$. Likewise, the results of Asnora (2020) found that organizational culture has a significant effect on employee work productivity.

Organizational culture encompasses the values and norms adopted and practiced by organizational members that encourages hard work, collaboration, innovation and commitment to education quality. This will have a positive effect on teacher work productivity. Teacher who working in a culture that values these values will feel motivated in improving the quality of their teaching. An organizational culture based on trust, cooperation and mutual support among team members can have a positive impact on teacher work productivity. When teacher feel supported by their peers and leaders, they tend to be more motivated and collaborate effectively. The trust established in the organizational culture also allows teacher to take risks in educational innovation and work proactively to achieve the common goals.

An organizational culture that values and recognizes teachers' contributions can have a positive impact on their productivity. Teacher who are appreciated for their efforts and achievements will feel valued and motivated to remain doing their best. The appreciation can be in the form of positive feedback, awards, or opportunities for various best practices. An organizational culture that promotes recognition and appreciation can increase teacher motivation and productivity. An organizational culture that encourages open and transparent communication can have a positive impact on teacher work productivity. Teacher needs to feel that they have effective communication channels with their leaders and coworkers to solve the problems, share ideas and find the solutions of the problem faced. The transparent communication creates a more cooperative work environment and allows teacher to work efficiently.

The Effect of Achievement Motivation (X₃) on Teacher Work Productivity (Y)

Based on the calculation results, the path coefficient value (β_{y3}) = 0.325 and Sig = 0.000 < 0.05. While $t_{count} = 3.848$ and t_{table} at real level $\alpha = 0.05$ obtained $t_{table} = 1.97$, then $t_{count} > t_{table}$ means H_0 is rejected and H_1 is accepted. Thus, there is a direct effect of achievement motivation variable (X₃) on teacher work productivity (Y). This indicates that the strong achievement motivation will increase the work productivity of teacher in Bogor Private High School. This research is in line with the results of Warsid et al (2020) which found that there is a significant influence between teacher achievement motivation on teacher work productivity by 20%. Meanwhile, Komariyah (2020) indicates that there is a positive and significant effect of achievement motivation on teacher work productivity by 54.40%.

Achievement motivation involves in having clear and ambitious goals to achieve. When teacher have specific and challenging goals, they will be motivated to work harder and focus on achieving them. This goal could be improving student test results, developing a new curriculum or improving the teaching quality. The achievement motivation can encourage teacher to remain improve their performance that able to increase their work productivity. Achievement motivation drives teacher in doing their work effectively. They have a strong intrinsic drive to achieve success in teaching and influencing the student skills' development. This motivation spurs teacher to remain learning, improve their skills, adopt good practices and improve the learning quality. The desire for high achievement will increase teacher's work productivity as they are committed to delivering the best results.

Achievement motivation involves a sense of satisfaction in facing challenges and achieving personal and professional growth. Achievement-motivated teacher will recognize the challenges as opportunities to learn and grow. They may seek opportunities to develop new skills, adopt more effective methods of instruction, or overcome the existing obstacles. This motivation will encourage teacher to increase their work productivity by finding new and innovative ways to improve the learning quality. Achievement motivation in teacher is often driven by a sense of responsibility for student development. Teacher who are intrinsically motivated to see their students progress and make a positive impact in their lives will be more productive in teaching and learning process. This sense of responsibility drives teacher to deliver their best teaching method, face challenges and continually strive to improve learning outcomes.

The Influence of Visionary Leadership (X₁) on Teacher Achievement Motivation (X₃)

From the research results, it obtained the path coefficient value (β_{31}) = 0.284 and Sig = 0.000 < 0.05. While $t_{\text{count}} = 4.209$ and t_{table} at real level $\alpha = 0.05$ obtained $t_{\text{table}} = 1.97$ then $t_{\text{count}} > t_{\text{table}}$ means H_0 is rejected and H_1 is accepted. Thus, there is a direct influence of the visionary leadership variable (X₁) on teacher achievement motivation (X₃). This means that the stronger the visionary leadership, it will increase the achievement motivation of teacher in Bogor Private High School.

Visionary leadership has the ability to inspire teacher with a clear vision of the goals that need to be achieved. Leaders who have a strong vision are able to instill enthusiasm and achievement motivation in teacher. Teacher will be inspired to improve their performance and achieve extraordinary results from the objective set by visionary leader. Visionary leaders provide teacher with the necessary support to reach higher levels of achievement. They provide relevant resources, training and professional development opportunities, and constructive feedback to teacher to help them faced the challenges and reach their full potential. This support builds the teacher's achievement motivation by giving them a sense of confidence and the necessary tools to achieve their goals.

Visionary leadership plays an important role in building an inclusive and collaborative work culture. Visionary leaders create a supportive and motivating environment where teacher feel heard, valued and recognized for their contributions. This positive and inclusive work culture strengthens the teacher's achievement motivation as they feel involved in decision-making process, take ownership of learning outcomes and are supported in achieving high levels of achievement.

The Effect of Organizational Culture (X₂) on Teacher Achievement Motivation (X₃)

Based on the research results, it obtained the path coefficient value (β_{32}) = 0.545 and Sig = 0.000 < 0.05, while $t_{\text{count}} = 8.094$ and t_{table} at real level $\alpha = 0.05$ obtained $t_{\text{table}} = 1.98$ then $t_{\text{count}} > t_{\text{table}}$ means H_0 is rejected and H_1 is accepted. Thus, there is a direct influence of organizational culture variables (X₂) on teacher achievement motivation (X₃). This means that the strong organizational culture will increase the achievement motivation of teacher in Bogor Private High School.

A positive and supportive organizational culture can increase teacher's passion and commitment to their work. When the organizational culture promotes along with innovation and growth, teacher will feel motivated to achieve high levels of performance and contribute to their full potential. A culture that promotes a sense of pride and commitment to educational profession will encourage teacher in achieving the goals and have a positive effect on achievement motivation. A supportive and collaborative organizational culture can increase teacher's achievement motivation. When teacher feel supported by colleagues and leaders,

they will feel motivated to achieve the best results. A culture that promotes cooperation, mutual help and knowledge sharing will build an environment that motivates teacher to collaborate, learn from each other and support each other in improving their performance.

An organizational culture that provides the rewards for teacher's work achievements in the form of awards, career advancement, promotions and positive feedback that will increase teachers' achievement motivation. An organizational culture which encourages individual development and growth will influence teachers' achievement motivation. When the organization provides opportunities for training, professional development and career advancement for teacher, they will feel motivated to improve their skills and knowledge.

The Indirect Effect of Visionary Leadership (X₁) on Teacher Work Productivity (Y) Through Achievement Motivation (X₃)

From the research results, it obtained the path coefficient value $\beta_{y31} = 0.0923$. The test results obtained t_{count} of 1.22 and t_{table} ($dk = 146$, with $\alpha = 0.05$) of 1.97 and t_{table} ($dk = 146$, with $\alpha = 0.01$) of 2.61. Based on the calculation results, it obtained $t_{count} < t_{table}$. Thus, it can be concluded that there is an insignificant positive indirect effect of visionary leadership on teacher work productivity through achievement motivation. As stated earlier, the direct effect of visionary leadership on teacher work productivity is bigger than its indirect effect. This shows that achievement motivation as an intervening variable in this research is not strong enough to support the influence of visionary leadership on teacher work productivity. The achievement motivation does not have a mediating role. In other words, visionary leadership has a bigger direct influence without achievement motivation. This means that when you want to increase teacher work productivity, it will be more efficient when it is conducted directly by strengthening visionary leadership.

One reason why there is no indirect effect of visionary leadership on teacher productivity through achievement motivation is the distance or barrier that occurs between leadership and teacher. Teacher may not feel the accomplishment incentive that comes from visionary leadership because it is either too distant or not invested enough in their work environment. On the other side, it can be challenging to realize the indirect effects of leadership when the principal exhibits visionary leadership that encourages achievement motivation, but the teacher is lack the support or the necessary resources to increase their productivity. There are other external factors that influence the teacher's achievement motivation such as work environment conditions, school policies, or personal factors that are not directly related to visionary leadership. When these factors are strong and dominant, the influence of visionary leadership on teacher work productivity through achievement motivation may not be achieved.

The Indirect Influence of Organizational Culture (X₂) on Teacher Work Productivity (Y) Through Achievement Motivation (X₃)

From the research results, it obtained the path coefficient value $\beta_{y32} = 0.117$. The test results obtained t_{count} of 2.314 and t_{table} ($dk = 146$, with $\alpha = 0.05$) of 1.97 and t_{table} ($dk = 146$, with $\alpha = 0.01$) of 2.61. Based on the calculation results, it was found that $t_{\text{count}} > t_{\text{table}}$. Thus, it can be concluded that there is a positive and significant indirect effect of organizational culture on teacher work productivity through achievement motivation.

An organizational culture that encourages and appreciate the achievement can encourage the teacher to achieve high levels of performance. When the organizational culture emphasizes the importance of achievement, innovation, and continuous improvement, teacher will feel encouraged to work harder and become more productive. In addition, an organizational culture that pays attention and supports teachers' personal development can motivate them to improve their teaching and learning quality. When the organization provides opportunities for training and professional development along with encouraging the teacher to remain learning and developing, the achievement motivation will be a strong factor in improving their work productivity.

An organizational culture that creates a positive, inclusive and collaborative work environment can influence teacher's work motivation. When the teacher feel supported, valued and can work effectively in teams, it will develop their motivation to achieve high performance. On the other hand, a toxic or unsupportive culture can inhibit the motivation and reduce work productivity. Another factor in encouraging the achievement motivation is a company culture that values excellent work performance. When teacher feel that their efforts are appreciated and recognized in the form of public recognition, formal award, or other reward will strengthen the teacher's motivation and increase their productivity.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research results with path analysis, it can be concluded into several conclusion, such as (1) there is a positive and significant effect of visionary leadership on teacher work productivity. It means that the stronger of principal's visionary leadership will increase teacher work productivity; (2) there is a positive and significant effect of organizational culture on teacher work productivity. This means the higher teacher work productivity influenced by strong organizational culture; (3) there is a positive and significant effect of organizational culture on teacher work productivity. This indicates that the stronger the organizational culture will increase the teacher work productivity; (4) there is a positive and significant effect of achievement motivation on teacher work productivity. This means that teacher work productivity influences by achievement motivation; (5) there is a positive and significant effect of visionary leadership on teacher achievement

motivation. This means the stronger the visionary leadership will develop the teachers' achievement motivation; (6) there is a positive and significant effect of organizational culture on teacher achievement motivation. This means that teacher achievement motivation influences by strong organization culture; (7) there is an insignificant positive indirect effect of visionary leadership on teacher work productivity through achievement motivation. This means that achievement motivation has not functioned effectively as a mediator of indirect effect of visionary leadership on teacher work productivity; and (8) there is a positive and significant indirect effect of organizational culture on teacher work productivity through achievement motivation. This means that achievement motivation is effective as a mediator of the influence of organizational culture on work productivity.

Suggestion

For teachers

It is urgently necessary to increase teacher productivity by creating effective lesson plans and giving right guidance for students. Teacher need to conduct systematic and structured lesson planning, identify learning objectives, determine effective teaching strategies, and design relevant learning activities. Preparing good lesson plans will help teacher to focus on learning objectives, optimize the use of time, and increase work productivity. In addition, providing guidance to students can be conducted by understanding students' needs, interests and learning styles. Teacher need to observe, interact, provide constructive feedback, and involve learners actively in teaching and learning process. Moreover, teacher need to strengthen the achievement motivation by having a strong desire to achieve the learning objective and improve their work productivity.

For school principal

In improving teacher productivity, the school principals need to maintain visionary leadership and strong indicators, such as determining the vision formulation, preparing the work program, determining the mission, and assessing the work program. Principals need to improve the weak indicators calles formulating the mission that can be strengthened by conducting self-reflection through reviewing the process and approach in formulating the mission, establishing clear and effective communication, involving teams or organizational members, and evaluating the mission regularly.

For education officer

In order to improve teacher work productivity, the education officer need to support and empower principals to become visionary leaders through leadership training and development for the principals can learn effective strategies to inspire and motivate teacher to achieve common goals; build an organizational culture that supports high performance and innovation for schools through policies; provide

incentives or rewards for teacher who achieve outstanding performance or make significant contributions to improving the education quality.

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