Harnessing the Power of Positive Reinforcement: A Creative Approach to Boosting Teacher Productivity

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Abstract:

This study aims to improve teacher work productivity by strengthening school discipline and motivation. A quantitative approach was used in this study, along with correlation and survey methods. The study population was 195 teachers, and a sample of 131 teachers was randomly selected using the proportional random sampling method with standard and homogeneous data distribution. Data were collected through a questionnaire for validity and reliability through expert judgment and empirical tests. The findings of this study indicate that work discipline and teacher productivity have a positive and significant correlation (ry1) of 0.803, with a contribution (r²y1) of 64.5%. Work motivation and teacher productivity also have a positive and significant correlation (ry2) of 0.791, with a contribution (r²y2) of 62.5%. In addition, work discipline and work motivation have a positive and significant relationship (ry12) of 0.852, with a contribution (r²y12) of 72.5% to increasing teacher work productivity. The results of this study provide important implications for the development of managerial policies in schools, which should focus on improving teacher discipline and motivation to encourage work productivity. Schools need to design programs that strengthen both as key factors in improving the quality of education and student learning outcomes.

Keywords: *Work Productivity, Work Discipline, Work Motivation, Motivation*

Abstrak:

Penelitian ini bertujuan untuk meningkatkan produktivitas kerja guru melalui penguatan disiplin dan motivasi di sekolah. Pendekatan kuantitatif digunakan dalam penelitian ini dengan metode korelasi dan survei. Populasi penelitian berjumlah 195 guru, dan sampel sebanyak 131 guru dipilih secara acak menggunakan metode proportional random sampling dengan sebaran data standar dan homogen. Data dikumpulkan melalui kuesioner yang telah diuji coba, serta diuji validitas dan reliabilitasnya, baik melalui expert judgement maupun uji empiris. Temuan penelitian ini menunjukkan bahwa disiplin kerja dan produktivitas guru memiliki korelasi positif dan signifikan (ry1) sebesar 0,803, dengan kontribusi (r²y1) sebesar 64,5%. Motivasi kerja dan produktivitas guru juga memiliki korelasi positif dan signifikan (ry2) sebesar 0,791, dengan kontribusi (r²y2) sebesar 62,5%. Selain itu, disiplin kerja dan motivasi kerja memiliki hubungan positif dan signifikan (ry12) sebesar 0,852, dengan kontribusi (r²y12) sebesar 72,5% terhadap peningkatan produktivitas kerja guru. Hasil penelitian ini memberikan implikasi penting bagi pengembangan kebijakan manajerial di sekolah, yang seharusnya fokus pada peningkatan disiplin dan motivasi guru untuk mendorong produktivitas kerja. Sekolah perlu merancang program yang memperkuat keduanya sebagai faktor utama dalam meningkatkan kualitas pendidikan dan hasil belajar siswa.

Kata Kunci: *Produktivitas Kerja, Disiplin Kerja, Motivasi Kerja, Motivasi*

INTRODUCTION

Education serves as the cornerstone for developing quality human resources. As highlighted in Law Number 20 of 2003 from the Republic of Indonesia, teachers play a vital role as professionals who foster quality learning. This mission is essential for shaping an Indonesian society that is educated and devoted to God Almighty. However, the Global Human Capital Report (SINDOnews, 2021) reveals that our education system ranks a troubling 65th out of 130 countries. In addition, Program for International Students Assessment (PISA) data show that Indonesia stands at level 74 with scores of 396 in science, 371 in reading, and 379 in mathematics.

Moreover, the Teacher Competency Test (UKG) results indicate an alarming average score of 54.77 for professional knowledge and 48.94 for pedagogical knowledge, which is significantly below standard. We are now facing a critical situation where 25% of teachers still need to meet academic qualifications, and 52% need professional certificates. To elevate the quality of our human resources, school principals must prioritize understanding each teacher's discipline and work motivation. This insight is crucial for enabling teachers to fulfill their responsibilities effectively and contribute to the school's vision and mission. While principals often demand timely task completion, they must also address the rights and obligations of each teacher. By honoring teachers' rights, we can stimulate their enthusiasm and enhance productivity, ultimately ensuring they are equipped to meet and exceed their obligations. Together, we can transform our education system and empower future generations.
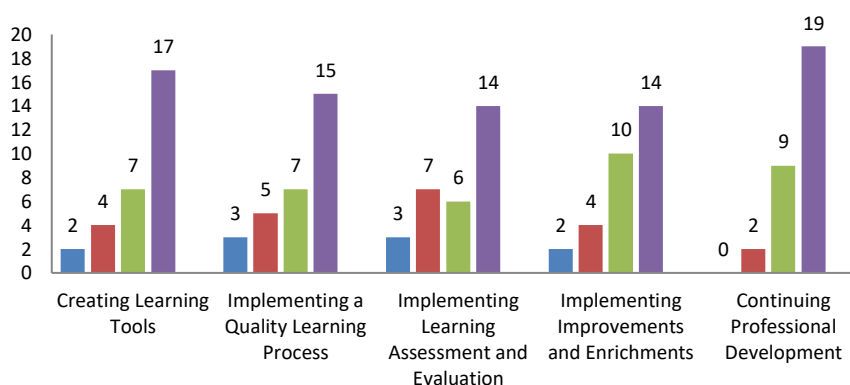

Figure 1. Teachers' Work Productivity of Private Vocational Schools, Sukabumi

A preliminary survey of thirty teachers confirmed that productivity could be more optimal. This finding is supported by previous research by Azaini et al. (2021) and Ismawati et al. (2023), which indicates that enhancing teacher productivity is essential to positively and significantly strengthen discipline and work motivation. According to Waeyenberg et al. (2022), quality work results stem from contributions to organizational goals that are carried out effectively,

efficiently, and with creativity, innovation, responsibility, and self-confidence. Azainil et al. (2021) and Suhariadi et al. (2023) emphasize that teacher productivity is very challenging and can measured through work results that are completed effectively and on time. Zhang et al. (2023) suggest that teachers' success in planning and implementing quality learning processes can be assessed by their ability to promptly complete learning materials and participate in continuous professional development programs. From this discussion, we can define teacher productivity as achieving educational goals through the effective and efficient development of programs, processes, and learning outcomes. Work discipline is a framework that systematically administers consequences, such as reprimands and sanctions, for those who fail to adhere to established rules (Kilag, 2023). Teacher discipline can be assessed by their willingness to follow regulations and accept penalties, whether directly or indirectly.

Teacher discipline reflects attitudes and behavior in carrying out tasks according to provisions (Jubaidah & Widigdo, 2023). Teacher discipline is based on a sense of responsibility for tasks, the ability to accept sanctions, and behave according to the rules. From the description above, work discipline in teachers can be synthesized as quality work habits in building character through controlling behavior by provisions. Motivation is a drive or encouragement influenced by the need to maintain life security through social policies and laws, work, recognition, respect, and self-actualization needs (Aledon et al., 2024). Motivation stimulates employees to work with all their might and efforts. Passion drives teacher behavior in working to achieve set goals. Work environment, career ladder, feedback, income level, and recognition can increase teacher work motivation. From the description above, work motivation in teachers can be synthesized as work enthusiasm in achieving planned goals according to their duties and functions.

RESEARCH METHOD

The study used a correlation and survey method, which was part of the quantitative descriptive research. Scientific Identification Theory to Conduct Operation Research in Education Management (SITOREM) determines the strength and relationship between variables. This study was conducted on the Private Teachers of Vocational High Schools in Sukabumi. As many as 131 teachers were chosen from 195 randomly as a sample. The data was collected by distributing questionnaires to the teachers using a Likert scale in its measurement. Instrument calibration was conducted after obtaining the necessary data, and validity and reliability testing on each variable was conducted. The validity test results showed that 37 of the 40 questions in the instrument were valid, and the rest were declared dropped. In addition, a reliability test was carried out using Cronbach Alpha, with the results of 37 questions declared reliable with a correlation coefficient value of r count = 0.486> table = 0.361 (α = 0.05) and an Alpha Coef. Value of 0.931> 0.70.

The data analysis techniques used in this study were descriptive analysis, analysis requirements test, and hypothesis testing. Parametric inferential statistics were used as data analysis in this study and prerequisite tests through normality

and homogeneity tests. Furthermore, the hypothesis test proposed in this study was carried out to determine the strength of the relationship between the independent variables and the dependent variables through the stages of deciding simple and multiple regression equations, significance and linearity tests, simple and multiple correlation analysis, determination coefficient analysis, and partial correlation analysis.
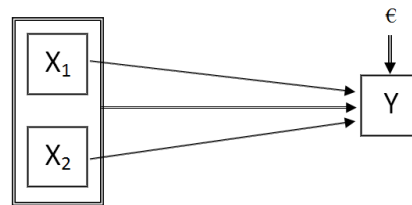

Figure 2. Constellation of Relationships Between Variables

RESULT AND DISCUSSION
Result

The description of the results of the hypothesis test confirms the accepted H1, which is strengthened by the formation of $\hat{Y}$ = 10.130 + 0.830X1 as a regression equation, then the value of (ry1) 0.803, and (r²y1) 0.645 are obtained. This means that work discipline in 9 private vocational high schools in Sukabumi has a positive and significant relationship with increasing teacher productivity, which provides a power of 64.5%. This result is reinforced by Azaini et al. (2021), that 58.5% of teacher productivity is influenced by work discipline, and Sulistyaningsih (2018) the t-value (5.708)> t-table (1.976) teacher productivity is positively and significantly influenced by work discipline. If work discipline increases, teachers, productivity will be higher.

Table 1. Regression Equation X¹Y

	Coefficients				
Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	**10,130**	7,837		1,293	0,198
Work Discipline	**0,830**	0,054	0,803	15,294	0,000

Table 2. Significance and Linearity Test

		ANOVA Table					
			Sum of Squares	df	Mean Square	F	Sig.
Teacher Work Productivity * Work Discipline	Between Groups	(Combined)	16005,82	34	470,76	8,581	0,000
		Linearity	13710,60	1	13710,60	249,923	0,000
		Deviation from Linearity	2295,22	**33**	69,55	**1,268**	**0,187**
	Within Groups		5266,49	96	54,85		
	Total		21272,32	130			

The formation of $\hat{Y}$ = 10.130 + 0.830X1 as a regression equation with a value (sig) of 0.000 ≤ 0.05 as the result of the significance test and F-count = 1.268 ≤ F-table 1.65 (0.05) as the result of the linearity test so that the regression equation is declared significant and linear, which means that the work discipline score can predict teacher productivity.

Table 3. Correlation Coefficient and Determination
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,803ᵃ	0,645	0,642	7,656

It is known that the value (ry1) of 0.803 indicates a strong positive correlation between work discipline and teacher productivity. The corresponding (r^2y1) is 0.645 or 64.5%. Suggests that approximately 64.5% of the variance in teacher productivity can be explained by work discipline. This implies that work discipline is a significant predictor of teacher productivity, while the remaining 35.5% of the variance may be attributed to other factors not accounted for in this analysis. In practical terms, improving work discipline among teachers could lead to a notable increase in their productivity. However, it is important to recognize that other factors also play a role, and a holistic approach considering these additional influences would be beneficial for enhancing overall teacher performance.

The hypothesis test results confirm the accepted H1 with the formation of $\hat{Y}$ = 47.691 + 0.625X2 as a regression equation, then the values of (ry2) 0.791 and (r^2y2) 0.625 are obtained. The findings indicate a clear and significant relationship between work motivation and teacher work productivity. The regression model provides a valuable tool for predicting productivity based on motivation levels, and the results underscore the importance of fostering a motivated workforce to enhance educational outcomes. It aligns with the previous study, which states that it was positively and significantly strengthened by 46.4% of teacher productivity influenced by work discipline (Hambali, 2021). t-count (5.708) > t-table (1.976) explains that teacher productivity is positively and significantly influenced by work motivation because work motivation is a supporting factor for success in teacher work productivity; in other words, if work motivation is high, it will have an impact on high activities related to teacher work productivity.

Table 4. Regression Equation X²Y
Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	47,691	5,626		8,477	0,000
	Work Motivation	0,625	0,043	0,791	14,660	0,000

Table 5. Significance and Linearity Test
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Teacher Work Productivity * Work motivation	Between Groups	(Combined)	17372,530	56	310,224	5,887	0,000
		Linearity	13293,547	1	13293,547	252,250	0,000
		Deviation from Linearity	4078,983	55	74,163	1,407	0,085
	Within Groups		3899,790	74	52,700		
	Total		21272,321	130			

The formation of $\hat{Y} = 47.691 + 0.625X2$ as a regression equation with a value (sig) of $0.000 \leqslant 0.05$ as the result of the significance test and F-count = $1.407 \leqslant$ F-table 1.59 (0.05) as the result of the linearity test so that the regression equation is declared significant and linear, which means that the work motivation score can predict teacher productivity.

Table 6. Correlation Coefficient and Determination Coefficient
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	**0,791ᵃ**	**0,625**	0,622	7,865

It is known that the value (ry2) of 0.791 can be interpreted positively as having a solid relationship category, which provides a strength (r²y2) of 0.625 or 62.5%. This means that work motivation can predict the diversity of teacher productivity while the rest are other factors.

The hypothesis test results confirm H1, which is accepted with $\hat{Y} = 13.637 + 0.496X1 + 0.340X2$ as the regression equation, then obtained the value (ry12) 0.852, and (r²y12) 0.725. This means that 72.5% of teacher discipline and work motivation in 9 Private Vocational High Schools in Sukabumi have a positive and significant relationship in increasing teacher productivity. Partially, work discipline and work motivation are constant; both experience changes and decreases (ry1.2) 0.517 and (ry1.2) 0.477 but do not affect the previous conclusion. Thus, according to the respondents' assessment of increasing work productivity, teacher discipline in 9 private vocational high schools in Sukabumi has a dominant relationship strength and contributes positively and significantly to work motivation. These results of discipline and work motivation in teachers strongly increase work productivity simultaneously and partially.

Table 7. Regression Equation X¹ X² Y
Coefficients

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	**13,637**	6,941		1,965	0,052
1	Work Discipline	**0,496**	0,073	0,480	6,838	0,000
	Work Motivation	**0,340**	0,055	0,430	6,133	0,000

Table 8. Significance Test
ANOVAᵃ

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15428,133	2	7714,067	168,954	**0,000ᵇ**
	Residual	5844,187	128	45,658		
	Total	21272,321	130			

The formation of $\hat{Y} = 130.637 + 0.496X1 + 0.340X2$ as a regression equation with a value (sig) of $0.000 \leqslant 0.05$ as the result of the significance test so that the regression equation is declared significant. The results suggest that work discipline and work motivation are important predictors of teacher productivity,

and the regression model can be used to estimate teacher productivity based on these two factors. In addition, this means that work discipline and work motivation can predict teacher productivity.

Table 9. Correlation Coefficient and Determination

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,852ᵃ	0,725	0,721	6,757

It is known that the value (ry12) of 0.852 can be interpreted positively as having a solid relationship category, which provides the strength of (r²y12) 0.725 or 72.5%. This means that work discipline and work motivation can predict the diversity of teacher productivity.

There are two and 13 remaining indicators that must be improved immediately, as this study recommends. The indicators that will be maintained/developed are the indicators of the ability to accept sanctions and work skills in their fields. The priority indicators to be improved because they have an average value that is lacking are 13 indicators, namely: 1) responsibility for carrying out tasks (22.5%), 2) making learning tools (21.7%), 3) implementing a quality learning process (21.1%), 4) obeying regulations (21.1%), 5) continuous professional development (20.3%), 6) Punctuality in completing tasks (19.7%), 7) carrying out assessments and evaluations of learning outcomes (18.8%), 8) promotion and income (17.9%), 9) carrying out improvements and enrichment (17.4%), 10) clear and challenging work objectives (16.7%), 11) feelings of pleasure (interest) in working (16.7%), 12) feedback on work results (15.5%), and 13) Work environment (14.3%).

Table 10. Partial Correlation Test Correlations

Control Variables			Work Discipline	Work Productivity	Work Motivation
Work Motivation	Work Discipline	Correlation	1,000	0,517	
		Significance (2-tailed)	.	0,000	
		df	0	128	
Work Discipline	Work Motivation	Correlation	1,000	0,477	
		Significance (2-tailed)	.	0,000	
		df	0	128	

The table above shows the value (ry1.2) 0.517 with t count 6.838 ⩾ t table 1.656 as the result of the t-test. This means a positive significant relationship is obtained when work motivation is made a control variable for discipline and teacher productivity. While the value (ry2.1) 0.477 with t count 6.133 ⩾ t table = 1.656, the t-test results and a positive significant relationship are obtained when work discipline is a control variable for work motivation and teacher productivity. A positive significant relationship exists when work motivation is controlled for discipline and teacher productivity. This suggests that higher work motivation correlates with increased productivity among teachers. A significant positive relationship is also found when work discipline is controlled for work motivation

and teacher productivity. This indicates that maintaining discipline positively impacts teacher productivity as well.

Discussion

Teachers with a high level of discipline will continue to work well even without supervision from superiors (Suriagiri, 2022). Increasing teacher productivity can be determined by the level of work discipline in the teacher himself; in encouraging teacher productivity, work discipline is an important part that needs to be progressively considered by the principal, and discipline does not always appear by itself in each individual. Jarolimek and Foster (1976) said that work discipline is part of giving workloads as character formation in achieving work goals. Kilag et al. (2023) explained that controlling oneself is essential to fostering good work discipline. Work discipline for a teacher is expected to be able to arouse students' interest in learning (Hendrawijaya, 2022).

For this reason, efforts are needed to create work discipline and awareness of teacher work discipline, significantly increasing self-discipline, such as rewards for teachers (Kropáč et al., 2023). So, work discipline is essential to increase a sense of concern, responsibility, and work solidarity and avoid mistakes in work (Agustin et al., 2022). Work discipline is a constructive means to get teachers who meet acceptable performance standards (Pisriwati et al., 2024). In this case, work discipline significantly impacts teacher behavior, affecting teacher work performance or productivity (Sudjono, 2022). Increasing work productivity generally does not appear by itself; progressive efforts are needed so that productivity appears in every individual in an educational institution.

Motivation produces strength within the teacher, which causes the teacher to have clear and directed goals, and the teacher's motivation can affect teacher productivity (Toytok et al., 2021). Fulfilling the level needs of a teacher will bring enthusiasm for work and become a driving force in achieving work goals (Tarigan & Panggabean, 2022). Motivation encompasses the process of sustaining behavior directed toward achieving goals (Layek & Koodamara, 2024). Teachers with high teaching motivation are characterized by several behavioral characteristics, namely being diligent in teaching in class, passionate in teaching, and active and creative in making innovations in the field of education (Greenier et al., 2023). Teacher motivation has been identified as a significant determinant of student motivation and teaching effectiveness (Amtu et al., 2020). In addition, teacher motivation affects almost all factors related to teachers in the school system (Ekmekci & Serrano, 2022; Al-Said, 2023). Work motivation is a condition where a teacher needs full appreciation for his work and gets a comfortable atmosphere in completing his duties. Additionally, Work motivation is crucial for enhancing teacher productivity and achieving educational goals. By understanding and fostering motivation, educational institutions can create an environment where teachers feel empowered, engaged, and committed to their work, ultimately leading to better outcomes for students and the school community.

In achieving national education, the level of discipline and work motivation in teachers is an important factor that every principal needs to consider so that work productivity is maintained. Teacher work productivity can be used as a benchmark for education success in schools because if teacher work productivity

is good, good learning outcomes will be created (Asfahani et al., 2023). Maximum work results are obtained through monitoring discipline and developing motivation in teachers (Kusumasari, 2022).

CONCLUSION

Based on a preliminary survey conducted at Private Vocational High Schools, Sukabumi, which indicated the need to strengthen discipline in work and motivation in teachers so that work productivity increases, further research was conducted with the results of the prerequisite test data being normally distributed and homogeneous. Meanwhile, the hypothesis test confirmed that both work discipline and work motivation positively and significantly have a strong relationship in increasing teacher productivity. However, in the partial test, there was a decrease in the strength of the relationship when work discipline and work motivation were made constant. Still, this result remained the same conclusion as the previous hypothesis test results.

Work discipline is identified as a dominant factor influencing teacher productivity. This suggests that teachers who adhere to established rules, schedules, and responsibilities areare more productive in their roles. There is a strong, positive correlation between work discipline and teacher productivity. This means that as work discipline improves, teacher productivity also increases significantly. While work motivation is also important, its impact on productivity seems less significant than work discipline. This could imply that even motivated teachers may struggle with productivity if their work discipline is lacking. In conclusion, while work discipline and work motivation are important for enhancing teacher productivity, cultivating a strong sense of work discipline may yield more significant improvements in productivity at Private Vocational High Schools in Sukabumi Regency. Schools should balance both aspects for optimal outcomes.

ACKNOWLEDGMENT

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