

The Effect of Job Satisfaction and Absenteeism on Teacher Work Productivity

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Abstract

Teacher work productivity is a determining factor for the success of education quality because teachers face directly with students in providing guidance that will produce professional graduates. The purpose of this study was to examine the direct effect of job satisfaction and absenteeism on the work productivity of high school teachers. This research was conducted in Bekasi, Indonesia. This study uses a survey method with the path analysis approach. Data collection by distributing questionnaires as many as 198 teachers with simple random sampling technique with Slovin formula. Based on the results of testing the hypothesis in this study it was concluded that: (1) job satisfaction has a positive direct effect on teacher work productivity; (2) absenteeism has a direct negative effect on work productivity. Teacher absence has a negative impact on productivity. Absent teachers often cannot contribute to organizational productivity and growth. This means that the lower the level of absenteeism, the higher the work productivity of the teacher; and (3) job satisfaction has a direct negative effect on absence. It can be concluded that the more fulfilment of teacher job satisfaction, the lower the intensity of teacher absence occurs.

Introduction

The teacher occupies a strategic position to realize the goals of national education because the teacher is directly involved in the activities of the learning process in the classroom and the whole process of education in the school. Teachers are required to always have productive work in the learning process which functions as the most important factor among other factors in the organization which functions to plan, implement, and control every activity to achieve school goals. Teachers cannot be equated with tools, because teachers have diverse personalities and physicality's that can affect work productivity.

(Jex, 2002) explains that productivity is defined as employee behaviour that contributes positively to the goals and objectives of the organization. The several factors that influence work productivity include job satisfaction and absence. (Chehrazi & Shafizadeh, 2016) explains in his research that job satisfaction has a significant effect on several school organization variables including productivity. Likewise, (Usop, 2013) in his research on teacher job satisfaction in the Division of Cotabato City, found that a teacher who was satisfied with his work would work productively. Aspects of job satisfaction that must be met include school policy, supervision, payment, interpersonal relations, opportunities for promotion and growth, working conditions, work itself, achievement, recognition, and responsibility. Furthermore, if teachers are satisfied with their work, besides being productive they will also develop themselves and provide high performance so that it can create highly competitive teachers.

By the opinion of (Ogochi, Kilgoris, & Campus, 2014) in his research stated that job satisfaction will refer to good feelings about teaching as a job that boosts the morale of teachers and maintain their need to stay in the profession; their commitment to the job and the pride they have in being teachers. Another factor that also affects teacher work productivity is absenteeism, which means that work productivity is considered good if there is low absenteeism, and vice versa.

Based on data from the Ministry of National Education in Indonesia, 500.000 teachers are absent from teaching every day without giving a clear reason. Deputy Minister of National Education said 500.000 teachers were the same as the number of teachers in Malaysia and Thailand. The number of teachers nationally reaches 2.6 million. This is unfortunate. If the teacher is absent, the student will suffer losses for one day without any transfer of knowledge. Even though the two of them work together to educate the nation. Teacher absenteeism is evenly distributed throughout the province, both major cities, and regions. Not only the educational process is

disrupted, but this absenteeism also causes waste because teachers do not work voluntarily, but are paid monthly.

(Donkor, 2017) explains that teacher absenteeism is synonymous to loss of contact hours by teachers with their pupils or students. Furthermore, (Gyansah, Esilfie, & Atta, 2014) explain “when there is a high teacher absence, it tends to lower the morale of the remaining teachers resulting in high teacher turnover. Other teachers tend to feel more burdened because they may have to plan for the absent teacher. Teacher absenteeism contributes to the declining image of the teaching profession and school reputation”. Previous studies produced different factors that influence teacher work productivity according to one researcher with other researchers, thus giving rise to a research gap.

Whereas what is wanted to be explored in this research is the effect of job satisfaction and absenteeism on the work productivity of the teacher in terms of the writing produced. This is due to the phenomenon of the low scientific writing of teachers at the Ministry of Education and Culture of the Republic of Indonesia compared to the increasing quality assessment of the implementation of teacher work productivity standards from year to year, which raises the gap phenomenon.

Literature review

Work productivity is a very expected factor in work because it directly contributes to the achievement of organizational goals. Conceptually the notion of work productivity is put forward by (Meija, Luis R. Gomez, Balkin, David B., and Cardy, 2012). They provide definitions, “productivity is a measure of how much value individual employees add the goods or services that the organization produces”. According to (Kondalkar, 2007) productivity concerns both effectiveness and efficiency. (Sedarmayanti, 2017) outlines several work productivity indicators about productive individuals, including (1) constructive actions, (2) believing in oneself, (3) being responsible, (4) having love for work, (5) have a forward-looking view, (6) have a positive contribution to their environment (creative, imaginative and innovative).

Based on the explanation of the concept above, it can be synthesized that work productivity is the work of employees who contribute positively to organizational goals. The indicators are: a) added value for carrying out tasks; b) work effectiveness; c) work efficiency; d) quality of work; and e) achievement of organizational goals.

The several studies that discuss teacher work productivity include (Shamaki, 2015), who examines work productivity in Nigeria using a 165 teacher questionnaire. His findings explain that democratic leadership styles should be emphasized by principals in school administration, as well as seminars and workshops teachers must do to update their knowledge, thereby increasing teacher work productivity. However, in this study only looked at teacher work productivity from the influence of the principal's leadership style. The study of (Halkos & Bousinakis, 2010), uses factor analysis to identify the factors responsible for the correlation between a large number of variables and their effect on productivity. The results found that work productivity is strongly influenced by two factors, namely stress, and satisfaction. As expected, in the first finding, an increase in stress can lead to reduced work productivity, while the latest findings that result from increased job satisfaction lead to increased productivity. Likewise, (Bhat, 2018) argues that promotion is positively related to job satisfaction because salaries and promotions have social prestige that is tied to the level of work. This finding also supports the view that staff promotions help to increase employee morale and motivate them to work to increase work productivity.

In the results of previous studies obtained factors that affect work productivity. Factors that affect work productivity from various dimension segments that are associated with ways of increasing work productivity, such as leadership style, job satisfaction, stress, and promotion. Also, it turns out that absenteeism has a negative influence on work productivity. (Kondalkar, 2007) argues, “employee absenteeism and turnover has a negative impact on productivity. The employee who absents frequently cannot contribute towards productivity and growth of the organization”. Furthermore, (Singh, Tamara, Chetty, Nishika, & Karodia, 2016) explain that absenteeism faced by the organization included in this study is causing disruption to business, impacting negatively on productivity, eroding profits, and, ultimately, leading to the loss of business and unsatisfactory organizational performance.

Methods

This study uses a survey method approach with the path analysis approach. Data collection in this study was conducted through a questionnaire. Affordable population namely civil servant teachers who will be the object of research, are namely 11 (eleven) Senior High Schools in Bekasi City, Indonesia. The population was taken by

random sampling, namely the State High School 1, 2, 3, 6, 8, 9, 12, 13, 15, 17, 18 with a total of 394 teachers. Based on the population, 30 respondents were chosen to test the measuring instrument. The research sample size uses the Slovin formula as follows:

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

Description:

1 = constants

n = sample size

N = number of population

e² = critical value / desired accuracy limit

$$n = \frac{394}{1 + 394 (0,05)^2} = 198,4 = 198$$

Thus, the whole study sample was 198 teachers. The constellation model between variables consists of 3 (three) variables, namely: exogenous variables are job satisfaction (X1), absenteeism (X2), and endogenous variables are work productivity (Y). The constellation of research problem models that shows the model of the relationship between exogenous variables (X) and endogenous variables (Y) is presented in "Figure 1" as follows.

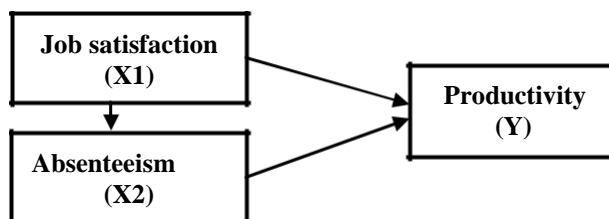


Figure 1. Constellation model of research problems

Description:

Y: Work productivity

X₁: Job satisfaction

X₂: Absenteeism

In determining the validity of an instrument the formula is used Product Moment. Next, the results of r_{count} are consulted with r_{table} product-moment with α = 5%, if r_{count} > r_{table} then the measuring instrument is declared valid. Conversely, if r_{count} < r_{table}, then the measurement tool is declared invalid. In this study, researchers conducted calculations using Microsoft Excel. For instruments, researchers prepared 35 statements that would later be tested for validity. Based on the calculation results, obtained r_{count} which is then compared with r_{table} at a significant level of 5% and n = 30, obtained r_{table} = 0.361. The instrument reliability calculation is performed on instrument items that have been declared valid, using the formula "Cronbach Alpha", is commonly used as a statistical tool for reliability testing. The Cronbach Alpha calculation of the reliability coefficient of the instrument was carried out after an invalid item (drop) was not used in this calculation.

Results and Discussion

In this study, the analysis requirements testing used were normality test, linearity test, and significance test. The description of the results of testing the requirements of the analysis is as follows.

Table 1. Descriptive Statistics of Work Productivity (Y)

No.	Description	Y
1.	Mean	130,91
2.	Standard Error	0,606
3.	Median	131,00
4.	Mode	131,00
5.	Standard Deviation	8,52
6.	Sample Variance	72,66
7.	Range	35
8.	Minimum	113
9.	Maximum	148
10.	Sum	25921
11.	Count	198

Based on the above table, the histogram is then made. There are two axes needed in making the histogram, namely the vertical axis is the absolute frequency axis and the horizontal axis as the Work Productivity score axis. In this case on the horizontal axis written class interval limits ranging from 112.5 to 148.5. These prices are obtained by subtracting the number 0.5 from the smallest data and adding the number 0.5 for each class boundary at the highest limit. The variable-frequency distribution of Work Productivity (Y) above, obtained the highest frequency information at class intervals 129 - 132 as many as 42 respondents (21.21%) and the lowest frequency at class intervals 113 - 116 as many as 10 respondents (5.05%). The value of the Work Productivity (Y) variable obtained from 198 respondents analyzed in the frequency distribution table above can be described in the following histogram:

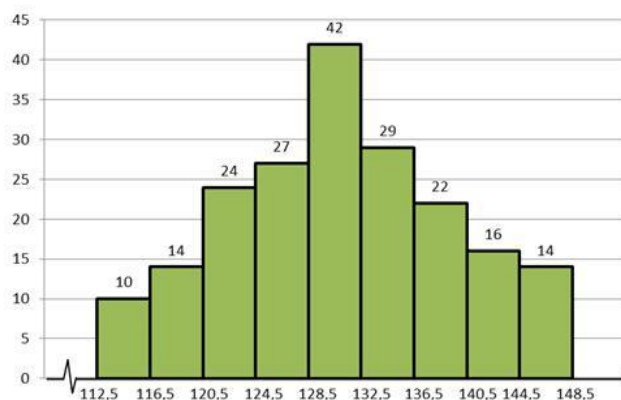


Figure 2. Histogram Work Productivity Variable Score

Variable data job satisfaction (X_1) has a valid item number as many as 34 statements, the measurement scale consists of five (5) alternative answers. Data obtained from the results of the study then continued with descriptive statistical calculations, the results of the descriptive statistical calculations are as follows:

Table 2. Descriptive Statistics of Work Satisfaction (X_1)

No.	Description	X_1
1.	Mean	130,95
2.	Standard Error	0,848
3.	Median	132,50
4.	Mode	128,00
5.	Standard Deviation	11,94
6.	Sample Variance	142,53
7.	Range	50
8.	Minimum	106
9.	Maximum	156
10.	Sum	25929
11.	Count	198

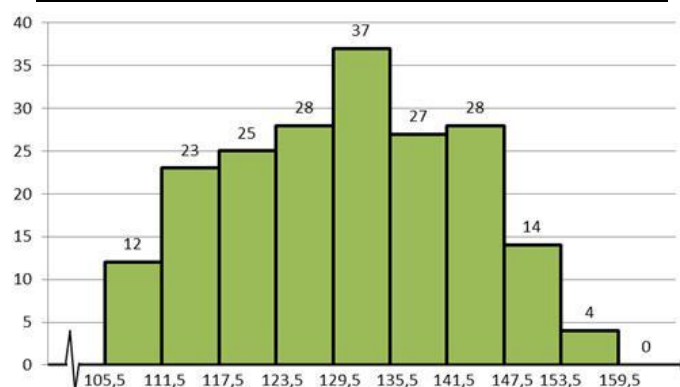


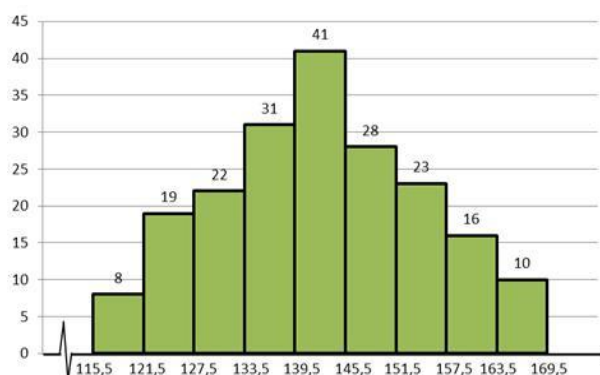
Figure 3. Histogram Work Satisfaction Variable Score (X_1)

Variable data absenteeism (X_2) have a valid item number as many as 34 statements, the measurement scale consists of five (5) alternative answers. Data obtained from the results of the study then continued with descriptive statistical calculations, the results of the calculation of descriptive statistics are as follows:

Table 3. Descriptive Statistics of absenteeism (X₂)

No.	Description	X ₂
1.	Mean	142,66
2.	Standard Error	0,894
3.	Median	143,00
4.	Mode	154,00
5.	Standard Deviation	12,58
6.	Sample Variance	158,23
7.	Range	53
8.	Minimum	116
9.	Maximum	169
10.	Sum	28246
11.	Count	198

Based on the above table, the histogram is then made. There are two axes needed in making the histogram, namely the vertical axis is the absolute frequency axis and the horizontal axis as the Mankiness score axis. In this case on the horizontal axis written limits of the interval class, ranging from 115.5 to 169.5. These prices are obtained by subtracting the number 0.5 from the smallest data and adding the number 0.5 for each class boundary at the highest limit. The variable-frequency distribution of Mankind (X₂) above, obtained the highest frequency information in the interval class 140 - 145 as many as 41 respondents (20.71%) and the lowest frequency in the interval class 116 - 121 as many as 8 respondents (4.04%). The value of the variable absenteeism (X₂) obtained from 198 respondents who have analyzed the frequency distribution table above can be described in the following histogram:

Figure 4. Histogram Absenteeism Variable Score (X₂)

On the results of the Liliefors statistical calculation, the results of the normality test for estimated errors between variables, namely Y on X₁, Y on X₂, and X₁ on X₂ are presented in "Table 4".

Table 4. Summary of Normality Test Results

No.	Estimated Error of Regression	n	L _{count}	L _{table}		Description
				$\alpha=5\%$	$\alpha=1\%$	
1.	Y above X ₁	198	0,0483	0,0630	0,073	Normal
2.	Y above X ₂	198	0,0362	0,0630	0,073	Normal
3.	X ₂ above X ₁	198	0,0462	0,0630	0,073	Normal

Based on the table above, it is obtained that the Liliefors L-table critical value for n= 198 at $\alpha = 0.05$ is known that $L_{count} \leq L_{table}$, so it can be concluded that the estimated error distribution between variables is Y over X₁, Y over X₂, and X₁ on X₂ comes from a population that has a normal distribution.

To conclude testing hypotheses, the regression models obtained are then tested for significance and linearity using the F-test in the ANAVA table. Test criteria for the significance and linearity of the regression model are set as follows:

Significant regression: $F_{count} \geq F_{table}$ on the regression line

Linear regression: $F_{count} < F_{table}$ on the tuna line match.

The next step is to do a correlational analysis by reviewing the level and significance of the relationship between pairs of exogenous variables with endogenous variables. The conclusions are very significant regression or linear regression, the researchers present in "Table 5".

Table 5. Summary of Significance Test Results and Linearity Regression

Reg	Equation	Regression Test		Linearity Test		Conclusion
		F _{count}	F _{table} $\alpha=0,01$	F _{count}	F _{table} $\alpha=0,05$	
Y above X ₁	$\hat{Y} = 90,580 + 0,308 X_1$	44,81	6,77**	0,648	1,47 ^{ns}	Regression is very significant/Linear regression
Y above X ₂	$\hat{Y} = 172,172 - 0,289 X_2$	43,65	6,77**	0,878	1,48 ^{ns}	Regression is very significant/Linear regression
X ₂ above X ₁	$\hat{X}_2 = 189,715 - 0,359 X_1$	25,80	6,77**	0,840	1,47 ^{ns}	Regression is very significant/Linear regression

Description:

** : Very significant

ns : Non-significant (linear regression)

The path coefficient in the hypothetical model of the study is β_1 , β_2 , β_{21} , in determining the magnitude of the path in a hypothetical model of research; it is obtained by determining the magnitude of the correlation value which is then followed by searching for the path coefficient value, and then testing the significance of the path coefficient. Based on the results of the calculation, the correlation matrix between variables is as follows.

Table 6. Inter-Variable Correlation Matrix

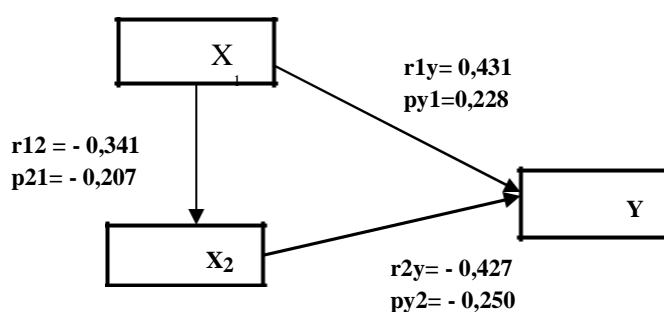
r	X ₁	X ₂	Y
X ₁	1,000	-0,341	0,431
X ₂	-0,341	1,000	-0,427
Y	0,431	-0,427	1,000

The amount of direct influence and significance test for each path (Path Analysis) are summarized in the following table.

Table 7. Summary of Path Significance of Test Results

No.	Direct Influence	Coefficient Path	dk	T _{count}	t _{table}	
					$\alpha = 0,05$	$\alpha = 0,01$
1	X ₁ to Y	0,228	194	3,35	1,97	2,60
2	X ₂ to Y	- 0,250	194	- 3,83	-1,97	- 2,60
3	X ₁ to X ₂	- 0,207	195	- 2,84	-1,97	- 2,60

Structurally the overall diagram of the path of each structure can be seen in Figure 5 below:

Figure 5. Causal Path Diagram Effects of X₁ and X₂ on Y

Based on the path analysis test mentioned above, it can be explained that hypothesis testing is as follows:

First Hypothesis: there is a positive direct effect on job satisfaction (X₁) on productivity (Y)

The statistical hypothesis tested was a positive direct effect on job satisfaction (X₁) on productivity (Y).

Statistical hypothesis:

H₀: $\beta_2 \leq 0$

H₁: $\beta_2 > 0$

Based on the results of the path analysis of the influence of job satisfaction (X₁) against productivity (Y) obtained path coefficient β_1 is 0,228 with $t_{count} = 3,35$, while the value $t_{table} = 1,97$ ($\alpha = 0,05$; $dk = 194$). Therefore $t_{count} > t_{table}$, so H₀ is rejected, H₁ is accepted. Thus it can be concluded that job satisfaction has a direct positive effect on productivity.

Second Hypothesis: there is a negative direct effect of absenteeism (X₂) against productivity (Y)

The statistical hypothesis tested is a negative direct effect on absenteeism (X₂) on productivity (Y).

Statistical hypothesis:

H₀: $\beta_{y3} \leq 0$

H₁: $\beta_{y3} > 0$

Based on the results of the path analysis of the influence of absenteeism (X₂) against productivity (Y) path coefficient obtained β_{y2} is -0,250, with $t_{\text{count}} = -3,83$, while the score $t_{\text{table}} = -1,97$ ($\alpha = 0,05$; $dk = 194$). Therefore $t_{\text{count}} > t_{\text{table}}$, so H₀ is rejected, H₁ is accepted. Thus it can be concluded that absenteeism has a negative direct effect on productivity.

Third hypothesis: there is a negative direct effect of job satisfaction(X₁) towards absenteeism (X₂)

The statistical hypothesis tested is a direct negative effect on job satisfaction (X₁) towards absenteeism (X₂).

Statistical hypothesis:

H₀: $\beta_{32} \leq 0$

H₁: $\beta_{32} > 0$

Based on the results of the analysis of the influence path of job satisfaction (X₁) towards absenteeism (X₂) path coefficient obtained ρ_{21} is - 0,207 with $t_{\text{count}} = -2,84$, while the score of $t_{\text{table}} = -1,97$ ($\alpha = 0,05$; $dk=195$). Therefore $t_{\text{count}} > t_{\text{table}}$, so H₀ is rejected, H₁ is accepted. Thus it can be concluded that job satisfaction has a negative direct effect on absenteeism.

Based on the results of analysis and hypothesis testing indicate that the three hypotheses proposed in this study are generally proven that each path has a positive direct effect. In detail, the discussion of the analysis and testing of the research hypothesis is described as follows:

Job Satisfaction Directly Affects Positive Productivity

The results of hypothesis testing indicate that Job Satisfaction has a significant influence on Productivity. The correlation coefficient value is 0.431 and the path coefficient value is 0.228. This means that Job Satisfaction has a significant positive influence on Productivity. The results of this study are in line with the opinions of several experts including (Robbins, Stephen P. & Coulter, 2014), stated that "job satisfaction positively influences productivity, lowers absenteeism levels, lower turnover rates, promotes positive customer satisfaction, moderately promotes OCB, and helps minimize workplace misbehaviour". Furthermore, (Dixit, Varsha & Bhati, 2012) argue that "job satisfaction has the highest impact on high employees' commitment and productivity". This means that the more fulfilled the teacher job satisfaction, the higher the work productivity of the teacher produced. (Banjarnahor, Hutabarat, Sibuea, & Situmorang Manihar, 2018) reported that teachers who are satisfied with their work are more enthusiastic and interested in devoting more energy and time to enhance student achievements. (Rezaee, Khoshshima, Zare-Bahtash, & Sarani, 2018) opines that teachers' job satisfaction is a vital factor for any educational organization to be effective in terms of performance and progress. In actuality, job satisfaction is a primary indicator of teachers performance concerning teaching and other routine responsibilities. The study of teachers' job satisfaction and job performance in teaching has become imperative for the Ministry of Education, administrators, academicians, and school heads at large scale. Attempts to enhance performance in schools are more meaningful if the dimension of teachers' job satisfaction can be seriously taken into account. In general terms, it seems reasonable to argue that when employees in an organization are satisfied, they will render services to the employer and customers very efficiently and effectively. (Börü, 2018) The teachers, who play an important role in the productivity and quality of the educational organizations, are humans rather than machines and also these directly serve the business of the country and develop the behaviours of the social life. The relevant theory and research also support that to increase work productivity, job satisfaction needs to be improved. Based on the description above it is clear that job satisfaction has a positive direct effect on work productivity. Job satisfaction is one important element to increase teacher work productivity, such as the need to provide comfort to the teacher so that teacher job satisfaction can be reflected in the behaviour of teachers who have confidence in the work and positive attitude towards work. Needs to be fulfilled the things that become the needs and rights of teachers, so that teachers feel happy in carrying out their duties. This means that when teacher job satisfaction is fulfilled, teacher work productivity can increase and it is expected that this will also have an impact on the willingness of teachers who are happy to make scientific work, in the form of Classroom Action Research (CAR) in order to improve student learning outcomes reaching the value of Minimum Completeness Criteria. This also has benefits for teachers, as a condition of promotion.

Absenteeism Directly Influences Negative Productivity

The results of hypothesis testing indicate that absenteeism has a significant influence on productivity. The correlation coefficient value is - 0.427 and the path coefficient value is - 0.250. This means that Absenteeism has a significant negative influence on Productivity. The results of this study are in line with the opinions of several experts, including those described in the Encyclopedia of Management (Vroom, 2009) that the improvements in productivity made possible by the division of labour, managers must be aware of the negative aspects of specialization: fatigue, stress, boredom, low-quality products, absenteeism, and turnover. Furthermore, (Kondalkar, 2007) also states that "employee absenteeism and turnover has a negative impact on productivity. The employee who absents frequently cannot contribute towards productivity and growth of the organization". This means that the lower the level of teacher absenteeism, the higher the work productivity of the teacher. Based on these two opinions, it is explained that there is a direct negative effect on teacher absenteeism on teacher work productivity. Absenteeism, in essence, cannot be eliminated, but if absenteeism can be reduced the teacher's work productivity can be increased and teaching thoroughly and on time, so that students do not experience losses in learning (educational waste). The things that must be done by the data obtained from the research, namely to avoid sanctions that have an impact on absenteeism in the form of avoidance that may occur when punishment is often used.

Job Satisfaction Directly Influences Negative Absenteeism

The results of hypothesis testing indicate that job satisfaction has a significant influence on absenteeism. The correlation coefficient value is -0.341 and the path coefficient value is -0.207. This means that Job Satisfaction has a significant negative influence on Absenteeism. The results of this study are in line with the opinion of (Gibson, 2012), that "although job satisfaction doesn't influence quantity and quality of performance, it does influence citizenship behaviours, turnover, absenteeism, and preferences and opinions about unions". Furthermore, (Den Hartog & Koopman, 2001) stated that "satisfaction with the work itself is the satisfaction facet that best predicts performance, turnover, and absenteeism. From some of the descriptions above, it is clear that there is a negative influence between job satisfaction and teacher absenteeism. In other words, the more fulfilled teacher job satisfaction, the lower the intensity of teacher absenteeism occurs.

Conclusion

Based on the results of the analysis and discussion of the research, the conclusions in this study are as follows:

1. There is a positive direct effect of job satisfaction on work productivity. This means that the more fulfilled the teacher's job satisfaction, the higher the work productivity of the teacher produced.
2. There is a direct negative effect of absenteeism on work productivity. Employee absenteeism has a negative impact on productivity. Employees who are not present often cannot contribute to organizational productivity and growth. This means that the lower the level of absenteeism, the higher the work productivity of the teacher.
3. There is a negative direct effect of job satisfaction on absenteeism. It can be concluded that the more fulfilments of teacher job satisfaction, the lower the intensity of teacher absenteeism occurs.

Recommendations

Based on previous research, no one has examined the effect of group cohesiveness, job satisfaction and absenteeism on teacher work productivity. It is hoped that this research can provide novelty and input for the Bekasi City Education Office. Researchers submit some suggestions to increase the work productivity of teachers in Bekasi City High School, as follows:

For high school education policymakers in Bekasi:

It is recommended to condition the atmosphere that makes the teachers have mutual attachments so that they can be together for a long time. Thus it is expected to be able to create a close bond between school members who provide positive value in work done together, to produce better work by the school's goals. Especially creating productive group cohesiveness in carrying out scientific work in the form of Classroom Action Research (CAR) in improving student learning outcomes and meeting the demands of teachers in improving their levels of office. In relation to the job satisfaction of teachers in carrying out their tasks, this is not only because of the benefits given to them but the moral and professional responsibilities to schools, therefore it should always pay attention to what are the basic needs and rights of teachers in order to carry out his job well, such as: covering social security systems, benefits, facilities, fair promotion policies (not meaningful double and in accordance with teacher expectations). The promotion provides opportunities for personal growth, increased responsibility, and

increased social status. If teachers consider promotion decisions at school to be open and fair, then they have the opportunity to achieve satisfaction in their work and work productively.

Data obtained from ACDP shows that teacher absenteeism does not only occur in schools but also absenteeism in the classroom. In this case, many factors cause teacher absenteeism in the classroom. Although absenteeism cannot be eliminated, it is necessary to look for factors that can reduce absenteeism.

For teachers:

Basically in improving teacher work productivity, teachers should always develop their competencies and insights into long-life learners, such as: upgrading, training, seminars, workshops, symposiums, Training of Trainers (TOT), Training for Certification, Education and Training Teacher Profession (PLPG), training in developing thinking innovative, training in pouring ideas through the writing of Scientific Writing (KTI), following the actual news from the news media, the use of information and communication technology (ICT), and so on. Through various experiences and training, the teacher's work productivity is increasing.

For other researchers:

This research can be used as reference material in the context of further research related to group cohesiveness, job satisfaction and absenteeism of work productivity. It is necessary to look for other variables that cause low work productivity, to prevent organizational losses.

Based on the findings above, the implications of the results of the research will be directed at efforts to increase work productivity through increasing job satisfaction and reducing absenteeism. The details of the implications are as follows:

Efforts to Increase Work Productivity through Increased Job Satisfaction

Job satisfaction is one of the important elements to improve teacher work productivity, such as:

1. The principal needs to provide comfort to the teacher so that teacher job satisfaction can be reflected in the behaviour of teachers who have confidence in the work and are positive towards the job.
2. The principal needs to always create a harmonious relationship with the teacher so that if there is an obstacle for the teacher in achieving the task it can be helped quickly and does not harm the school.
3. The principal needs to fulfil the things that are the needs and rights of the teacher, so the teacher feels happy in carrying out his duties.
4. The principal needs to give flexibility to the teachers to innovate in carrying out their additional duties so that the teacher can have a maximum career, without forgetting his basic duties as a teacher.

So, to increase work productivity can be done through increased job satisfaction.

The Efforts to Increase Work Productivity by Reducing Absenteeism

Absenteeism, in essence, must be reduced and even eliminated, to increase teacher work productivity, by:

1. Principals in increasing productivity must avoid conditions that cause aspects of absenteeism, such as fatigue, stress, boredom, etc.
2. Principals avoid sanctions that have an impact on absenteeism in the form of avoidance that may occur when punishment is often used.
3. The principal must pay attention to and analyze, three factors causing absenteeism, namely: (1) Factors in the work situation, (included in this factor: scope of work, stress, frequency of work transfers, working conditions, and size of workgroups); (2) Personal factors, (included in this factor: teacher grades, age, gender, and personality); (3) Attendance Factors (included in this factor: reward systems, sickness schemes, and working group norms).

The principal must pay attention to the size of the work unit, the responsibilities of the teacher, and organizational scheduling into three potential influences that can be used to increase teacher attendance. In this case, feedback, rewards, and sanctions can be effective control procedures for attendance.

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