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### RESEARCH ARTICLE

#### THE EFFECT OF 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. This research purposes to analyze the effect absenteeism on teacher work productivity. The design of this research used path analysis with quantitative approaches and survey methods. This research was conducted in Bekasi, Indonesia. The technique of data collection in this research is a questionnaire method, which is distributed question to 198 civil servant teachers as samples, it was taken from teacher Senior High School on Bekasi. It was a population of 394 teachers. The sample of this research was selected using Slovin formula also it was taken a simple random sampling. The results of this research showed that there was a negative effect of absenteeism on the teacher work productivity in senior high schools, with value  $r = -0.427$  and  $p = -0.250$ . However, from all absenteeism indicators, it was found that the indicator of failure in completing the task based on the schedule which is the most role in the absenteeism variable (34.14%) in influencing teacher work productivity. Other implications are also discussed in this article. The implications of the results of the research will be directed at efforts to increase work productivity through.

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#### Introduction:-

Teacher work productivity determines the success of the factor education quality because teachers directly intersect with students in the guidance that will produce professional graduates. Work productivity can mediate the ability of students in adapting to the environment. Therefore, the teacher is required to have productive work in the learning process.

However now the reality is many teachers who are still less productive, such as relying on Student Worksheets and textbooks, lack of skills in making teaching aids, lack of experience in exercise increasing teacher work productivity, also reluctant to develop scientific intellectuality, then lack of ability to make work scientific writing that is actually needed by the teacher for their career, thus making the teacher become stuck in their position in group IIIB.

Data in the Ministry of Education and Culture in 2016 showed that of the 2.7 million teachers in Indonesia, around 344 thousand were in group IV/a. However, only 2.200 teachers can expand to class IV/b. Last, piled up in group

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IV/a because of "stagnant" due to not yet willing and able to make scientific papers. The lack of productive teachers is caused by teachers stopping learning so that it hampers the achievement of the quality education in Indonesia.

Another factor that also influences teacher work productivity is absenteeism, which means that work productivity considered good if the absenteeism is low, and conversely. Donkor (2017) explained in his journal that, "Teacher absenteeism is synonymous to loss of contact hours by teachers with pupils or students". Teacher absenteeism is the same as losing contact hours between the teacher and their students or students. In line with the above opinion, based on data from the Ministry of National Education (MONE): 500,000 absenteeism teachers teach every day without giving clear reasons. Deputy Minister of National Education Fasli said that 500.000 teachers were the same as the number of teachers in Malaysia and Thailand. The national number of teachers reaches 2.6 million. This is unfortunate. If the teacher was absenteeism, students will lose for one day without any convey of knowledge. Even though two of them work together to erudite the nation. Teacher absenteeism rates are evenly distributed throughout provinces, both large and regional. Not only is the education process disrupted, but this absence also causes waste because the teacher works not voluntarily, but is paid monthly. Indeed, after research, many teachers were found absenteeism and often absenteeism. So, we ask for rearrangement of the rules, including efforts to give penalties (Harian Seputar Indonesia, 2017).

In case clarify that this absenteeism can reduce work productivity which causes students and countries to lose money. Losses due to absenteeism are also explained by Gyansah, Esilfie, and Atta (2014), that teacher absenteeism can reduce the reputation of the school: 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 teacher who is absent. Teacher absenteeism contributes to the declining image of the teaching profession and school reputation.

When teacher absenteeism is high, the teacher's moral is considered low and cause of high teacher turnover. Other teachers tend to feel more burdened because they have to be a substitute for absentee teachers. Teacher absenteeism contributes to a decline in the image of the teaching profession and the reputation of the school.

The caliber of teachers remains an important issue (linked to the insistence and importance of the research), because the existence of teachers at various levels, from kindergarten to senior high school by some is considered far from standardized work productivity. Even according to the Head of Bekasi Education "some teachers teach not according to competence in the scientific field. Based on the description above, there is a discrepancy to conduct research on the effect absenteeism on teacher work productivity in Bekasi City Senior High School.

For the time being, research on teacher work productivity is not too much because Work productivity usually linked incorporate of the world. As for a number of journals that discuss Teacher work productivity, it was by Shamaki (2015:1). who examines work productivity in Nigeria using a 165 teacher questionnaire with the aim of knowing the right leadership style that can make teachers effective in their work productivity. It was found that among leadership styles, democratic styles contribute more to teacher work productivity than autocratic styles as can be seen in the items assessed. Based on the findings, 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, this research only looked at teacher work productivity from the influence of the principal's leadership style.

Likewise, Karabina (2016:88-89) has same argues, Using leadership styles in the right way can affect satisfaction, commitment, and work productivity. While in the journal written by Chehrazi (2016:22), it was shown in this research that job satisfaction has a significant effect on several school organization variables including productivity. The findings of the main hypothesis research indicate that employee empowerment and job satisfaction have a positive and significant influence on their productivity. In other words, if it strengthens the empowerment and job satisfaction factors, then employee productivity increases. According to Karim, the results of his research are in line with previous studies such as Moghimi (2007).

Usop (2013:251) opinion is different, in his research on the job satisfaction of the Cotabato City Division teacher, that a teacher who is satisfied with his job will work productively. Aspects of job satisfaction that must be fulfilled such as 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, thus creating highly competent teachers. In accordance with Ogochi (2014:128) opinion in his research, "Job satisfaction will refer to teaching as a job that boosts the morale of teachers and maintains their need to stay in the profession; they have a commitment to being a teacher". Job satisfaction is referring to good feelings about teaching and the pride they have for being a teacher.

Research by Halkos and Bousinakis (2010:426) 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, there are stress and satisfaction. As expected, in the first finding, increased stress can lead to reduced work productivity, while the latest findings obtained from the increase in job satisfaction lead to productivity increase.

While the findings of Obineli (2013:235) states that staff promotion helps increase morale, which motivates them to work so as to increase work productivity. Likewise, Bhat (2018:52), 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 so as to increase work productivity.

In Khurram, Alwi, Rauf, and Haider (2015:4) research, it was concluded that a healthy school culture had a strong influence on improving student achievement and teacher productivity. While according to Umaru and Ombugus (2017:12), the work environment or working conditions can directly affect work productivity and work efficiency.

Different from the above opinion, based on the findings of Meindinyo and Ikurite (2017:22), recommending that; Middle school management must use good motivation strategies such as attitude motivation, incentives, and recognition. There must be regular workshop training for teachers to motivate teachers so as to produce higher teacher work productivity.

Work productivity teacher means as a measurement of performance between results achieved with the overall resources used. Teacher work productivity can be seen from learning planning, carrying out learning activities, carrying out assessment activities of learning processes, tests and final exams, carrying out daily test results analysis, compiling and implementing improvement and enrichment programs, guiding other teachers in the learning process, making learning tools or teaching aids, following curriculum development and socialization activities, taking notes on the progress of student learning outcomes. Teacher work productivity can be seen from research conducted, writing articles, and participation in scientific forums, as well as training in developing their competencies.

In the results of previous research, It was obtained factors that influence work productivity. Factors which affect work productivity from different dimension segments that are associated with ways to improve work productivity, such as leadership style, empowerment, job satisfaction, stress, promotion, work motivation, school culture, working conditions. In addition, it turns out that absenteeism has a negative effect on work productivity. Irregularities can sometimes have legitimate reasons such as illness, duty, or reasons because there are family members who are sick. But sometimes an employee pretends to use a legitimate reason even though he wants to stay at home. In other words, employees can also use legitimate reasons just to avoid entering work, this can reduce work productivity. Regarding the negative influence of absenteeism on productivity explained in the book. Encyclopedia of Management: Despite the improvements in productivity made possible by the division of labor, managers must be aware of the negative aspects of specialization: fatigue, stress, boredom, low-quality products, absenteeism, and turnover. Apart from the increase in productivity made possible by the division of labor, managers must be aware of the negative aspects of work productivity such as fatigue, stress, boredom, low-quality products, absenteeism, and turnover (Vroom, 2013).

Kondalkar (2007:4) 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". Absenteeism employee and turnover has a negative effect on productivity. The employee who absenteeism often can't contribute to productivity and develop the organization. It means that if absenteeism low, in order that work productivity becomes high.

The result of the research is the effect absenteeism on work productivity, it was conducted by Singh (2016:151), absenteeism faced by the organization included in this study is causing disruption to business, impacting negatively on productivity, eroding profits, and, ultimate, leading to the loss of business and unsatisfactory organizational performance.

Absenteeism can cause obstruct in work productivity, unefficiently services, and decrease work productivity, so that they give a negative effect continuously. Thus it was expected there is negative absenteeism teacher on work productivity.

### **Method:-**

This research uses a survey method with a quantitative approach. The survey research in question is describing causal relationships or correlations commonly referred to as path analysis. There are several assumptions that must be fulfilled in path analysis research, there are: (1) the relationship between variables is linear and adaptive and normal, (2) a one-way causal flow system means that there is no reverse direction of causality (3) endogenous variables measuring interval or ratio, (4) using probability sampling samples, (5) variables studied can be observed directly and (6) the analyzed model is correctly specified (identified) based on the relevant theory or built on the theoretical frameworkable to explain the causality relationship between variables that are examined or reviewed. Design of the research used is path analysis method, by analyzing the effect of one variable on the other variables. Endogenous variables are work productivity (Y) and exogenous variables namely absenteeism (X).

The target population is the teachers on Bekasi Senior High School who are Civil Servants, with 646 teachers from 22 (twenty-two) Bekasi Senior High Schools. Affordable population, namely Civil Servant teachers, which will be the object of research, there are 11 Senior High Schools on Bekasi, which are taken randomly (random sampling). There are Senior High School of 1, 2, 3, 6, 8, 9, 12, 13, 15, 17, 18 with a total of 394 teachers.

The sample of this research was the teachers in Bekasi who were taken by simple random sampling. Based on the population, 30 respondents were chosen to test the measuring instrument.: The sample in this research was 198 teachers.

Data collection techniques can be done in various settings, sources, and various other things. In data, collecting can use primary sources and secondary sources. Primary sources are data sources that directly provide data to data collection while secondary sources are data sources that do not directly produce data. Data collection method used in this research is a questionnaire method, which is spreading the list of statements to all respondents specified. The list of statements submitted has been prepared with several alternative answers that have been directed and adjusted to the subject matter and objectives of the research. This research uses two types of instruments, namely: (1) Work Productivity instruments (Y) and (2) Absenteeism instruments (X).

Development Instrument was taken through several steps, there are: (1) compiling indicators of research variables, (2) compiling instrument lattice, (3) conducting trial instruments and (4) testing the validity and reliability of instruments.

### **Work productivity**

Conceptual Definition: work productivity is a measurement of employee performance that contributes positively to organizational goals. The indicators are: a) added value for carrying out tasks; b) work effectiveness, c) work efficiency; d) work of quality; and e) achievement of organizational goals.

Operational definition: work productivity is a measure teacher performance which contributes positively to the organizational goal. The indicators are: a) added value for carrying out tasks; b) work effectiveness, c) work efficiency; d) work of quality; and e) achievement of organizational goals.

Work productivity instrument grid : the presentation of the work productivity instrument lattice is intended to describe the distribution of items before the validity test. Then validity test was carried out aimed at analyzing items determine whether or not the instrument is valid. Concept instrument will be tested, work productivity variable consists of 35 items. Based on the operational definition, the instrument made as follows:

**Table 1:-**Work Productivity Variable grid before the validity of the instrument

No.	Indicator	Before Tested		After Tested	
		Number of Items	Total	Number of items	Total
1	Added value to carry out the task.	1, 2, 3, 4, 5, 6, 7, 8, 9.	9	1, 2, 3, 4, 5, 6, 7, 8.	8
2	Work Productivity.	10,11, 12,13,14,15.	6	9, 10, 11, 12.	4
3	Work Efficiency.	16,17,18,19.	4	13, 14, 15.	3
4	Work of quality.	20, 21, 22, 23, 24, 25.	6	16, 17,18, 19, 20, 21.	6
5	Achievement of the organization goal.	26, 27, 28, 29, 30, 31, 32, 33, 34, 35.	10	22, 23, 24, 25, 26, 27, 28, 29, 30, 31.	10
<b>Total</b>			<b>35</b>		<b>31</b>

Type of the Instrument: the instrument used in this research questionnaire with a *Likert* scale. This instrument is determined by the item statement can be determined by 5 levels. Positive statements are given a score of 5, 4, 3, 2, and 1 while negative statements are given a score of 1, 2, 3, 4 and 5. The answer form is Always, Often, Rarely, Ever, Never.

Validity Testing and Reliability Calculation: the result of the tested is used to calculate the validity and reliability of the items. Next questionnaire from the results of these tested established as a research instrument. Validity is a measure that shows the instrument was valid or invalid.

In determining the validity of an instrument, the Product Moment formula is used, then the results of  $r_{hitung}$  are consulted with the product moment table with  $\alpha = 5\%$ , if  $r_{count} > r_{table}$  then the measuring instrument is valid. Conversely, if  $r_{count} < r_{table}$ , the measuring instrument is invalid. In this research, the researcher conducted calculations using *Microsoft Excel*. For work productivity instruments, researcher use 35 items of statements that will be tested for validity. Based on the results of the calculation, the validity of the work productivity instrument with  $n = 30$ , obtained  $r_{count}$  which is then compared with  $r_{table}$  at a significant level of 5% and  $n = 30$ , obtained  $r_{table} = 0.361$ . Of the 35 statement items, there are 4 (four) invalid items, namely statement number 5, 10, 14 and 19. Thus, the number of items that are valid statements and are used as a research data collection are 31 statements.

Calculation of reliability is done to get the level of accuracy of the data collection (instrument) used. Reliability calculation of instrument items is carried out on items of instruments that have been valid, using the formula "*Alpha Cronbach*". *Cronbach's Alpha* is commonly used as a statistical tool for reliability testing. Calculation of reliability of valid work productivity instruments was analyzed by Cronbach Alpha technique. Calculation of instrument reliability coefficients is done after invalid items which are not used in this research. By using *Microsoft Excel* software, the calculation of the reliability of the work productivity variable instrument are 31 statements, the total of the reliability coefficient obtained is  $r = 0.929$ . Thus, it can be concluded that the instrument of work productivity is reliable. So that the instrument can be used for research.

### Absenteeism

Conceptual Definition: absenteeism is the behavior of employees who ignore their main duties and functions in working for reasons that are not according to the procedure. The indicators are: a) failure of completing tasks according to schedule; b) absence without giving information; and c) forms of avoidance when penalties are often used.

Operational definition: absenteeism is the assessment of the principal of the behavior of the teacher who ignores the main tasks and functions of working with reasons that are not in accordance with the procedure. The indicators are a) failure of completing tasks according to schedule; b) absence without giving information; and c) forms of avoidance when penalties are often used.

Instrument type: this research used a questionnaire with a *Likert* scale. These instruments are determined with 5 levels. Positive statements are given a score of 1, 2, 3, 4, and 5 while the negative statement is given a score of 5, 4, 3, 2 and 1. The answer is always, often, rarely, ever and never.

**Table 2:-**Absenteeism Variable grid before the validity of the instrument

No.	Indicator	Before Tested		After Tested	
		Number of Items	Total	Number of items	Total
1	Lack of accomplishment.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15.	15	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15.	15
2	Absence with out good reasons.	16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30.	15	16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30.	14
3	Avoiding disciplinary action.	31, 32, 33, 34, 35.	5	30, 31, 32, 33, 34.	5
<b>Total</b>			<b>35</b>		<b>34</b>

Validity and Reliability: results validity test used to calculate the validity and reliability of the items in the statement in the questionnaire. Furthermore, the results validity test is determined as research instruments. Validity is a measure that shows the validity or validity of an instrument. In determining the validity of an instrument, the Product Moment formula is used, then the results of the  $r_{hitung}$  are consulted with the product moment table with  $\alpha = 5\%$ , if  $r_{count} > r_{table}$  then the measuring instrument is valid. Conversely, if the calculation is  $< r_{table}$ , the measuring instrument is declared invalid. In this research, the researcher calculates using *Microsoft Excel*. For absenteeism instruments, researchers used 35 items of statements which would later be tested for validity. Based on the results of the calculation, the validity of the absenteeism instrument with  $n = 30$ , obtained  $r_{count}$  which is then compared with  $r_{table}$  at a significant level of 5% and  $n = 30$ , obtained  $r_{table} = 0.361$ . of the 35 points of the statement, there is only 1 item is invalid (drop), item statement number 25. Thus, the number of items that are valid statements and it used as research data retrieval tools are 34 statements.

Reliability test to get the level of accuracy of the data collection (instruments) used. Calculation of the reliability of the instrument is done on the items that have been declared valid, using the formula "*Alpha Cronbach*". *Cronbach's Alpha* is commonly used as a statistical tool for reliability testing. Calculation of reliability of valid absenteeism instruments was analyzed by *Cronbach Alpha* technique. Calculation of instrument reliability coefficients is done after invalid items (drop) which are not used in this calculation. By using *Microsoft Excel* software, the calculation of reliability of the absentee variable instruments was 34 statements, obtained the magnitude of the reliability coefficient of  $r = 0.976$ . Thus it can be concluded that absenteeism instrument is reliable. So that the instrument can be used for research.

The collected data were analyzed using descriptive analysis and inferential analysis Descriptive analysis consisted of presenting data with histograms, calculating mean, median, mode, standard deviation and the theoretical range of each variable. The inferential analysis is used to test hypotheses by using *path analysis* before needing to be tested for Data analysis requirement, it's normality test, variance homogeneity, and regression linearity.

While the analysis requirements test and the linearity test used are normality tests. Normality data using *Liliefors test*, while linearity testing uses the regression equation test. After all analysis requirements have been fulfilled, the analysis continued with hypothesis testing. Collecting data was analyzed by regression and correlation was analyzing using path. Thus, the next analysis is a simple regression and correlation with the *Pearson Product Moment* formula and continued by calculating the path coefficients for each constructed path.

### Work Productivity (Y)

Work Productivity variable (Y) have 31 statements a valid number, with a measurement scale consisting of 5 alternative answers. The data obtained from the results of the research are then followed by descriptive statistic calculations, the results of descriptive statistic below:

**Table 3:-**Descriptive Statistic Work Productivity Variable (Y)

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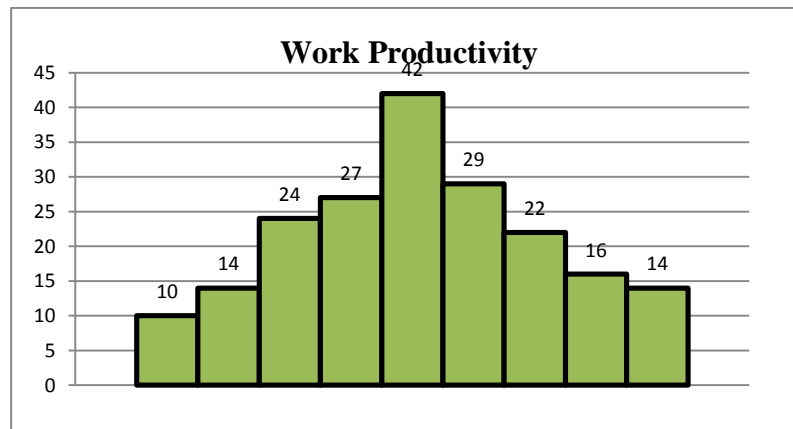
1.	Mean	130,91
2.	Standard Error	0,606
3.	Median	131,00
4.	Mode	131,00
5.	Standard Deviation	8,52
6.	Sample Variance	72,66
7.	Range	35
8.	Minimum	113
9.	Maximum	148
10.	Sum	25921
11.	Count	198

Based on the results of descriptive statistic shown that Work Productivity has a score range between 31 to 155, and the range of empirical scores between 113 and 148, so the range of scores is 35. The results of data obtained an average of 130.91; standard deviation of 8.52; variance of 72.66; median of 131.00; and the mode is 131.00. Then Work Productivity is presented in the form of frequency distribution as in the table below.

**Table 4:-**Distribution Frequency Work Productivity Score (Y)

No	Interval Class			Limit				Frequency		
				Below		Above		Absolute	Cumulative	Relative
1	113	-	116	112,5			116,5	10	10	5,05%
2	117	-	120	116,5			120,5	14	24	7,07%
3	121	-	124	120,5			124,5	24	48	12,12%
4	125	-	128	124,5			128,5	27	75	13,64%
5	129	-	132	128,5			132,5	42	117	21,21%
6	133	-	136	132,5			136,5	29	146	14,65%
7	137	-	140	136,5			140,5	22	168	11,11%
8	141	-	144	140,5			144,5	16	184	8,08%
9	145		148	144,5			148,5	14	198	7,07%
	158							198		100%

From the table above, then made the histogram. There are two axes needed in the histogram, there is a vertical axis as the absolute frequency axis, and the horizontal axis as the axis of the Work Productivity score. In this case, the horizontal axis is written at the interval of the class, starting from 112.5 to 148.5. These prices are obtained by subtracting 0.5 from the smallest data and adding a number 0.5 for each class limit at the highest limit. The frequency distribution of the Work Productivity variable (Y) above, obtained the highest frequency information in the 129 - 132 interval class of 42 respondents (21.21%) and the lowest frequency in the interval 113 - 1116 as many as 10 respondents (5.05%). The score of the Work Productivity variable (Y) obtained from 198 respondents analyzed in the frequency distribution table above can be described in the form of the following histogram:



**Figure 1:-**Histogram Score Total Work Productivity (Y)

**Absenteeism (X)**

There are 34 items statement valid absenteeism variable (X), with a measurement scale consisting of 5 alternative answers. Data obtained from the results of the research then followed by a descriptive statistic, the results of descriptive statistic can be shown:

**Table 5:-**Descriptive Statistic Absenteeism Variable (X)

No.	Description	$X_3$
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 results of descriptive statistic shown that the absenteeism data has a range scores between 34 to 170, and the range of empirical scores between 116 and 169, so range scores are 53. The results of the data obtained an average of 142.66; the standard deviation is 12.58; variance is 158.23; the median is 143.00, and the mode is 154.00. Furthermore, absenteeism is presented in the table frequency distribution below.

**Table 6:-**Distribution Frequency Score Absenteeism (X)

No	Interval Class			Limit				Frequency			
				Below		Above		Absolute	Cumulative	Relative	
1	116	-	121		115,5		121,5		8	8	4,04%
2	122	-	127		121,5		127,5		19	27	9,60%
3	128	-	133		127,5		133,5		22	49	11,11%
4	134	-	139		133,5		139,5		31	80	15,66%
5	140	-	145		139,5		145,5		41	121	20,71%
6	146	-	151		145,5		151,5		28	149	14,14%
7	152	-	157		151,5		157,5		23	172	11,62%
8	158	-	163		157,5		163,5		16	188	8,08%
9	164		169		163,5		169,5		10	198	5,05%
	158								198		100%

Based on the table above, then it makes the histogram. There are two axes needed in the histogram, there is a vertical axis as the absolute frequency axis, and the horizontal axis as the Axis score. In this case, on the horizontal axis, the boundaries of the interval class are written, starting from 115.5 to 169.5. These prices are obtained by subtracting 0.5 from the smallest data and adding a number 0.5 for each class limit at the highest limit. Variable frequency distribution of Absenteeism (X) 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 116 - 121 interval class as many as 8 respondents (4.04%). Score Absenteeism variable (X) obtained from 198 respondents analyzed in the frequency distribution table above can be described in the following histogram :



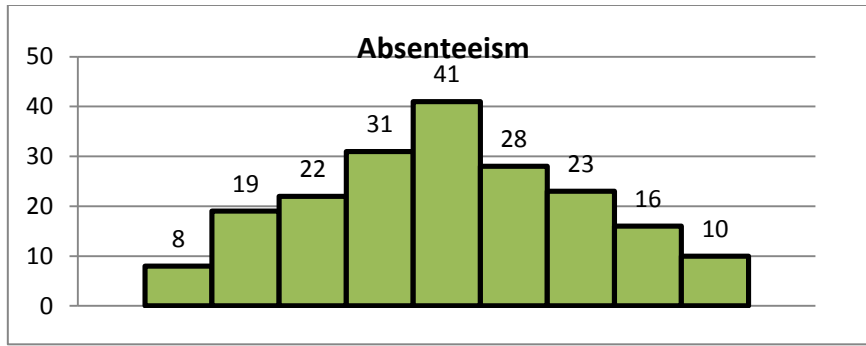


Figure 2:-Histogram Score Total Absenteeism Variable (X)

Based on the results of Liliefors statistic calculation, it is known that the normality for the estimation error Y on X<sub>3</sub> is obtained by L<sub>hitung</sub> at 0.0362. Liliefors L<sub>tabel</sub> critical score for n= 198 at α = 0.05 is 0.0630. From these results, it is known that L<sub>hitung</sub> ≤ L<sub>tabel</sub>, so it can be concluded that error Work Productivity (Y) estimation of Absenteeism (X) comes from a population that has a normal distribution. From the data of the calculation for the preparation of the regression equation model between Work Productivity and Absence, regression constants obtained a = 172,172 and regression coefficient b = -0,289. Thus the relationship of the simple regression equation model is = 172,172 - 0,289 X. Before the regression equation model is further analyzed and make conclusions, first test the significance and linearity of the regression equation. The results of the significance and linearity test calculations are arranged in the ANAVA table as in the following table:

Table 7:-ANAVA for Significant test and Linearity Regression  $\hat{Y} = 172,172 - 0,289 X$

Source Variance	dk	JK	RJK	F <sub>count</sub>	F <sub>table</sub>	
					α = 0,05	α = 0,01
Total	198	3407739				
Regression a	1	3393425,46				
Regression b/a	1	2607,17	2607,17	43,65	3,89	6,77
Residual	196	11706,37	59,73			
F <sub>Count</sub>	39	2095,24	53,72	0,878	1,48	1,73
Error	157	9611,12	61,22			

Description:

- \*\* : Significant Regression (43,65 > 6,77; α = 0,01)
- ns : Linear Regression (0,878 < 1,48 ; α = 0,05)
- dk : Degree of freedom
- JK : Sum of squares
- RJK : Average number of squares

Regression equation  $\hat{Y} = 172,172 - 0,289 X$ , for significance test obtained F<sub>count</sub> 43,65 more bigger than F<sub>table(0,01; 1: 196)</sub> 6.77 at α = 0.01. Because F<sub>count</sub> > F<sub>table</sub>, the regression equation is stated to be very significant. For the linearity test obtained F<sub>count</sub> of 0.878 smaller than F<sub>table(0,05: 39: 157)</sub> of 1.48 at α = 0.05. Because of F<sub>count</sub> < F<sub>table</sub>, distribution of estimated points forms an acceptable linear line. The point distribution approaching the regression equation line which is linearly estimated can be seen in the following figure:

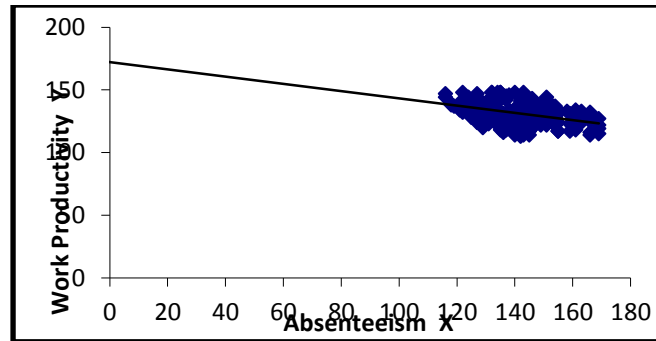


Figure 3:-Grafik Regression Linearitas  $\hat{Y} = 172,172 - 0,289 X$

The causal relationship between variables in sub-structural 3 consists of one endogenous variable, it names Y and exogenous variables it names X. From the results of the path coefficient data processing as follows:

Table 8:-Path Coefficient and Path Significant Test

Direction Effect	Path Coefficient	dk (degree of freedom)	t <sub>count</sub>	t <sub>table</sub>	
				$\alpha = 0,05$	$\alpha = 0,01$
X above Y	-0,250	194	-3,83	-1,97	-2,60

Description:

- Significant ( $t_{count} > t_{table}$  at  $\alpha = 0.05$ ) positive effect
- Significant ( $t_{count} < t_{table}$  at  $\alpha = 0.05$ ) negative effect
- Very significant ( $t_{count} > t_{table}$  at  $\alpha = 0.01$ ) positive effect
- Very significant ( $t_{count} < t_{table}$  at  $\alpha = 0.01$ ) negative effect

The results of the analysis obtained  $p_{y3}$  path coefficient values of - 0,250 and  $t_{hitung} = - 3,83$ , with  $t_{table} (0,05: 194) = -1,97$ , so that  $t_{count} < t_{table}$ , reject  $H_0$ , means that the X variable has a direct negative effect on variable Y. Thus it is proven, that absenteeism has a direct negative effect on Work Productivity. Direct effect and significance test for each path:

Table 9:-Summary result path significance test

Direct Effect	Path Coefficient	dk (degree of freedom)	t <sub>count</sub>	t <sub>table</sub>	
				$\alpha = 0,05$	$\alpha = 0,01$
X above Y	- 0,250	194	- 3,83	-1,97	- 2,60

Description:

- Significant ( $t_{count} > t_{table}$  at  $\alpha = 0.05$ ) positive effect
- Significant ( $t_{count} < t_{table}$  at  $\alpha = 0.05$ ) negative effect
- Very significant ( $t_{count} > t_{table}$  at  $\alpha = 0.01$ ) positive effect
- Very significant ( $t_{count} < t_{table}$  at  $\alpha = 0.01$ ) negative effect

Hypothesis Statistic tested is a direct negative effect on absenteeism (X) on Work Productivity (Y).

**Statistical hypothesis:**

- $H_0: \beta_{yx} > 0$
- $H_1: \beta_{yx} < 0$

Based on the results of the path analysis of effect absenteeism (X) on Work Productivity (Y) path coefficient  $\beta_{yx}$  is - 0.250, with  $t_{count} = - 3.83$ , while the score  $t_{table} = -1.97$  ( $\alpha = 0.05$ ;  $dk = 194$ ). Because  $t_{count} < t_{table}$ , then  $H_0$  is rejected,  $H_1$  is accepted. Thus it can be concluded that absenteeism has a direct negative effect on Work Productivity. From the results of testing on the second hypothesis, it can be concluded that there is a direct negative effect of absenteeism on work productivity with a correlation coefficient is -0.427 and a path coefficient is -0.250. This

means absenteeism has direct negative Immediate on Work Productivity. It means that if the level of absenteeism is lower, so teacher work productivity is higher. Based on the theory above, it is clear that there is a direct negative effect on teacher absenteeism on teacher work productivity.

### **Discussion:-**

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: 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 Work 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 labor, 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.

### **Conclusion:-**

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

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