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Productivity in Senior High School Purwani Puji Utami STKIP Kusuma Negara, Jakarta,
Indonesia, purwani_puji@stkipkusumanegara.ac.id Niken Vioreza STKIP Kusuma Negara,
Jakarta, Indonesia, niken@stkipkusumanegara.ac.id Work productivity of teachers shall
determine the advancement of education quality as their direct encounter with students
to equip them with skill and competencies.

This study was conducted to see the direct effect of job satisfaction Survey method with
path analysis approach was applied. Questionnaire as the study instrument was
distributed to 198 teachers who were chosen based on simple random sampling
technique. The study revealed that, first, job satisfaction has a positive direct effect on
teacher work productivity. The correlation coefficient value is 0.431, while the path
coefficient value is 0.228. It infers that when job satisfaction is fulfilled, work productivity
shall increase as well.

Second, absenteeism shows a negative direct influence on work productivity. The
correlation coefficient value is - 0.427 and the path coefficient value is -0.250. This
further implies that productivity and progress of organization are impeded by the
absence of teacher. This leads to a notion that teacher lower level of absenteeism will
increase their productivity. Third, job satisfaction gives a negative direct impact on
absenteeism.

The correlation coefficient value is -0.341 and the path coefficient value is -0.207. The result leads to a conclusion that once teachers feel contented with their work, they will rarely perform absenteeism. Keywords: absenteeism, job satisfaction, education quality, positive attitude, productivity

INTRODUCTION Teachers or educators play a crucial role in the realization of national education due to their direct involvement in pedagogical activities at schools.

Productivity at work is the most pivotal factor among organizational factors as a requirement for teachers to plan, execute and monitor each single educational activity for the sake of school goal are believed to influence their productivity during their working time at schools. Jex (2002) sees productivity as employee behavior that provides positive contribution to organizational goals.

Job satisfaction and absenteeism are considered giving impact on work productivity. 600 Teacher Work Productivity in Senior High ... *International Journal of Instruction*, January 2021 ? Vol.14, No.1 Chehrazi & Shafizadeh (2016) have proved in their research that job satisfaction significantly affects organization variables such as productivity.

Corresponding to the result, after surveying teachers in Cotabato City, Usop (2013) coedthat her satisfied feeling on their work gives good effect on their work productivity. Components of job satisfaction to address are school policy, supervision, payment, interpersonal relations, chances for promotion and growth, working conditions, work itself,acron,androility.T ther her contentedness shall either enhance their self-development, performance and competence.

To Ogochi (2014), job satisfaction is a positive feeling in teaching to p rmoteacs' morality and preserve their necessary duty to keep being a teacher, commitment and conceit of being an educator. Absenteeism is also trusted to affect teacher productivity. Low absenteeism will further be regarded to raise work productivity. The data of The Ministry of National Education in Indonesia showed that in a day, almost 500.000 teachers are not present at schools with unacceptable reasons.

The Ministry claimed that the number is almost similar to what happened in Malaysia and Thailand. There are exactly 2,6 million teachers in Indonesia. Their absence contributes tostudab f anceandlear he it onooourat ig cities, but also in rural areas in almost all provinces in Indonesia. This either further breaks continuation of educational process or interferes financial management as they should be paid although they rarely work.

Donkor (2017) declared that teacher absenteeism is equal to ruin learning time between

teachers and students. Likewise, Gyansah, Esilfie, & Atta (2014) explicated once teachers do not present, morality of other teachers are decreasing, which at the end affect their turnover. Other teachers feel oppressed as they need to prepare scenario for substituting the absent ones. Teach erabbings n dioating f herandschols.

Relevant ies nd rusly mentio tos acteacs' r productivity using different predictors with the ones used in the present study. The present study 's ncen toinvestigate effecojbsatisfacn senteeism n productivity of academic writing. It is a lamentable phenomenon in the Ministry to see hoteacs ite this coadrttothe y's eartoelevate educational quality standard focusing on work productivity.

LITERATURE REVIEW Work productivity is a key factor at workplace for its direct benefaction on accomplishing organizational goals. Theoretically, the concept of work productivity is proposed by Meija, Luis R. Gomez, Balkin, David B., and Cardy (2012). They view productivity as a measurement of value added by an employee to the goods or services.

Utami & Vioeza 601 **International Journal of Instruction**, January 2021 ? Vol.14, No.1 While Kondalkar (2007) tends to offer effectiveness and efficiency idea to define productivity. Sedarmayanti (2017) highlights a number of work productivity indicators, covering: (1) constructive actions, (2) self-belief, (3) responsibility, (4) love for work, (5) forward- looking view, (6) positive contribution to their environment (creative, imaginative and innovative).

In reference to the above definition and concept, in short, work productivity is employee work giving positive contribution to organizational goals. The indicators can be: a) added value for carrying out tasks; b) work effectiveness; c) work efficiency; d) work quality and e) organizational goal attainment. Several studies have investigated teacher work productivity. Shamaki (2015) examined work productivity in Nigeria to 165 teachers.

The findings signified that the emphasis on democratic leadership style by the principal for school administration is crucial. Seminars and workshops for teachers to upgrade their knowledge are highly recommended to promote their productivity. Nonetheless, this study only associates the teacher work productivity with leadership style.

The study conducted by Halkos, George & Bousinakis (2010) used factor analysis to see the predictors of correlation among variables and their effect **on work productivity. The** findings betokened that work productivity is highly affected by stress and satisfaction; high level of stress may lessen work productivity, while high level of job satisfaction

fosters work productivity.

In consonance with the study, Bhat (2018) empirically proved that that promotion is positively related to job satisfaction as payment and promotion assist with employee morality and motivation to work. Some factors affecting work productivity come from many facets, such as leadership style, job satisfaction, stress, and promotion. Also, it turns out that absenteeism has a negative influence on work productivity.

Kondalkar (2007) asserts that employee absenteeism and turnover give a negative effect on productivity. Employees who do not oftentimes come to work are predicted not to be able to play significant part in the growth of organization. Moreover, Singh, Tamara, Chetty, Nishika, & Karodia (2016) verbalized that absenteeism encountered by organization in their study is proved to devastate business, give a negative impact on productivity, decrease profit and chiefly harm business and threat performance of the organization.

METHODS The present study employed a survey with path analysis approach. Questionnaire was utilized to obtain the data. The accessible population is 394 civil servant teachers from 11 public senior high schools in Bekasi, West Java, Indonesia. Applying random sampling technique, 198 teachers were chosen based on simple size formula of Slovin. Beforehand, 30 participants were taken for piloting the instrument.

The formula is written below: 602 Teacher Work Productivity in Senior High ... *International Journal of Instruction*, January 2021 ? Vol.14, No.1 Description: 1 = constants $n = \text{sample size}$ $N = \text{number of population}$ $e^2 = \text{critical value / desired accuracy limit}$ $n = 198$ Wherefore, the study sample consisted of 198 teachers.

The constellation model among variables comprised of 3 (three) variables; exogenous variable covers job satisfaction (X1), and absenteeism (X2); endogenous variable is work productivity (Y). The constellation model set the relation between exogenous variables (X) and endogenous variables (Y), displayed in Figure 1. Figure 1 Constellation Model of Research Problems Description: Y: Work productivity X1: Job satisfaction X2: Absenteeism Validating the instrument, Pearson Product Moment formula was utilized. Afterwards, r_{count} is compared to r_{table} at level $f = \%$, $r_{count} > r_{table}$ then the measuring instrument is stated valid.

Contrarily, if $r_{count} < r_{table}$, then the questionnaire is invalid. Ms. Excel was used to calculate the data. The questionnaire comprised of 35 statements. The calculation showed that $r_{table} = 0.361$. The reliability of instrument was checked using Cronbach Alpha formula which is typically used for reliability test. The test was applied after

validating the items.

Job satisfaction (X1) Absenteeism (X2) Productivity (Y) Utami & Vioreza 603 [International Journal of Instruction](#), January 2021 ? Vol.14, No.1 FINDINGS The analysis test carried out [in the present study](#) included normality test, linearity test, and significance test. The results are presented in Table 1. Table 1 Descriptive statistics of work productivity (Y) The data in Table 1 is then illustrated in a histogram.

Two axes are used to draw the histogram, the vertical one is for absolute [frequency](#), [while the horizontal axis](#) is for work productivity score axis. The class interval limits are ranging from 112.5 to 148.5. The scores are gained after subtracting the number 0.5 from the lowest data and adding 0.5 for every single class.

The variable-frequency distribution of work productivity (Y) gets 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 with 10 respondents (5.05%). The score of the work productivity (Y) variable from 198 respondents is pictured in the following figure: Figure 2 Histogram work productivity variable score (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 198 604 Teacher Work Productivity in Senior High ... [International Journal of Instruction](#), January 2021 ? Vol.14, No.1 The job satisfaction (X1) questionnaire contained 34 valid items with 5 alternative answers. The data collected from the questionnaire were then calculated using descriptive statistics.

The results are presented in the following table: Table 2 Descriptive statistics of work satisfaction (X1) . Description X1 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) There were 34 valid questionnaire item of absenteeism (X2) with five (5) alternative answers. Descriptive statistics were then used to calculate the data which are displayed in the following table: Utami & Vioreza 605 [International Journal of Instruction](#), January 2021 ? Vol.14, No.1 Table 3 Descriptive Statistics of absenteeism (X2) No. Description X2 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. The result reported in Table 3 is converted into a histogram. Two axes are used to draw the histogram, the vertical one is absolute frequency, while the horizontal is as absenteeism score.

The class interval limits are ranging from 115.5 to 169.5. These scores are gotten by subtracting 0.5 from the smallest data and adding 0.5 for each class boundary at the highest limit. The variable -frequency distribution of absenteeism (X2) gains the highest frequency information in the interval class 140 - 145 with 41 respondents (20.71%) and the lowest frequency in the interval class 116 - 121 from 8 respondents (4.04%).

The value of the variable absenteeism (X2) collected from 198 respondents is explicated in the following histogram: Figure 4 Histogram absenteeism variable score (X2). The calculation results of Liliefors statistical calculation, normality test for estimated errors among variables (Y on X1, Y on X2, and X1 on X2) are displayed in Table 4. 606 Teacher Work Productivity in Senior High ... *International Journal of Instruction*, January 2021 ? Vol.14, No.1

Table 4 Summary of normality test results No Estimated Error of Regression n L-count L-table Description
1. Y above X1 198 0,0483 0,0630 0,073 Normal
2. Y above X2 198 0,0362 0,0630 0,073 Normal
3. X2 above X1 198 0,0462 0,0630 0,073 Normal
Table 4 points out that that the Liliefors L - found out that L - table, therefore it can be concluded that the estimated error distribution among variables Y over X1, Y over X2, and X1 on X2 comes from a normally distributed population.

Summing up the hypotheses testing, the regression models are then tested to check the significance and linearity. The models are tested by the application of F-test in ANAVA table. The criteria of the test are designed as follows. Significant regression: $F_{count} = F_{table}$ on the regression line. Linear regression: $F_{count} < F_{table}$ on the line match.

The following step to do is analyzing the correlation by reviewing the level and significance of exogenous and endogenous pairs. The result leads to a conclusion that the regression is linear. The result is presented in Table 5. Table 5 Summary of significance test results and linearity regression
Reg Equation Regression Test Linearity Test Conclusion
 F_{count} F_{table} = 0,01
Y above X1 = $90,580 + 0,308 X_1$ 44,81 6,77** 0,648 1,47 ns Regression is very significant/
Linear regression
Y above X2 = $172,172 - 0,289 X_2$ 43,65 6,77** 0,878 1,48 ns Regression is very significant/
Linear regression
X2 above X1 = $189,715 - 0,359 X_1$ 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 model consists of β_1 , β_2 , β_3 .

The path magnitude is determined by determining the magnitude of the correlation value followed by searching for the path coefficient value, and then testing the path coefficient significance. The matrix among variables is presented in Table 6. Utami & Vioeza 607 *International Journal of Instruction*, January 2021 ? Vol.14, No.1

Table 6 Inter-Variable correlation matrix

| | | | |
|----|--------|--------|--------|
| | X1 | X2 | Y |
| X1 | 1,000 | -0,341 | 0,431 |
| X2 | -0,341 | 1,000 | -0,427 |
| Y | 0,431 | -0,427 | 1,000 |

The results of direct influence and significance test for each path are summarized in the following table.

| No. | Direct Influence | Coefficient Path | dk | T-count | t-table |
|-----|------------------|------------------|-----|---------|---------|
| 1 | X1 to Y | 0,228 | 194 | 3,35 | 1,97 |
| 2 | X2 to Y | -0,250 | 194 | -3,83 | -1,97 |
| 3 | X1 to X2 | -0,207 | 195 | -2,84 | -1,97 |

Each structure of path model can be viewed in Figure 2.

Figure 5 Causal Path Diagram Effects of X1 and X2 on Y Based on the path analysis test stated earlier, the hypothesis is stated below. Alternative hypothesis: there is a positive direct effect on job satisfaction (X1) on productivity (Y). The statistical hypothesis applied is a positive direct effect of job satisfaction (X1) on productivity (Y).

Statistical hypothesis: $H_0 : \beta_1 = 0$ $H_1 : \beta_1 > 0$

$r_{12} = -0,341$ $r_{1y} = 0,431$ $r_{2y} = -0,427$ $\beta_1 = 0,228$ $\beta_2 = -0,250$ $\beta_3 = -0,207$

Teacher Work Productivity in Senior High ... *International Journal of Instruction*, January 2021 ? Vol.14, No.1 Path analysis of job satisfaction effect (X1) on productivity (Y) informs that path coefficient is 0,228, t-count = 3,35, while the value t-table = 1,97 (α=0,05; dk = 194).

Therefore, t-count > t-table, so H_0 is rejected while H_1 is accepted. Thus it can be resumed 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: $H_0 : \beta_2 = 0$ $H_1 : \beta_2 < 0$

Path analysis of absenteeism influence (X2) on productivity (Y) identifies that path coefficient is -0,250, with t-count = -3,83, while the score t-table = -1,97 (α=0,05; dk = 194). Therefore, t-count > t-table, so H_0 is rejected and H_1 is accepted. Hence, it is summarized 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 influence of job satisfaction (X1) on absenteeism (X2). The statistical hypothesis: $H_0 : \beta_3 = 0$ $H_1 : \beta_3 < 0$

The result of direct effect test of job satisfaction (X1) on absenteeism (X2) shows path coefficient is -0,207 with t-count = -2,84, while the score of t-table = -1,97 (α=0,05; dk=195). For

t-count > t-table, H0 is rejected and H1 is accepted.

Thereupon, in summary, job satisfaction demonstrates a negative direct effect on absenteeism. DISCUSSION The analysis and hypothesis testing delineate that the proposed hypotheses commonly point out positive direct correlation. To be more detail, the following discussion about the iabrn presented : 1) Job Satisfaction Direct Positive Effect on Productivity The hypothesis testing proves that job satisfaction impacts work productivity significantly. The correlation coefficient value is 0.431 and the path coefficient value is 0.228.

It implies that job satisfaction gives a positive direct effect on work productivity. The present study result is in conformity with the opinion of Robbins, Stephen P. & Coulter (2014), disclosing that job satisfaction positively affects productivity, lowers Utami & Vioeza 609 International Journal of Instruction, January 2021 ? Vol.14, No.1 absenteeism levels, lessens turnover rates, sustains positive customer satisfaction, moderately promotes OCB, and helps minimize workplace misbehavior.

Likewise, Dixit, Varsha & Bhati (2012) argued that job satisfaction is the one to give the most impact on employee commitment and productivity. This would mean that more fulfilment of job satisfaction shall bring to more productive work of teachers.

Banjarnahor, Hutabarat, Sibuea, & Situmorang Manihar (2018) found out that teachers who feel satisfactory with their work show more enthusiasm and interest to invest energy fo ents' err.Reze,Kho e -Bahtash, & Sarani (2018) noticed that job satisfaction is a critical factor for educational institutions for their effective achievement and advancement.

Job satisfaction is the main predictor of teacher performance in teaching and their daily routine at schools. The study of teacher job satisfaction and job performance at schools is urgent to conduct by the authorities, policy makers or stake holders. Endeavoring teacher excellent performance at schools becomes more momentous once job satisfaction is managed severely.

Effective and efficient work and services will emerge when los l atified öü 21) asserted that teachers playing a key role in school productivity and quality, are humans rather than tools. They either directly serve the business of the country or expound the social behavior. The present study findings are consistent with previous studies discussing work productivity and job satisfaction, mentioning that to have good productivity, job satisfaction should be maintained and fostered.

Job satisfaction is a significant determinant to work productivity, for instance, providing

comfort feeling for teachers to build their confidence and positive attitude when working. Teacher needs and right fulfilment is also regarded consequential to get them blissfully work. Teacher contented feeling on their job is expected to guide them to willingness of working more on scientific work, such as conducting **Classroom Action Research (CAR)** for the sake of improving student learning outcomes to reach the learning passing grade. This also has other benefits for teachers as a chance of promotion.

2) Absenteeism Negative Direct Effect on Work Productivity The results of hypothesis testing denote that absenteeism influences productivity significantly. **The correlation coefficient value is - 0.427 and the path coefficient value is - 0.250.** This is to clearly declare that absenteeism has a significant negative impact on work productivity.

Commensurate with the present study result, Encyclopedia of Management (Vroom, 2009) uttered that the promotion of work productivity guides the division of labor and managers to stay alarmed of particular negative aspects: fatigue, stress, boredom, low-quality products, absenteeism, and turnover. Additionally, Kondalkar (2007) acknowledged employee absenteeism and turnover has a negative influence on productivity.

This further implies that lower absenteeism shall bring to higher work productivity. The two opinions bespeak **a negative direct impact** of teacher absenteeism on productivity. Absenteeism cannot be totally eliminated, but its decrease contributes a lot to educational progress specifically students.

One thing to remember in this context 610 Teacher Work Productivity in Senior High ... **International Journal of Instruction**, January 2021 ? Vol.14, No.1 is the punishment given to absent teachers; punishment given should not raise avoidance. 3) Job Satisfaction Negative Direct Effect Negative Absenteeism The hypothesis testing signifies that job satisfaction influences absenteeism significantly.

The **correlation coefficient value is -0.341 and the path coefficient value is -0.207.** In other words, job satisfaction shows a significant negative impact on absenteeism. Corresponding to the present study result, Gibson (2012) mentioned that even though job satisfaction does not determine the quality and quantity of organizational performance, it is undeniably affectable to citizenship behavior, turnover, absenteeism, and preferences as well as opinions about unions.

Furthermore, Den Hartog & Koopman (2001) admitted that satisfactory feeling with the work itself is the satisfaction facet to expect performance, turnover, and absenteeism.

From the descriptions above, it is apparent that there is a negative direct effect of job satisfaction on teacher absenteeism. It attests that once teachers feel more satisfied with their job, the possibility of their absence from schools is low.

CONCLUSIONS AND SUGGESTIONS In light of findings and discussion above, the conclusions are drawn as follows: 1) The present study detects a positive direct influence of job satisfaction on work productivity. This infers more fulfilment of teacher job satisfaction shall enhance their higher productivity. 2) Absenteeism gives a negative direct effect on work productivity.

This further states that the teachers who are oftentimes absent cannot give contribution to organizational advancement and progress. In essence, lower absenteeism shall bring to higher productivity. 3) There is a negative direct effect of job satisfaction on absenteeism. It is then assumed that teacher satisfactory feeling of their job contributes to lower absenteeism.

The previous studies commonly do not test the effect of group cohesiveness, job satisfaction and absenteeism on teacher work productivity. This study is then expected to illuminate Bekasi Regional Education Office particularly with evaluation for their teachers. A number of the present study recommendation are presented as follows: 1) For policymakers of high school education in Bekasi: a) It is critical to create positive working atmosphere to bridge mutual commitment among teachers which at the end it is expected to bring togetherness among teachers to work on school goal attainment.

This is specifically intended to create Utami & Vioreza 611 International Journal of Instruction, January 2021 ? Vol.14, No.1 a group learning for conducting Classroom Action Research (CAR) as the enhancement of teaching conditions of teachers. b) In respect of teacher job satisfaction to execute their duty, it is either due to benefits or moral-professional responsibilities to schools.

On that ground, teacher essential needs and rights should be the center of attention, for instance social security systems, benefits, facilities, fair promotion policies (not using double standard and not depending on teacher expectation). The promotion should properly address the need for personal growth, responsibility and social status.

Fair promotion will satisfy teachers during their working time and make them work attentively. c) The data obtained from ACDP clearly denote that teachers are absent at schools and classrooms as well. Absenteeism at classrooms are caused by a number of factors. In the present study case, a number of factors are suspected to cause absenteeism.

Even though the possibility of diminishing absenteeism is very low, it is worth to analyze the factors to lessen it. 2) For teachers: At a basic level, to improve work productivity, it is decisive for teachers to develop competence and advance their insight for everlasting learning, for instance by joining trainings, seminars, workshops, symposiums, Training of Trainers (TOT), Training for Certification, Education and Training Teacher Profession (PLPG), training in developing innovative and critical thinking, scientific writing, ICT use, etc.

It is convinced that vast experience, insight, and knowledge are beneficial for productivity advancement. 3) For future researchers: a) The present study is expected to be a reference material for further research pertaining to group cohesiveness, **job satisfaction and absenteeism on** work productivity. b) It is indispensable to investigate other variables affecting low work productivity as an effort to avoid organizational loss.

c) Research expansion to other pedagogical areas, more respondents and well method are highly suggested to conduct. IMPLICATION 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: 1) Efforts to Increase Work Productivity by Increasing Job Satisfaction.

Jbsatisfacn a element herwok rdwhich can be enhanced by the following actions: 612 Teacher Work Productivity in Senior High ... **International Journal of Instruction**, January 2021 ? Vol.14, No.1 a) Providing comfort zone for teachers at school which finally can affect good behavior of teachers such as confidence and positive vibes on work.

b) Creating close-knit relationship with teachers. Once obstacles are found, immediate action can be performed without giving any harm to schools. c) Fulfilling needs and rights to give teachers ecstatic feeling in carrying out their duties. d) Granting flexibility for teachers to bring innovation in stepping up their career, absolutely by staying focused on their basic responsibility as teachers.

In the final analysis, work productivity can be upgraded by increased job satisfaction. 2) Efforts to Increase Work Productivity by Reducing Absenteeism. Absenteeism, all in all, must be reduced although it cannot be completely depleted; increasing teacher work productivity can be done by: a) Preventing the occurrence of absenteeism, such as exhaustion, stress, and boredom. b) Choosing and determining educating punishment.

c) Concerning on factors to cause absenteeism: 1) workplace factors including scope of

work, stress, frequency of work transfers, working conditions, and size of workgroups; 2) individual factors covering teacher grades, age, gender, and personality; 3) attendance factors consisting of reward systems, sickness schemes, and working group norms. d) Paying attention to teacher work unit size, responsibility, and schedule arrangement to surpass teacher attendance.

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