Job Satisfaction And Work Productivity: An Empirical Approach

by Alexius Dwi Widiatna

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ABSTRACT

Teacher work productivity is a determining factor for the success of education quality. Job satisfaction is one of the main factors in increasing productivity. This study aims to examine the direct effect of job satisfaction on work productivity. The study was conducted in Bekasi, Indonesia. The results of the study used a survey method with the path analysis approach. Data collection techniques with simple random sampling with the Slovin formula. The results of hypothesis testing concluded that job satisfaction has a direct positive effect on teacher work productivity, meaning that job satisfaction is fulfilled so work productivity will increase.

INTRODUCTION

Teacher work productivity is a critical success factor in the quality of education because teachers directly intersect with students whose output will produce professional graduates (Kemal & Suryanto, 2017). Jex, (2002) explains that productivity is defined as employee behavior that contributes positively to the goals and objectives of the organization. Therefore, teachers are required to have productivity in the learning process. But in reality, until now many teachers are still less productive, partly because teachers stop learning to hinder the achievement of the quality of education in Indonesia. One of the work productivity of teachers is influenced by job satisfaction that is manifested in the form of responses to feelings of pleasure and dislike teachers about everything in school while carrying out their duties and functions, this is in line with the opinion of Dixit and Monika that job satisfaction has the highest impact on high employees' commitment and productivity (Dixit, Varsha & Bhati, 2012).

Until now research on job satisfaction and teacher work productivity is not too much because these two variables are related in the corporate world. As for several journals that discuss job satisfaction and teacher work productivity, namely Chehrazi & Shafizadeh, (2016) explained in his research that job satisfaction has a significant influence on several variables of school organizations including productivity. Likewise, Usop, (2013) in his research on teacher job satisfaction in the Cotabato City Division, found that a teacher who was satisfied with his work would work productively. Aspects of job satisfaction must be met such as school policy, supervision, payment, interpersonal relationships, opportunities for promotion and growth, working conditions, work itself, achievement, recognition, and responsibility (Kemal, Suryadi & Rosyidi, 2019). Furthermore, if teachers are satisfied with their work, in addition to being productive they will also develop themselves and provide high performance, thus creating highly competitive teachers. In accordance with 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 maintains their need to stay in the profession; their commitment to the job and the pride they have in being teachers.

The same was expressed by Okulova, (2018) in measuring teacher job satisfaction based on five ergonomic requirements influenced by the following factors: noise level, permanent short-term fatigue, lack of information technology (non -automated workplace), uninterrupted transformation, and poor room sound transmission (bad acoustics in the halls). Previous studies have produced factors that affect the work productivity of teachers, which varies according to researchers with other researchers, thus creating a research gap. While what we want to explore in this study is the effect of job satisfaction on teacher work productivity in terms of the paper that it produces. This is due to the phenomenon of the low level of scientific writing of teachers in the Ministry of Education and Culture of the Republic of Indonesia compared to the increasing quality assessment of the application of teacher labor productivity standards from year to year, which raises the gap phenomenon.

Work Productivity

Work productivity is a very expected factor in working because it directly contributes to the achievement of organizational goals. This is no exception in educational organizations such as schools, work productivity is also a very important factor so that what is the goal of the school can be realized. Judging from the origin of the word in English, work productivity comes from the word "produce" which means to produce. So work productivity is the ability to produce, or the level of results obtained by someone.

Conceptually, the notion of work productivity was put forward by Gomez, et al. (2012: 18) provides the definition, productivity is a measure of how much the individual value of employees adds the goods or services that the organization produces. This opinion has the understanding that work productivity is measuring how much the employee's added value for the goods or services produced The keyword of this definition is the measurement of value-added performance (value-added) so that people who have high work productivity will be able to provide great added value to the

organization. Added value in this case is related to goods, services, or jobs produced by someone.

According to Robbins and Coulter (2012: 373), productivity is a performance measure of both efficiency and effectiveness. Work productivity is a measure of performance, both in terms of efficiency and effectiveness. Work productivity is the quality of performance that can measure how well the organization's goals are achieved (Kemal, Suryadi & Rosyidi, 2019).

Furthermore according to Steven M.Jex (2012: 90): Productivity is defined as employee behavior that contributes positively to the goals and objectives of the organization. Productivity is closely related to both performance and effectiveness, but it is different because productivity takes into account the cost of achieving a given level of performance or effectiveness.

Work productivity is defined as employee behavior that contributes positively to the goals and objectives of the organization. Productivity is very closely related to performance and effectiveness, but it is different because productivity measures cost to achieve a certain level of performance or effectiveness. This means that work productivity is a summary of measuring the quantity and quality of performance with the resources that have been considered.

The concept of productivity should not only result from work on total output, but also on various factors that can influence the process of achieving productivity itself so that productivity, efficiency, and effectiveness are inseparable entities. Many factors affect work productivity, both those related to labor and those related to the environment as a whole.

Agreeing with that Schermerhorn (2010: 12) said, productivity is the quantity and quality of work performance, with resource utilization considered. Work productivity is the quality and quantity of performance by involving existing resources in the organization. Achievement of the performance in question is a measurement of one's motion at work.

Anderson, Ones, Sinangil, and Viswesvaran (2001: 265), also revealed, productivity is the generally agreed definition for performance and effectiveness. Work productivity is a generally agreed definition for performance and effectiveness. Likewise in the opinion Robbins and Judge (2013: 28), productivity is achieved its goals and does so by transferring inputs to outputs at the lowest cost. As such, productivity implies a concern for both effectiveness and efficiency. Work productivity is achieving the goal as well as converting inputs into outputs at the lowest cost, so work productivity includes effectiveness and efficiency.

Besides Kinicki and Williams (2011: 508) explained, productivity is defined by the formula of output divided by inputs a specified period of time. Productivity is important because it determines whether the organization will make a profit or even survive. Work productivity is defined by measuring the formula output divided by the input specified time period. Work productivity is important because it determines where the organization will survive.

This opinion was confirmed by Daft (2012: 717), productivity is the organization's output of goods and services divided by its inputs. Work productivity is the work output of an organization's goods and services divided by inputs. In this case that labor productivity can be seen not only in terms of quantity and quality but also no less important is the number of inputs (input) and the process and results (output).

When observed from the above opinion, it is more emphasis on input efficiency (input), while effective are more likely to emphasize performance or output (output) to be generated. Therefore work productivity can only be realized if, in the measurement of all elements both input (input), process, and output or output (output) can support each other, complement each other to achieve organizational goals.

According to the formulation *National Productivity Board* (NPB) Singaporean Sedarmayanti (2009: 56-57): Work productivity is defined as a mental attitude that has a passion for improvement and improvement. That the embodiment of mental attitude includes:

a. Related to oneself, can be done by increasing: 1) knowledge; 2) skills; 3) discipline; 4) personal effort; and 5) work harmony.

b. Work-related, can be done by 1) better management and work methods; 2) cost savings; 3) timeliness, and 4) better systems and technology.

Work productivity is not only defined as the relationship between results and input but includes employee performance to make a positive contribution to the work environment and be able to realize something useful for himself, full of creative ideas, far-sighted, and always strive to achieve goals effectively and efficiently.

According to Sedarmayanti (2009: 65), work productivity is not solely intended to get as much work as possible, but performance is also important to note. This means that work productivity is produced from a combination of ability, motivation, work environment, and technology. Thus to measure work productivity can be measured from indicators of work efficiency, work quality, and work effectiveness. The tangible results done by a person in terms of quality and quantity means that the achievement is in terms of work effectiveness, work efficiency, and work quality. Quality interpretation is a measure that states how far various requirements, specifications, and expectations have been met. Whereas quality results are intended to be assessed from the achievement of good work results by using resources as efficiently as possible.

An organization such as a school will experience an increase in work productivity if it is supported by productive employees. To measure one's work productivity can also be seen from the characteristics of productive people, according to Sedarmayanti traits of productive people are positive contributions from a person to the environment in which he is (Sedarmayanti, 2017: 237). With constructive, imaginative actions expected to be creative in carrying out their duties and responsibilities in an organization

According to Kondalkar (2007: 3), productivity concerns both effectiveness and efficiency are. Work productivity is related to effectiveness and efficiency. Work productivity is closely related to work efficiency, better results, both in quality and quantity and time spent. Means effectiveness and efficiency are closely related to quality, as a measure that states how far has been met the requirements, specifications, and expectations.

The above opinion means that work productivity includes two dimensions, namely results (effectiveness) and effectiveness (efficiency). Effectiveness (use results) describes the effects and quality of the results sought (Suryadi, Kemal, Setyanto, & Rachmatullah, 2020). Effectiveness is related to the maximum achievement of performance, in the sense of achieving targets related to quality, quantity, and time. It can be concluded the teacher's work productivity which includes the first dimension, namely effectiveness (use results) is the suitability of the results achieved with the goals that have been formulated. Teacher work productivity on the effectiveness dimension can be realized from the teacher's performance, for example, a) the teacher must be able to pay attention to the implementation of lesson plans in the learning process; b) teachers pay attention to the level of competency formation in accordance with the competency standards that have been set; c) the

teacher has a sense of responsibility for each task; d) the teacher has a strong achievement motivation, etc.

While the second dimension, namely efficiency (usability), describes the level of human resources, funds, and situations needed to achieve certain results. Efficiency is related to comparing the input with how the work is carried out. Teachers' work productivity is said to be efficient if the goals can be achieved optimally with the use or use of fewer resources.

Sedarmayanti (2017: 183) also explains:

Efficient work is the implementation of a particular way without reducing its objectives is a way that:

a.   Easiest - do it
b.   Cheapest - the cost
c.   Shortest - timed
d.   Lightest - the burden
e.   Shortest - the distance.

Thus work productivity in the dimension of efficiency, meaning that a teacher who reflects a performance that does not like scattering, will not complain even though there is much to do. As for the principles of work efficiency according to:

a.   The Principle of Planning

Planning means describing in advance the actions to be carried out in order to achieve a goal.

b.   Simplification Principle

Simplifying means making a complicated system or difficult work easier or lighter.

c.   The Principle of Savings

Saving means preventing excessive use of objects/materials, so the cost of the said work becomes inexpensive.

d.   The principle of Elimination

Eliminating means to negate activities related to the implementation of work that is deemed unnecessary or not related to the work to be achieved.

e.   The principle of Merging

Merging means bringing together jobs that have similar activities or materials that might be able to be done at once in one step, so as to save time working (Sedarmayanti, 2017: 184).

Teacher work efficiency can be interpreted as great enthusiasm for work, initiative, creativity and innovative teachers in maximizing limited resources with appropriate results even exceeding expected. Based on these principles, the teacher's work productivity on the efficiency dimension can be realized such as: a) Planning principle: the teacher must utilize time optimally, so that students do not repeat or finish on time that does not result in the waste of educational costs (educational wastage); b) Simplification principle: if there is no LCD projector available at school to display PowerPoint, the teacher can make teaching aids more interesting and creative with materials that are cheap and easy to obtain in the surrounding environment, so that the desired learning objectives are still achieved; c) The principle of savings: teachers can make their own textbooks with the use of simple language so that they are easily understood and mastered by students who are certainly cheaper than textbooks; d) The principle of elimination: the teacher can compile the student practice questions himself, to eliminate the cost of purchasing the Student Worksheet (LKS); e) The principle of incorporation: teachers must be able to integrate attitudes, abilities / skills and knowledge in the learning process, as well as the integration of various basic concepts. Therefore the teacher must always develop his professionalism.

Sedarmayanti (2017: 236-237) outlines several indicators of work productivity regarding productive individuals, namely: (1) constructive actions, (2) self-confidence, (3) responsibility, (4) having a love of work, (5) has a foresight, (6) is able to overcome problems and can adapt to changing

environments, (7) has a positive contribution to the environment (creative, imaginative and innovative), (8) has the power to realize its potential.

Based on the explanation of the concept above, it can be synthesized that work productivity is the performance of employees who make a positive contribution to organizational goals. The indicators are a) added value to carry out the task; b) work effectiveness; c) work efficiency; d) quality of work; and e) achievement of organizational goals.

Job Satisfaction

The discussion of job satisfaction focuses primarily on employee attitudes towards the organization as a whole. Colquitt, Lepine, & Wesson (2015: 96) define, job satisfaction is a pleasurable emotional state resulting from the appraisal of one's job or job experience. Job satisfaction is a pleasant emotional state that results from work assessment or work experience.

Whereas Schermerhorn et al., (2010: 72), gives the meaning of job satisfaction is the degree to which an individual is positively or negatively about his job. Job satisfaction is the level at which individuals feel positive or negative about a job. Job satisfaction is an attitude that reflects a person's evaluation of his work or work experience at a certain point in time.

Robbins and Judge (2017: 114) define, job satisfaction a positive feeling about a job resulting from an evaluation of characteristics is clearly broad. Job satisfaction is a positive feeling about work that results from a broad evaluation of its characteristics. Someone who has high satisfaction will take positive action on the job, otherwise, people who are dissatisfied will show negative actions. The consequence is that people who are satisfied will be positive, such as diligent work, earnest, and have a work spirit, while people who are dissatisfied will behave negatively, for example rarely come to work, neglect work, and lazy.

Ejere (2010: 115) in his journal argues, defines job satisfaction a generally positive attitude towards one's job. It has also been described as an affective reaction to one's job. Define job satisfaction as a positive attitude towards one's work. This has also been described as an affective reaction to one's work.

Job satisfaction is an expression of one's feelings about welfare to do work, that job satisfaction is someone's attitude towards their work. That attitude stems from their perception of work, perception is a cognitive process (giving meaning) that is used by someone to interpret and understand the perspective of individuals in seeing the same thing in different ways. Job satisfaction is the result of employees' perceptions of how well their work provides what considered important. Luthans (2012: 141) defines, job satisfaction is a result of employees' perception of how well their jobs provide those things that are viewed as important. Job satisfaction is the result of employees' perceptions of how well their work provides things that are considered important. Hellriegel and Slocum (2011: 51) explain: In organizational behavior, perhaps the attitude of great interest is the general attitude of employees toward work or toward a job, often called job satisfaction. People are generally quite satisfied with their jobs. These feelings, reflecting attitudes toward a job, are known as job satisfaction.

In organizational behavior, what is meant by job satisfaction is the attitude of employees' interest in a job. Someone, in general, is quite satisfied with their work. This feeling of pride, which reflects the employee's attitude towards a job, is known as employee job satisfaction.

Likewise Daft (2010: 443) gives the meaning of job satisfaction is, a positive attitude towards one's job is called job satisfaction. A positive attitude toward work is called job

satisfaction. While George and Jones (2008: 84) give the meaning, job satisfaction is the collection of feelings and beliefs that people have about their current jobs. Job satisfaction is a collection of one's feelings and beliefs about their current job.

Newstrom and Davis (2002: 208) argue:

Job satisfaction is a set of favorable or unfavorable feelings and emotions with which employees view their work. Job satisfaction is an affective attitude - a feeling of relative like or dislike toward something (for example, a satisfied employee may comment that "I enjoy having a variety of tasks to do").

Job satisfaction is a set of beneficial or unfavorable feelings and emotions where employees view their work Job satisfaction is an affective attitude - a feeling of relative liking or disliking something, for example, a satisfied employee can comment that I enjoy having a variety of tasks that can be done.

Lussier (2008: 78) means that job satisfaction is what most employees want from their jobs, even more than they want job security or higher pay. satisfaction is a set of attitudes towards work. Job satisfaction is what most employees want from Jobwork them, even before they want job security or higher salaries as well as Quick and Debra Nelson (2011: 112) defines, job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Job satisfaction is a pleasant or positive emotional state that results from an assessment of work or work experience.

Slightly different from the opinions above Ivancevich, Konopaske, & Matteson (2014: 141) explains, job satisfaction and attitude that workers have about their jobs results from their perception of the jobs. Job satisfaction is an attitude that workers have about their work. This results from their perception of work. I almost agree with Ivancevich in his book. Jex (2012: 116) quotes, job satisfaction is typically defined as an employee's level of positive affect toward his or her job or job situation. Job satisfaction is usually defined as the level of an employee's positive influence on his work or work situation. Likewise, Mcshane and Glinow (2010: 108) provide an explanation, job satisfaction, a person's evaluation of his or her work and work context. Job satisfaction is one's evaluation of his work and work context.

Furthermore, Luthans (2012: 141) also conveyed the factors that influence job satisfaction as follows:

There are five job dimensions that represent the most important characteristic of a job about which people have affective responses. There are :

a. The work itself. The extent to which the job provides the individual with interesting tasks, opportunities for learning;
b. Pay. The amount of financial remuneration that is received and the degree to which this is viewed as the equitable visa is that of others in the organization;
c. Promotion opportunities. The chances for advancement in the hierarchy;
d. Supervision. The abilities support;
e. Coworkers. The degree to which fellow workers are technically proficient and socially supportive.

The factors that affect job satisfaction consist of five things, namely: the job itself (the job provides interesting tasks, opportunities for learning and opportunities to accept responsibility); wages (the number of salary payments received on time, for example: always in the first week); promotion opportunities (opportunities available in organizations to develop); supervision (the ability to supervise to provide or provide technical assistance and work

support); coworkers (level of friendship, competence, and support of fellow workers).

Similar opinions were also conveyed by Gibson, Ivancevich, and Donnelly (2009: 106), job satisfaction is an attitude that individuals have about their jobs. In addition, it was explained also that the dimensions of job satisfaction, as follows:

a. Pay. The amount received and the perceived equity of pay.
b. Job. The extent to which job tasks are considered interesting and provide opportunities for learning and for accepting responsibility.
c. Promotion Opportunities. The availability of opportunities for advancement.
d. Supervisor. The supervisor's abilities to demonstrate an interest in and concern about employees.
e. Coworkers. The extent to which co-workers are friendly, competent, and supportive.

Job satisfaction can be a challenge designed by the leader to be achieved by his subordinates, thus making the subordinates interested. The opportunity to get prizes in the form of goods, money, rank, and other awards makes employees try to get it. Likewise, the work facilities are equally important to support. The agreement between superiors and subordinates, between coworkers and between the two makes one employee satisfied with a conducive environment. Job satisfaction depends on the point of view of employees looking at work. For some people, challenging and responsible work may have a neutral or even negative value, but for others, it might be considered a positive value. The difference itself will create different levels of job satisfaction for work content that is essentially the same.

In the opinion of Colquitt, Jason, Jeffery, Lepine, and Wesson (2015: 99-100), to measure someone's job satisfaction can be seen in five ways, namely:

a. Pay satisfaction.
   Pay satisfaction, refers to employees' feelings about their pay, including whether it's as much as they deserve, secure, and adequate for both normal expenses and luxury items. Similar to the other facets pay satisfaction is based on a comparison of the pay that employees want and the pay they receive.
b. Promotion satisfaction.
   Promotion satisfaction refers to employees' feelings about the company's promotion policies and their execution, including whether promotions are frequent, fair, and based on ability.
c. Supervision satisfaction.
   Supervision satisfaction reflects employees' feelings about their boss, including whether the boss is competent, polite, and a good communicator (rather than lazy, annoying, and too distant).
d. Coworkers satisfaction.
   Coworker satisfaction refers to employees' feelings about their fellow employees, including whether coworkers are smart, responsible, helpful, fun, and interesting as opposed to lazy, gossipy, unpleasant, and boring.
e. Satisfaction with the work itself.
   Satisfaction with the work itself reflects employees' feelings about their actual work tasks, including whether those tasks are challenging, interesting, respected, and make use of key skills rather than being dull, repetitive, and uncomfortable.

Measurement of job satisfaction can be seen in five ways, namely: a) Wages, namely regarding the fulfillment of their wages that are commensurate with their needs; b) Promotion,

which refers to employees' feelings about the promotion policy, its implementation, being fair, and based on ability; c) Supervision, which refers to employees' feelings about their superiors, including competence, courtesy, and good communicators; d) Colleagues, which refers to employees' feelings about fellow colleagues, including whether colleagues are smart, responsible, helpful, pleasant, and attractive; e) The job itself, which refers to employees' feelings about their actual work assignments, including whether the tasks are challenging and interesting.

Other opinions according to Gewasari, Manullang, Abdul, & Sibuea (2017: 15), Job satisfaction is a person's general attitude towards work which shows the difference between the number of awards received workers and the amount they believe they should receive. Job satisfaction is a person's general attitude towards work that shows a comparison between the number of awards received by workers and the amount they believe they should receive.

Based on some of the descriptions above, the synthesis of job satisfaction is the employee's response to his work that is associated with expressions of pleasure or displeasure in various aspects of the work for which he is responsible. The indicators of job satisfaction in this study are a) feeling comfortable with work; b) confidence in work; c) positive attitude.

METHOD

This research uses a survey method with a quantitative approach. The intended survey research is to explain causal relationships or correlations which are commonly referred to as path analysis. The research design used is the path analysis method, by analyzing the effect of one variable on other variables. Endogenous variables are work productivity (Y) and exogenous variables namely job satisfaction (X). The path analysis design pattern is as follows:

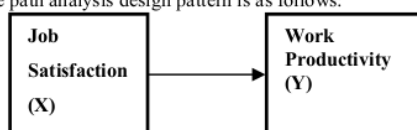| Job Satisfaction (X) | → | Work Productivity (Y) |

Figure 1. Constellation of Research Problem Models

Description:
X = Job satisfaction
Y = Work Productivity

Affordable population, namely teachers of Civil Servants, which will be the object of research are 12 (twelve) SMA Negeri Bekasi City, Indonesia. The population is taken by simple random sampling, namely SMA Negeri 1, 2, 3, 6, 8, 9, 12, 13, 14, 15, 17, 18 with **a** number of 394 teachers. Based on this population 30 respondents were selected to be tested for measuring tools. The sample size study uses the Slovin formula as follows:

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

Note:
1 = constant
n = sample size
N = population size
e^2= critical value / accuracy limit desired

$$n = \frac{394}{1 + 394\,(0.05)^2} = 198{,}4 = 198$$

Thus, the study sample (n) was 198 teachers. This study uses two types of instruments, namely: (1) Work Productivity instruments (Y), the indicators are: a) added value to carry out the task; b) work effectiveness, c) work efficiency; d) quality of work; and e) the achievement of organizational goals, and (2) the Job Satisfaction instruments (X), the indicators are: a) comfortable feeling at work; b) confidence in work; c) positive attitude.

RESULTS AND DISCUSSION

1.1. Results

In this study, the testing requirements of the analysis used are normality test, linearity test, and significance test. The description of the results of the analysis requirements testing is as follows. Based on the results of Liliefor's statistical calculations, the normality test results for error estimates between variables, Y over X, are presented in "Table 1".

Table 1. Summary of Normality Results

No	Regression Estimation Error	n	L_{count}	L_{table}		Description
				α = 5%	α = 1%	
1.	Y above X	198	0,0483	0,0630	0,073	Normal

Based on the above table, it is obtained that the critical value of Liliefors L_{table} for n = 198 at α = 0.05 is known that $L_{count} \leq L_{table}$, so it can be concluded that the estimated error distribution between variables, Y over X, comes from populations that have a normal distribution.

In order to draw conclusions in hypothesis testing, the regression model obtained was tested for significance and continuity by using the F test in the ANAVA table. The criteria for testing the significance and linearity of the regression model are set as follows:

Significant regression: $F_{arithmetic} \geq F_{table}$ in the regression line regression

Linear: $F_{arithmetic} < F_{table}$ in the tuna cocok line

The next step is to conduct a correlational analysis by reviewing the level and significance of the relationship between pairs of exogenous variables and endogenous variables. The conclusion is that regression is very significant or linear regression, the researchers present in "Table 2".

Table 2. Summary of Test Results of Significance and Regression Linearity

Reg	Equation	Regression Test		Linearity Test		Conclusion
		F_{count}	F_{table} α = 0,01	F_{count}	F_{table} α = 0,05	
Y above X	$\hat{Y} = 90{,}580 + 0{,}308\,X$	44,81	6,77**	0,648	1,47^{ns}	Is significant regression/ regression smoothly

Note:
** : Very significant
ns : Non significant (linear regression)

The path coefficient in the hypothetical model of research is p_{y1} in determining the magnitude of the path in a hypothetical model of research obtained by determining the magnitude of the correlation value which is then continued by searching for the path coefficient value, and then the path coefficient significance test is continued. Based on the

calculation results obtained by the correlation matrix between variables as follows.

Table 3. Correlation Matrix Between Variables

r	X	Y
X	1,000	0,431
Y	0,431	1,000

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

Table 4. Summary of Path Significance Test Results

No.	The direct effect	Path Coefficient	dk	T_{count}	t_{table} $\alpha = 0,05$	$\alpha = 0,01$
1	X to Y	0,228	194	3,35	1,97	2,60

Structurally the overall path diagram of each structure can be seen in Figure 2 below:
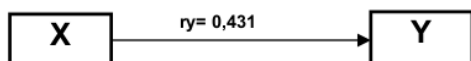

Figure 2 Causal Path Diagram Effect of X on Y.

Based on the test analysis of the path above, it can be explained that: there is a positive direct effect on Job Satisfaction (X) on Productivity (Y). The statistical hypothesis tested was a positive direct effect on Job Satisfaction (X) on Productivity (Y).

Statistical hypothesis:

H0: $\beta y \leq 0$

$\beta y > 0$

Based on the results of the path analysis the effect of Job Satisfaction (X) on Productivity (Y) obtained path coefficient $\rho y1$ of 0.228 with $t_{arithmetic}$ = 3.35, while the value of t_{table} = 1.97 (α = 0.05; dk = 194). Because $t_{arithmetic}$ > T_{table}, then H0 is rejected, H1 is accepted. Thus it can be concluded that Job Satisfaction has a direct positive effect on Productivity.

1.2 Discussion

Based on the results of the analysis and testing of hypotheses, it shows that the three hypotheses proposed in this study generally prove that each pathway has a direct positive effect. In detail, the discussion of the analysis and testing of research hypotheses is described as follows: The results of hypothesis testing indicate that Job Satisfaction has a significant effect on Productivity. The correlation coefficient value is 0.431 and the path coefficient value is 0.228. This gives the meaning of Job Satisfaction has a significant positive effect on Productivity.

The results of this study are in line with the opinions of several experts including Robbins & Judge, (2017), explaining that "job satisfaction positively influences productivity, low absenteeism levels, lower turnover rates, positive customer satisfaction promotes, moderately OCB promotes and helps minimize workplace misbehavior ". 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's job satisfaction, the higher the teacher's work productivity is produced.

The relevant theories and research 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 direct positive effect on work productivity.

CONCLUSION

Based on the results of the analysis and discussion of the above research, the conclusion in this study is that there is a positive direct effect of job satisfaction on work productivity. This means that with the satisfaction of the teacher's work, the teacher's work productivity increases.

Based on the findings above, the implications of the results of the study will be directed to efforts to increase work productivity through increased job satisfaction. The details of the implications are as follows:

Job satisfaction is one important element in efforts to increase teacher work productivity, such as:

a. The principal gives a sense of comfort to the teacher so that teacher job satisfaction can be reflected in the behavior of teachers who have confidence in the work and a positive attitude towards work.

b. The principal always creates a harmonious relationship with the teacher, so that if there are obstacles teachers in achieving the task can be helped quickly and not harm the school.

c. The principal fulfills the things that become the needs and rights of the teacher so that the teacher feels happy in carrying out their duties.

d. The principal gives flexibility to the teachers to innovate in carrying out additional tasks so that the teacher can make a full career, without forgetting his main task as a teacher.

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

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