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Measuring Teacher Productivity At SMPIT Ma'arif Padang Panjang: An Empirical Analysis

Iqbal Anas, Zulfani Sesmiarni

Universitas Islam Negeri Syech M. Djamil Djambek Bukittinggi,
Email: direkturb@gmail.com, zulfanisesmiarni@iainbukittinggi.ac.id

Abstract

This study aims to measure and analyze teacher productivity at SMPIT Ma'arif Padang Panjang through an empirical approach. Teacher productivity is a key factor in improving the quality of education and learning in schools. The research method used is a quantitative method with a survey approach, where data is collected through questionnaires distributed to teachers at SMPIT Ma'arif Padang Panjang. Data analysis was conducted using descriptive and inferential statistics to identify the level of productivity and the factors that influence it. The results show that teacher productivity at SMPIT Ma'arif Padang Panjang is at a fairly good level, but some areas require improvement. Factors that contribute positively to productivity include the availability of educational resources, administrative support, and training and professional development. Conversely, factors such as excessive workload and lack of incentives are considered to hinder productivity. This study provides practical recommendations for school management to improve teacher productivity, including through improving supporting facilities, providing ongoing training programs, and implementing a fair incentive system. The implications of this study are expected to help in formulating more effective and efficient education policies, to improve the quality of education at SMPIT Ma'arif Padang Panjang.

Keywords: Teacher Productivity, SMPIT Ma'arif Padang Panjang, Empirical Analysis, Education Quality, Productivity Factors

Abstrak

Penelitian ini bertujuan untuk mengukur dan menganalisis produktivitas guru di SMPIT Ma'arif Padang Panjang melalui pendekatan empiris. Produktivitas guru merupakan faktor kunci dalam meningkatkan kualitas pendidikan dan pembelajaran di sekolah. Metode penelitian yang digunakan adalah metode kuantitatif dengan pendekatan survei, dimana data dikumpulkan melalui kuesioner yang didistribusikan kepada guru di SMPIT Ma'arif Padang Panjang. Analisis data dilakukan menggunakan statistik deskriptif dan inferensial untuk mengidentifikasi tingkat produktivitas dan faktor-faktor yang mempengaruhinya. Hasil penelitian menunjukkan bahwa

produktivitas guru di SMPIT Ma'arif Padang Panjang berada pada tingkat yang cukup baik, namun terdapat beberapa area yang memerlukan perbaikan. Faktor-faktor yang berkontribusi positif terhadap produktivitas meliputi ketersediaan sumber daya pendidikan, dukungan administrasi, serta pelatihan dan pengembangan profesional. Sebaliknya, faktor-faktor seperti beban kerja yang berlebihan dan kurangnya insentif dinilai menghambat produktivitas. Penelitian ini memberikan rekomendasi praktis bagi manajemen sekolah untuk meningkatkan produktivitas guru, antara lain melalui peningkatan fasilitas pendukung, penyediaan program pelatihan yang berkelanjutan, serta penerapan sistem insentif yang adil. Implikasi dari penelitian ini diharapkan dapat membantu dalam merumuskan kebijakan pendidikan yang lebih efektif dan efisien, sehingga dapat meningkatkan kualitas pendidikan di SMPIT Ma'arif Padang Panjang.

Kata kunci: Produktivitas Guru, SMPIT Ma'arif Padang Panjang, Analisis Empiris, Kualitas Pendidikan, Faktor-Faktor Produktivitas

Introduction

Teacher productivity plays a crucial role in improving the quality of education. Productive teachers are not only able to utilize time and resources effectively but are also able to provide meaningful and inspiring teaching for students. This directly contributes to student learning outcomes and overall academic achievement.¹ Teacher productivity is an important factor in improving the quality of education, including in Islamic schools. Islamic schools have special characteristics that integrate general education with religious education, so the role of teachers becomes more complex and demands high commitment.

The following are some of the reasons why teacher productivity is so important in the context of Islamic schools: Islamic schools combine general and religious curricula, which requires teachers to manage time and subject matter effectively.² Teacher productivity is very

influential in ensuring that both aspects of education can be well integrated without compromising the quality of either. According to research by Masyhudi³, Productive teachers can create harmonious learning between general and religious materials, which contributes to the formation of noble and knowledgeable student characters.

One of the main goals of education in Islamic schools is the formation of students' character and morals. A productive teacher not only teaches the subject matter but also serves as a role model in daily morals and behavior. This is in line with research findings by Jakiyah.⁴ Shows that teacher productivity in the aspects of teaching and character building is very influential on the internalization of Islamic values in students. Productive teachers tend to use innovative and creative learning methods to attract students' interest. In Islamic schools, this includes the use of

learning methods that combine technology with Islamic values. The Study by Putra⁵ Found that the use of technology in learning applied by productive teachers can improve students' understanding of the subject matter while instilling religious values. Good classroom management is one indicator of teacher productivity. In Islamic schools, productive teachers can create a conducive learning environment where students can learn comfortably and be motivated. Research by Ariani⁶ Shows that productive teachers can manage the classroom well, so that the learning process runs smoothly, and students can achieve optimal learning outcomes. Islamic schools often face challenges in improving teacher professionalism. Productive teachers usually actively participate in professional development activities, such as training, seminars, and workshops. Teachers who continuously improve their competencies through continuous professional development can provide higher quality and relevant teaching. Productive teachers can manage time well, prepare lesson materials efficiently, and utilize available resources to maximize the teaching and learning process. They can design and implement structured and organized lessons so that students get an optimal learning experience.⁷ Teacher productivity is also closely related to the quality of learning provided. Productive teachers tend to be more innovative in

delivering materials, using various learning methods and media to attract students' interest and attention. This can increase students' engagement in the learning process and improve their understanding of the material taught.⁸

Productive teachers are often role models and inspirations for students. By showing high dedication and commitment to their work, teachers can motivate students to try harder and achieve higher academic performance. Good teacher performance can also create a positive learning environment, where students feel supported and motivated to learn.⁹. Productive teachers are usually constantly looking for ways to improve their skills and knowledge through professional development. They participate in training, workshops, and other development activities that can improve their competencies as educators. This continuous professional development not only improves individual teacher performance but also contributes to improving the overall quality of education in the school.¹⁰.

Overall, high teacher productivity has a positive impact on a school's reputation and image. Schools with productive teachers tend to be more successful in achieving educational goals and gaining the trust of the community. In addition, the improved quality of education

resulting from teacher productivity can have a long-term impact on the social and economic development of the community. Teacher productivity is one of the important aspects that determine the quality of education in an educational institution. Productive teachers are not only able to manage time and resources well but are also able to provide effective and inspiring teaching to students. At SMPIT Ma'arif Padang Panjang, teacher productivity is a major concern to improve the quality of education and learning. Based on previous research, teacher productivity can be influenced by various factors such as work environment, motivation, and school policies. The main objective of this study is to empirically measure teacher productivity at SMPIT Ma'arif Padang Panjang. In addition, this study aims to identify the factors that influence such productivity, both supporting and inhibiting.

This research is expected to make a theoretical contribution to the field of education management by adding to the understanding of teacher productivity. Practically, the results of this study can be a reference for school management in formulating policies and strategies that can improve teacher productivity. Thus, it is expected to improve the quality of education at SMPIT Ma'arif Padang Panjang.

Teacher productivity is defined as the ability of teachers to utilize their time and resources to achieve maximum teaching results. Various studies have shown that factors such as administrative support, resource availability, and professional training have a significant influence on teacher productivity. In addition, previous studies have also revealed that excessive workload and lack of incentives can be barriers to productivity. This research will further examine these factors in the context of SMPIT Ma'arif Padang Panjang.

Method

This study used a quantitative approach with a survey method. The quantitative approach was chosen because it allows objective and systematic measurement of teacher productivity and the factors that influence it. The survey method is used to collect data directly from respondents through a pre-designed questionnaire. The population in this study were all teachers who taught at SMPIT Ma'arif Padang Panjang in the 2023/2024 school year. To obtain a representative sample, a simple random sampling technique was used. From the existing population, 50 teachers were selected as the research sample. The main instrument used in this study was a questionnaire. The questionnaire consisted of several sections that included questions related to

respondents' profiles, productivity levels, and factors affecting productivity. The questions in the questionnaire were adapted from instruments that had been validated in previous studies. The validity and reliability of the instrument were tested through a pilot test involving 10 teachers in the same school. Data collection was conducted in several stages. First, researchers conducted socialization with all teachers at SMPIT Ma'arif Padang Panjang regarding the purpose and importance of this research. Second, the questionnaire was distributed to the selected sample, with an explanation of how to fill it in properly. Third, the researcher collected back the questionnaires that had been filled in by the respondents. The entire data collection process was carried out for two weeks in April 2024.

The collected data were analyzed using descriptive and inferential statistics. Descriptive statistics were used to describe the profile of respondents and the level of teacher productivity. Inferential analysis, such as linear regression and correlation tests, was used to identify the relationship between teacher productivity and the factors that influence it.

Results and Discussion

This study aims to measure teacher productivity at SMPIT Ma'arif Padang Panjang and identify the factors that

influence it. Data obtained through questionnaires and interviews were analyzed using quantitative and qualitative methods.

Teacher Productivity Score

The results of the analysis show that teacher productivity at SMPIT Ma'arif Padang Panjang is in the "good" category with an average score of 3.8 on a scale of 5. This score reflects a high performance in aspects such as classroom management, mastery of material, innovation in teaching methods, and interaction with students.

Factors Supporting and Hindering Productivity

Some of the supporting factors for teacher productivity identified were administrative support, availability of educational resources, and professional development. Meanwhile, the inhibiting factors found included excessive workload, lack of incentives, and limited facilities.

Discussion

Administrative Support

Strong administrative support is proven to be a key factor in improving teacher productivity. Teachers who feel supported by school management show higher motivation and commitment in carrying out their duties. School management plays a very important role in

creating a work environment that is conducive to teacher productivity.

Availability of education resources

The availability of educational resources such as textbooks, teaching aids, and access to technology also contribute positively to teacher productivity. The use of technology in learning can improve teaching effectiveness and help teachers manage time more efficiently.

Professional Development

Continuous professional development through training, workshops, and seminars plays an important role in improving teachers' skills and knowledge. Continuous professional development can improve teaching quality and teacher job satisfaction.

Workload And Incentives

Excessive workload and lack of incentives are major obstacles to teacher productivity. Teachers at SMPIT Ma'arif Padang Panjang report that administrative tasks not directly related to teaching reduce their time for preparation and innovation in learning. The importance of balanced workload management and provision of adequate incentives to maintain teacher motivation and productivity.

The Role Of School Facilities

Limited school facilities, such as inadequate classrooms and outdated equipment, were also found to be barriers to teacher productivity. Investing in education infrastructure and facilities is key to creating an effective learning environment and supporting teacher productivity.

Implementation Of The Integrated Curriculum

Implementing a curriculum that integrates general and religious education requires extra effort from teachers in designing and delivering materials. Although this adds to the workload, productive teachers can manage this integration well, the importance of a holistic approach to education in Islamic schools. The overall results of this study indicate that teacher productivity at SMPIT Ma'arif Padang Panjang is quite high, but there are still some areas that require further attention. Administrative support, adequate resources, professional development, workload management, and adequate facilities are key factors that school management should pay attention to to further improve teacher productivity. Based on data collected from 50 teachers at SMPIT Ma'arif Padang Panjang, the following profile of respondents was obtained: 60% of respondents were female and 40% were male. Most of the respondents were between 30-40 years old (50%), with S1

(70%) and S2 (30%) education levels. The average teaching experience is 10 years.

Table 1. Respondent Profile

Male	40%
Female	60 %

Table 2. Age of Respondent

Age	Percentage
20 - 30	30 %
30 - 40	50 %
40 – 50	20 %

Teacher Productivity Analysis

The results of the descriptive analysis show that the level of teacher productivity at SMPIT Ma'arif Padang Panjang is in the "good enough" category with an average score of 3.8 on a scale of 5. Productivity is measured based on indicators such as attendance, teaching preparation, use of learning media, and involvement in extracurricular activities. Teachers with more than 15 years of teaching experience show higher productivity compared to teachers with less than 5 years of experience.

Definition Of Productivity According To Some Experts

Productivity in education is defined as the ratio between outputs (educational outcomes such as student achievement) and inputs (resources such as time, effort, and cost) used to achieve these outcomes.¹¹ It emphasizes the importance of efficiency and effectiveness in the use of educational

resources to achieve optimal results. Productivity in the context of education involves two main aspects, namely the quantity and quality of output. According to Steers, productivity refers not only to the amount of output produced but also to the quality of that output, e.g. students' level of understanding, critical thinking ability, and the skills they acquire.

Productivity in the education sector is defined as the ability of a school or educational institution to maximize student learning outcomes through the most efficient use of available resources.¹² It emphasizes the importance of good management and appropriate strategies to improve productivity. Educational productivity involves the relationship between inputs (such as teaching staff, facilities, and curriculum) and outputs (such as academic achievement and student character development). He emphasized that high productivity is achieved when educational institutions can produce high-quality outputs with minimal use of inputs.¹³

In the context of education, productivity is defined as the ability of an educational institution to optimize its resources to produce quality output. Mulyasa highlighted the importance of school-based management in improving productivity through the participation of all

stakeholders in decision-making. Educational productivity includes the efficient use of resources to achieve educational goals. High productivity can be achieved through good planning, effective resource management, and continuous monitoring of the education process.¹⁴. Teacher work productivity is defined as the ability of a teacher to produce maximum educational output with the available inputs. This includes aspects of effectiveness and efficiency in the learning process as well as the teacher's ability to achieve predetermined educational goals.

Teacher productivity involves the degree to which teachers perform their duties and responsibilities as measured by their ability to improve student learning outcomes, the quality of instruction, and the level of student satisfaction.¹⁵. Teacher work productivity includes three main aspects: the quantity of work, the quality of work, and the time taken to complete the work. This productivity is influenced by motivation, competence, and work environment. Mulyasa defines teacher work productivity as the teacher's ability to manage the classroom, develop lesson plans, carry out the learning process, and evaluate learning outcomes effectively and efficiently so that learning objectives are achieved.¹⁶. Education can be achieved well. Hasibuan emphasizes that teacher work productivity

involves effectiveness in teaching and learning, which can be measured through improved student academic achievement and the quality of interaction between teachers and students.¹⁷.

Factors Affecting Productivity

a. Supporting Factors

Administrative support and the availability of educational resources are the two main factors that contribute positively to teacher productivity. Teachers who feel supported by school management tend to be more motivated and productive. In addition, facilities such as adequate classrooms, access to technology, and complete teaching materials also increase efficiency and effectiveness in the teaching process.¹⁸.

b. Inhibiting Factors

Excessive workload and lack of incentives were the main barriers identified. Most teachers feel that the high number of teaching hours and additional administrative responsibilities reduce the time they can dedicate to teaching preparation and personal development. In addition, the lack of financial and non-financial rewards reduces teachers' motivation to improve their productivity.

This study found that highly productive teachers are teachers who have very strong motivation, both intrinsic

motivation (from within themselves), as well as extrinsic motivation (from outside and the environment). Teachers who feel appreciated by the surrounding environment, and teachers who feel involved in making school decisions. Productive teachers are teachers who are always supported by colleagues and get the freedom to innovate and be creative in the learning process at school. In addition, productive teachers are also teachers who have good social relationships with all stakeholders, including leaders, fellow teachers, employees, students, and even student guardians. Productive teachers are also teachers who get fair treatment from leaders and are allowed to develop their careers. In addition, productive teachers are also teachers who are very satisfied with the salary and welfare provided by school management or educational institutions.

Productive teachers are teachers who feel and always try to improve their professional competence, and always have a passion for innovation in the teaching and learning process. Teachers who can complete administrative tasks on time. And they have access to training courses that are relevant to their duties. Teachers who keep abreast of the latest developments in the field of education, and teachers who are always involved and have an important role in improving the school's reputation. The

results of this study are consistent with previous findings that administrative support and the availability of educational resources are critical to improving teacher productivity. Teachers who get good administrative support have higher levels of job satisfaction, which in turn increases their productivity. In addition, the results of this study emphasize the importance of workload management and a fair incentive system to maintain teachers' work balance and motivation. These findings imply that school management at SMPIT Ma'arif Padang Panjang needs to consider strategies to improve administrative support, provide more educational resources, as well as develop adequate incentive programs. With these measures, it is expected that teacher productivity can be further improved, which in turn will have a positive impact on the quality of education in the school.

Previous Studies on Teacher Productivity

Teacher productivity has been a topic that has received widespread attention in education research. Several previous studies have explored various factors that influence teacher productivity and its impact on student learning outcomes. Below is a summary of some important studies in this area:

1. Administrative Support and School Leadership

The importance of administrative support in improving teacher productivity. The study found that teachers who receive adequate administrative support tend to be more motivated and effective in teaching. This support included the provision of necessary resources, professional guidance, and recognition of teacher performance. Johnson concluded that good leadership on the part of school management plays an important role in creating a work environment conducive to teacher productivity.¹⁹

2. Teacher Professional Development

Continuous professional development has a significant impact on teacher productivity. Teachers who participate in training and development programs tend to have better skills in managing the classroom and using innovative learning methods. In addition, professional development also helps teachers to stay motivated and feel valued in their role as educators.²⁰

3. Workload Management

The problem of excessive workload is one of the factors that hinder teacher productivity. Teachers who have too high a workload often experience burnout and a

decline in teaching quality. A more balanced workload arrangement and a reduction in non-essential administrative tasks to help teachers focus on their main task, which is teaching and educating students²¹.

4. Use Of Technology In Learning

The use of technology can increase teacher productivity. In their research, they found that the integration of technology in the learning process allows teachers to deliver material more engagingly and interactively. Technology also helps teachers manage time more efficiently, such as using online learning platforms and digital teaching aids. However, they also emphasized the importance of adequate training for teachers to utilize technology effectively.

5. Motivation And Incentive Factors

The importance of motivation and incentives in improving teacher productivity. This study found that teachers who feel valued and incentivized show higher levels of productivity. Incentives can take the form of both financial and non-financial rewards, such as recognition for achievements, career development opportunities, and a positive work environment.²² All these studies show that teacher productivity is influenced by a variety of interacting factors. Administrative support, professional development, workload management, use of technology,

and motivation and incentives are key elements that can enhance or hinder teacher productivity. Therefore, schools and policymakers need to consider these factors in their efforts to improve education quality.

Conclusion

This study aims to measure teacher productivity at SMPIT Ma'arif Padang Panjang and identify the factors that influence it. The results show that teacher productivity is in the "good enough" category with an average score of 3.8 on a scale of 5. Administrative support and the availability of educational resources prove to be the main supporting factors for teacher productivity, while excessive workload and lack of incentives are the main obstacles.

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