

The Effect of Work Culture on Teacher Productivity in Public Elementary Schools in Ungaran Timur District, Semarang Regency

Bayu Kurniawan^{1*}, Rosalina Br. Ginting², Qristin Violinda³

Universitas PGRI Semarang, Indonesia

Email: rosalinaginting@upgris.ac^{1*}, qviolinda@upgris.ac.id², brissaaprellia@gmail.com³

Keyword

Work Culture; Teacher Work Productivity; Elementary School

Abstract

This research aims to analyze the influence of work culture on the work productivity of teachers in State Elementary Schools in Ungaran Timur District, Semarang Regency. This research uses a quantitative approach with a causal correlational research design. The population in this study consists of all teachers of State Elementary Schools in Ungaran Timur District, totaling 181 people, with a sample of 125 teachers selected using the Slovin formula with a proportional random sampling technique. Data were collected through a closed questionnaire and analyzed using a simple linear regression test with the assistance of the SPSS 21 program. The results of the study showed that work culture had a positive and significant effect on teachers' work productivity, with an F-count value of $537.313 > F\text{-table } 3.92$ and a significance value of $0.000 < 0.05$. The coefficient of determination (R^2) of 0.814 shows that work culture contributes 81.4% to teachers' work productivity. The resulting regression equation is $Y = 30.954 + 0.805X_3$, which means that every one-unit increase in work culture will increase teachers' work productivity by 0.805. The implications of this study indicate the need to strengthen a positive work culture in schools through the habituation of discipline, openness, mutual respect, and commitment in order to increase teacher productivity in a sustainable manner.

INTRODUCTION

Teachers are the most decisive component in the education system as a whole and must receive central, first, and primary attention (Abbaspour et al., 2024; Gümüş, 2022; Kilag et al., 2022; Lin, 2022). Teacher work productivity is one of the indicators of the success of the educational process in schools. Productive teachers are able to effectively manage time, methods, and infrastructure to achieve maximum educational outcomes.

Work culture is one of the important factors that affects teacher productivity. The results of pre-research observations at State Elementary School Ungaran Timur District, Semarang Regency show that the work culture in the school environment has not been fully optimized. Several problems remain related to discipline, openness among teachers, and commitment in the execution of duties. This is evidenced by teacher attendance data, which shows that the absenteeism rate remained considerably high from 2023 to October 2025.

Teacher work productivity is a mental attitude that emphasizes continuous improvement, wherein the quality of life and performance today should be better than yesterday and continue to improve in the future (Nangoy, 2020). In the educational context, this concept reflects a teacher's ability to carry out their principal duties and functions effectively and efficiently (Abidin et al., 2024; Hamka, 2023; Lijun & Te, 2024; Masnawati & Darmawan, 2022; Supangat et al., 2024). According to Arofah (2018), teacher productivity encompasses

three main dimensions: planning and implementation of learning, including the preparation of lesson plans, semester programs, and annual programs; academic achievement, which is reflected in scholarly work and the enhancement of student performance; and participation in academic forums, both as participants and contributors. Productive teachers are capable of optimizing available resources such as time and facilities to achieve optimal learning outcomes. Consequently, teacher productivity has a direct impact on the quality of educational services, classroom instruction, and student learning achievement (Aziz et al., 2025; Ekmekci & Serrano, 2022; Engida et al., 2024; Qingyan et al., 2023).

Work culture, on the other hand, refers to a system of values, beliefs, and norms that shape behavior and guide individuals within an organization (Triguno et al., 2017; Mangkunegara, 2016). It is reflected in attitudes, habits, and actions that drive work performance. Ndraha (2019) identifies key dimensions of work culture, including disciplined behavior, openness, mutual respect, and commitment. These dimensions are operationalized through indicators such as punctuality, information sharing, collaboration, loyalty, and responsibility in completing tasks. A positive and conducive work culture plays a significant role in enhancing teacher motivation, discipline, and responsibility, which ultimately improves work productivity (Wahyuddin et al., 2021). Conversely, a weak or negative work culture can hinder performance. Therefore, a strong work culture in educational institutions is essential not only for fostering a supportive and collaborative environment but also as a strategic foundation for improving the quality of education and achieving institutional excellence.

Mangkunegara (2016, p. 113) defines work culture as a system of beliefs, values, and norms developed within an organization that serves as a code of conduct for its members in overcoming problems of external adaptation and internal integration. A positive, strong, and conducive work culture increases teacher motivation, discipline, and responsibility, which ultimately leads to improved performance and greater productivity (Wahyuddin et al., 2021, p. 6).

Research conducted by Arizqi, Rahayu, and Mustofa (2023) shows that there is a positive and significant influence between work culture and teachers' work productivity. Ariatpi and Hidayat (2025) similarly revealed that organizational culture affects teacher work productivity. However, research that specifically examines the influence of work culture on teacher productivity at the elementary school level in Ungaran Timur District, Semarang Regency remains very limited.

Despite these findings, a research gap persists in the existing literature. Most previous studies focus on general educational institutions or different educational levels, while empirical studies that specifically examine the influence of work culture on teacher productivity at the elementary school level particularly in regional contexts such as Ungaran Timur District remain scarce. Furthermore, prior research tends to emphasize organizational culture broadly without exploring specific dimensions of work culture, such as discipline, openness, mutual respect, and commitment, as measurable indicators that directly influence productivity. Therefore, this study addresses this gap by providing a more context-specific and dimension-based analysis of work culture in public elementary schools.

The novelty of this research lies in its focus on integrating measurable work culture indicators with teacher productivity dimensions within a specific local context, namely public elementary schools in Ungaran Timur District, Semarang Regency. This study not only

examines the relationship between the two variables but also quantifies the extent of work culture's contribution to teacher productivity through empirical statistical analysis. In doing so, it offers a more detailed and practical understanding of how specific dimensions of work culture influence productivity outcomes in primary education settings.

Based on this background, this study aims to empirically analyze the influence of work culture on the work productivity of teachers in State Elementary School Ungaran Timur District, Semarang Regency. This study also provides significant theoretical and practical implications. Theoretically, it contributes to the development of educational management literature, particularly in understanding the role of work culture in improving teacher productivity. Practically, the findings are expected to serve as a reference for school principals and education policymakers in designing strategies to strengthen a positive work culture through discipline, openness, collaboration, and commitment. For future researchers, this study may serve as a foundation for exploring other factors influencing teacher productivity, given that variables beyond the scope of this study may also contribute to productivity improvement.

METHOD

This study employed a quantitative approach with a causal correlational research design, which examines the causal relationship between the independent variable (work culture) and the dependent variable (teacher work productivity). The research was conducted at State Elementary Schools in Ungaran Timur District, Semarang Regency, during the period of August 2025 to April 2026. The population in this study consists of all teachers of State Elementary Schools in Ungaran Timur District, totaling 181 people. A sample of 125 teachers was selected using the Slovin formula with a proportional random sampling technique, ensuring that adequate representation from each school was achieved. Data collection was carried out through a closed questionnaire that had undergone validity and reliability testing. The work culture instrument consists of 33 statement items, while the teacher work productivity instrument consists of several statement items measuring the dimensions of learning planning, academic achievement, and participation in academic forums. The data analysis techniques employed include: (1) prerequisite tests, consisting of a normality test (*Kolmogorov-Smirnov*), a linearity test, a multicollinearity test, and a heteroscedasticity test; and (2) hypothesis testing using simple linear regression analysis to determine the influence of work culture on teacher work productivity. All data analyses were conducted with the assistance of the SPSS 21 program.

RESULTS AND DISCUSSION

Description of Research Variables

Based on the results of descriptive statistical analysis, the data on work culture variables and teacher work productivity was obtained as follows:

Table 1. Descriptive Statistics of Research Variables

Variable	N	Min	Max	Red
----------	---	-----	-----	-----

Work Culture (X)	125	77	161	125,46
Teacher Work Productivity (Y)	125	93	168	131,93

Source: Primary Data Processed, 2026

Work culture data shows a mean value of 125.46 which is in the interval of 111-127, so it is included in the sufficient category. The frequency distribution showed that as many as 45.6% of respondents were in the adequate category, 28.0% in the good category, 13.6% in the very good category, 7.2% in the poor category, and 5.6% in the very poor category. Meanwhile, the teacher's work productivity data showed an average of 131.93, which was in the interval of 125-140 (medium category).

Analysis Prerequisites Test

Before the hypothesis test is carried out, a prerequisite analysis test is first carried out. The results of the normality test using Kolmogorov-Smirnov showed a value of sig. the work culture variable was 0.467 and the teacher's work productivity was 0.396, both greater than 0.05, so that the data was distributed normally.

The results of the linearity test between work culture and teacher work productivity showed the value of sig. The deviation from linearity is $0.425 > 0.05$, so the relationship between the two variables is linear. The heteroscedasticity test showed the value of sig. The work culture variable was $0.912 > 0.05$, which means that heteroscedasticity did not occur in the regression model.

Hypothesis Test Results

The hypothesis test in this study was carried out using simple linear regression analysis to determine the influence of work culture on teacher work productivity. The hypotheses tested are:

H₀: There is no influence of work culture on the work productivity of teachers at State Elementary School Ungaran Timur District, Semarang Regency.

H_a: There is an influence of work culture on the work productivity of teachers at State Elementary School Ungaran Timur District, Semarang Regency.

Table 2. Correlation of Work Culture with Teacher Work Productivity

Value	Results
Pearson Correlation	0,902
Sig. (2-tailed)	0,000
N	125

Source: Primary Data Processed, 2026

Based on Table 2, the correlation coefficient between work culture and teacher work productivity is 0.902. The value of this coefficient is in the very strong category (Sugiyono, 2019: 248), which means that there is a very strong relationship between work culture and teacher work productivity.

Table 3. ANOVA Test Results – The Influence of Work Culture on Teacher Work Productivity

Models	Sum of Squares	df	Mean Square	F	Sig.
Regression	24.501,533	1	24.501,533	537,313	0,000
Residual	5.608,819	123	45,600		
Total	30.110,352	124			

Source: Primary Data Processed, 2026

The results of the ANOVA test in Table 3 show that the F-count is $537.313 >$ the F-table is 3.92, with a significance value of $0.000 < 0.05$. Thus, H_0 is rejected and H_a is accepted, which means that work culture has a significant effect on the work productivity of teachers of State Elementary School in East Ungaran District, Semarang Regency.

Table 4. Coefficient of Determination of Work Culture on Teacher Work Productivity

R	R Square	Adjusted R Square	Std. Error of the Estimate
0,902	0,814	0,812	6,753

Source: Primary Data Processed, 2026

Based on Table 4, the R-square value of 0.814 shows that work culture contributes 81.4% to the work productivity of State Elementary School teachers, East Ungaran District, Semarang Regency. Meanwhile, the remaining 18.6% were influenced by other variables that were not studied in this study.

The resulting regression equation is: $Y = 30.954 + 0.805X_3$. The constant value of 30.954 states that when the work culture is 0, then the teacher's work productivity has a value of 30.954. The value of a positive regression coefficient of 0.805 illustrates that every increase in one unit of work culture will increase teachers' work productivity by 0.805.

The results of this study prove that work culture has a positive and significant effect on the work productivity of teachers at State Elementary School Ungaran Timur District, Semarang Regency. These findings are in line with the research of Arizqi, Rahayu, and Mustofa (2023) which shows the positive and significant influence of organizational culture on teacher work productivity. Likewise, research by Ariatpi and Hidayat (2025) concluded that organizational culture affects the work productivity of homeschooling teachers.

The contribution of a very large work culture (81.4%) to the work productivity of teachers in East Ungaran District shows that when an educational institution is able to create a positive work culture including discipline, openness, mutual respect, and commitment it will have a sustainable impact on the productivity of teachers in carrying out their duties. On the other hand, if the work culture is not able to condition all stakeholders to create positive habits, it will reduce work productivity because there is no positive culture that binds in the daily educational environment.

The average value of work culture of 125.46 which is in the category is enough to show that even though the work culture is already running, there is still room for improvement. The work culture of discipline that is reflected in punctual attendance, exemplary behavior, and discipline in the learning process still needs to be optimized. Openness between teachers in sharing information and motivating each other also needs to be strengthened.

In theory, Mangkunegara (2016: 113) emphasizes that a strong work culture will be a guideline for behavior for organizational members. In the context of schools, this means that the positive norms and values formed in the school environment will directly shape teachers' work behavior, ultimately increasing their productivity. Triguno, Ambarini, and Susanto (2017: 8) also explain that a good work culture is reflected in attitudes toward work, behavior at work, and work discipline all three of which are important predictors of productivity.

The results of this study have the implication that schools need to plan to build and strengthen a positive work culture. Habituation programs that involve all school residents from principals, teachers, education staff, to students are needed to make positive values part of the school's identity that automatically drives productivity.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that work culture has a positive and significant effect on the work productivity of teachers at State Elementary School Ungaran Timur District, Semarang Regency. This is evidenced by an F-calculation value of $537.313 > F\text{-table of } 3.92$ and a significance value of $0.000 < 0.05$. Work culture contributes 81.4% to teachers' work productivity, with a regression equation $Y = 30.954 + 0.805X_3$. Based on these findings, it is recommended to: (1) school principals to actively build and develop a positive work culture through example, regular coaching, and consistent enforcement of rules; (2) the Education Office to encourage programs to strengthen work culture in all schools through training, workshops, and periodic monitoring; and (3) the next researcher to examine other factors that contribute to teacher productivity, considering that there are still 18.6% of other variables that have not been studied.

REFERENCE

- Abbaspour, F., Hosseingholizadeh, R., & Bellibaş, M. Ş. (2024). Uncovering the role of principals in enhancing teacher professional learning in a centralized education system. *International Journal of Educational Management*, 38(3), 873–889.
- Abidin, J., Hilmiyati, F., & Zohriah, A. (2024). Unravelling the dynamics of madrasah principal performance and teacher quality: A literature review. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 10(1), 89–102.
- Ariatpi, & Hidayat. (2025). The influence of organizational culture on the work productivity of homeschooling Hayat School teachers. *Scientific Journal of Basic Education*, 10(1).
- Arizqi, A. I. P., Rahayu, A., & Musthofa. (2023). The influence of organizational culture on teacher work productivity at Al-Farisi Tapos Junior High School, Bogor. *Literacy: Indonesian Journal of Teacher Education*, 2(2), 110–119. <https://doi.org/10.58218/literasi.v2i2.603>
- Arofah, E. F. (2018). Teacher productivity in educational institutions. *Journal of Tawadhu*, 2(2), 227–249.
- Aziz, M., Napitupulu, D. S., & Parapat, F. A. (2025). The influence of teacher communication patterns in Aqidah Akhlak education on students' academic achievement. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 8(1), 71–86.
- Ekmekci, A., & Serrano, D. M. (2022). The impact of teacher quality on student motivation, achievement, and persistence in science and mathematics. *Education Sciences*, 12(10),

- Engida, M. A., Iyasu, A. S., & Fentie, Y. M. (2024). Impact of teaching quality on student achievement: Student evidence. *Frontiers in Education*, 9, 1367317.
- Gümüş, A. (2022). Twenty-first-century teacher competencies and trends in teacher training. In *Educational theory in the 21st century: Science, technology, society and education* (pp. 243–267). Springer.
- Hamka, H. (2023). The role of principals on teacher performance improvement in a suburban school. *QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama*, 15(1), 371–380.
- Kilag, O. K. T., Ignacio, R., Lumando, E. B., Alvez, G. U., Abendan, C. F. K., Quiñanola, N. M. P., & Sasan, J. M. (2022). ICT integration in primary school classrooms in the time of pandemic in the light of Jean Piaget's cognitive development theory. *International Journal of Emerging Issues in Early Childhood Education*, 4(2), 42–54.
- Lijun, W., & Te, H. C. (2024). The role of primary school principals and administrators in promoting student achievement, teacher effectiveness, and a positive school culture. *Journal of Roi Kaensarn Academi*, 9(8), 727–739.
- Lin, C.-T. (2022). The key elements for being excellent teachers: A case study of Her-Herng Primary School. *Quality & Quantity*, 56(4), 2265–2279.
- Mangkunegara, A. A. (2016). *Manajemen sumber daya manusia perusahaan*. PT Remaja Rosdakarya.
- Masnawati, E., & Darmawan, D. (2022). School organization effectiveness: Educational leadership strategies in resource management and teacher performance evaluation. *International Journal of Service Science, Management, Engineering, and Technology*, 2(1), 43–51.
- Nangoy, S. C. (2020). *Produktivitas kerja guru*. Alfabeta.
- Ndraha, T. (2019). *Budaya organisasi*. Rineka Cipta.
- Qingyan, G., Azar, A. S., & Ahmad, A. (2023). The impact of teacher quality management on student performance in the education sector: Literature review. *World Journal of English Language*, 13(3), 156–171.
- Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Supangat, R., Damilah, I., Nurhayati, N., & Kizi, A. T. Z. (2024). The effectiveness of the use of the independent teaching platform to improve teacher competence in the independent curriculum in kindergarten: English. *Educational Researcher Journal*, 1(1), 19–29.
- Triguno, Ambarini, T. R., & Susanto, A. (2017). *Budaya kerja: Menciptakan lingkungan yang kondusif untuk meningkatkan produktivitas kerja*. Golden Terayon Press.
- Wahyuddin, M., et al. (2021). The influence of work culture on teacher performance. *Journal of Educational Management*, 6(1), 1–12.