

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

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Keyword

work culture, teacher work productivity, elementary school

Abstract

This study aims to analyze the influence of work culture on the work productivity of teachers in SD Negeri Ungaran Timur District, Semarang Regency. This study uses a quantitative approach with the type of causal correlational research. The population in this study is all teachers of State Elementary Schools in East Ungaran District totaling 181 people, with a sample of 125 teachers selected using the Slovin formula with proportional random sampling technique. Data were collected through a closed questionnaire and analyzed using a simple linear regression test with the help 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-table 3.92 and a significance value of 0.000 < 0.05. The determination coefficient (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 increase in one unit of work culture will increase the teacher's work productivity by 0.805. The implications of this study show the need to strengthen a positive work culture in schools through the habituation of discipline, openness, mutual respect, and commitment to increase teacher productivity in a sustainable manner.

INTRODUCTION

Teachers are the most decisive component of the education system as a whole and must receive central, primary attention. Teacher work productivity is one of the indicators of the success of the educational process in schools. Productive teachers can effectively manage time, methods, and infrastructure to achieve maximum educational outcomes (Collie et al., 2012; Hoy & Miskel, 2014; Luthans et al., 2007). Work productivity is a mental attitude that reflects the view that the quality of life today must be better than yesterday and tomorrow must be better than today (Nangoy, 2020). In the context of education, teachers' work productivity reflects their ability to carry out their main tasks and functions effectively and efficiently (Hartnell et al., 2011; Supovitz & Turner, 2000; Wardani & al., 2022).

According to Arofah, (2018), teacher productivity in educational institutions includes three main dimensions: (1) planning and implementation of instruction, including the development of lesson plans, semester programs, and annual programs; (2) academic

achievement, as reflected in scholarly work and improvements in student performance; and (3) participation in scientific forums, both as participants and contributors to discussions. Productive teachers can maximize available resources, including time and facilities, to achieve optimal learning outcomes. Teacher productivity also has a direct impact on the quality of educational services, classroom instruction, and student learning outcomes (Cameron & Quinn, 2011; Schein & Schein, 2017).

Work culture is one of the important factors that affects teacher productivity. The results of preliminary observations at SD Negeri Ungaran Timur District, Semarang Regency show that the work culture in the school environment has not yet been optimally established. There are still several problems related to discipline, openness among teachers, and commitment to the implementation of duties. This is indicated by teacher attendance data, which show that the absenteeism rate remained relatively high from 2023 through October 2025. (Mangkunegara, 2016) 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 addressing problems of external adaptation and internal integration.

A positive, strong, and conducive work culture will increase teacher motivation, discipline, and responsibility, which ultimately leads to improved performance and higher productivity (Wahyuddin & al., 2021). Work culture is a mindset based on a philosophy of life that manifests as values, traits, habits, and driving forces cultivated within a group, reflected in attitudes that shape behaviors, ideals, opinions, perspectives, and actions realized in work practices (Triguno et al., 2017). (Darmawan & Riana, 2018; Darajat, 2019; Mangkunegara, 2016) further emphasizes that work culture is a system of beliefs, values, and norms developed within an organization and used as a code of conduct for its members.

According to Ndraha, (2019), work culture can be measured through the following dimensions: (1) disciplinary behavior, reflecting the extent to which individuals comply with applicable rules and norms; (2) openness, reflecting employees' willingness to share ideas and provide feedback; (3) mutual respect, reflecting organizational values of respect and collaboration; and (4) commitment, reflecting employees' loyalty and dedication to organizational goals. The work culture indicators used in this study refer to (Nasution, 2021; Ndraha, 2019): (1) disciplined behavior, including punctuality, serving as a role model, and discipline in conducting the instructional process; (2) openness, including mutual motivation, information sharing, and objectivity; (3) mutual respect, including friendliness, collegial loyalty, and involvement in school activities; and (4) commitment, including job satisfaction and effective task completion.

A positive, strong, and conducive work culture will increase teacher motivation, discipline, and responsibility, which ultimately leads to improved performance and higher productivity (Wahyuddin et al., 2021). Conversely, a negative work culture can hinder productivity. A positive work culture in educational institutions is crucial for increasing teacher motivation, team collaboration, and student learning outcomes. A strong work culture within a school encourages the creation of a safe, comfortable, and supportive work environment, which reduces stress levels and enhances the school's reputation, thereby attracting high-quality educators. Thus, work culture is not merely an administrative complement but a fundamental strategy for creating high-quality and competitive education. Research conducted by (Arizqi, Rahayu et al., 2023) shows a positive and significant influence of work culture on teachers'

work productivity. (Ariatpi & Hidayat, 2025) also found that organizational culture affects teacher work productivity.

However, research that specifically examines the influence of work culture on teacher productivity at the elementary level in Ungaran Timur District, Semarang Regency remains very limited. Based on this background, this study aims to empirically analyze the influence of work culture on the work productivity of teachers in SD Negeri Ungaran Timur District, Semarang Regency.

METHOD

This study used a quantitative approach with a causal correlational research design, examining the causal relationship between the independent variable (work culture) and the dependent variable (teacher work productivity) (Sugiyono, 2019). The research was conducted at SD Negeri Ungaran Timur District, Semarang Regency during the period from August 2025 to April 2026.

The population in this study consisted of all teachers at state elementary schools in Ungaran Timur District, Semarang Regency, totaling 181 individuals. A sample of 125 teachers was selected using the Slovin formula with a proportional random sampling technique, ensuring that the representation of each school was adequately achieved.

Data collection was carried out through a closed-ended questionnaire that had undergone validity and reliability testing. The work culture instrument consisted of 33 statements, while the teacher work productivity instrument consisted of several statements measuring the dimensions of instructional planning, academic achievement, and participation in scientific forums.

The data analysis techniques used included: (1) prerequisite tests consisting of normality testing (Kolmogorov–Smirnov), linearity testing, multicollinearity testing, and heteroscedasticity testing; and (2) hypothesis testing using simple linear regression analysis to determine the influence of work culture on teacher work productivity. All data analysis was conducted with the assistance of the SPSS 21 software 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:

H_0 : There is no influence of work culture on the work productivity of teachers at SD Negeri Ungaran Timur District, Semarang Regency.

H_a : There is an influence of work culture on the work productivity of teachers at SD Negeri 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 SD Negeri 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 SD Negeri 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 SD Negeri Ungaran Timur District, Semarang Regency. These findings are in line with the research of (Arizqi et al., 2023) which shows the positive and significant influence of organizational culture on teacher work productivity. Likewise, research by (Ariatpi & 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) 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 et al., 2017) 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

The study concluded that work culture had a positive and significant effect on teachers' work productivity at SD Negeri Ungaran Timur District, Semarang Regency, as indicated by an F-calculated value of 537.313 exceeding the F-table value of 3.92 and a significance level of 0.000 (< 0.05). Work culture contributed 81.4% to teacher productivity, as reflected in the regression equation $Y = 30.954 + 0.805X_3$, demonstrating its strong influence. Based on these findings, it is recommended that school principals actively foster a positive work culture through exemplary leadership, continuous coaching, and consistent rule enforcement, while the Education Office should support this effort through training programs, workshops, and regular monitoring. Future research is suggested to explore additional factors influencing teacher productivity, given that 18.6% of the variance remains explained by other variables not examined in this study.

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