



Research Paper

Optimization to Increase Work Productivity Through Strengthening Organizational Culture, Interpersonal Communication, Task Interdependence, Job Satisfaction And Work Motivation

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Abstract

Work productivity is the potential or power produced by individuals which is used to achieve maximum results to achieve effective and quality output. Based on preliminary research, it is known that the work productivity of teachers at PGRI Vocational Schools in Bogor Regency needs to be increased to achieve educational goals. Therefore, research is needed to obtain information on variables related to increasing work productivity. This research aims to carry out strategies and ways to increase work productivity by researching the influence of organizational culture variables, interpersonal communication, task interdependence, job satisfaction, and work motivation. This research uses the path analysis method to determine the influence between the variables studied and the SITOREM method for indicator analysis to obtain optimal solutions to increase work productivity.

Keywords: Work Productivity, Organizational Culture, Interpersonal Communication, Task Interdependence, Job Satisfaction, Work Motivation, SITOREM Analysis

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I. Introduction

Human resources are the main asset of the Organization. Resources that have reason, feelings, desires, abilities, and skills. All human resource potential greatly influences efforts to achieve an organization's goals. So that the organization and the individuals within it are talents that are not usually separated (Nengsih, 2015). Because the role of human resources is very important for an organization. So the success of an organization depends on the resources it has and how the organization can increase its productivity. Productive human resources will be able to complete their tasks correctly, and quickly, and have good communication with superiors and colleagues (Hastuti, Dewi, Suhardini, 2016). Mukhyi and Hudyanto (2016) stated that the essence of human resources in every organization or company, especially in educational institutions, is the existence of human resources as a workforce. Therefore, what is meant by human resources is the workforce in an organization. From this opinion, it is clear that human resources are workers who occupy a position or a group of people who have responsibility for carrying out tasks or work in a particular organization.

In the process of improving the quality of human resources, teachers in the world of education play a very important role in carrying out their professional duties. Teachers are always required to be able to improve their abilities related to their work productivity as teachers. According to Fatah (2015) states that productivity is the result of the work of a person or organization which is the appearance or performance of a person or a particular organization as a whole. Pratiwi (2016) defines that a teacher's performance must also be accompanied by work productivity as a professional educator.

Teacher work productivity can be viewed from the teacher's duties as stated in the main duties and functions of the teacher. The main duties and functions of teachers are to assist and be responsible to the principal in teaching and learning activities, including: (a) making teaching equipment good and complete; (b) carrying out learning activities; (c) carrying out learning process assessment activities, daily tests, general tests and final exams; (d) carry out analysis of daily test results; (e) develop and implement improvement and enrichment programs; (f) fill in the student's score list; (g) carry out guiding activities (instilling knowledge) to

other teachers in the learning process; (h) make learning tools; (i) foster an attitude of appreciation for works of art; (j) participate in curriculum development and socialization activities; (k) carrying out certain tasks at school; (l) develop learning programs; (m) make notes about the progress of students' learning outcomes; (n) fill in and examine the attendance list before starting the lesson; (o) organize the cleanliness of the classroom and surrounding areas and collect and calculate credit points for promotion.

Based on a preliminary survey conducted on 17-30 January 2024 by distributing questionnaires to 30 PGRI Vocational High School (SMK) school stakeholders in Bogor Regency, data was obtained that: 1). There are 35.5% of respondents who have not met expectations in terms of work responsibilities, 2). There are 42.7% of respondents who have not met expectations in constructive actions, 3) There are 37.8% of respondents who have not met expectations in intrinsic motivation, and 4). There are 41.5% of respondents who have not met expectations in terms of positive contribution, and 5). There were 45.8% of respondents who did not meet expectations in achieving work results.

The survey results above show that the work productivity of teachers at PGRI Vocational High Schools (SMK) in Bogor Regency still needs to be improved and considering that work productivity is an important element related to achieving educational goals, this work productivity is interesting to research.

The research aims to produce strategies and methods for increasing teacher work productivity, namely by strengthening independent variables that have a positive effect on work productivity. These variables are Organizational Culture, Interpersonal Communication, Task Interdependence, Organizational Commitment, and Motivation. The optimal solution found is then used as a recommendation to related parties, namely teachers, school principals, school supervisors, school organizing institutions, and education offices.

II. Literature Review

1. Work Productivity

Productivity is a mathematical comparison between the amount produced (output) and the amount of each resource used during production, and these sources can be land, raw materials and auxiliary materials, factories, machines, and tools, as well as energy work (input). With the input (resource) dimension, the indicators include: 1). Land, 2). Raw materials, 3). Factory, 4). Machines, 5). Tools, 6). Labor, and output dimensions (number of results), among other indicators, are, 1). Product results, 2). Product quantity, and 3). Product quality. International Labor Office, (2015)

Sinungan, and Muchdarsyah, (2017), stated work productivity is a patriotic mental attitude that views the future optimistically based on self-belief that today is better and tomorrow will be even better. The indicators consist of 1) patriotic mental attitude, 2) futuristic, 3) optimistic, and 4) self-confident. From this statement, it can be seen that the mutually influencing relationship between management innovation and resource utilization is closely related to work productivity results.

To achieve high productivity, each member of management must be highly motivated, positive, and fully carry out their duties. Puji (2014), defines productivity as a mathematical comparison between the amount produced (output) and the amount of each resource used during production, and these sources can be land, raw materials and auxiliary materials, factories, machines, and tools, as well as labor (input). The input dimensions (resources) and their indicators are: 1). Land, 2). Raw materials, 3). Factory, 4). Machines, 5). Tools, 6). Labor. Meanwhile, the output dimensions (number of results) are: 1). Results, 2). Product quantity, and 3). Product quality. In simple terms, productivity can be explained as the ratio between output and valuable input, for example, the efficiency and effectiveness of available resources, namely personnel, machines, materials, capital, facilities, energy, and time to achieve highly valuable output. Productivity is associated with timely evaluation of employee effectiveness and actively accomplishing high-quality outcomes typical of institutional growth.

Syverson, Chad (2011), expresses productivity as a form of production efficiency: how much output is obtained from a certain set of inputs. Thus, it is usually expressed as an output-input comparison. The first dimension of productivity is Output with the indicators: 1) Number of products produced, 2) Number of activities (projects, jobs) carried out, and 3) Number of work facilities that can be utilized. The second (functional) is the input dimension with indicators consisting of 1) Material, 2) Capital, 3) Labor, 4) Units of Equipment, 4) Program, and 5) Support.

Daryanto, (2019) states that productivity is a concept that describes the relationship between results (the amount of goods and/or services produced) and the resources (amount of labor, capital, land, energy, etc.) to produce these results. Indicators include: 1) Relationship between input and output, 2) Production sources, 3) Human resource capabilities, and 4) Output results in quantity and quality.

Robbins, Timothy A. (2015), expresses productivity as input that is transformed into output at the lowest cost. Disclosed productivity indicators include: 1). Level of goal achievement (met the demand), 2). The amount of output produced, 3). Teamwork, 4). Human resources, 5). Organizational factors, and 6). Costs used. Luthans Fred (2021), explains that the definition of productivity is a form of considering the organization's efforts in determining the effectiveness of recitation on employee performance, not because the higher the

employee's position and responsibility in the company, the higher the salary they receive, giving salaries must at least also consider employee performance, not in work position only. The indicators are: 1). workload, 2) human resources, 3) salary costs, 4) achievement of results.

Sedarmayanti. (2017), revealed that educational productivity is related to how to produce educational output or graduates both quantitatively and qualitatively. Educational productivity can be measured by graduates who are qualified and able to compete both quantitatively and qualitatively according to what society needs. The indicators are: 1). Carrying out useful and positive actions that will support the realization of company goals, 2) Improving abilities to increase productivity, 3) Having a high level of responsibility, 4) Having passion and enthusiasm for work, 5) Having a love for work, 6) Having a view forward, 7) Able to overcome difficulties, 8) able to adapt to the environment, 9) Have a positive contribution (creative, imaginative and innovative), and 10) Have the strength to realize their potential.

Based on the description of the various opinions above, it can be concluded that work productivity is a comparison of output and input which is transformed into the performance achievements of organizational members. With the following dimensions and indicators: a. Input Dimensions, with indicators: 1). work responsibilities, 2). Actions build 3) intrinsic motivation, and b. Output dimension, with indicators: 4) positive contribution, and 5) Achievement of work results.

2. Organizational Culture

Robbins, S. P., & Judge, T. (2018), define organizational culture as referring to the system adopted by its members that differentiates it from other organizations. The indicators are: (a) Innovation and risk-taking. The degree to which workers are encouraged to be innovative and take risks; (b) Pay attention to details. Level workers are expected to demonstrate precision, analysis, and attention to detail; (c) Results orientation. The management level focuses on acquisition or results and not on the techniques and processes used to achieve them; (d) Orientation to the individual. The level of decision-making by management taking into account the effect of the results on people within the organization; (e) Team orientation. The degree to which work activities are organized in teams rather than individuals; (f) Aggressiveness. The degree to which people will become aggressive and competitive instead of relaxed; (g) Stability. The level of organizational activity emphasizes maintaining the status quo in contrast to growth.

Organizational culture according to Schein, (2017), is defined as the accumulation of shared learning from an organization in solving problems originating from external adaptation and internal integration; which has been validated and then taught to new members as the correct way to understand, think, feel and behave about the problem. The dimensions are (a) Artifacts: Visible and felt structures and processes, observed behavior, difficult to describe; (b) Adhered Beliefs and Values: Ideals, goals, values, aspirations, ideologies, rationalizations, may or may not be consistent with other behaviors and artifacts; (c) Basic Underlying Assumptions: Unconscious and taken-for-granted beliefs and values that determine behavior, perceptions, thoughts, and feelings.

J.L. Gibson, J.M. Ivancevich, J.M. Donnelly, Jr., and R. Konopaske. (2012), describe that organizational culture is what is perceived by employees and how this perception creates patterns of beliefs, values, and expectations. Organizational culture has the following dimensions: (a) Artifacts and creations: Technology, art, visible and audible patterns of behavior, (b) Values: Testable, in the physical environment and (c) Basic Assumptions: Relationship to the environment, - Nature of creativity, time and space, human nature, the nature of human activity and the nature of human relationships.

Balaji, M. S., Jiang, Y., Singh, G., & Jha, S. (2020), explains that organizational culture is a widespread social system in an organization that guides the choice of strategic results and ways to achieve them. The indicators of organizational culture are (a) values and (b) assumptions in the organization that influence how members interact with each other and with the environment. Culture, which is effective in an organization, can communicate its values and standards to its members.

According to Joseph, O. O., & Kibera, F. (2019). Organizational culture can be concluded as a network of basic assumptions, values, and artifacts that explain the identity of an organization. Indicators of organizational culture are as follows: (a) assumptions, cannot be observed directly, they are a cerebral level of culture and are inferred from organizational values and artifacts. Assumptions are mental models used by managers and employees to understand the environment. (b) Values are socially constructed principles that guide behavior and are reflected through spoken and heard goals, philosophies, and strategies, and (c) Artifacts are the visual and tangible layer of culture and consist of signage, branding, and the physical setting of an establishment.

According to Haryono, S. (2013), organizational culture is the existence of shared social knowledge within an organization regarding the rules, norms, and values that shape the attitudes and behavior of each of its members. The factors are as follows: (a) (Habits); (b) (Group norms); (c) Principles; (d) Formal philosophy; (e)

Rules; (f) Organizational Climate; (g) Embedded skills; (h) Habit of thinkings, mental models, and/or linguistic paradigms' (i) Mutual understanding (j) Root metaphors or integrating symbols.

Buchanan, D. A., & Huczynski, A. A. (2019), said that organizational culture is the values, beliefs, and norms adopted that influence the way employees think, feel, and act toward other people inside and outside the organization. The dimensions are as follows: (a) Shared: being in the group's shared behavior, values, and assumptions and experienced through their norms and expectations which constitute their unwritten rules; (b) Pervasive: penetrates the organization and is manifested in surface manifestations such as collective behavior, physical environment, group rituals, physical symbols, stories, and legends; (c) Enduring: directing employees' thoughts and actions over time. Culture becomes self-reinforcing as individuals are attracted to characteristics similar to their own, and companies select applicants who will 'fit'. Culture becomes self-reinforcing and resistant to change; (d) Implicit: despite its subconscious nature, individuals are programmed to recognize and respond to culture instinctively because it acts like a silent language.

Referring to the various concepts, theories, and research results that have been expressed, it can be synthesized as follows, that organizational culture is a set of values and norms that are formed and implemented by an organization that must be adhered to by employees and leaders in the organization to shape the character of employees in their behavior. and behave daily in carrying out their respective tasks and functions to achieve organizational goals. The indicators of organizational culture are as follows: 1) innovation in work, 2) orientation towards work results, 3) team oriented, 4) empowerment of human resources in the organization, 5) consistent with established rules, and 6) adaptation to there is change.

3. Interpersonal Communication

According to DeVito, Joseph A. (2016) defines interpersonal communication as communication that takes place between two or more people who have a stable and clear relationship. Several aspects must be paid attention to by interpersonal communication practitioners, namely: (a) Openness, namely the ability to eliminate a closed attitude towards input that comes from other people open oneself to other people, and acknowledge feelings and thoughts. what is disclosed is one's property and one is responsible for it; (b) Empathy is the ability to put oneself in the position or role of another person. The ability to be able to understand what is felt and thought from another person's perspective emotionally and intellectually, namely; (c) Supportive attitude, namely an attitude that is the opposite of a defensive attitude. Defensive people tend to protect themselves more from threats in communication situations. Creating a supportive atmosphere can be done by using non-verbal cues. In a supportive attitude, a person is open-minded, willing to listen to opposing views, and willing to change opinions and beliefs if circumstances require; (d) a Positive Attitude (positiveness), namely interpersonal communication can respect oneself and others positively as well as those who have negative feelings towards themselves or others. Therefore, a positive attitude arises starting from respect for oneself and others; (e) Equality, that is, interpersonal communication will take place effectively if the atmosphere is equal, that is, there is a tacit acknowledgment that both parties appreciate, are useful, and have something important to contribute. So equality is the same thoughts, ideas, views, and thoughts. In inequality, someone accepts other people as they are without having to have certain conditions.

There are 3 dimensions of interpersonal communication context according to West, Richard & Turner, and Lynn. H. (2008), describes interpersonal communication as unfavorable or difficult and thus tends to avoid situations where communication is necessary. There are 3 dimensions of context in the interpersonal communication process, namely: physical, social, psychological, and temporal dimensions. (a) The physical dimension includes the place where communication takes place, for example, 2 students are chatting in class. Class here is a physical dimension. (b) The social psychological dimension includes, for example, the status of the relationship between people involved in communication, the roles they play, the norms and culture of the society in which they communicate, situations that are familiar or unfamiliar, formal or informal, serious or not serious. (c) The temporal dimension indicates the existence of a specific message that corresponds to a series of communication events.

Braithwaite, D. O., & Schrod, P. (2014), defines interpersonal communication as the activity of producing and processing messages, both verbal and non-verbal, between two or more people. Its characteristics are (a) Message generation and processing; (b) verbal and non-verbal communication between one person and another; and (c) whether two or more people. Next is Sarmati, Elva. (2019), interpersonal communication is communication between two or more people face to face, which has the possibility of each participant catching a reaction to the message conveyed by the communicator directly, both verbally and nonverbally. The characteristics are as follows: (a) Messages are sent and received simultaneously and spontaneously, relatively less structured; (b) Immediate feedback; (c) Communication circularly takes place; (d) The position of both is equal (dialogical); (e) Has the strongest effect compared to other communication contexts. Involves at least two people who have a communication relationship. Couples have the power to simultaneously influence each other

through behavior, both positive and negative. The characteristics are as follows: (a) Transactional; (b) Irreversible; (c) Ongoing process; (d) Inevitable. (Lane, S. D., 2016).

Beebe, Steven A., Susan J Beebe, and Mark V. Redmond. (2020) say that interpersonal communication is a typical human form of transactional communication that involves reciprocal influence, usually to manage relationships. The elements are as follows: (a) source, the initiator of the thought or emotion, which puts it into a code that can be understood by the recipient; (b) Encode, to translate ideas, feelings, and thoughts into code; (c) Decode, interpreting ideas, feelings and thoughts that have been translated into code; (d) Message, written, spoken and unspoken elements of communication that people give meaning; (e) Channel, the path through which the message is sent; (f) Receiver, the person who decode the message and tries to understand what has been encoded by the source; (g) Noise, anything external (physiological) or internal (psychological) that interferes with receiving an accurate message; (h) Feedback, response to a message. Interpersonal communication is interaction characterized by the qualities of uniqueness, irreplaceability, interdependence, disclosure, and intrinsic reward. The characteristics are as follows: (a) Transactional; (b) Intentional or Unintentional; (c) Has a Content and a Relational Dimension; (d) Irreversible, (e) Unrepeatable. (Adler, R. B., et al, 2020).

According to Amit Kumar Singh, (2014: 36), interpersonal communication is the process of transmitting information and general understanding between one person and another. Dimensions of interpersonal communication, (a) Openness, namely the willingness to respond happily to information received in dealing with interpersonal relationships, (b) Empathy, namely feeling what other people feel, (c) Support (supportiveness), namely an open situation to support effective communication., (d) Positive feelings (positiveness), a person must have positive feelings towards himself, encourage other people to participate more actively, and create a communication situation conducive to effective interaction, and (e) Equality, namely tacit recognition that both parties value, are useful, and have something important to contribute.

John M. Ivancevich, Robert Konopaske, and Michael T. Matteson, (2008: p. 361), Interpersonal communication is the delivery and reception of information and understanding that flows from individuals to other individuals in various ways face to face and within a particular group. in conveying messages quickly. The indicators of interpersonal communication are as follows: (a) Trust. If someone has the feeling that he will not be harmed, or be betrayed, then that person will open up more easily, (b) Supportive behavior will improve the quality of communication, (c) Open attitude, ability to assess objectively, ability to differentiate easily, ability to see nuances, orientation to content, search for information from various sources, willingness to change beliefs, professional and so on.

Schermerhorn, et. al., (2007). Communication is an interpersonal process of sending and receiving symbols in the form of messages achieved by them. So this communication aims to convey messages quickly and briefly through personal symbols. Dimensions of interpersonal communication, (a) Self-image. Every human being has a certain image of himself, his social status, his strengths, and his weaknesses. The image of the other party. Apart from self-image, the image of other parties also determines the way and ability of people to communicate (b) Physical environment. This factor influences communication. However, people who like to shout when they are at home, whisper more in places of worship, (c) Social environments. The social environment is a communication process that occurs in situations or people. If the situation or person is different, it will cause different communication processes to occur.

According to Cangara (2006), interpersonal communication has important communication components that cannot be separated from one element to another, if not one of them then interpersonal communication will not be able to take place. These elements according to Cangara (2006) are: (a) source (communicator), all communication events will involve the source as the creator or sender of information. The source is often called the sender, communicator or called source, sender, or encoder, (b) message, is something that the sender conveys to the recipient of the message can be conveyed face to face or through communication media, (c) media, is a tool used to transfer messages from source to the recipient, (d) Recipient, is the party to whom the message sent by the source is targeted. The recipient is an important element in the communication process because he is the target of the communication process, (e) Influence or effect, is the difference between what the recipient thinks, feels, and does before and after receiving the message. This influence can occur on a person's knowledge, attitudes, and behavior, (f) feedback, and (g) the environment.

Referring to the various concepts, theories, and research results that have been expressed, it can be synthesized as follows, that interpersonal communication is the interaction of sending and receiving messages between people, both verbal and non-verbal, which provides a reciprocal influence on behavior, both positive and negative, between two people or better. The indicators of interpersonal communication are 1) openness to receiving input from others, 2) ability to understand others, 3) providing support to others, 4) being positive towards oneself and others, 5) providing views and ideas, and ideas for organizational progress, 6) the ability to interpret every word, sentence, information, and behavior of other people.

4. Task Interdependence

Cho, N., & Cho, N. (2013). Task interdependence is the extent to which employees of an organization or department must depend on members of other organizations to achieve task goals. The dimensions are (a) Independent, having no dependency between tasks, (b) Sequential, interdependent tasks that sequentially require the results of other tasks before the task is carried out, require tight coordination and control between organizational tasks, (c) Interactive, requires a complex relationship between activities from several units to complete a task.

According to Van der Vegt (1998), task interdependence is the degree to which an individual needs resources such as information. There are two levels of interdependence in task interdependence, namely (a) high task interdependence requiring resources, materials, and information to complete work requires individuals to increase communication, cooperation, and coordinating behavior (b) low task interdependence completing work does not require individuals to have a lot of interaction with other people and organizations (Chung, Y. W., 2020). Task interdependence refers to the perceived level of interaction between team members required to complete a task, including (a) providing the infrastructure needed to stimulate interaction, and (b) exchanging information and resources to complete the task well (Beverborg, et., al, 2017).

You, et al (2022) revealed, that in an organization with high task interdependence, members need interaction and communication to complete work. Collaboration strengthens interdependence between individuals, thereby improving the quality of interpersonal interactions and facilitating the formation of a sense of duty within individuals. In contrast, when Task Interdependence is relatively low, members only work alone, have less need for interaction and cooperation, and tend to fall into a working model that follows prescribed orders and "rules" which can hinder the formation of a sense of task ownership within an individual member. So it can be concluded that an organization needs Task Interdependence to improve the quality of human resources which will lead to effective and efficient task completion.

Mendo Lazaro, et al, (2019), the importance of task interdependence as an indicator of teamwork behavior, taking into account the existence of positive learning experiences and negative learning experiences which will increase the ability to work in teams. The importance of building an attitude of task interdependence to form a teamwork attitude. If the attitude of non-task interdependence is not taken into account, there may be unsatisfactory work experiences that prevent students from working in teams or working in conditions of minimal task interdependence. These negative experiences can create negative attitudes towards teamwork, affecting their future teamwork experiences. Conversely, positive learning experiences can improve attitudes toward teamwork, efficiency, and cooperation with classmates, which will increase the willingness to work in teams. It can be concluded that for task interdependence to build teamwork, by paying attention to a person's experience, namely (a) negative experiences can create negative attitudes toward teamwork, and (b) positive learning experiences can improve attitudes toward teamwork.

Knapp & and Ferante (2014) argue that task interdependence refers to the extent to which organizational members or workers/employees depend on each other and are supported by resources to complete certain work tasks or roles. This opinion reinforces the existence of reciprocal relationships between members of the organization, and the need for resource support for each member when the reciprocal process takes place in completing certain work tasks or roles assigned to him.

Molm, L. D. (1994) states that high task interdependence also implies shared goals among members, which can facilitate communication, provide more alternative solutions, and obtain more information to increase the effectiveness of decision-making, which can stimulate innovative behavior. According to this opinion, it can be concluded that several things can be used as indicators if there is a high level of task interdependence in an organization, namely the need to facilitate communication between employees, make it easier to solve problems because there are many alternative solutions that can be created for the organization, the benefits of obtaining a lot of information, and making decisions. decisions will run effectively.

According to Yang, et al, (2020), there are several levels of task interdependence, namely, high task interdependence, employees benefit more from the information and resources provided by their coworkers (Ozer, et al, 2014). When task interdependence is low, on the other hand, excessive help and resources from team members may be interpreted as a distraction and effectively unhelpful to employee performance. When the task is independent, little benefit the employee receives in the performance of the task when assistance from the behavior of coworkers in the organization.

Referring to the various concepts, theories, and research results that have been expressed, it can be synthesized as follows, task interdependence is a level where organizational members are mutually dependent on each other to complete a task through various resources, information, and certain support. The indicators are: 1) individual dependence on other people in one unit, 2) individual dependence on other people outside the unit, 3) dependence of other employees on other employees, 4) interdependent reciprocal relationships

5. Job Satisfaction

To achieve the goals of government organizations in the form of programs and activities that are by the tasks and functions of the organization, the implementation of which requires people or employees. On the other hand, employees as human nature need a job to be able to generate money as an income that supports their life. If each employee has high job satisfaction, it can certainly improve the performance given to each employee.

Kreitner and Kinicki (2008), that job satisfaction is an affective or emotional response to various aspects of work. Job satisfaction is not a unity, but people can be relatively satisfied with one aspect of their work and dissatisfied with other aspects. The determining factors for job satisfaction are (a) The job itself; (b) Salary; (c) Promotion; (d) Co-workers; (e) Supervision from superiors; (f) Fulfillment of expectations; (g) Achievement of values; (h) Equality or justice; (i) Genetic component.

Job satisfaction is a person's general attitude towards their job, the difference between the amount an employee receives and the amount they believe they should receive. The factors are: (a) Salary; (b) Job security; (c) Opportunities for advancement, and (d) Management and company (Adler, et al., 2020). Job satisfaction is an individual's emotional condition resulting from an assessment of their work or work experience. Job satisfaction is influenced by several factors, including (a) The amount of salary earned; (b) A sense of fairness in getting a promotion; (c) Good supervision of a job; (d) A pleasant relationship between colleagues; (e) Working through the use of personal abilities; (f) Have creativity and a spirit of achievement; (g) Caring and liking to help others; (h) The existence of status, power and fame in his work. (Colquitt, J.A., Lepine, J.A. and Wesson, M.J, 2009).

Spector (2011), stated that job satisfaction is a variable that reflects how an individual feels as a whole towards various aspects of their work. In simple terms, job satisfaction is the extent to which an individual's attitudes and feelings like their job, while job dissatisfaction is the extent to which an individual's attitudes and feelings do not like their job. With indicators: (a) Wages; (b) Working conditions; (c) Promotional opportunities; (d) The nature of the work itself; (e) Benefits; (f) Communication; (g) Supervision; (h) Security; (i) Co-workers. Job satisfaction is an emotional attitude that pleases and loves one's job. This attitude is reflected in work morale, discipline, and work performance. Job satisfaction is influenced by the following factors: (a) Fair and appropriate remuneration; (b) Appropriate placement according to expertise; (c) The severity of the work; (d) Work atmosphere and environment; (e) Equipment that supports work implementation; (f) The leader's attitude in his leadership; (g) The nature of the work is monotonous or not. (Hasibuan 2009).

Susilo (2012), stated that job satisfaction is a psychological aspect that reflects a person's feelings towards his work, he will feel satisfied with the suitability of his abilities, skills, and expectations with the job he is facing. With indicators: (a) Work itself, that is, every job requires certain skills; (b) Supervisor namely a good boss who can appreciate the work of his subordinates; (c) Co-workers, namely factors related to the relationship between employees and their superiors and with other employees; (d) Promotion, which is a factor that is related to the presence or absence of opportunities to gain career advancement while working; (e) Salary/Wages (Pay), namely factors in fulfilling the living needs of employees who are considered worthy or not. Job satisfaction is employee satisfaction with their work and what employees expect from their work. The indicators are as follows: (a) Rewards received (Compensation); (b) Supervision carried out by superiors (Supervision); (c) Work itself; (d) Relations between co-workers; (e) Job security; (f) Opportunity to obtain a change in status (advancement opportunity). (Mathis, R.L. & J.H. Jackson, 2006). The definition of job satisfaction is an employee's attitude or feelings towards pleasant or unpleasant aspects of work by the assessment of each worker. The indicators are as follows: (a) Work productivity; (b) Leadership style; (c) Locus of control; (d) Fulfillment of payroll expectations; (e) Behavior; (f) Fulfillment of payroll expectations; (g) Work effectiveness (Badriyah, Mila, 2015).

Kim, H. J., Tavitiyaman, P., & Kim, W. G. (2009: 369 – 390), Job satisfaction is a general employee attitude that is the result of several attitudes towards work factors, personal adjustment, and individual social relationships outside of work. Indicators of job satisfaction are as follows: (a) Rewards received (Compensation), (b) Supervision carried out by superiors (Supervision), (c) Work itself, (d) Relationships between co-workers, (e) Job Security, and (f) Opportunity to obtain a change of status (advancement opportunity).

According to Gibson, James L., John M. Ivancevich, and James H. Donnelly, Jr (2016), job satisfaction is the attitude that individuals have toward their work in the form of perceptions of the work itself. Factors that can influence job satisfaction are (a) the amount of salary received (pay), (b) work that provides opportunities to learn and accept responsibility (job), (c) opportunities for promotion, (d) supervisor to show concern (Supervisor), (e) relationships with co-workers who are competent and supportive (co-workers).

Robbins and Judge, (2017) explain that job satisfaction and job dissatisfaction are two different concepts. Job satisfaction is related to intrinsic factors, namely factors related to the job itself such as development, recognition, responsibility, and achievement also called motivators, job dissatisfaction is a form of

a person's dissatisfaction with doing work which is an extrinsic factor such as salary, working conditions, security, quality of supervision and relationships with other people on the job.

Referring to various concepts, theories, and research results that have been expressed, the author synthesized as follows, that job satisfaction is a psychological response that reflects a person's feelings in the form of feelings of satisfaction or dissatisfaction or pleasant or unpleasant feelings towards the work they do. The indicators are as follows: 1) income earned, 2) opportunities for career advancement at work, 3) work relationships with friends and leaders, 4) quality control of work by leaders, 5) security in carrying out tasks, and 6) having the opportunity to be creative in work.

6. Work Motivation

Jones, (2012), Work motivation is a psychological force that determines the direction of a person's behavior in an organization, a person's level of effort, and a person's level of persistence. The elements of work motivation are: 1) Direction of Behavior, meaning what behavior a person chooses to carry out in an organization, 2) Level of Effort or level of effort, meaning how hard a person works to carry out the chosen behavior, and 3) Level of Persistence or level of persistence, meaning when faced with obstacles, obstacles, how hard a person continues to try to carry out the chosen behavior successfully.

Pinder, C. C. (2008), Work motivation is a set of energetic forces originating both from within and outside the individual, to initiate work-related behavior, and to determine its direction, intensity, and duration. Motivation is generally based on three aspects, namely: Direction, namely the goal to be achieved, Intensity, namely level and strength, duration/persistence, namely the time required.

Schermerhorn, Jr., et.al (2007), Motivation refers to the strength within a person that takes into account the level, direction, and persistence of efforts made at work. Herzberg's two-factor theory identifies the work context as a source of job satisfaction and dissatisfaction: Motivator factors, as internal factors that are a source of job satisfaction and encourage motivation, Hygiene factors as external factors, in the work context are a source of job dissatisfaction,

Based on various previous explanations, it can be synthesized that work motivation is the level of encouragement, desire, and movement power that grows within a person, both from within and outside him to carry out work with high enthusiasm using all the abilities and skills he has intending to achieve maximum... Indicators of work motivation are as follows: 1) Attachment to work, 2) Desire for power, 3) Desire to gain appreciation and recognition, 4) Adequate rewards, 5) Job security, and 6) Good supervision.

7. SITOREM Method

SITOREM is an abbreviation for "Scientific Identification Theory to Conduct Operation Research in Education Management", which can generally be interpreted as a scientific method used to identify variables (theory) to carry out "Operation Research" in the field of Education Management (Hardhienata, 2017).

In the context of Correlational and Path Analysis research, SITOREM is used as a method to carry out: 1). Identify the strength of the relationship between the Independent Variable and the Dependent Variable, 2) Analysis of the value of research results for each indicator of the research variable, and 3) Analysis of the weight of each indicator for each research variable based on the criteria "Cost, Benefit, Urgency and Importance".

Based on identifying the strength of the relationship between research variables, and based on the weight of each indicator of the independent variable that has the greatest contribution, a priority order of indicators that need to be immediately improved and those that need to be maintained can be arranged. Analysis of research result values for each research variable indicator is calculated from the average score for each indicator of each research variable. The average score for each indicator is a description of the actual condition of these indicators from the point of view of the research subjects.

Research Methods

As explained above, this research aims to find strategies and ways to improve Organizational Culture through research on the strength of influence between Organizational Culture as the dependent variable and Management Knowledge, Pedagogical Competency, Work Ethic, Organizational Commitment, and Work Motivation as independent variables. The research method used is a survey method with a path analysis test approach to test statistical hypotheses and the SITOREM method for indicator analysis to determine optimal solutions for improving organizational culture.

The research was carried out on foundation permanent teachers (GTY) of PGRI Vocational High Schools (SMK) in Bogor Regency with a teacher population of 289 people, with a sample of 168 teachers calculated using the Slovin formula taken from Umar.

Data collection in this research used research instruments in the form of questionnaires which were distributed to teachers as research respondents. The research instrument items are derived from the research

indicators whose conditions will be explored. Before being distributed to respondents, the research instrument was first tested to determine its validity and reliability. The validity test was carried out using the Pearson Product Moment technique, while for the reliability test, a calculation was used using Cronbach's Alpha formula. After the data is collected, homogeneity tests, normality tests, linearity tests, simple correlation analysis, coefficient of determination analysis, partial correlation analysis, and statistical hypothesis testing are then carried out.

Next, indicator analysis was carried out using the SITOREM method from Hardhienata to determine the priority order for improving indicators as recommendations to related parties as a result of this research. In determining the priority order for handling indicators, SITOREM uses three criteria, namely (1) the strength of the relationship between variables obtained from hypothesis testing, (2) the priority order for handling indicators resulting from expert assessments, and (3) the indicator value obtained from data calculations. obtained from the answers of research respondents.

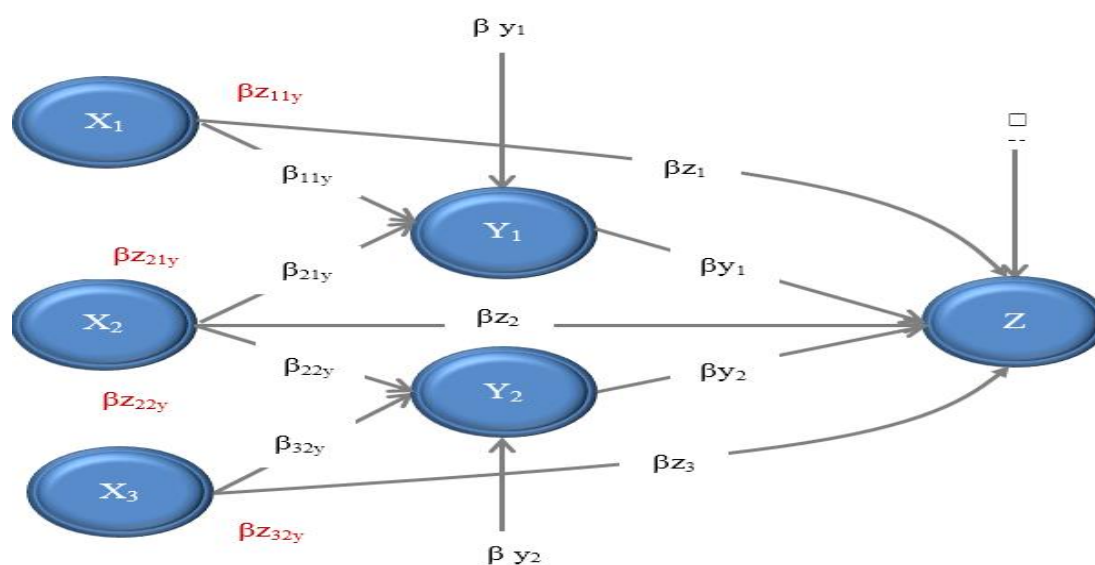


Figure 1. Research Constellation

X1: Organizational Culture Y1: Job Satisfaction
X2: Interpersonal Communication Y2: Work Motivation
X3: Task Interdependence Z: Organizational Culture

1. β_{z1} : Direct influence of Organizational Culture (X1) on Work Productivity (Z).
2. β_{z2} : Direct influence of Interpersonal Communication (X2) on Work Productivity (Z).
3. β_{z3} : Direct influence of Task Interdependence (X3) on Work Productivity (Z).
4. β_{y1} : Direct effect of Job Satisfaction (Y1) on Work Productivity (Z).
5. β_{y2} : Direct influence of work motivation (Y2) on work productivity (Z).
6. β_{11y} : Direct influence of organizational culture (X1) on job satisfaction (Y1)
7. β_{21y} : Direct influence of Interpersonal Communication (X2) on Job Satisfaction (Y1).
8. β_{22y} : Direct influence of Interpersonal Communication (X2) on Work Motivation (Y2)
9. β_{32y} : Direct influence of task interdependence (X3) on work motivation (Y2)
10. β_{z11y} : Indirect influence of Organizational Culture (X1) on Work Productivity (Z) through Job Satisfaction (Y1)
11. β_{z21y} : Indirect influence of Interpersonal Communication (X2) on Work Productivity (Z) through Job Satisfaction (Y1)
12. β_{z22y} : Direct influence of Interpersonal Communication (X2) on Work Productivity (Z) through Work Motivation (Y2)
13. β_{z32y} : Direct influence of Task Interdependence (X3) on Work Productivity (Z) through Work Motivation (Y2)

III. Results and Discussion

1. Descriptive statistics

Based on the results of the analysis of statistical descriptions for research variables, symptoms of central data can be revealed as listed in the following table:

Table 1. Summary of Statistical Description of Research Variables

Description	Organizational Culture (X ₁)	Interpersonal Communication (X ₂)	Task Interdependence (X ₃)	Job Satisfaction (Y ₂)	Work Motivation (Y ₂)	Work Productivity (Z)
Mean	122.80	126.75	126.28	124.10	121.05	122.91
Standard Error	1.77186	1.75046	1.25326	1.37182	1.21728	1.19771
Median	130	134	130	129	124	126.5
Mode	149	150	136	149	121	130
Stand Deviation	24.2945	24.001	17.1838	21.2945	16.6906	16.4221
Sample Variance	590.223	576.049	295.284	320.223	278.575	269.687
Kurtosis	0.5498	1.64903	0.85695	0.3495	0.58266	1.64832
Skewness	-0.7772	-1.4904	-1.0468	-0.6772	-0.9844	-1.3927
Range	101	101	77	90	70	81
Minimum Score	59	52	75	69	74	64
Maximum Score	160	153	152	170	144	145

2. Normality Test

Based on the overall calculation results of the error normality test in this study, it can be seen in the summary in the following table:

Table 2. Estimated Standard Error Normality Test

Estimate Error	n	L-count	L-table		Decision
			$\alpha = 0,05$	$\alpha = 0,01$	
$z - \hat{Y}_1$	168	0.003	0.065	0.075	Normal
$z - \hat{Y}_2$	168	0.002	0.065	0.075	Normal
$z - \hat{Y}_3$	168	0.007	0.065	0.075	Normal
$z - \hat{Y}_4$	168	0.006	0.065	0.075	Normal
$z - \hat{Y}_5$	168	0.006	0.065	0.075	Normal
$Y_1 - X_1$	168	0.001	0.065	0.075	Normal
$Y_1 - X_2$	168	0.004	0.065	0.075	Normal
$Y_2 - X_2$	168	0.002	0.065	0.075	Normal
$Y_2 - X_3$	168	0.004	0.065	0.075	Normal
Normal distribution requirements: Lcount < Ltable					

3. Homogeneity Test

Based on the overall calculation results of the error normality test in this study, it can be seen in the summary in the following table:

Table 3. Summary of Data Variance Homogeneity Test

Grouping	X ² _{count}	X ² _{table}	Conclusion
		$\alpha = 0,05$	
y based on X ₁	3714.91	6132.59	Homogeneous
y based on X ₂	4563.34	5768.59	Homogeneous
y based on X ₃	3823.33	7288.01	Homogeneous
y based on Y ₁	4592.84	8451.28	Homogeneous
y based on Y ₂	4613.17	6192.48	Homogeneous
Y ₁ based on X ₁	3678.36	7678.01	Homogeneous

Grouping	X^2_{count}	X^2_{table}	Conclusion
		$\alpha = 0,05$	
Y_1 based on X_2	3710.50	6132.59	Homogeneous
Y_2 based on X_2	4469.28	6890.01	Homogeneous
Y_2 based on X_3	4912.17	7288.01	Homogeneous
Requirements for a homogeneous population $\chi^2_{count} < \chi^2_{table}$			

4. Regression Model Test

The overall calculation results of the regression model in this research can be seen in the summary in the following table:

Table 4. Regression Model

Relationship Model Between Variables	Regression Model	Significance Test Results
$y \rightarrow x_1$	$\hat{y} = 67,122 + 0,715X$	Significance
$y \rightarrow x_2$	$\hat{y} = 72,423 + 0,447X$	Significance
$y \rightarrow x_3$	$\hat{y} = 72,122 + 0,382X$	Significance
$y \rightarrow y_1$	$\hat{y} = 56,152 + 0,577X$	Significance
$y \rightarrow y_2$	$\hat{y} = 54,165 + 0,623X$	Significance
$y_1 \rightarrow x_1$	$\hat{y} = 59,508 + 0,645X$	Significance
$Y_1 \rightarrow x_2$	$\hat{y} = 54,744 + 0,523X$	Significance
$y_2 \rightarrow x_2$	$\hat{y} = 58,693 + 0,533X$	Significance
$y_2 \rightarrow x_3$	$\hat{y} = 69,508 + 0,645X$	Significance
$y \rightarrow x_1 \rightarrow y_1$	$\hat{y} = 51,45 + 0,44X_1 + 0,30X_2$	Significance
$y \rightarrow x_2 \rightarrow y_1$	$\hat{y} = 50,23 + 0,42X_1 + 0,54X_2$	Significance
$y \rightarrow x_2 \rightarrow y_2$	$\hat{y} = 56,77 + 0,40X_1 + 0,36X_2$	Significance
$y \rightarrow x_3 \rightarrow y_2$	$\hat{y} = 44,12 + 0,37X_1 + 0,43X_2$	Significance

5. Regression Model Significance Test

The overall calculation results of the linearity test of the regression model in this study can be seen in the summary in the following table:

Table 5. Summary of Regression Model Significance Test Results

Relationship Model Between Variables	Sig	α	Significance Test Results
$y \rightarrow x_1$	0,000 ^b	0,005	Significance
$y \rightarrow x_2$	0,000 ^b	0,005	Significance
$y \rightarrow x_3$	0,000 ^b	0,005	Significance
$y \rightarrow y_1$	0,000 ^b	0,005	Significance
$y \rightarrow y_2$	0,000 ^b	0,005	Significance
$y_1 \rightarrow x_1$	0,000 ^b	0,005	Significance
$Y_1 \rightarrow x_2$	0,000 ^b	0,005	Significance
$y_2 \rightarrow x_2$	0,000 ^b	0,005	Significance
$y_2 \rightarrow x_3$	0,000 ^b	0,005	Significance
$y \rightarrow x_1 \rightarrow y_1$	0,000 ^b	0,005	Significance
$y \rightarrow x_2 \rightarrow y_1$	0,000 ^b	0,005	Significance
$y \rightarrow x_2 \rightarrow y_2$	0,000 ^b	0,005	Significance
$y \rightarrow x_3 \rightarrow y_2$	0,000 ^b	0,005	Significance
Significant Conditions: Sig < α			

6. Linearity Test

The overall calculation results of the linearity test of the regression model in this study can be seen in the summary in the following table:

Table 6. Summary of Regression Model Linearity Test Results

Relationship Model Between Variables	Sig	α	Linearity Pattern Test Results
$y \rightarrow x_1$	0,000	0,005	Linier
$y \rightarrow x_2$	0,000	0,005	Linier
$y \rightarrow x_3$	0,000	0,005	Linier

Relationship Model Between Variables	Sig	α	Linearity Pattern Test Results
$y \rightarrow y_1$	0,000	0,005	Linier
$y \rightarrow y_2$	0,000	0,005	Linier
$y_1 \rightarrow x_1$	0,000	0,005	Linier
$y_1 \rightarrow x_2$	0,000	0,005	Linier
$y_2 \rightarrow x_2$	0,000	0,005	Linier
$y_2 \rightarrow x_3$	0,000	0,005	Linier
$y \rightarrow x_1 \rightarrow y_1$	0,000	0,005	Linier
$y \rightarrow x_2 \rightarrow y_1$	0,000	0,005	Linier
$y \rightarrow x_2 \rightarrow y_2$	0,000	0,005	Linier
$y \rightarrow x_3 \rightarrow y_2$	0,000	0,005	Linier
Linear Terms: Sig< α			

7. Multicollinearity Test

Multicollinearity testing aims to determine whether the regression model found any correlation between independent variables or independent variables. Testing uses the Spearman Test. The effect of this multicollinearity is that it causes high variability in the sample. This means that the standard error is large, as a result, when the coefficient is tested, the t-count will be a smaller value than the t-table. The overall calculation results of the multicollinearity test are as follows:

Table 7. Summary of Multicollinearity Tests

Variabel Bebas	Tolerance	VIF	Prasyarat	Kesimpulan
Organizational Culture (X_1)	0.211	4.645	H_0 : VIF < 10, there is no multicollinearity H_1 : VIF > 10, there is multicollinearity	Ho accepted There is no multicollinearity
Interpersonal Communication (X_2)	0.212	4.771	H_0 : VIF < 10, there is no multicollinearity H_1 : VIF > 10, there is multicollinearity	Ho accepted There is no multicollinearity
Task Interdependence (X_3)	0.212	4.408	H_0 : VIF < 10, there is no multicollinearity H_1 : VIF > 10, there is multicollinearity	Ho accepted There is no multicollinearity
Job Satisfaction (Y_1)	0.237	4.356	H_0 : VIF < 10, there is no multicollinearity H_1 : VIF > 10, there is multicollinearity	Ho accepted There is no multicollinearity
Motivation Work (Y_2)	0.243	4.122	H_0 : VIF < 10, there is no multicollinearity H_1 : VIF > 10, there is multicollinearity	Ho accepted There is no multicollinearity

8. Heteroscedasticity Test

In this research, to test whether there is heteroscedasticity using the Glejser Test where if the significant value is <0.05 then heteroscedasticity occurs, on the contrary, if the significance value is ≥ 0.05 then homoscedasticity occurs. The overall calculation results of the heteroscedasticity test in this study can be seen in the summary in the following table:

Table 8. Summary of Heteroscedasticity Test

Variable	Sig.	α	Precondition	Conclusion
Organizational Culture (X_1)	0,000	0,05	H_0 : significant value $< 0,05$ then there is no heteroscedasticity. H_1 : significant value $\geq 0,05$ then there is heteroscedasticity	Ho accepted There is no heteroscedasticity
Interpersonal Communication (X_2)	0,000	0,05	H_0 : significant value $< 0,05$ then there is no heteroscedasticity. H_1 : significant value $\geq 0,05$ then there is heteroscedasticity	Ho accepted There is no heteroscedasticity
Task Interdependence (X_3)	0,000	0,05	H_0 : significant value $< 0,05$ then there is no heteroscedasticity. H_1 : significant value $\geq 0,05$ then there is heteroscedasticity	Ho accepted There is no heteroscedasticity
Job Satisfaction (Y_1)	0,000	0,05	H_0 : significant value $< 0,05$ then there is no heteroscedasticity. H_1 : significant value $\geq 0,05$ then there is heteroscedasticity	Ho accepted There is no heteroscedasticity
Motivation Work (Y_2)	0,000	0,05	H_0 : significant value $< 0,05$ then there is no heteroscedasticity. H_1 : significant value $\geq 0,05$ then there is heteroscedasticity	Ho accepted There is no heteroscedasticity

9. Path Analysis

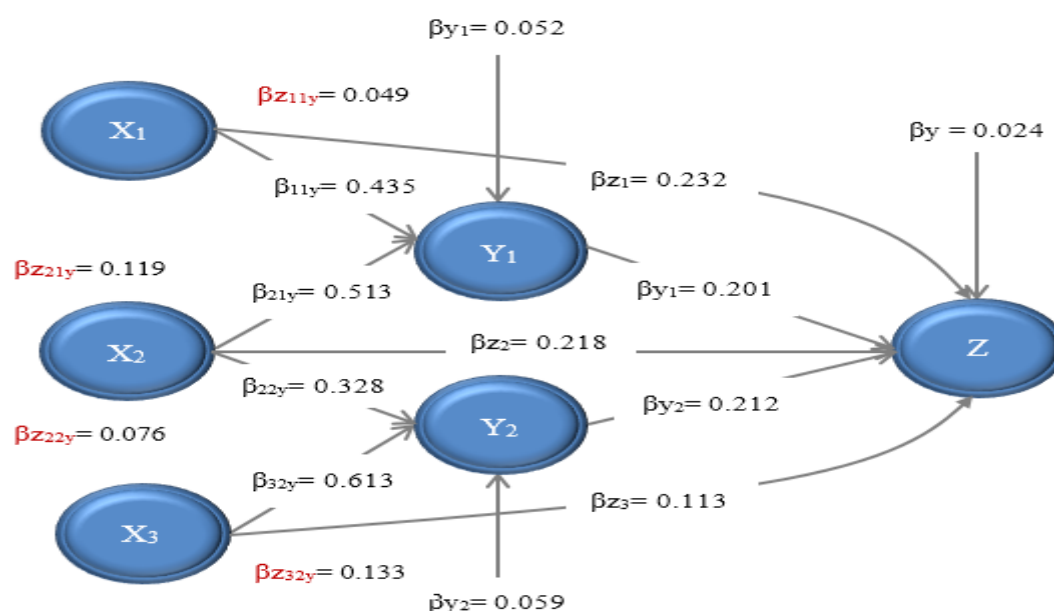


Figure 2. Path Analysis Results

X_1 : Organizational Culture
 X_2 : Interpersonal Communication
 X_3 : Task Interdependence

Y_1 : Job Satisfaction
 Y_2 : Work Motivation
 Z : Work Productivity

The influence between the independent variable and the dependent variable when viewed from path analysis, the influence on the Work Productivity variable (Z) is formed as a result of the functioning of Organizational Culture (X1), Interpersonal Communication (X2), Task Interdependence (X3) Job Satisfaction (Y1) and Work Motivation (Y2). Discussion of research results can be described as follows:

Table 9. Research Hypothesis

Hypothesis	Path Coefficient	Statistical Test	Decision	Conclusion
Organizational Culture (X1) on Work Productivity (Z)	0.232	$H_0 : \beta_{z1} \leq 0$ $H_1 : \beta_{z1} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Interpersonal Communication (X2) on Organizational Culture (Z)	0.218	$H_0 : \beta_{z2} \leq 0$ $H_1 : \beta_{z2} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Task Interdependence (X3) on Work Productivity (Z)	0.113	$H_0 : \beta_{z3} \leq 0$ $H_1 : \beta_{z3} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Job Satisfaction (Y1) on Work Productivity (Z)	0.201	$H_0 : \beta_{y1} \leq 0$ $H_1 : \beta_{y1} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Work Motivation (Y2) on Work Productivity (Z)	0.212	$H_0 : \beta_{y2} \leq 0$ $H_1 : \beta_{y2} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Organizational Culture (X1) on Job Satisfaction (Y1)	0.435	$H_0 : \beta_{11y} \leq 0$ $H_1 : \beta_{11y} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Interpersonal Communication (X2) on Job Satisfaction (Y1)	0.513	$H_0 : \beta_{12y} \leq 0$ $H_1 : \beta_{12y} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Interpersonal Communication (X2) on Work Motivation (Y2)	0.328	$H_0 : \beta_{22y} \leq 0$ $H_1 : \beta_{22y} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Task Interdependence (X3) on Work Motivation (Y2)	0.613	$H_0 : \beta_{32y} \leq 0$ $H_1 : \beta_{32y} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Organizational Culture (X1) on Work Productivity (Z) through Job Satisfaction (Y1)	0.049	$H_0 : \beta_{z11} \leq 0$ $H_1 : \beta_{z11} > 0$	H_0 is rejected H_1 is accepted	Influential Indirect Positive
Interpersonal Communication (X2) on Work Productivity (Z) through Job Satisfaction (Y1)	0.119	$H_0 : \beta_{z12} \leq 0$ $H_1 : \beta_{z12} > 0$	H_0 is rejected H_1 is accepted	Influential Indirect Positive
Interpersonal Communication (X2) on Work Productivity (Z) through Work Motivation (Y2)	0.076	$H_0 : \beta_{z22} \leq 0$ $H_1 : \beta_{z22} > 0$	H_0 is rejected H_1 is accepted	Influential Indirect Positive
Task Interdependence (X3) on Work Productivity (Z) through Work Motivation (Y2)	0.133	$H_0 : \beta_{z32} \leq 0$ $H_1 : \beta_{z32} > 0$	H_0 is rejected H_1 is accepted	Influential Indirect Positive

10. Indirect Effect Test

The indirect effect test is used to test the effectiveness of the intervening variable which mediates the independent variable and the dependent variable. The results of the indirect influence test are as follows:

Table. 10 Research Hypothesis

Indirect Influence	L-count	Z-table	Decision	Conclusion
Organizational Culture (X1) on Work Productivity (Z) through Job Satisfaction (Y1)	4,238	1,966	H ₀ is rejected H ₁ is accepted	proven to mediate
Interpersonal Communication (X2) on Work Productivity (Z) through Job Satisfaction (Y1)	4,114	1,966	H ₀ is rejected H ₁ is accepted	proven to mediate
Interpersonal Communication (X2) on Work Productivity (Z) through Work Motivation (Y2)	4.654	1,966	H ₀ is rejected H ₁ is accepted	proven to mediate
Task Interdependence (X3) on Work Productivity (Z) through Work Motivation (Y2)	4.478	1,966	H ₀ is rejected H ₁ is accepted	proven to mediate

11. Optimal Solution for Improving Organizational Culture

Based on the results of statistical hypothesis testing, determining indicator priorities, and calculating indicator values as described above, a recapitulation of research results can be made which is the optimal solution for improving Organizational Culture as follows:

Table 11. SITOREM Analysis

Organizational Culture ($\beta z1 = 0,232$) (rank. I)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Innovation at work	1 st	Oriented to work results (18.17)	4.12
2	Oriented to work results	2 nd	Team oriented (18.13)	4.14
3	Team oriented	3 rd	Innovation in work (17.16)	4.10
4	Empowerment of human resources in organizations	4 th	Empowerment of human resources in organizations (17.12)	3.86
5	Consistent with the rules that have been set	5 th	Adaptation to change (15.21)	3.76
6	Adaptation to changes	6 th	Consistent with established rules (14.21)	3.98
Interpersonal Communication ($\beta z2 = 0,218$) (rank. II)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Self-disclosure	1 st	Interpreting ability (21.38)	3.57
2	The ability to understand other people	2 nd	Provide input for progress (21.13)	4.02
3	Provide support to others	3 rd	Be positive (20.16)	3.68
4	Be positive	4 th	Providing support to others (19.12)	4.04
5	Provide input for progress	5 th	Self-disclosure (18.21)	3.74
6	Ability to interpret	6 th	Ability to understand others (17.10)	4.00
Task Interdependence ($\beta z3 = 0,113$) (rank. V)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Individual dependence on others within a unit	1 st	Dependence of other employees on other employees (20.38)	3.82
2	Individual dependence on others outside the unit	2 nd	Individual dependence on others within a unit (20.16)	3.84
3	Dependence of other employees on other employees	3 rd	Individual dependence on others outside the unit (20.13)	4.12

4	Interdependent reciprocal relationships	4 th	Reciprocal interdependent relationships (20.12)	4.14
Job Satisfaction ($\beta y1 = 0,201$) (rank. IV)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Earned income	1 st	Earned income (14.07)	3.85
2	Career advancement opportunities at work	2 nd	Work relationships with friends and leaders (14.03)	4.11
3	Work relationships with friends and leaders	3 rd	Control of the quality of work by the management (13.06)	3.65
4	Control of the quality of work by the leadership	4 th	Have the opportunity to be creative at work. (13.02)	4.03
5	Security in carrying out tasks	5 th	Security in the performance of duties (12.21)	3.78
6	Have the opportunity to be creative at work	6 th	Career advancement opportunities at work (12.19)	3.76
Work Motivation ($\beta y2 = 0,212$) (rank. III)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Attachment to work	1 st	Adequate rewards (18.12)	3.89
2	Desire for power	2 nd	Job Guarantee (18.08)	3.90
3	The desire to gain appreciation and recognition	3 rd	Desire for appreciation and recognition (17.06)	3.98
4	Adequate rewards	4 th	Good supervision (17.02)	4.12
5	Job Guarantee	5 th	Will to power (15.22)	4.12
6	Good supervision	6 th	Attachment to work (14.50)	4.14
Produktifitas Kerja				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Job Responsibilities	1 st	Job Responsibilities (21.38)	3.98
2	Constructive action	2 nd	Building action (21.13)	3.75
3	Intrinsic motivation	3 rd	Intrinsic motivation (20.16)	3.89
4	Positive contribution	4 th	Positive contribution (19.12)	3.98
5	Achievement of work results.	5 th	Achievement of work results. (18.21)	3.92
SITOREM ANALYSIS RESULT				
Priority order of indicator to be Strengthened			Indicators remain to be maintained	
1 st	Empowerment of human resources in organizations		1. Oriented to work results	
2 nd	Adaptation to changes		2. Team oriented	
3 rd	Consistent with the rules that have been set		3. Innovation at work	
4 th	Ability to interpret		4. Provide input for progress	
5 th	Be positive		5. Provide support to other people	
6 th	Self-disclosure		6. Ability to understand other people	
7 th	Adequate rewards		7. Good supervision	
8 th	Job Guarantee		8. The will to power	
9 th	The desire to gain appreciation and recognition		9. Attachment to work	
10 th	Earned income		10. Work relationships with friends and leaders	
11 th	Control of the quality of work by the leadership		11. Have the opportunity to be creative at work	
12 th	Security in carrying out tasks		12. Individual dependence on other people outside the unit	
13 th	Career advancement opportunities at work		13. Reciprocal interdependent relationships	
14 th	Dependence of other employees on other employees			
15 th	Individual dependence on others within a unit			
16 th	Job Responsibilities			
17 th	Constructive action			
18 th	Intrinsic motivation			
19 th	Positive contribution			
20 th	Achievement of work results.			

IV. Conclusions, Implications, and Suggestions

Based on the results of the analysis, discussion of research results, and hypotheses that have been tested, it can be concluded as follows:

1. Strengthening Teacher Work Productivity can be done by using strategies to strengthen variables that have a positive effect on Work Productivity.
2. Variables that have a positive influence on work productivity are organizational culture, interpersonal communication, task interdependence, job satisfaction, and work motivation. This was proven from the results of variable analysis using the Path Analysis method.

3. The way to strengthen work productivity is to improve indicators that are still weak and maintain good indicators for each research variable.
4. Based on the research conclusions above, the following implications can be drawn from this research:
5. If work productivity is to be strengthened, it is necessary to strengthen organizational culture, interpersonal communication, and task interdependence as exogenous variables with job satisfaction and work motivation as intervening variables.
6. If Organizational Culture is to be developed, it is necessary to improve indicators that are still weak, namely: Empowering human resources in the organization, adapting to changes, and being consistent with the rules that have been established as well as maintaining or developing indicators: Oriented to work results, Team oriented, and Innovation at work.
7. If Interpersonal Communication is to be developed, it is necessary to improve indicators that are still weak, namely, the Ability to interpret, Positive attitude, and Self-disclosure, as well as maintaining or developing indicators: Providing input for progress, Providing support to others, and Ability to understand other people.
8. If Task Interdependence is to be developed, it is necessary to improve the weak indicators, namely: Dependence of other employees on other employees, and individual dependence on other people in one unit, as well as maintaining or developing the indicator: Dependence of individuals on other people outside one unit, and Interdependent reciprocal relationships.
9. If Job Satisfaction is to be increased, it is necessary to improve the indicators that are still weak, namely Income earned, Control of the quality of work by the leadership, Security in carrying out tasks, and Opportunities for career advancement at work, as well as maintaining or developing indicators: Work relationships with friends and leaders and Have the opportunity to be creative at work
10. If work motivation is to be improved, it is necessary to improve indicators that are still weak, namely adequate rewards, job security, and the desire to gain appreciation and recognition, as well as maintaining or developing indicators: good supervision, desire for power, and attachment to work.

Suggestions or recommendations that can be given to related parties are as follows:

1. School principals need to increase teacher work productivity by strengthening organizational culture, interpersonal communication, task interdependence, job satisfaction, and work motivation by improving: work responsibilities, constructive actions, intrinsic motivation, positive contribution, and work achievement.
2. The Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) and school organizing institutions need to develop teachers in increasing work productivity by providing appropriate direction to strengthen Organizational Culture, Interpersonal Communication, Task Interdependence, Job Satisfaction, and Work Motivation by the results of this research.

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