

**INCREASING TEACHERS' WORK PRODUCTIVITY
THROUGH STRENGTHENING KNOWLEDGE
MANAGEMENT, EMPOWERMENT, SELF-
EFFICACY, WORK DISCIPLINE, AND
ACHIEVEMENT MOTIVATION**

Anindita Puspita¹, Sri Setyaningsih², Herfina³

¹Student of the Doctoral Program of Education Management
Pakuan University Bogor, Indonesia

^{2,3}Professor at Pakuan University, Bogor, Indonesia

Abstract

This research aims to produce strategies and ways to increase the work productivity of boarding private junior high school teachers in Bogor Regency by strengthening the variables of knowledge management, empowerment, and self-efficacy as independent variables and work discipline variables, as well as achievement motivation as an intervening variable. The research sample was 156 samples taken using stratified proportional random sampling in 8 sub-districts. This research uses a survey method with a path analysis approach and is followed by SITOREM analysis.

The results of this research can be concluded: 1). There is a direct positive influence of work productivity variables on knowledge management, 2). There is a direct positive influence of work productivity variables on empowerment. 3). There is a direct positive influence of work productivity variables on self-efficacy. 4). There is a direct positive influence of work productivity variables on work discipline, 5). There is a direct positive influence of work productivity variables on achievement motivation, 6). There is a direct positive influence of work discipline variables on knowledge management, 7). There is a direct positive influence of work discipline variables on empowerment. 8). There is a direct positive influence of the achievement motivation variable on empowerment 9). There is a direct positive influence of the achievement motivation variable on self-efficacy. 10). There is a positive indirect influence between knowledge management on work productivity through work discipline. 11) there is a positive indirect influence between empowerment on work productivity through work discipline, 12) there is a positive indirect influence between empowerment on work productivity through achievement motivation, and 13) there is a positive indirect influence between self-efficacy on work productivity through achievement motivation. The results of the SITOREM analysis show that based on the priority order of improvement the indicators of the variables are 1) knowledge sharing and distribution, 2) knowledge acquisition, 3) knowledge assimilation, 4) desire to excel, 5) encouragement to obtain feedback on performance, 6) decision-making capacity, 7) accountability, 8) modeling (exemplary) from individual superiors, 9) compliance with regulations, 10) responsibility, 11) stability towards goals, 12) mastery of tasks carried out, 13) quantity of work, 14) quality of work achieved.

ISSN: 1533 - 9211

**CORRESPONDING
AUTHOR:**

Anindita Puspita¹
aninsssb@gmail.com

KEYWORDS:

Work Productivity,
Knowledge Management,
Empowerment, Self-Efficacy,
Work Discipline, and
Achievement Motivation

Received: 10 January 2024
Accepted: 26 March 2024
Published: 30 April 2024

TO CITE THIS ARTICLE:

Puspita. A, Setyaningsih, S., Herfina. (2024). Increasing Teachers' Work Productivity through Strengthening Knowledge Management, Empowerment, Self-Efficacy, Work Discipline, and Achievement Motivation. *Seybold Report Journal*, 19(4), 104-122. DOI: [10.5110/77.1408](https://doi.org/10.5110/77.1408)

1. Introduction

Based on Government Regulation number 19 of 2017 concerning Amendments to Government Regulation number 74 of 2008 concerning teachers, article 1 states that "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in children's education. early childhood through formal education, primary education, and secondary education", thus it can be concluded that a teacher is said to be professional if he has carried out his main task which is not only educating and teaching in class but also providing guidance and direction in developing students' interests and talents. train in self-development activities following the expertise possessed by the teacher, and carry out assessments and evaluations regarding the development of competencies that students should have. Professional teachers are the minimum measuring standard for productive teachers. Productive teachers are professional teachers who always do their best to carry out their duties effectively and efficiently. Productive teachers always develop and increase their potential, especially in their areas of expertise, so they can provide better services to students. Productive teachers are teachers who try optimally to carry out their duties by the school's vision, mission, and goals for quality education.

Based on Human, Community, and Cultural Development data, the National Development Planning Agency (Bappenas) states that the national long-term development plan (RPJPN) to support the achievement of Golden Indonesia 2045 is achieved through 8 development visions, 17 development directions, and 45 main development indicators. Quality education is one of the priority issues in the 2025-2045 RPJN. In terms of education, what must be improved is not only the issue of the quality of education but also the issue of access and participation in education. The quality of teachers, in this case their productivity, is a concern.

For more than three decades, efforts to increase human resource productivity have become a central issue in Indonesia's human development discourse. However, until now it seems that the results achieved are far from expectations. Research results from the Research Institute for International Politics, Finance and Business in California reported that of the 42 countries studied, human resource productivity in Indonesia was ranked 35th. The five countries with the highest labor productivity are Singapore, Switzerland, Taiwan, Japan, and South Korea. For the ASEAN region itself, the Philippines is in 8th place and Malaysia is in 14th place.

In the context of the productivity of teaching and educational staff, it is understood that productivity is the potential or power produced by individuals (teaching and educational staff) which is used optimally, to achieve output that is more active, creative, innovative, and produces profits or usefulness. Measurement can be carried out through sub-variables: (1) Planning, implementation, and evaluation of learning, with indicators that teachers carry out curriculum development in the form of syllabi, semester programs, annual programs, lesson plans, assessment designs, follow-up programs for assessment results in the form of remedial and enrichment programs and development of teaching materials, (2) Academic Achievement, with indicators that teachers have worked in the academic field, such as books, participation in school principal/teacher achievement competitions; guidance for students to develop their interests and talents in both academic and non-academic fields, (3) Professional development work, which includes indicators for writing articles, creating and using media, and learning tools; and (4) Participation in scientific forums, with indicators of participation in workshops, training, speakers and seminar participants. Based on this understanding, as an indicator of productivity, it can be concluded that the teacher's task is not only teaching but also starting from the planning, implementation, evaluation, evaluation analysis, and enrichment processes.

Ariswan (2018) Work productivity is based on factors such as a) high discipline, b) enthusiasm, c) high loyalty, d) fulfillment of physical needs, and e) high creativity and initiative. Debu (2022) Work productivity is a measure of economic performance by comparing the number of goods and services produced (output) with the number of inputs used to produce these goods and services. Wahyuni (2019) defines work productivity as the relationship between an organization's output or results and the required input. Based on this theoretical study, it can be synthesized that the essence of teacher work productivity is the overall achievement of teachers' work in the work environment by developing creativity in the learning

process, being effective and efficient in using time, costs, facilities and being responsible for achieving educational goals by producing resources. a good quality human being.

An overview of the work productivity of boarding private junior high school teachers in Bogor Regency can be seen from several indicators, namely 1) the number of work plans that can be completed, 2) skills in completing the work, 3) wages received, 4) conditions in the workplace, 5) atmosphere at the workplace. Based on these indicators, a picture of the work productivity of Boarding Middle School teachers in Bogor Regency in July 2022 can be described. Information on the tendency for teacher productivity in Private Boarding Middle Schools to be low or not yet optimal can be obtained.

The survey results show a percentage that indicates teacher productivity is still low, there are 58% of teachers who have problems demonstrating work skills. There are 48% of teachers have problems with the quality of their work, there are 48% of teachers have problems demonstrating their ability to work, there are 30% of teachers have problems with punctuality in their work, and there are 40% of teachers have problems developing their potential. Based on the progress graph for achieving PMM (Merdeka Mengajar Platform) in March 2023, the number of logged-in teachers was only 16,000 out of the total number of registered PTKs of 25,726. This shows that the productivity of junior high school teachers in Bogor Regency is still low.

The difference between the research conducted by the author and the gap that occurs is that in previous research, the work productivity variables were (1) discipline, (2) innovative behavior, (3) spontaneous behavior, (4) cooperation, and (5) responsibility. Achievement motivation only focuses on satisfaction with results or achievements. In this research, the work productivity variable is influenced by knowledge management, empowerment, and self-efficacy with the intervening variables of work discipline and achievement motivation. Another differentiator is the unit of analysis, in this research, the unit of analysis studied is the Permanent Teacher of the Boarding School Foundation in Bogor Regency. The methodology used is quantitative research using Path Analysis. What previous research has not done is that in this research, SITOREM (Scientific Identification Theory to Conduct Operation Research in Education Management) analysis is used, a scientific method used to identify variables (theory) to carry out "operation research" in the field of educational management.

SITOREM analysis is used as a method to perform (1). Identify the strength of the relationship between the independent variable and the dependent variable (2) Analyze the value of the research results for each indicator of the research variable; (3) Analysis of the weight of each indicator for each research variable based on the criteria of Cost, Benefit, Urgency, and Importance. To follow up on the results of the SITOREM analysis, an action plan was carried out.

Several other indications of the low productivity of boarding school teachers include teachers' lack of focus on education. Boarding School is a school that has a dormitory, where the students live; and learn totally in the school environment (Manaf, 2022), because all types of living and learning needs are provided at school. According to the Oxford Dictionary by Suppto et al. (2021) "Boarding School is a school where pupils live during term", the meaning is: A boarding school is an educational institution where students study and live together during learning activities. Boarding school combines students' residence in a school institution away from their homes and families with being taught religion and learning several subjects" (Habibi, 2018). Boarding schools have high standards for mentoring and supervising students. This causes motivation to work to be low. Lack of teacher productivity also results in low student achievement and learning motivation. If this is allowed to happen, the quality of education at boarding schools will decline. There are several possible factors related to low teacher productivity. Several previous studies have been carried out in various places related to productivity.

Ariswan (2018) found that there was a direct and insignificant influence on the integrity of the school principal, work discipline and achievement motivation influenced teacher work productivity. Roddy (2019) The research results show that: (1) there is a positive direct influence of compensation, job satisfaction, and work performance on employee work productivity, (2) there is a positive direct influence between compensation and work satisfaction on employee work performance, and (3) there is a positive direct relationship between the influence of compensation on employee job satisfaction. The findings recommend

that to improve the quality of employee work productivity, it is necessary to intensify compensation, job satisfaction, and work performance.

Hastari (2020) Research was conducted among 105 cooperatives in the city of Pasuruan, East Java. The research method uses survey methods and data analysis techniques use path analysis. The results show that work ability and work motivation have a significant effect on performance ($\beta=0.226$, Sig. = 0.000). Workability, work motivation, and performance have a significant effect on work productivity ($\beta = 0.481$, $\alpha = 0.000$). The ability to work has a significant direct influence on performance ($\beta=0.393$, Sig. = 0.000). Workability has a significant direct effect on productivity ($\beta=0.578$, Sig.= 0.043). Performance has a significant direct effect on work productivity ($\beta = 0.542$, $\alpha = 0.000$). Furthermore, workability has a significant effect on work productivity through performance (t value=2.083>1.983). Lastly, work motivation has a significant indirect effect on productivity through performance (t-value=2.921>1.983).

2. Literature Review

2.1. Work Productivity

Work productivity in an agency or institution is an important thing that must be attached to each individual. This is because vertical work productivity has a close influence on the goals aimed for, starting from the leadership as the highest position to the employees. The following is an understanding of the nature of work productivity from various experts:

Sutikno (2019) believes that teacher work productivity is the potential or power produced by individuals which is used optimally to achieve output that is more creative, generative, and produces profits or usefulness. Potential in this case is interpreted as the ability to produce something to provide results that improve the quality of the institution or agency, while output can be interpreted as the result of work in the form of performance, products, services, etc. Apart from that, to achieve work productivity as an output there are several indicators, namely the results that can be achieved or produced, human resources, and costs.

In line with previous expert opinions, Runtuwarouw (2015) revealed that the condition of the research object shows that the work productivity of employees is different from one another. There is an employee who works productively by completing the jobs on time. Work productivity can be measured by the following indicators: the ability to perform tasks, the achieved output (effectiveness), motivation, self-improvement, working quality, and efficiency.

Based on the expert theories above, the author can synthesize that work productivity is a person's ability to produce and complete quality work according to predetermined standards. Work productivity indicators: (1) Quantity of work, in the form of the number of work achievements obtained, (2) Timeliness of completing work, (3) Quality of work achieved, (4) Work skills (5). Self-development.

2.2. Knowledge Management

Based on expert opinion, namely Farrell (2017), as the set of processes that create and share knowledge across an organization to optimize the use of judgment in the attainment of mission and goals. Townley defines knowledge management "as a set of processes that create and share knowledge across an organization to optimize the use of judgment in achieving mission and goals." Knowledge management indicators are (1) Acquiring knowledge (2) Providing knowledge to the team (3) Optimizing existing knowledge (4) Increasing the quality of knowledge, and (5) Knowledge and application of knowledge.

Askarian (2016), the ultimate goal of knowledge management is the application of knowledge to improve organizational performance. Once they are used to improve performance best practices for new situations that are experienced and adapted a new set of best practices to achieve.

In line with the opinion of previous experts, Raudeliūnienė, et al (2018), the key to knowledge management is to help a knowledge worker transform his knowledge potential into a visible organization. Knowledge management indicators are (1) Distribution or transfer of knowledge (2) Utilization of knowledge (3) Creation of knowledge (4) Development of knowledge (5) Acquisition of knowledge, and (5) Preservation of knowledge.

Based on the theories above that have been presented, the synthesis of knowledge management is an individual's activity in accessing, collecting, storing, processing, utilizing, and developing systematic knowledge to support the progress of himself and the organization. Knowledge management indicators are (1) Knowledge acquisition; (2) assimilation of knowledge, (3) storage of knowledge; (4) assessment and improvement of knowledge, (5) sharing and distribution of knowledge, and (6) application of knowledge.

2.3. Empowerment

O'Hara & Clement (2018), empowerment is concerned with the processes by which people become aware of their interests and how these relate to those of others [. . .] Empowerment is thus more than simply opening up access to decision-making; it must also include the processes that lead people to perceive themselves as able and entitled to occupy that decision-making space. Empowerment is more than just opening up access to decision-making; it must also include processes that lead people to consider themselves capable and entitled to occupy that decision-making space. Empowerment indicators are (1) Age (2) Education (3) Household wealth (4) Income (5) Household composition such as caste, and (6) Leadership.

Ballon (2017), empowerment is thus defined as the empowerment concerned with the processes by which people become aware of their interests and how these relate to those of others [. . .] Empowerment is thus more than simply opening up access to decision-making; it must also include the processes that lead people to perceive themselves as able and entitled to occupy that decision-making space.

Wahlin (2017), empowerment is a widely used concept referring to managing challenges and overcoming the sense of powerlessness. Indicators of empowerment are (1) Mastery of a difficult or demanding situation (2) Tendency to act (3) Control over the situation and the future (4) Personal or professional development, and (5) Quality improvement.

Thomas & Velthouse (1990), empowerment (increased intrinsic task motivation) through changes in the environmental events that impinge upon individuals, or through changes in these individuals' manner of interpreting those events. Empowerment (increased intrinsic task motivation) is a change in environmental events that affect an individual, or through changes in the way an individual interprets these events. Indicators of empowerment are (1) Competence (2) Meaningfulness (3) Authority (4) Capacity (5) Giving energy, and (6) Motivation.

Based on the theories above that have been presented, the synthesis of Empowerment or empowerment is the action of utilizing the power needed through delegating decision-making authority so that individuals have more independence, feel meaningful, and competent and the results of their work have an impact on the organization. Empowerment indicators are (1) decision-making capacity (2) modeling (exemplary), (3) competency building (4) organizational support (5) accountability (6) influence at work.

2.4. Self-Efficacy

James (2018), The crux of the self-efficacy theory is that the initiation of and persistence at behaviors and courses of action are determined primarily by judgments and expectations concerning behavioral skills and capabilities and the likelihood of being able to successfully cope with environmental demands and challenges. It can be interpreted similarly that efficacy is used as a feeling of sincerity that is reflected in the results of the actions in a successful and well-achieved state. Self-efficacy indicators: (1) Initiation. (2) Perseverance. (3) Behavior and Actions. (4) Assessment. (5) Hope. (6) Skills. (7) Self-efficacy.

David and Lisa (2019), Self-efficacy is the perceived belief in one's capability to organize and execute courses of action that are required to produce specific attainments, and this judgment is not a global trait but a differentiated set of self-beliefs that are linked to one's ability to function in specific domains. According to the expert's statement above, it can be interpreted that self-efficacy is a personal belief that arises in the process of achieving success in what one does. Indicators of self-efficacy: (1) Self-confidence or ability. (2) Organize and implement. (3) Produce achievements.

Jean and Danielle (2017) that self-efficacy is one's belief in one's ability to be successful in a specific task and can be specific or general. A similar meaning can be found from the previous theory that efficacy

is a belief that originates within a person in the success achieved by his or her ability to do something. Self-efficacy indicators: (1) Self-confidence. (2) Self-efficacy. (3) Success.

Based on the theories above, it can be synthesized that self-efficacy is an individual's belief that he can manage and decide on the actions needed to carry out tasks well and optimally. Self-efficacy also influences an individual's motivation, degree of effort, and initiative in facing challenges. In this case, it also influences the way of thinking and interacting, which means that if an individual believes that he can achieve a goal, he will try to make it happen. Indicators of self-efficacy: (1) self-confidence (2) Mastery of the task being carried out (3) Stability towards goals, and (4) self-control.

2.5. Work Discipline

Syafriadi et al (2021) Work discipline is defined as being orderly, obeying or controlling behavior, and having self-control. Work discipline is defined as obeying rules or controlling behavior, and self-control. It can be interpreted that what is said by work discipline is a worker's obedience which can be measured from the results of his work. The indicators are (1) Goals and Capabilities, (2) Leadership Example, (3) Remuneration, (4) Justice, (5) Supervision, (6) Sanctions/Punishments, (7) Firmness, (8) Human Relations.

Pemayun and Martini (2021) Work discipline is the implementation of management to encourage all members of the organization to meet the demands of various provisions. It can also be interpreted that work discipline is an effort to manage time in completing key performance. The indicators are (1) Arriving on time, (2) Complying with working hours, (3) Having work skills in the field of work, (4) Having a good attitude, (5) Being creative and innovative in work.

Suharno P., & Iriani (2018) the discipline of work is the nature of employees who consciously obey the norms and regulations of certain organizations at work. Work discipline is the characteristic of employees who consciously comply with certain organizational norms and regulations at work. Norms and regulations in this sense can be written or unwritten rules which must be followed by employees. The indicators are (1) attendance, (2) attitude/behavior, and (3) responsibility.

Faslah & Safitri (2017) state that work discipline is a condition that causes or provides encouragement to employees to work and carry out all activities following established norms and rules. Work discipline in this case is a situation where employees desire to be able to complete their work following management's wishes. The indicators are (1) training for managers, (2) consistency of actions, (3) documentation, (4) interpersonal disciplinary actions.

Suryadewi, et al (2020) also stated that work discipline is the key to a company's success in achieving its organizational goals because the better the employee's discipline, the higher their work performance, and the more their productivity will increase. Achieving this success can be interpreted as the beginning of a company's success in achieving its goals. The indicators are (1) punctuality of work, (2) neatness of dress, (3) compliance with company rules, and (4) responsibility.

Sari et al (2022) work discipline is a very important part of human resource development so that negligence and irregularities do not occur. The indicators are (1) respectful attitude, (2) obedient, (3) obedient. In this case, work discipline is important because it is something that restrains or prevents someone from committing negligence and deviation.

From several theories explained previously, the synthesis of work discipline is a person's behavior that shows a willingness and awareness to obey, and comply with applicable regulations and norms to improve the quality of work. The indicators of work discipline are (1) Adherence to time (2) Compliance with regulations (3) Implementing work procedures (4) Responsibility (5) Ethics at work.

2.6. Achievement Motivation

Fatmasari et al (2017) stated that achievement motivation arises to pursue satisfaction from desires or results. Achievement motivation reflects the interaction between attitudes, needs, perceptions, and decisions of each individual. This means that we can interpret achievement motivation as a desire that arises from a person to achieve the desired goal. The indicators are divided into two, namely (1) Internal factors

in the form of attitudes, hopes, ambitions, and needs. (2) External factors in the form of work environment, conditions, and culture. Furthermore, Renata et al (2018) explained that achievement motivation is the desire to achieve a high level to achieve certain (organizational) goals or targets. Willingness in this case is a manifestation of a very big desire to make the vision and mission of the agency or institution a success. The indicators are (1) Changes in reaction energy from a goal, (2) Interest in achieving needs and goals, (3) Changes in energy within the individual, d) efforts that encourage someone to do something, (4) Willingness to achieve a level of tall one.

A similar statement was also expressed by Noor, et al (2021) who defined achievement motivation as fuel for idealists to try harder to achieve something important to them and to stay motivated to be on the right track when working towards their goals. Fuel in this case is interpreted as a strong feeling to carry out movement in carrying out achievements to achieve the desired goals. The indicators are (1) Directing towards achieving a goal. (2) Heading in a certain direction. (3) Provide behavioral energy towards the goal.

Then Werdhiastutie et al (2020) achievement motivation is the encouragement of elements that are implemented and evaluated as stages of improving the quality of an organization's human resources. Achievement motivation is also said to be an individual need that can improve performance. Achievement motivation is instilled in individuals so that they can master, manipulate, and manage the social and physical environment to achieve high-quality work improvement by competing through efforts beyond the results of previous work. The indicators are (1) the drive to achieve success. (2) Increase personal abilities as high as possible in all activities. (3) The desire to succeed in competition with some measure of superiority. (4) The desire to obtain a competency achievement.

Based on the theories that have been presented, the synthesis of achievement motivation is a drive from within a person to work optimally to achieve success either for himself or for a group within an organization. The indicators of achievement motivation include (1) self-motivation to achieve goals (2) liking challenges and competition (3) desire to excel in competition (4) encouragement to obtain feedback on performance (5) need to work intensively.

3. Research Methods

This research was carried out at private boarding junior high schools (SMP) in Bogor Regency, which has 7 schools spread across 8 sub-districts, namely Cileungsi, Cigombong, Gunung Sindur, Cibungbulang, Gunung Putri, Taman Sari, Babakan Madang, Cibinong.

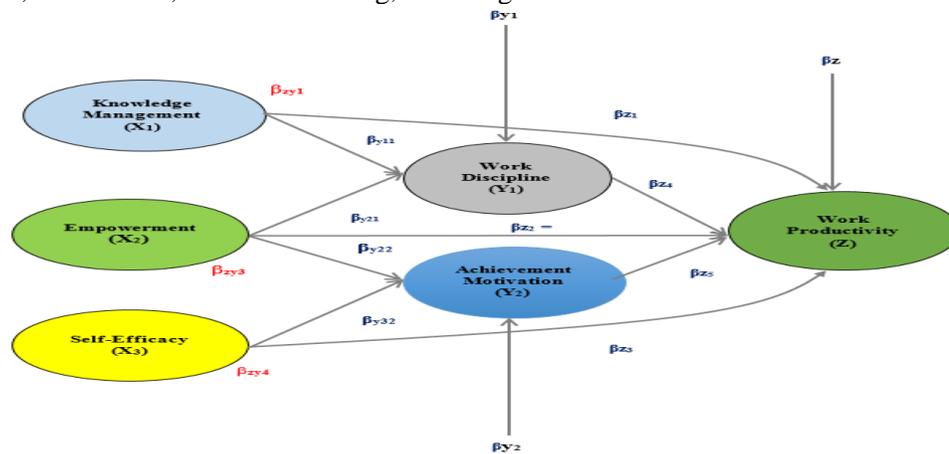


Figure 1. Research constellation

The population in this study were Boarding Private Junior High School teachers in Bogor Regency with a population of 300 teachers. The population is spread across 9 schools located in 8 sub-districts. The sampling technique used in this research was simple random sampling by determining the number of

samples using the Taro Yamane formula (in Sigh, Ajay & Masuku, 2014) with a margin of error of 5%. Based on the results, 156 people were found.

Data analysis is a research process that is carried out after all the necessary data has been collected completely to solve the problem being studied. The accuracy of conclusions is determined by the accuracy of using data analysis techniques, therefore data analysis techniques are necessary for researchers so that the results of their research can truly contribute to problem-solving and can be scientifically justified. The data analysis techniques used in this quantitative research are descriptive statistics and inferential statistics.

Descriptive statistical analysis is a statistical phase where research results are described and analyzed for a given group without making or drawing conclusions about the larger group (Setyaningsih, 2021). In this research, descriptive statistics include the highest value, lowest value, number of classes, class interval, average, median, mode, and measure of spread or variability using standard deviation and score range. Apart from that, a frequency table and histogram graph are also displayed.

Inferential statistical analysis is carried out to analyze sample data and the results are generalized (inferred) to the population from which the sample was taken. In this research, inferential statistical analysis will be carried out to test prerequisite analysis and path analysis.

This research used a combination research method between Quantitative Research and SITOREM Analysis. The flow of this combined research methodology uses a quantitative research flow which is analyzed using SITOREM analysis. As revealed by Hardhienata (2017), for operations research in education management, we need to add the scientific identification theory mentioned above with a statistical model and steps to obtain an optimal solution. Identification theory mentioned above with statistical models and steps to get the optimal solution.

4. Research Result

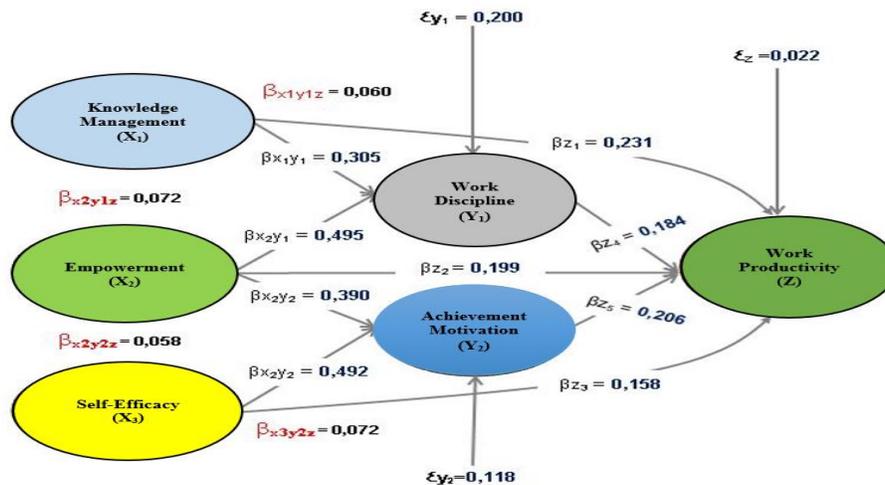


Figure 2. Path Coefficient of Result

1) The direct positive influence of Knowledge Management (X1) on Work Productivity (Z)

The first hypothesis test was carried out by testing the direct influence of Knowledge Management (X_1) on Work Productivity (Z). Testing is carried out with the following conditions: From the calculation results, the path coefficient value $\beta_{Z1} = 0.231$ with count = 14.775, while t-table at the real level $\alpha = 0.05$, t-table = 6.313, so t-count > t-table means that H_0 is rejected and H_1 is accepted. Thus, there is a positive direct influence of the Knowledge Management variable (X_1) on Work Productivity (Z), meaning that stronger Knowledge Management (X_1) will increase the Work Productivity (Z) of private junior high school teachers in the Bogor district.

2) *The direct positive influence of Empowerment (X2) on Work Productivity (Z)*

The second hypothesis was tested to test the direct influence of Empowerment (X2) on Work Productivity (Z). Testing is carried out with the following conditions: From the calculation results, the path coefficient value $\beta_{Z2} = 0.199$ with count = 13.695, while t-table at the real level $\alpha = 0.05$, t-table = 6.313, so t-count > t-table means that Ho is rejected and H1 is accepted. Thus, there is a direct positive influence of the Empowerment variable (X2) on Work Productivity (Z), meaning that stronger Empowerment (X2) will increase the Work Productivity (Z) of private junior high school teachers in Bogor Regency.

3) *The direct positive influence of Self-Efficacy (X3) on Work Productivity (Z)*

The third hypothesis was tested to test the direct influence of Self-Efficacy (X3) on Work Productivity (Z). Testing is carried out with the following conditions: From the calculation results, the path coefficient value $\beta_{Z3} = 0.158$ with t-count = 11.937, while t-table at the real level $\alpha = 0.05$, t-table = 6.313, then t-count > t-table means that Ho is rejected and H1 is accepted. Thus, there is a positive direct influence of the Self-Efficacy variable (X3) on Work Productivity (Z), meaning that the stronger the Self-Efficacy (X3), the Work Productivity (Z) of private junior high school teachers in the Bogor district will increase.

4) *The direct positive influence of Work Discipline (Y1) on Work Productivity (Z)*

The fourth hypothesis was tested to test the direct influence of Work Discipline (Y1) on Work Productivity (Z). Testing is carried out with the following conditions: From the calculation results, the path coefficient value $\beta_{Z4} = 0.184$ with t-count = 13.351, while t-table at the real level $\alpha = 0.05$, t-table = 6.313, so t-count > t-table means that Ho is rejected and H1 is accepted. Thus, there is a positive direct influence of the Work Discipline variable (X4) on Work Productivity (Z), meaning that the stronger Work Discipline (X4) will increase the Work Productivity (Z) of private junior high school teachers in the Bogor district.

5) *The direct positive influence on Achievement Motivation (Y2) and Work Productivity (Z)*

The fifth hypothesis was tested to test the direct influence of Achievement Motivation (Y2) on Work Productivity (Z). Testing is carried out with the following conditions: From the calculation results, the path coefficient value $\beta_{Z5} = 0.206$ with t-count = 12.584, while t-table at the real level $\alpha = 0.05$, t-table = 6.313, then t-count > t-table means that Ho is rejected and H1 is accepted. Thus, there is a positive direct influence of the Achievement Motivation variable (X5) on Work Productivity (Z), meaning that stronger Achievement Motivation (X5) will increase the Work Productivity (Z) of private junior high school teachers in the Bogor district.

6) *The direct positive influence of Knowledge Management (X1) on Work Discipline (Y1)*

The sixth hypothesis was tested to test the direct influence of Knowledge Management (X1) on Work Discipline (Y1). Testing is carried out with the following conditions: From the calculation results, the path coefficient value $\beta_{X1Y1} = 0.305$ with t-count = 5.686, while t-table at the real level $\alpha = 0.05$, t-table = 6.313, so t-count > t-table means that Ho is rejected and H1 is accepted. Thus, there is a direct positive influence of the Knowledge Management variable (X1) on Work Discipline (Y1), meaning that stronger Knowledge Management (X1) will increase Work Discipline (Y1). This can be interpreted as meaning that the higher the influence of Knowledge Management, the higher the Work Discipline

of teachers. Likewise, vice versa, the lower the influence of Knowledge Management, the lower the Work Discipline of private junior high school teachers in the Bogor district.

7) *The direct influence of Empowerment (X2) on Work Discipline (Y1).*

Testing is carried out with the following conditions: From the calculation results, the path coefficient value $\beta_{x_2y_1} = 0.495$, with t-count = 4.514, while t-table at the real level $\alpha = 0.05$, t-table = 6.313, so t-count > t-table means H_0 is rejected and H_1 is accepted. Thus, there is a positive direct influence of the Empowerment variable (X2) on Work Discipline (Y2), meaning that stronger Empowerment (X2) will increase the Work Discipline (Y2) of private junior high school teachers in the Bogor district.

8) *The Direct positive influence of Empowerment (X2) on Achievement Motivation (Y2).*

The eighth hypothesis was tested for the direct influence of Empowerment (X2) on Achievement Motivation (Y2). Testing is carried out with the following conditions: From the calculation results, the path coefficient value $\beta_{x_2y_2} = 0.390$, with t-count = 5.044, while t-table at the real level $\alpha = 0.05$, t-table = 6.313, so t-count > t-table means H_0 is rejected and H_1 is accepted. Thus, there is a direct positive influence of the Empowerment variable (X2) on Achievement Motivation (Y2), meaning that the stronger the Empowerment (X2) will increase the Achievement Motivation (Y2). This can be interpreted that the higher the influence of Empowerment, the higher the Achievement Motivation in teachers. Likewise, vice versa, the lower the influence of Empowerment, the lower the Achievement Motivation of private junior high school teachers in the Bogor district.

9) *The direct positive influence of Self-Efficacy (X3) on Achievement Motivation (Y2)*

Testing the ninth hypothesis was carried out by testing the direct influence of Self-Efficacy (X3) and Achievement Motivation (Y2). Testing is carried out with the following conditions: From the calculation results, the path coefficient value $\beta_{x_3y_2} = 0.492$ with t-count = 3.718, while t-table at the real level $\alpha = 0.05$, t-table = 6.313, so t-count > t-table means that H_0 is rejected and H_1 is accepted. Thus, there is a direct positive influence of the Self-Efficacy variable (X3) on Achievement Motivation (Y2), meaning that the stronger the Self-Efficacy (X3) will increase the Achievement Motivation (Y2). This can be interpreted that the higher the influence of Self-Efficacy, the higher the Achievement Motivation in teachers. Likewise, vice versa, if the lower the influence of Self-Efficacy, the lower the Achievement Motivation of private junior high school teachers in the Bogor district.

10) *The positive indirect influence between Knowledge Management (X1) on Work Productivity (Z) through Work Discipline (Y1)*

The tenth hypothesis was tested by testing the indirect influence of Knowledge Management (X1) on Work Productivity (Z) through Work Discipline (Y1). Testing is carried out with the following conditions: From the results of the indirect influence calculation, the path coefficient value $\beta_{x_1y_1z} = 0.070$ with t-count = 12,152, while t-table at the real level $\alpha = 0.05$, t-table = 2.919, then t-count > t-table, then H_0 is rejected and H_1 is accepted. Thus, there is a positive indirect influence of the Knowledge Management variable (X1) on Work Productivity (Z) through Work Discipline (Y1), meaning that stronger Knowledge Management (X1) will increase Work Productivity (Z) through Work Discipline (Y1) in junior high school teachers. Private in Bogor Regency.

11) *The positive indirect influence between Empowerment (X2) on Work Productivity (Z) through Work Discipline (Y1).*

The eleventh hypothesis was tested for the indirect influence of Empowerment (X2) on Work Productivity (Z) through Work Discipline (Y1). Testing is carried out with the following conditions:

From the results of calculating the indirect effect, the path coefficient value $\beta_{x2y1z} = 0.098$, with t-count = 11.969, while t-table at the real level $\alpha = 0.05$, t-table = 2.919, then t-count > t-table, then H_0 is rejected and H_1 is accepted. Thus, there is a positive indirect influence of the Empowerment variable (X2) on Work Productivity (Z) through Work Discipline (Y1), meaning that stronger Empowerment (X2) will increase Work Productivity (Z) through Work Discipline (Y1) in Private Middle School Teachers in Bogor Regency.

12) The positive indirect influence between Empowerment (X2) on Work Productivity (Z) through Achievement Motivation (Y2)

The twelfth hypothesis was tested for the indirect influence of Empowerment (X2) on Work Productivity (Z) through Achievement Motivation (Y2). Testing is carried out with the following conditions: From the results of calculating the indirect effect, the path coefficient value $\beta_{x2y2z} = 0.078$ with t-count = 11.607, while t-table at the real level $\alpha = 0.05$, t-table = 2.919, then t-count > t-table, then H_0 is rejected and H_1 is accepted. Thus, there is a positive indirect influence of the Empowerment variable (X2) on Work Productivity (Z) through the Achievement Motivation variable (Y2), meaning that stronger Empowerment (X2) will increase Work Productivity (Z) through Achievement Motivation (Y2) in Private Middle Schools in Bogor Regency.

13) The positive indirect influence between Self-Efficacy (X3) on Work Productivity (Z) through Achievement Motivation (Y2)

The thirteenth hypothesis was tested for the indirect influence of Self-Efficacy (X3) on Work Productivity (Z) through Achievement Motivation (Y2). Testing is carried out with the following conditions: From the results of calculating the indirect effect, the path coefficient value $\beta_{x3y2z} = 0.078$, with tcount = 10.909, while t-table at the real level $\alpha = 0.05$, t-table = 2.919, then t-count > -, then H_0 is rejected and H_1 is accepted. Thus, there is a positive indirect influence of the Self-Efficacy variable (X3) on Work Productivity (Z) through Achievement Motivation (Y2), meaning that stronger Self-Efficacy (X3) will increase Work Productivity (Z) through Achievement Motivation (Y2) in Middle School Teachers Private Boarding in Bogor Regency.

Table 1. Summary of hypothesis testing results

No	Hypothesis	Path Coefficient	Statistical Test	Decision	Conclusion
1.	Work Productivity (Z) to Knowledge Management (X1)	0,231	$H_0: \beta_{Y1} \leq 0$ $H_1: \beta_{Y1} > 0$	H_0 is rejected H_1 is accepted	Influential Direct Positive
2.	Work Productivity (Z) to Empowerment (X2)	0,199	$H_0: \beta_{Y2} \leq 0$ $H_1: \beta_{Y2} > 0$	H_0 is rejected H_1 is accepted	Influential Direct Positive
3.	Work Productivity (Z) to Self-Efficacy (X3)	0,158	$H_0: \beta_{Y3} \leq 0$ $H_1: \beta_{Y3} > 0$	H_0 is rejected H_1 is accepted	Influential Direct Positive
4.	Work Productivity (Z) to Work Discipline (Y1)	0,184	$H_0: \beta_{Y4} \leq 0$ $H_1: \beta_{Y4} > 0$	H_0 is rejected H_1 is accepted	Influential Direct Positive
5.	Work Productivity (Z) on Achievement Motivation (Y2)	0,206	$H_0: \beta_{Y5} \leq 0$ $H_1: \beta_{Y5} > 0$	H_0 is rejected H_1 is accepted	Influential Direct Positive
6.	Work Discipline (Y1) to Knowledge Management (X1)	0,305	$H_0: \beta_{x1y1} \leq 0$ $H_1: \beta_{x1y1} > 0$	H_0 is rejected H_1 is accepted	Influential Direct Positive

No	Hypothesis	Path Coefficient	Statistical Test	Decision	Conclusion
7.	Work Discipline (Y1) to Empowerment (X2)	0,495	H ₀ : $\beta_{x_2y_1} \leq 0$ H ₁ : $\beta_{x_2y_1} > 0$	H0 is rejected H1 is accepted	Influential Direct Positive
8.	Achievement Motivation (Y2) to Empowerment (X2)	0,390	H ₀ : $\beta_{x_2y_2} \leq 0$ H ₁ : $\beta_{x_2y_2} > 0$	H0 is rejected H1 is accepted	Influential Direct Positive
9.	Achievement Motivation (Y2) on Self-Efficacy (X3)	0,492	H ₀ : $\beta_{x_3y_2} \leq 0$ H ₁ : $\beta_{x_3y_2} > 0$	H0 is rejected H1 is accepted	Influential Direct Positive
10.	Knowledge Management (X1) on Work Productivity (Z) through Work Discipline (Y1)	0,070	H ₀ : $\beta_{x_1y_1z} \leq 0$ H ₁ : $\beta_{x_1y_1z} > 0$	H0 is rejected H1 is accepted	Influential Indirect Positive
11.	Empowerment (X2) on Work Productivity (Z) through Work Discipline (Y1)	0,098	H ₀ : $\beta_{x_2y_1z} \leq 0$ H ₁ : $\beta_{x_2y_1z} > 0$	H0 is rejected H1 is accepted	Influential Indirect Positive
12.	Empowerment (X2) on Work Productivity (Z) through Achievement Motivation (Y2)	0,078	H ₀ : $\beta_{x_2y_2z} \leq 0$ H ₁ : $\beta_{x_2y_2z} > 0$	H0 is rejected H1 is accepted	Influential Indirect Positive

SITOREM Analysis

In the context of this research, apart from using Path Analysis, SITOREM analysis is also used. Scientific Identification Theory to Conduct Operation Research in Education Management (sitorem), is a scientific method used to identify variables (theory) to carry out "Operation Research" in the field of Education Management (Hardhienata, 2017). SITOREM analysis is carried out by identifying and analyzing three things, namely: a) Identifying the strength of influence between the Independent Variable and the Dependent Variable; b) Analysis of the value of research results for each research variable indicator, and c) Analysis of the weight of each indicator for each research variable based on the criteria "Cost, Benefit, Urgency, and Importance."

Table 2. Determination of SITOREM Analysis Results

KNOWLEDGE MANAGEMENT ($\beta_{y1} = 0,231$)(Rank.I)				
The indicator is in the Initial Condition		Indicator after Expert Weighting		Indicator Value
1	Knowledge acquisition	1 st	Application of knowledge (18.97%)	4,17
2	Intermingling of knowledge	2 nd	Knowledge retention (16.47%)	4,26
3	Knowledge storage	3 rd	Knowledge sharing and distribution (16.46%)	3,93
4	Assessment and improvement of knowledge	4 th	Knowledge acquisition (16.46%)	3,87
5	Sharing and distribution of knowledge	5 th	Knowledge assimilation (16.44%)	3,48
6	Application of knowledge	6 th	Assessment and improvement (15.19%)	4,14

WORK DISCIPLINE ($\beta_{y4} = 0,153$) (Rank. IV)		
Indicator in Initial State	Indicator after Weighting by Expert	Indicator Value

1	Time observance	1 st	Compliance with regulations (21.47%)	3,94
2	Compliance with regulations	2 nd	Ethics at work (20.01%)	4,25
3	Implement work procedures	3 rd	Time compliance (20.01%)	4,24
4	Responsibility	4 th	Responsibility (20.00%)	3,94
5	Ethics at work	5 th	Carrying out work procedures (18.53%)	4,26

SELF EFFICACY ($\beta_{y3} = 0,158$) (Rank. V)

The indicator is in the Initial Condition		Indicator after Expert Weighting		Indicator Value
1	Confidence	1 st	Self-confidence (28.32%)	4,02
2	Mastery of the tasks carried out	2 nd	Stability towards goals (24.78%)	3,89
3	Stability towards goals	3 rd	Mastery of the tasks carried out (24.77%)	3,87
4	Self-control	4 th	Self-Control (22.13%)	4,05

WORK DISCIPLINE ($\beta_{y4} = 0,184$) (Rank. IV)

The indicator is in the Initial Condition		Indicator after Expert Weighting		Indicator Value
	Time observance	1 st	Compliance with regulations (21.47%)	3,94
	Compliance with regulations	2 nd	Ethics at work (20.01%)	4,25
	Implement work procedures	3 rd	Time adherence (20.01%)	4,24
	Responsibility	4 th	Responsibility (20.00%)	3,94
	Ethics at work	5 th	Implementing work procedures (18.53%)	4,26

ACHIEVEMENT MOTIVATION ($\beta_{y5} = 0,206$) (Rank. II)

The indicator is in the Initial Condition		Indicator after Expert Weighting		Indicator Value
	The drive to achieve goals	1 st	Self-encouragement (22.21%)	4,12
	Likes challenges and competition	2 nd	Desire to excel (20.75%)	3,90
	Desire to excel in competition	3 rd	Encouragement to receive feedback on performance (20.01%)	3,90
	Encouragement of obtaining feedback on performance	4 th	Likes challenges and competition(19.25%)	4,13
	The need to work intensively carrying out tasks	5 th	The need to work intensively carrying out tasks (17.78%)	4,20

WORK PRODUCTIVITY

The indicator is in the Initial Condition		Indicator after Expert Weighting		Indicator Value
1	Working quantity	1 st	Self-development (20.77%)	4,11
2	Timely completion of work	2 nd	Timely completion of work (20.77%)	4,07
3	Quality of work achieved	3 rd	Working quantity 20.77%)	3,19
4	Job skills	4 th	Job skills (20.00%)	4,01
5	Self-development	5 th	Quality of work achieved (17.69%)	3,73

ANALYSIS OF SITOREM RESULTS

Priority order of indicators to be strengthened		Maintained indicators	
1 st	Knowledge sharing and distribution (16.46%) (3.93)	1	Application of knowledge (18.97%)(4.17)
2 nd	Knowledge acquisition (16.46%) (3.87)	2	Knowledge retention (16.47%)(4.26)
3 rd	Knowledge update (16.44%) (3.48)	3	Assessment and improvement (15.19%)(4.14)

4 th	Desire to excel (20.75%)(3.90)	4	Drive to achieve goals (22.21%)(4.12)
5 th	Encouragement to obtain feedback on performance (20.01%)(3.90)	5	Likes challenges and competition (19.25%)(4.13)
		6	The need to work intensively to carry out tasks (17.78%) (4.20)
6 th	Decision-making capacity (17.10%)(3.88)	7	Influence at work (17.71%)(4.18)
7 th	Accountability (16.44%)(3.94)	8	Competency building (17.10%)(4.11)
8 th	Modeling (exemplary) from individual superiors (15.19%)(3.90)	9	Organizational support (16.46%)(4.12)
9 th	Compliance with regulations (21.47%)(3.94)	10	Ethics at work (20.01%)(4.25)
10 th	Responsibility (20.00%)(3.94)	11	Time adherence (20.01%)(4.24)
11 th	Stability towards goals (24.78%)(3.89)	12	Carrying out work procedures (18.53%)(4.26)
12 th	Mastery of the tasks carried out (24.77%)(3.87)	13	Self-confidence (28.32%)(4.02)
13 th	Work quantity (20.77%)(3.19)	14	Self-Control (22.13%)(4.05)
		15	Personal development (20.77%)(4.11)
14 th	Quality of work achieved (17.69%)(3.73)	16	Timely completion of work (20.77%)(4.07)
		17	Job skills (20.00%)(4.01)

5. Conclusion

Based on the results of quantitative research through the results of data processing, statistical calculations, hypothesis testing, and discussion of research results which were then continued with SITOREM analysis, thus finding strategies and ways to increase the work productivity of private junior high school teachers in Bogor Regency by strengthening Knowledge Management, Empowerment, Self-Efficacy, Work Discipline, Achievement Motivation, through identification of the strength of the relationship between research variables and research variable indicators that need to be improved and maintained. So the following conclusions can be drawn:

1. There is a direct positive influence of the Work Productivity (Z) variable on Knowledge Management (X1) with a path coefficient value $\beta_{z1} = 0.231$, meaning that stronger Knowledge Management (X1) will increase Work Productivity (Z). Thus, the higher the level of Knowledge Management, the work productivity of private junior high school teachers in Bogor Regency will increase.
2. There is a direct positive influence of the Work Productivity (Z) variable on Empowerment (X2) with a path coefficient value $\beta_{z2} = 0.199$, meaning that the stronger Empowerment (X2) will increase Work Productivity (Z). Thus, the higher the level of Empowerment, the work productivity of private junior high school teachers in Bogor Regency will increase.
3. There is a direct positive influence of the Work Productivity variable (Z) on Self-Efficacy (X3) with a path coefficient value $\beta_{z3} = 0.158$, meaning that stronger Empowerment (X2) will increase Work Productivity (Z). Thus, the higher the level of Empowerment, the work productivity of private junior high school teachers in Bogor Regency will increase.
4. There is a direct positive influence of the Work Productivity variable (Z) on Work Discipline (Y1) with a path coefficient value $\beta_{z4} = 0.184$, meaning that the stronger the Work Discipline (Y1) will increase Work Productivity (Z). Thus, the higher the level of work discipline, the work productivity of private junior high school teachers in Bogor Regency will increase.
5. There is a direct positive influence of the Work Productivity variable (Z) on Achievement Motivation (Y2) with a path coefficient value $\beta_{z5} = 0.206$, meaning that the stronger the Achievement Motivation (Y2) will increase Work Productivity (Z). Thus, the higher the level of work discipline, the work productivity of private junior high school teachers in Bogor Regency will increase.
6. There is a direct positive influence of the Work Discipline variable (Y1) on Knowledge Management (X1) with a path coefficient value $\beta_{y11} = 0.305$, meaning that stronger Knowledge Management (X1) will increase Work Discipline (Y1). Thus, the higher the level of work discipline, the work productivity of private junior high school teachers in Bogor Regency will increase.

7. There is a direct positive influence of the Work Discipline variable (Y1) on Empowerment (X2) with a path coefficient value $\beta_{y21} = 0.495$, meaning that the stronger the Empowerment (X2) will increase the Work Discipline (Y1). Thus, the higher the level of work discipline, the work productivity of private junior high school teachers in Bogor Regency will increase.
8. There is a direct positive influence of the Achievement Motivation variable (Y2) on Empowerment (X2) with a path coefficient value $\beta_{y22} = 0.390$, meaning that the stronger the Empowerment (X2) will increase the Achievement Motivation (Y2). Thus, the higher the level of work discipline, the work productivity of private junior high school teachers in Bogor Regency will increase.
9. There is a direct positive influence of the Achievement Motivation variable (Y2) on Self-Efficacy (X3) with a path coefficient value $\beta_{y32} = 0.492$, meaning that the stronger the Self-Efficacy (X3) will increase the Achievement Motivation (Y2). Thus, the higher the level of work discipline, the work productivity of private junior high school teachers in Bogor Regency will increase.
10. There is a positive indirect influence between Knowledge Management (X1) on Work Productivity (Z) through Work Discipline (Y1) with a path coefficient value $\beta_{zy1} = 0.070$, meaning that the stronger Work Discipline (Y1) will increase Work Productivity (Z) through Knowledge Management (X1) Private Middle School teacher in Bogor Regency.
11. There is a positive indirect influence between Empowerment (X2) on Work Productivity (Z) through Work Discipline (Y1) with a path coefficient value $\beta_{zy3} = 0.098$, meaning that the stronger Work Discipline (Y1) will increase Work Productivity (Z) through Empowerment (X2) Private Middle School teacher in Bogor Regency.
12. There is a positive indirect influence between Empowerment (X2) on Work Productivity (Z) through Achievement Motivation (Y2) with a path coefficient value $\beta_{zy3} = 0.078$, meaning that the stronger the Achievement Motivation (Y2) will increase Work Productivity (Z) through Empowerment (X2) Private Middle School teacher in Bogor Regency.
13. There is a positive indirect influence between Self-Efficacy (X3) on Work Productivity (Z) through Achievement Motivation (Y2) with a path coefficient value $\beta_{zy4} = 0.078$, meaning that the stronger the Achievement Motivation (Y2) will increase Work Productivity (Z) through Efficacy Self (X3) Private Boarding Middle School teacher in Bogor Regency.

6. Implications

Strong teacher work productivity in the school organization will have an impact on achieving the school's vision, mission, and goals. Through high work productivity, teachers will wholeheartedly realize the vision, mission, and goals of the madrasa and will create a conducive school atmosphere and climate. An atmosphere like this will have an impact on improving the quality of learning and ultimately will also have an impact on improving the quality of school graduates.

Based on research results, teacher work productivity can continue to be improved through strengthening Knowledge Management, Empowerment, Self-Efficacy, Work Discipline, and Achievement Motivation. Both individually and together. Therefore, efforts are needed to increase teacher work productivity through Knowledge Management, Empowerment, Self-Efficacy, Work Discipline, and Achievement Motivation. In this regard, the implications that can be put forward based on the results of this research are as follows:

1. Efforts to increase teacher work productivity through Knowledge Management, namely by improving weak Knowledge Management indicators, namely: 1). Knowledge acquisition; 2). assimilation of knowledge; 3). Sharing and distributing knowledge or developing indicators: 1). Knowledge storage; 2). Assessment and improvement; 3). Application of knowledge.
2. Efforts to increase teacher work productivity through empowerment, namely by improving weak empowerment indicators, namely: 1). Decision-making capacity; 2). Modeling, 3) accountability; as well as maintaining or developing indicators: 1). Competency building; 2). Organizational support; 3). Influence at work.

3. Efforts to increase teacher work productivity through self-efficacy, namely by improving weak self-efficacy indicators, namely: 1). Mastery of the tasks carried out; 2). Stability towards goals; as well as maintaining or developing indicators: 1). Confidence; 2). Self control.
4. Efforts to increase teacher work productivity through work discipline, namely by improving weak work discipline indicators, namely: 1). Compliance with regulations; 2). Responsibility; as well as maintaining or developing indicators: 1). Time observance; 2). Carry out work procedures; 3). Ethics at work.
5. Efforts to increase teacher work productivity through achievement motivation, namely by improving weak achievement motivation indicators, namely: 1). Desire to excel; 2). Encouragement of obtaining feedback on performance; as well as maintaining or developing indicators: 1). The drive to achieve goals; 2). Likes challenges and competition; 3). The need to work intensively carrying out tasks.

Conflicts of Interest: The writers have disclosed no conflicts of interest. The manuscript's contents have been reviewed by all co-authors, who concur with its contents and have no financial interests to disclose. We attest that the submission is unique and hasn't been published anywhere else.

Author's Affiliation

Anindita Puspita

Student of the Doctoral Program of Education Management

Email: aninsssb@gmail.com

Sri Setyaningsih²

Professor at Pakuan University, Bogor, Indonesia

Email: sri_setya@unpak.ac.id

Herfina³

Lecture at Pakuan University, Bogor, Indonesia

Email: herfina@unpak.ac.id

COPYRIGHT: © 2024 The Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC-BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited. See <http://creativecommons.org/licenses/by/4.0/>. Seybold Report is a peer-reviewed journal published by Seybold Publications.

HOW TO CITE THIS ARTICLE: Puspita, A., Setyaningsih, S., Herfina. (2024). Increasing Teachers' Work Productivity through Strengthening Knowledge Management, Empowerment, Self-Efficacy, Work Discipline, and Achievement Motivation. *Seybold Report Journal*, 19(4), 104-122. [DOI: 10.5110/77.1408](https://doi.org/10.5110/77.1408)

REFERENCES

- Askarian, M., Abdollahi, C., Branch, T. C., & Azad, I. (2016). Determining the relationship between components of knowledge management and organizational citizenship behavior in experts ' Science and Research Branch of Islamic Azad University. *European Online Journal of Natural and Social Sciences*, 5(3), 135–144. <http://www.european-science.com>
- Ayundasari, D. Y., Sudiro, A., & Irawanto, D. W. (2017). Improving Employee Performance Through Work Motivation and Self-Efficacy Mediated by Job Satisfaction. *Jurnal Aplikasi Manajemen*, 15(4), 587–599. <https://doi.org/10.21776/UB.JAM2017.015.04.05>
- Ballon, P. (2018). A Structural Equation Model of Female Empowerment. *Journal of Development Studies*, 54(8), 1303–1320. <https://doi.org/10.1080/00220388.2017.1414189>
- Colquitt, J.A. Jeffery A. Lepine and Michael J. Wesson (2019). *Organizational Behavior, Improving Performance and Commitment in the Work Place*, 6 th ed, McGraw Hill Education, P.63,- 66.
- Colquitt, Jason A., et all. (2019). *Organizational Behavior: Improving Performance and Commitment in The Workplace*, Sixth Edition. McGraw-Hill Education, New York, 10121.
- David, A. G. Berg, and Lisa F. Smith. (2016). *Preservice Teacher Self-Efficacy Beliefs*. The Netherlands: Sense Publishers.
- Farrell, M. (2017). Leadership Reflections: Leadership Skills for Knowledge Management. *Journal of Library Administration*, 57(6), 674–682. <https://doi.org/10.1080/01930826.2017.1340768>
- Fatmasari, Rhini, et al. (2017). The effect of Teacher's Competency, Achievement Motivation and Creativity on their Teaching Performance: A study in distance learning education program. Vol. 9, Issue 12, p. 63541-63544,. *International Journal of Current Research*.
- Habibi, I. (2018). Muhammadiyah Boarding School (MBS) sebagai Alternatif Model Pesantren (Potret Pendidikan Islam di Era Kontemporer). *Proceedings of Annual Conference for Muslim Scholars*, Seri 2, 740–746. <http://proceedings.kopertais4.or.id/index.php/ancoms/article/view/75>
- Hara, C. O., & Clement, F. (2018). Power as agency : A critical reflection on the measurement of women's empowerment in the development sector. *World Development*, 106, 111–123. <https://doi.org/10.1016/j.worlddev.2018.02.002>
- Hardhienata, S. 2017. The Development of Scientific Identification Theory to Conduct Operation Research in Education Management. IOP Conference Series: Materials Science and Engineering, Volume 166, pp. 1-6.
- Hastaria, Sri dkk (2020). Contribution of workability and work motivation with performance and its impact on work productivity. *Management Science Letters* 11 (2021) 425–434, p. 426.
- Hermawan, Andi, et al. (2023). The optimal solution for OCB improvement is through the strengthening of servant leadership, creativity, and empowerment. *Aptisi Transactions on Technopreneurship (ATT)* 5 (1Sp), 11-2.
- Huang, Y., Yan, A., & Smith, R. (2019). Methodology for the Development of Knowledge Management on Organizational Performance Based on Employees ' *Professional Competence*. 3410.
- Indrayani, Luh., Lucy Sri Musimini dan Made Ary Meitriana. (2020). *The Phenomenology of Work*
- Maddux, E. James. (1995). *Self-Efficacy, Adaptation, and Adjustment Theory, Research, and Application*. Virginia: George Mason University Fairfax.
- Myhre, A., Xiong, T., Vogel, R. I., & Teoh, D. (2020). Associations between risk-perception, self-efficacy, and vaccine response-efficacy and parent/guardian decision-making regarding adolescent HPV vaccination. *Papillomavirus Research*, 10, 100204. <https://doi.org/10.1016/j.pvr.2020.100204>
- Na-Nan, K., Kanthong, S., & Jountrakul, J. (2021). An empirical study on the model of self-efficacy and organizational citizenship behavior transmitted through employee engagement, organizational commitment, and job satisfaction in the Thai automobile parts manufacturing industry. *Journal of Open Innovation: Technology, Market, and Complexity*, 7(3). <https://doi.org/10.3390/joitmc7030170>
- Nisa, Wahdatan. (2020). The Contribution of Professional Competence through the Work Discipline and Performance to Teacher Work Productivity in Public Elementary School of Tabunganen Subdistrict,

- Barito Kuala. *Journal of K6 Education and Management*, 149-157, 3 (2). DOI: 10.11594/jk6em.03.02.06. ISSN: 25802135.
- Noor, Qandeel, et al. (2021). Effect of Classroom Learning Environment on Students' Achievement Motivation at University Level. Vol. 12, Issue 10, p. 5246-5259. *Turkish Online Journal of Qualitative Inquiry (TOJQI)*.
- Pretz, Jean E. and Danielee Nelson. (2017). Creativity Is Influenced by Domain, Creative Self-Efficacy, Mindset, Self-Efficacy, and Self-Esteem. United States: Elizabethtown College.
- Raudeliūnienė, J., Davidavičienė, V., & Jakubavičius, A. (2018). Knowledge Management Process Model. *The International Journal of Entrepreneurship and Sustainability Issues*, 5(3), 542–554.
- Renata, et al. (2018). The Influence of Headmaster's Supervision And Achievement Motivation on Effective Teachers. Vol. 7, Issue 6, p. 44-49. *International Journal of Scientific & Technology Research*.
- Roddy A. Runtuwarouw. -. Compensation to Increase Work Productivity of the Employees. *Journal of International Conference Proceedings. Universitas Negeri Manado*, p. 154.
- Rohman, A. (2014). Junior-Senior High School Based on pesantren boarding system. *Jurnal Pendidikan Islam*, 1(1), 123-144.
- Rusdinal, Ariswan., Muri Yusuf and Gusril. (2018). The Effect of School Principals Integrity, Communication Atmosphere, Discipline and Achievement Motivation on Teachers' Work Productivity at Public Vocational High School (SMK) in Padang. *International Conferences on Education, Social Sciences and Technology: Padang*, p. 865.
- SDGS Bappenas. (2023). SDGS Adalah Pokok Penting Acuan Mencapai Indonesia Emas 2045. Diakses pada 11 Maret 2024, pukul 09.16 WIB. <https://sdgs.bappenas.go.id/sdgs-adalah-pokok-penting-acuan-mencapai-indonesia-emas-2045/>
- Setyaningsih, S., & Sunaryo, W. (2021). Optimizing transformational leadership strengthens, self-efficacy, and job satisfaction to increase teacher commitment. *International Journal of Instruction*, 14(4), 427–438. <https://doi.org/10.29333/iji.2021.14425a>
- Setyaningsih, Sri. (2021). Penguatan Sumber Daya Manajemen Pendidikan Melalui Analisis Jalur (Path Analysis) dan Metode Sitorem. Bandung, Alfabeta.
- Sitopu, Y. B., Sitingjak, K. A., & Marpaung, F. K. (2021). The influence of motivation, work discipline, and compensation on employee performance. *Golden Ratio of Human Resource Management*, 1(2), 72-83.
- Smith, J., Guimond, F.-A., Bergeron, J., St-Amand, J., Fitzpatrick, C., & Gagnon, M. (2021). Changes in Students' Achievement Motivation in the Context of the COVID-19 Pandemic: A Function of Extraversion/ Introversion? *Educ. Sci.* 2021, 11, 30. <https://doi.org/10.3390/educsci11010030>
- Spalding, W., Farahbakhshian, S., Maculaitis, M., Peck, Y., & Goren, A. (2022). The Association of Oral Stimulant Medication Adherence with Work Productivity among Adults with ADHD. *Journal of Attention Disorders* 2022, Vol. 26(6) 831–842. <https://DOI:10.1177/10870547211020113>
- Sulistyo, A. R., & Suhartini. (2019). The Role of Work Engagement in Moderating the Impact of Job Characteristics, Perceived Organizational Support, and Self-Efficacy on Job Satisfaction. *Integrated Journal of Business and Economics*, 3(1), 15–31. <https://doi.org/10.33019/ijbe.v3i1.112>
- Suprpto, S., Hamzah, S., Yulistio, D., & Susetyo, S. (2021). The Relationship Organizational Culture, Motivation, Resilience, and Leadership of Principals with the Work Ethic of Indonesian Language Teachers. *Jurnal Iqra' : Kajian Ilmu Pendidikan*, 6(1), 192–210. <https://doi.org/10.25217/ji.v6i1.1293>
- Sutikno, Tri Atmadji. (2020). Indikator produktivitas kerja guru sekolah menengah kejuruan. *Teknologi dan kejuruan*, vol. 32, NO. 1, Pebruari 2009: 107-118.
- Thomas, K. W., & Velthouse, B. A. (1990). Cognitive Elements of Empowerment: An “Interpretive” Model of Intrinsic Task Motivation. *Academy of Management Review*, 15(4), 666–681. <https://doi.org/10.5465/amr.1990.4310926>
- Vu, T., Magis-Weinberg, L., Jansen, B. R., van Atteveldt, N., Janssen, T. W., Lee, N. C., ... & Meeter, M. (2022). Motivation-achievement cycles in learning: A literature review and research agenda. *Educational Psychology Review*, 34(1), 39-71.
- Wahyuingsih, J. W., Notosudjono, D., Sunaryo, W., & Abidin, Z. (2020). Improved Engagement with

- Personality, Self-Efficacy, and Job Satisfaction Development. The Mattingley Publishing Co., Inc., 83(23461), 23461–23472.
- Wahyuni, dkk. (2019). Peningkatan Produktivitas Kerja Guru Melalui Pengembangan Supervisi Kepala Sekolah Dan Kreativitas Kerja. *Jurnal Manajemen Pendidikan* Vol.7, No.1, Januari. P-ISSN 2302-0296 E-ISSN 2614-331
- Werdhiastutie, Any, et al. (2020). Achievement Motivation as Antecedents of Quality Improvement of Organizational Human Resources. Vol. 3, No. 2, p. 747-752. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*. DOI: <https://doi.org/10.33258/birci.v3i2.886>.
- Zondo, R. W. D. (2020). The Influence of Employee Engagement on Labour Productivity in an Automotive Assembly Organisation in South Africa. *South African Journal of Economic and Management Sciences*, 23(1), 1–9. <https://doi.org/10.4102/sajems.v23i1.3043>