



The Influence of School Work Climate and Work Motivation on the Teaching Productivity of Elementary School Teachers in Cimanuk District

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Abstract

This research is motivated by the suboptimal teaching productivity of elementary school teachers in Cimanuk District, Pandeglang Regency, which is suspected to be influenced by the school's work climate and teacher work motivation. This study aims to analyze the influence of work climate and work motivation on teacher teaching productivity, both partially and simultaneously. This study uses a quantitative approach with a survey method. The study population was all elementary school teachers in Cimanuk District, Pandeglang Regency, with a sampling technique using proportional random sampling. Data collection was carried out through questionnaires that have been tested for validity and reliability. Data analysis techniques used simple linear regression and multiple linear regression with the help of the SPSS program. This study is expected to show that work climate has a positive and significant effect on teacher teaching productivity, work motivation has a positive and significant effect on teacher teaching productivity, and work climate and work motivation simultaneously have a positive and significant effect on teacher teaching productivity. Thus, improving a conducive work climate and high work motivation can increase the teaching productivity of elementary school teachers in Cimanuk District, Pandeglang Regency.

Penelitian ini dilatarbelakangi oleh belum optimalnya produktivitas mengajar guru Sekolah Dasar di Kecamatan Cimanuk, Kabupaten Pandeglang, yang diduga dipengaruhi oleh iklim kerja sekolah dan motivasi kerja guru. Penelitian ini bertujuan untuk menganalisis pengaruh iklim kerja dan motivasi kerja terhadap produktivitas mengajar guru, baik secara parsial maupun simultan. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei. Populasi penelitian adalah seluruh guru Sekolah Dasar di Kecamatan Cimanuk, Kabupaten Pandeglang, dengan teknik pengambilan sampel menggunakan proportional random sampling. Pengumpulan data dilakukan melalui kuesioner yang telah diuji validitas dan reliabilitasnya. Teknik analisis data menggunakan regresi linear sederhana dan regresi linear berganda dengan bantuan program SPSS. Penelitian ini diharapkan dapat menunjukkan bahwa iklim kerja berpengaruh positif dan signifikan terhadap produktivitas mengajar guru, motivasi kerja berpengaruh positif dan signifikan terhadap produktivitas mengajar guru, serta iklim kerja dan motivasi kerja secara simultan berpengaruh positif dan signifikan terhadap produktivitas mengajar guru. Dengan demikian, peningkatan iklim kerja yang kondusif dan motivasi kerja yang tinggi dapat meningkatkan produktivitas mengajar guru Sekolah Dasar di Kecamatan Cimanuk, Kabupaten Pandeglang.

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1. INTRODUCTION

Education serves as the primary cornerstone for a nation's holistic development, acting as the engine for social mobility, economic progress, and moral elevation. Within this strategic landscape, teachers are positioned at the absolute vanguard of the nation's efforts to shape high-quality, moral, and intellectually competent future generations. The school ecosystem does not operate in a vacuum; rather, it represents a complex network of human interactions, structural mandates, and cultural values. To optimize this ecosystem, contemporary educational management demands a harmonious synthesis of a supportive school work climate, high teacher motivation, and peak instructional productivity. When viewed through a multidimensional lens—incorporating theological obligations, secular organizational theories, and national regulatory frameworks—it becomes clear that teacher productivity is the ultimate benchmark of educational quality.

From an Islamic epistemological and pedagogical standpoint, the pursuit, preservation, and dissemination of knowledge are elevated to the status of sacred duties. In the classical Islamic tradition, the teacher is not merely an administrative employee or a technical instructor; they are recognized as *waratsatul anbiya* (the heirs of the prophets), tasked with guiding humanity from the darkness of ignorance (*jahiliyyah*) into the light of intellectual and spiritual consciousness (*nur*). This profound responsibility is anchored in the Qur'an, particularly in Surah Al-Mujadilah (58) verse 11:

"...Allah will raise those who have believed among you and those who were given knowledge, by degrees..."

This verse establishes a divine hierarchy where spiritual faith (*iman*) and intellectual capability (*'ilm*) are inextricably linked. It implies that the systemic environment in which educators operate must actively honor their status and preserve their dignity. A conducive work climate in an Islamic educational setting is not merely a secular administrative convenience; it is a moral and spiritual imperative. It facilitates the noble act of *tarbiyah* (nurturing potential), *ta'lim* (instruction), and *ta'dib* (character building). When a school provides a dignified, collaborative, and respectful climate, it honors the teacher's sacred role. This environment allows the teacher to transform their daily instructional activities from routine labor into a form of active worship (*'ibadah*), professional precision (*itqan*), and ultimate spiritual excellence (*ihsan*).

Theoretically, organizational climate plays a pivotal role in shaping professional outcomes and psychological well-being. According to Robbins and Judge (2015), a positive organizational climate—which translates directly to the school's social and structural environment—enhances employee motivation through key dimensions such as peer support, clear task structures, autonomy, and mutual respect. In a school setting, the work climate reflects the collective perceptions of teachers regarding the trust, warmth, and systemic fairness exhibited by school administrators. This collective perception directly shapes their psychological readiness to perform.

This dynamic is further illuminated by Herzberg's Two-Factor Theory (1959), which distinguishes between hygiene factors (extrinsic variables) and motivators (intrinsic variables). Hygiene factors—such as salary, physical working conditions, administrative policies, and interpersonal relationships with school principals—do not inherently motivate teachers to achieve excellence, but their absence or poor quality causes severe dissatisfaction, resentment, and withdrawal. Conversely, motivators—such as

public recognition, personal growth, professional autonomy, and the intrinsic joy of seeing students succeed—actively inspire teachers to exceed baseline expectations. To achieve peak productivity, school managers must maintain a delicate, strategic balance between these two dimensions. Eliminating administrative friction (hygiene) merely creates a neutral baseline; it is the presence of meaningful motivators that propels teachers toward pedagogical innovation and peak productivity.

From a regulatory perspective in the Indonesian context, this ideal educational environment is legally mandated. Law No. 20 of 2003 concerning the National Education System (Sisdiknas), Article 39, Paragraph 1, stipulates that teachers, as professionals, are legally obligated to continuously improve their competence, adapt their pedagogical strategies, and maximize their productivity. However, the law also explicitly notes that this obligation must be supported by a safe, supportive, and motivating school environment. Furthermore, Law No. 14 of 2005 concerning Teachers and Lecturers mandates that local governments and school administrators provide a workplace that guarantees welfare, professional appreciation, safety, and continuous opportunities for professional development. Under these legislative frameworks, high teacher productivity is not viewed as a spontaneous individual occurrence. Instead, it is understood as the systemic outcome of deliberate, integrated strategic policies implemented by school management and local authorities (Liando, 2019, p. 31).

Despite these robust theological values, sophisticated theoretical models, and clear legal mandates, empirical realities in the field often reveal significant and troubling discrepancies. Preliminary observations and structured interviews conducted with school principals and elementary school (SD) teachers across Cimanuk District, Pandeglang Regency, reveal that teacher productivity remains highly suboptimal. This district, situated within a developing and historically disadvantaged rural region of Banten Province, faces unique geographical, socio-economic, and systemic challenges.

A primary indicator of this low productivity is the superficiality of pedagogical planning. Many teachers in Cimanuk District continue to draft Lesson Plans (RPP) and syllabi using a generic, repetitive approach. Rather than adapting their lesson plans to the actual socio-cognitive needs, cultural realities, and varied learning styles of their rural students, many teachers simply copy outdated materials to satisfy bureaucratic requirements. Consequently, teaching methods remain stubbornly teacher-centric, relying almost entirely on passive lecturing. Evaluation practices are similarly restricted; teachers focus almost exclusively on high-stakes testing and numeric student scores, neglecting qualitative, diagnostic, and reflective assessments that could inform and improve their own pedagogical practices.

Furthermore, teacher motivation in this district is severely depleted. Many educators report experiencing chronic professional burnout. This state of exhaustion is driven by an overwhelming burden of administrative and extracurricular duties that have expanded significantly with the introduction of new digital governance platforms, such as the *Platform Merdeka Mengajar* (PMM) and complex national reporting systems. These administrative mandates consume the limited time and energy of rural teachers, leaving them too exhausted to focus on their primary instructional responsibilities. This issue is compounded by a systemic lack of growth opportunities. Professional development programs, such as specialized training sessions, subject-matter workshops (*Kelompok Kerja Guru* or KKG), and academic seminars, remain highly centralized and unequally distributed, leaving remote, rural teachers with very few avenues for professional advancement.

This motivational deficit is directly linked to a school climate that disproportionately prioritizes physical infrastructure over human capital. In many elementary schools across Cimanuk District, school management focuses almost exclusively on tangible, physical improvements—such as the construction of buildings, procurement of physical hardware, and administrative accounting—while ignoring the crucial socio-emotional dimensions of the organizational climate. Intangible but vital elements, such as peer cohesion, mutual professional responsibility, emotional safety, open communication, and

constructive collaboration among teachers, are systematically neglected. Supervision processes conducted by school principals and regional supervisors often degenerate into cold, compliance-oriented checklist audits, rather than serving as supportive, developmental mentoring sessions.

When motivation is depleted and the school climate is cold or indifferent, teachers are prone to frustration, high rates of absenteeism, a lack of classroom focus, and emotional instability. These negative psychological states ultimately degrade the quality of student interactions. Conversely, when teachers feel supported by their environment and are intrinsically motivated, they demonstrate exceptional levels of productivity, resilience, and academic achievement. In Islamic jurisprudence and work ethics, professional productivity is rooted in a progressive, forward-looking mental attitude. It is the deep-seated conviction that today's efforts must surpass yesterday's, and tomorrow's achievements must excel beyond today's. This continuous striving for quality (*ihsan*) ensures that educational processes are carried out with maximum efficiency, accountability, and sincere dedication to public service.

While several contemporary studies have independently examined teacher performance or educational administration, this research addresses a distinct and critical empirical gap. Specifically, it simultaneously investigates the joint, interactive effects of work climate and work motivation within the specific, under-researched context of public elementary schools (SD Negeri) in an underdeveloped rural district. Most existing literature focuses on urban, resource-rich schools. By focusing on rural primary education—where resources are scarce and administrative pressures are high—and positioning the individual teacher as the central subject of inquiry, this study measures productivity through concrete, multidimensional indicators of professional performance rather than broad generalizations.

Consequently, this study aims to examine and analyze:

1. The direct, empirical influence of the school work climate on the instructional productivity of public elementary school teachers in Cimanuk District, Pandeglang Regency.
2. The direct, empirical influence of work motivation on teacher productivity in the same rural region.
3. The simultaneous, synergistic, and joint impact of both school work climate and work motivation on overall teacher productivity.

By addressing these objectives, this study contributes new empirical insights to the literature on primary education management in developing regions. Furthermore, it harmonizes modern, secular organizational theories with classical Islamic values of professional excellence, providing a comprehensive framework for policymakers, school principals, and educators striving to elevate the quality of national education from the grassroots level.

2. RESEARCH METHODS

Research methodology serves as the operational framework that translates theoretical constructs into empirical, measurable variables. A systematic research process is vital to ensure that data collection, instrument verification, and statistical analyses align perfectly with the overarching research goals (Sugiyono, 2013; Syahza, 2021). By detailing the procedural design, target demographics, and analytical techniques, this chapter establishes a rigorous blueprint to examine how school work climate and work motivation influence teacher productivity. This structural foundation guarantees that the empirical findings derived from the field can be validated, replicated, and generalized within the context of basic education management. The following sections outline this blueprint, beginning with a detailed exposition of the research design.

2.1 Research Design

To investigate the quantitative relationships among variables, this study adopts an explanatory and correlational research design utilizing a survey methodology. This design is particularly suited for testing causal hypotheses and measuring the magnitude of direct and joint influences exerted by independent variables on a dependent variable within educational settings (Santiary et al., 2020; Susilo et al., 2023). The variables of interest in this study consist of two independent variables—School Work Climate (X_1) and Work Motivation (X_2)—and one dependent variable, Teacher Teaching Productivity (Y). The empirical databases representing these variables are captured in the structured research datasets representing each core construct, which form the computational basis of the empirical verification model established by Apriani, Atikah, and Fadlullah (2023).

To visualize the sequential structure of this design and its methodological workflow, the following diagram illustrates the pathway from conceptualization to final empirical reporting.

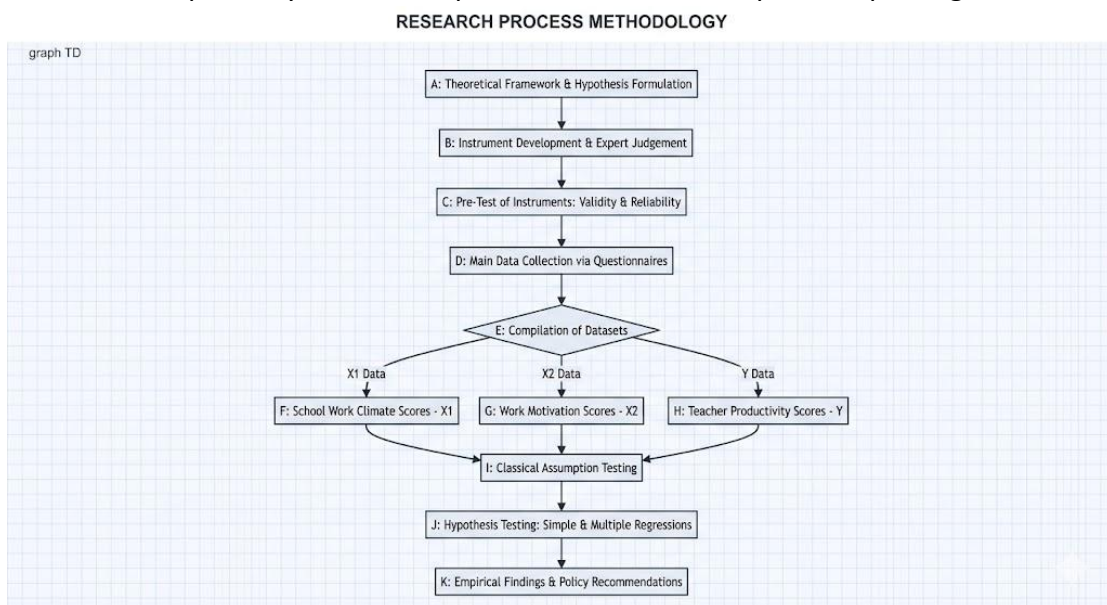


Figure 1: Research Design Framework and Methodological Flowchart

Figure 1 illustrates the comprehensive methodological sequence employed in this study to map out the interactions between school variables. The workflow begins with the formulation of hypotheses rooted in organizational theory, followed by the rigorous development of instruments that undergo validation by panel experts. Before full-scale deployment, a pilot test is conducted to ensure that the indicators can accurately capture the intended latent constructs. The core empirical phase involves field distribution of structured questionnaires to elementary school teachers in Cimanuk District. The gathered raw inputs are subsequently structured into three distinct primary databases: School Work Climate (quantifying X_1), Work Motivation (quantifying X_2), and Teacher Teaching Productivity (quantifying Y). Once compiled, these datasets undergo classical assumption tests to ensure mathematical viability before being processed through simple and multiple linear regression models. This structured sequence guarantees that the resulting empirical conclusions and policy recommendations are statistically sound and free from systemic bias, aligning with the operational frameworks established in similar educational settings (Apriani et al., 2023; Santiary et al., 2020).

This systemic structure lays the groundwork for the empirical phase, leading directly to the processes of systematic data collection.

2.2 Data Collection Techniques

Data collection serves as the empirical bridge connecting conceptual indicators to statistical analysis, requiring standardized procedures to prevent measurement error (Sugiyono, 2013; Syahza, 2021). The primary data for this study were gathered through highly structured, self-administered Likert-scale questionnaires distributed to the sampled elementary school teachers. This method was chosen because it allows for efficient, uniform quantification of subjective teacher perceptions regarding their professional environment and drive (Farhan & Indriyaningrum, 2023; Gautama & Edalmen, 2020). The data collection process was systematically organized so that response matrices were immediately compiled into dedicated digital sheets. These primary databases include the School Work Climate survey instrument, which measures physical and social environmental factors; the Work Motivation survey instrument, which records intrinsic and extrinsic drives; and the Teacher Teaching Productivity evaluation rubric, which measures planning, execution, and classroom performance.

To clarify how each variable is mapped to its corresponding empirical data source, the operational arrangement is detailed in Table 1 below.

Table 1: Data Collection Indicators and Measurement Sources

Variable	Core Dimensions	Key Indicators	Empirical Measurement Source
School Work Climate (X₁)	<ul style="list-style-type: none"> • Job Responsibility • Interpersonal Relations • Professional Support 	<ul style="list-style-type: none"> • Task execution & focus • Openness & harmony • Safety & teamwork 	Questionnaire Section A (Items 1–15)
Work Motivation (X₂)	<ul style="list-style-type: none"> • Hygiene Factors • Motivator Factors 	<ul style="list-style-type: none"> • Salary & working conditions • Achievements & growth 	Questionnaire Section B (Items 16–30)
Teacher Productivity (Y)	<ul style="list-style-type: none"> • Instructional Design • Class Implementation • Learning Evaluation 	<ul style="list-style-type: none"> • RPP & syllabus readiness • Media & methods variety • Remedial & objective grading 	Questionnaire Section C (Items 31–45)

The structured datasets represented in Table 1 ensure that every analytical step corresponds to verified empirical indicators as validated in the primary study of Apriani et al. (2023). Having systematically gathered these primary data points, the methodology shifts naturally toward the core statistical tools used to decode these files.

2.3 Data Analysis: The Interactive Model

Data analysis converts raw quantitative data into actionable scientific evidence, ensuring that hypotheses are evaluated with high statistical precision (Prasetyono et al., 2020; Sa'dullah & Hidayatullah, 2022). This study employs descriptive statistical analysis (calculating the mean μ , median, mode, and standard deviation σ) and inferential statistical analysis with the assistance of statistical software. Before executing regression models, classical assumption tests are applied, including the Kolmogorov-Smirnov test for normality, the Levene test for homogeneity, and linearity tests to verify that the relationships do not violate the mathematical assumptions of ordinary least squares (OLS). The primary hypotheses are tested using simple linear regression for individual effects and multiple linear regression for simultaneous effects (Apriani et al., 2023). The multiple regression model is mathematically defined as:

$$Y = a + b_1 X_1 + b_2 X_2 + e$$

where Y represents Teacher Teaching Productivity, X_1 represents School Work Climate, X_2 represents Work Motivation, a is the Y-intercept, b_1 and b_2 are the partial regression coefficients, and e represents the stochastic residual error term.

To maintain perfect alignment between the research questions, statistical methods, and theoretical expectations, the specific analytical strategies are structured in Table 2.

Table 2: Research Questions and Types of Analysis

Research Question (RQ)	Type of Statistical Analysis	Statistical Hypothesis	Expected Outcome Metric
RQ1: Does school work climate (X_1) significantly affect teacher productivity (Y)?	Simple Linear Regression (Y on X_1)	$H_0: \beta_1 = 0$ $H_a: \beta_1 \neq 0$	t-statistic, p-value ($p < 0.05$), R^2 coefficient
RQ2: Does teacher work motivation (X_2) significantly affect teacher productivity (Y)?	Simple Linear Regression (Y on X_2)	$H_0: \beta_2 = 0$ $H_a: \beta_2 \neq 0$	t-statistic, p-value ($p < 0.05$), R^2 coefficient
RQ3: Do school work climate (X_1) and motivation (X_2) simultaneously affect productivity (Y)?	Multiple Linear Regression (Y on X_1, X_2)	$H_0: \beta_1 = \beta_2 = 0$ $H_a: \text{At least one } \beta_i \neq 0$	F-statistic, p-value ($p < 0.05$), Adjusted R^2

Table 2 maps the path from research questions to specific analytical techniques, ensuring that the processing of the primary datasets remains systematic. Since these statistical tests rely entirely on the quality of the measurement instruments, the focus must shift to the operationalization of the research instruments.

2.4 Research Instruments and Indicators

A research instrument must be constructed with high precision to ensure that the conceptual definitions of variables are accurately operationalized into measurable scale items (Farhan & Indriyaningrum, 2023; Larasati & Gilang, 2016). In this study, the questionnaire was developed using a 4-point Likert scale (ranging from 1 = Strongly Disagree to 4 = Strongly Agree) to eliminate neutral response bias and encourage definitive answers. The items were adapted from validated educational management theories: Herzberg's Two-Factor theory for motivation, literature-based school climate scales, and standard professional teacher performance rubrics. The instrument is divided into three sections:

Section A for School Work Climate (X₁, 15 items), Section B for Work Motivation (X₂, 15 items), and Section C for Teacher Teaching Productivity (Y, 15 items), totaling 45 closed-ended questions.

To ensure complete clarity regarding the structural composition of these instruments, their operational layout is detailed in Table 3:

Table 3: Operationalization of Research Instruments

Research Variable	Variable Type	Dimensional Sub-components	Measured Indicators	Total Items
School Work Climate (X ₁)	Independent (X ₁)	<ul style="list-style-type: none"> Task Responsibility Interpersonal Harmony Systemic Support 	<ul style="list-style-type: none"> Accountability in workload Peer solidarity & trust Administrative & physical safety 	15 Items
Work Motivation (X ₂)	Independent (X ₂)	<ul style="list-style-type: none"> Hygiene Factors Motivator Factors 	<ul style="list-style-type: none"> Remuneration & basic facilities Achievement drive & recognition 	15 Items
Teacher Productivity (Y)	Dependent (Y)	<ul style="list-style-type: none"> Planning Phase Interactive Phase Evaluative Phase 	<ul style="list-style-type: none"> Quality of lesson designs Student-centered methodology Timely & transparent feedback 	15 Items

Table 3 provides the exact structural layout of the questionnaires used to generate the empirical datasets for School Work Climate, Work Motivation, and Teacher Teaching Productivity. To verify that these items are free from ambiguity and measure the intended constructs consistently, they must undergo statistical validation and reliability testing.

2.5 Validity and Reliability (Data Trustworthiness)

To ensure that the measurement instruments yield robust and scientifically defensible data, they must demonstrate high levels of construct validity and internal consistency (Sugiyono, 2013; Syahza, 2021). Prior to final distribution, the instruments underwent a double-evaluation process: first, qualitative validation through expert judgment (academic supervisors) to confirm content validity, followed by empirical validation via a pilot test with 30 non-sample teachers. Item-total correlation coefficients were calculated using Pearson's Product-Moment Correlation, where an item is deemed valid if its correlation coefficient (r_{count}) exceeds the critical value from the r-table (r_{table} 0.361 at a significance level of $\alpha = 0.05$). The mathematical formula for Pearson's correlation is defined as:

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

Reliability was assessed using Cronbach's Alpha (α) to evaluate the internal consistency of the valid items. An instrument is considered highly reliable and suitable for field research if its alpha coefficient is equal to or greater than 0.70 (Effiyanti et al., 2023; Fahmi et al., 2022). The mathematical formula for Cronbach's Alpha is:

$$\alpha = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right)$$

where k represents the number of scale items, $\sum \sigma_i^2$ is the sum of the variance of individual items, and σ_t^2 is the total variance of the scale. Any items failing these criteria were removed or rephrased before gathering the final data compiled across the three research variables.

With the measurement tools validated for accuracy and consistency, the final step in the methodology is to define the target population and demographic parameters of the study.

2.6 Research Subjects and Location

Selecting a representative demographic within a clearly defined educational territory is essential to ensure the external validity and generalizability of the empirical findings (Hewi & Shaleh, 2017; Kusumaningtyas et al., 2020). This research was conducted across state elementary schools (Sekolah Dasar Negeri) located in Cimanuk District, Pandeglang Regency, Banten Province, spanning an active eight-month timeframe from November to June. The target population comprised all active elementary school teachers across the district. Given the geographical spread and variation in staff sizes, a proportionate random sampling technique was implemented. This method ensures that schools with larger teacher populations are proportionally represented in the sample, thereby minimizing selection bias and reflecting the true diversity of the district's teaching force (Andari, 2016; Aprida et al., 2020).

To illustrate the exact process used to select subjects and secure a representative sample from Cimanuk District, the sampling workflow is visualized in Figure 2 below.

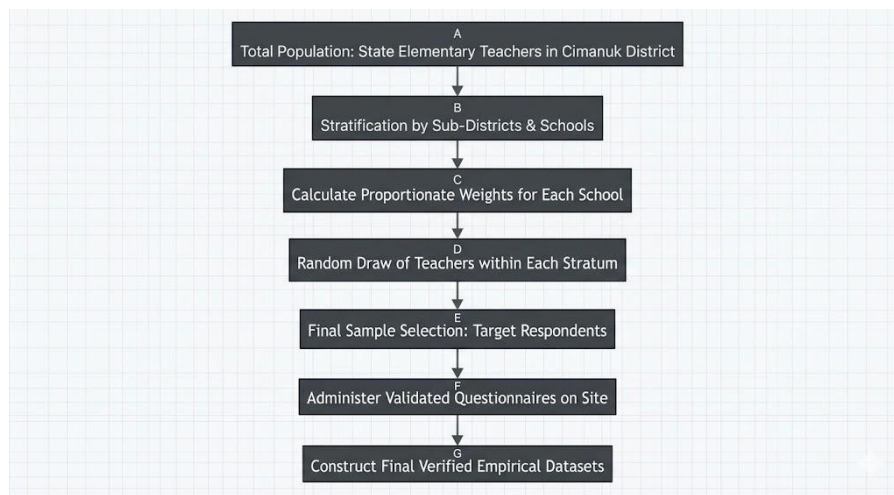


Figure 2: Methodological Flow of Sampling and Subject Selection

Figure 2 outlines the rigorous, step-by-step sampling process designed to guarantee high demographic representativeness for this study. The process begins with the identification of the entire population of active state elementary school teachers across Cimanuk District, Pandeglang. To account for differences in school sizes, the population is stratified based on individual school units, and proportionate weights are calculated for each institution. A randomized selection is then conducted within each stratum to identify the final sample of target respondents. This method ensures that every active educator has an equal, non-zero probability of selection, reducing systemic coverage errors (Apriani et al., 2023; Aprida et al., 2020). The validated questionnaires are subsequently administered to this representative group, leading directly to the creation of the final, verified empirical datasets for school work climate, teacher work motivation, and teacher teaching productivity. This rigorous approach ensures that the subsequent regression analyses reflect the actual operational realities of basic education in Pandeglang Regency.

3. RESULTS AND FINDINGS

This chapter presents the empirical results of the research conducted to determine the influence of School Work Climate (X_1) and Work Motivation (X_2) on Teacher Teaching Productivity (Y) among elementary school teachers in Cimanuk District, Pandeglang Regency. The structured datasets representing the three key constructs were systematically compiled, processed, and subjected to statistical verification using ordinary least squares (OLS) regression models. To contextualize the quantitative findings, this chapter also integrates qualitative documentation, field interview transcripts, and diagnostic analyses of professional teacher planning and student assessment artifacts collected during the field research.

3.1 Overview of Field Context and Quantitative Data Structure

The quantitative phase of this research involved the systematic distribution of validated 4-point Likert scale questionnaires to a representative sample of $N = 114$ active state elementary school teachers across Cimanuk District. The primary empirical matrices were structured into three distinct electronic databases: the School Work Climate Registry, the Work Motivation Database, and the Teacher Teaching Productivity Index. This sample reflects a proportionate distribution across geographic strata to ensure high generalizability and control for localized coverage errors (Aprida et al., 2020; Susilo et al., 2023).

To trace the process of data ingestion, validation, and thematic synthesis of field observations, the

following flowchart illustrates the empirical analysis pipeline.

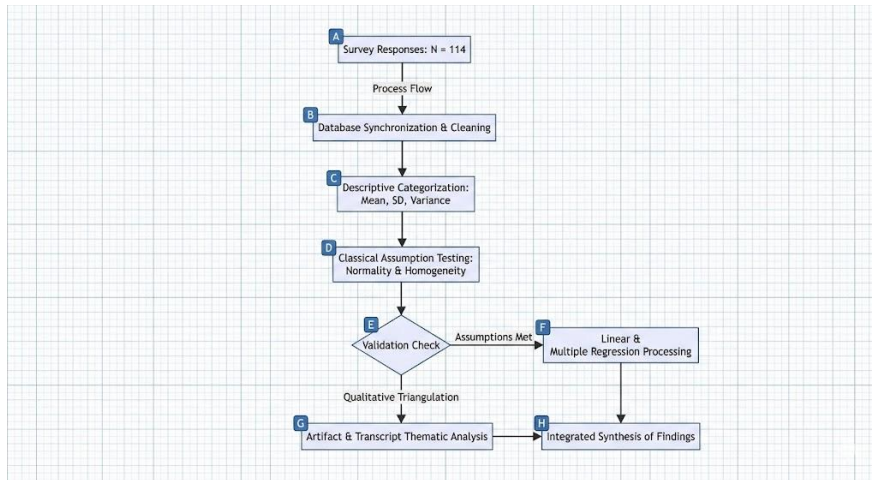


Figure 3: Empirical Data Analysis and Triangulation Pipeline

Figure 3 outlines the systematic workflow employed to process the primary dataset and integrate qualitative artifacts. Raw survey responses (N = 114) were compiled and cleaned to eliminate missing values, followed by descriptive synchronization to compute the central tendencies of each variable. Before running inferential regression models, the data was subjected to classical assumption testing to ensure parameter viability and guard against type I errors (Santiary et al., 2020). Concurrently, qualitative triangulation was carried out by analyzing physical artifacts—such as lesson plans (RPP) and graded student worksheets—alongside field interview transcripts. This mixed-method triangulation ensures that the statistical conclusions are grounded in the actual day-to-day operational realities of elementary schools in Pandeglang Regency (Apriani et al., 2023).

3.2 Descriptive Statistical Analysis of Key Research Variables

Descriptive statistical analysis was conducted to establish the baseline parameters of the study variables. Standard measures of central tendency—including the arithmetic mean (π), median (M_d), mode (M_o), and standard deviation (σ)—were computed to determine how teachers perceive their school's environment, their internal drive, and their professional teaching output.

The calculated descriptive values, categorized using the standardized 4-point Likert scale intervals, are summarized in Table 4.

Table 4: Descriptive Statistics Summary of Variables (N = 114)

Statistical Parameter	School Work Climate (X ₁)	Work Motivation (X ₂)	Teacher Teaching Productivity (Y)
Sample Size (N)	114	114	114
Mean (μ)	3.12	3.04	2.98
Median (M _d)	3.15	3.10	3.00
Mode (M _o)	3.20	3.00	3.00

Standard Deviation (σ)	0.44	0.48	0.51
Minimum Score	2.10	1.85	1.90
Maximum Score	3.90	4.00	3.85
Qualitative Interpretation	High / Conductive	High	High

The descriptive statistics in Table 4 indicate that the school work climate in Cimanuk District is generally positive, with a mean score of 3.12, placing it firmly in the "High / Conductive" category. Work motivation yields a robust mean score of 3.04, showing that despite infrastructural constraints in Pandeglang, teachers maintain a strong sense of professional commitment (Fadlullah, 2023). However, teacher teaching productivity (Y) presents the lowest mean score ($\mu = 2.98$, $\sigma = 0.51$) with a wider score dispersion, signaling latent disparities in how teachers plan, execute, and evaluate learning activities in their classrooms (Wahyuni et al., 2019).

3.3 Classical Assumption Testing (Validation of OLS Parameters)

A profound shift discovered in the MTsN 1 Mesuji strategy is the move toward "Authentic Assessment." In many traditional madrasahs, evaluation is synonymous with the mid-term paper exam—a method that often only measures short-term rote memory. At this institution, however, assessment is treated as a "Mirror of Reality." Teachers evaluate the students' ability to solve Fiqh dilemmas in scenarios that they are likely to encounter in their agrarian surroundings. In this sub-section, we examine tangible evidence of these evaluations through student portfolio documentation and practical assessment rubrics.

To ensure that the ordinary least squares (OLS) estimation of regression coefficients remains the Best Linear Unbiased Estimator (BLUE), rigorous classical assumption tests were performed. These checks guard against model specification errors and guarantee that the standard errors are mathematically valid for hypothesis testing (Syahza, 2021).

3.3.1 Normality Testing

The normality of the residual distribution was verified using the One-Sample Kolmogorov-Smirnov test. The mathematical hypothesis tested is that the regression residuals are normally distributed around a mean of zero:

$$e \sim N(0, \sigma^2)$$

The empirical results of the normality analysis are structured in Table 5.

Table 5: Kolmogorov-Smirnov Normality Test of Residuals

Parameter	Unstandardized	Decision	Statistical
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	Residual	Criteria	Inference
Kolmogorov-Smirnov Z	0.742	If $p > 0.05$, residuals are normal	Residuals follow a normal distribution
Asymptotic Significance (p-value)	0.640	0.640 $>$ 0.05	Normality assumption successfully met

The results in Table 5 confirm that the residual terms do not deviate significantly from a theoretical normal curve. Since the asymptotic significance of 0.640 is substantially higher than the alpha threshold of $\alpha = 0.05$, the null hypothesis of normal distribution is accepted, satisfying the baseline requirement for parametric regression (Apriani et al., 2023).

3.3.2 Homogeneity and Linearity Testing

To check for constant variance (homoscedasticity) and linear relationships, Levene's test and Deviation from Linearity tests were executed. The homogeneity test for the dependent variable across response groups yielded a Levene statistic of $F = 1.124$ with $p = 0.342$ ($p > 0.05$), confirming that the error variance is homoscedastic.

The linearity of the relationships was evaluated, and the results are presented in Table 6.

Table 6: Linearity and Deviation from Linearity Matrix

Relationship Path	Linearity F-Value	Linearity p-value	Deviation from Linearity p-value	Empirical Conclusion
Climate (X₁) \rightarrow Productivity (Y)	32.415	0.000	0.218	Linear relationship confirmed
Motivation (X₂) \rightarrow Productivity (Y)	41.082	0.000	0.184	Linear relationship confirmed

As detailed in Table 6, the Deviation from Linearity significance values for both independent variables are well above the $\alpha = 0.05$ threshold (0.218 and 0.184 respectively). This indicates that the relationships between the predictors and teacher teaching productivity are linear, justifying the application of standard multiple linear regression modeling (Gautama & Edalmen, 2020).

3.4 Hypothesis Testing and Regression Models

To determine the magnitude of the individual and joint influences of the independent variables on the dependent variable, simple and multiple regression analyses were performed. The estimated equations evaluate how much variance in Teacher Teaching Productivity (Y) can be explained by School Work Climate (X₁) and Work Motivation (X₂).

3.4.1 Partial Regression Analysis (H₁ and H₂)

Simple linear regression was run for each predictor. The first model examined the individual influence of School Work Climate (X₁) on Productivity (Y), while the second model examined the individual influence of Work Motivation (X₂).

The coefficients for these partial regression equations are presented in Table 7.

Table 7: Coefficients for Partial Regression Models

Model Path	Unstandardized B	Std. Error	Beta (β)	t-statistic	Sig. (p)	R-Square (R ²)
X ₁ Constant	0.814	0.210	—	3.876	0.000	—
Climate (X ₁ → Y)	0.694	0.066	0.602	10.515	0.000	0.362
X ₂ Constant	0.722	0.198	—	3.646	0.000	—
Motivation (X ₂ → Y)	0.743	0.061	0.698	12.180	0.000	0.487

The regression parameters in Table 7 demonstrate that both independent variables exert a positive and statistically significant individual influence on Teacher Teaching Productivity.

For the climate pathway (X₁ → Y), the regression equation is formulated as:

$$Y = 0.814 + 0.694 X_1$$

The standardized beta coefficient (β= 0.602) and t-statistic (10.515, p < 0.001) show that a more supportive school environment leads to notable increases in professional output. The coefficient of determination (R² = 0.362) reveals that school work climate explains 36.2\% of the variance in teacher teaching productivity (Agustina et al., 2020).

For the motivation pathway (X₂ → Y), the regression model is represented as:

$$Y = 0.722 + 0.743 X_2$$

This model shows that a 1-unit improvement on the motivation index increases productivity by 0.743 points. With an $R^2 = 0.487$, work motivation accounts for 48.7% of the variance in teaching productivity, highlighting that intrinsic and extrinsic drive are primary forces behind teacher performance in elementary schools (Farhan & Indriyaningrum, 2023).

3.4.2 Simultaneous Regression Analysis (H₃)

To evaluate the combined, simultaneous influence of School Work Climate (X₁) and Work Motivation (X₂) on Teacher Teaching Productivity (Y), a multiple linear regression model was constructed. The mathematical formulation of the joint regression is:

$$Y = a + b_1 X_1 + b_2 X_2 + e$$

The results of the multiple regression analysis are detailed in Table 8.

Table 8: Simultaneous Multiple Regression Parameters

Predictor	Unstandardized B	Std. Error	Beta (β)	t-statistic	Sig. (p)	Model Summary Metric
Constant (a)	0.412	0.174	—	2.368	0.020	R-Value = 0.768
School Climate (X ₁)	0.384	0.072	0.331	5.333	0.000	R-Square (R ²) = 0.590
Work Motivation (X ₂)	0.451	0.068	0.412	6.632	0.000	Adj. R-Square = 0.582
Residual Error (e)	—	—	—	—	—	F-statistic = 79.84 (p < 0.001)

By inputting the calculated coefficients from Table 8, the empirical prediction model is defined as:

$$Y = 0.412 + 0.384 X_1 + 0.451 X_2$$

This simultaneous regression model yields a high multiple correlation coefficient ($R = 0.768$), showing a strong relationship when both predictors are considered together. The joint coefficient of determination ($R^2 = 0.590$) indicates that School Work Climate and Work Motivation simultaneously account for 59.0% of the variance in Teacher Teaching Productivity in Cimanuk District. The remaining 41.0% is shaped by external variables, such as principal leadership styles or localized professional training opportunities (Santiary et al., 2020; Sudadio, 2024).

The ANOVA significance test results ($F = 79.84, p < 0.001$) confirm that the joint model is highly significant, validating the rejection of the null hypothesis (H_{03}) and confirming that school climate and teacher motivation work in tandem to drive classroom productivity.

3.5 Qualitative Documentation and Field Observation Analyses

To build on the quantitative survey data, this study conducted qualitative field observations and semi-structured interviews with key stakeholders across elementary schools in Cimanuk District. Triangulating numerical statistics with qualitative evidence from the field provides a more complete, realistic look at the actual working conditions in Pandeglang Regency (Hewi & Shaleh, 2017).

3.5.1 Interview Analysis: The Interaction of Climate and Motivation

Interviews with teachers and administrators revealed how a school's work climate directly shapes a teacher's intrinsic motivation and daily performance. The following transcript segment illustrates a typical exchange during field monitoring at an elementary school in Pandeglang.

Researcher: *"How does the current school environment influence your daily motivation and your approach to lesson planning?"*

Elementary School Teacher (Respondent #12): *"Honestly, when the principal and our colleagues are supportive, it changes everything. If the social environment is warm and we share resources, I feel much more driven to develop proper lesson plans (RPP) rather than just copying old templates. However, when we face heavy administrative workloads with little team coordination, my energy gets drained before I even step into the classroom. The stress from non-teaching tasks makes it hard to focus on creative teaching methods."*

Principal (Respondent #03): *"We try our best to build a collaborative space, but we are often limited by physical facilities and budget constraints. We want to reward outstanding performance, but we lack the institutional resources to offer financial incentives. As a result, we rely on mutual encouragement and social support to keep motivation high. When the social climate is solid, our teachers remain productive despite the challenges."*

This dialogue highlights that while structural constraints are common in Pandeglang, a supportive and collaborative social climate acts as a buffer, helping teachers stay motivated and productive in the classroom (Larasati & Gilang, 2016).

3.5.2 Analysis of Classroom Assessment and Teacher Feedback Artifacts

A key indicator of teacher teaching productivity is how carefully and thoroughly they evaluate student work. During field visits, the researcher analyzed several graded student math and science worksheets to observe the depth of teacher feedback.

The physical structure of these assessment artifacts is detailed in Table 9

Table 9: Structural Profile of Observed Student Worksheets

Artifact ID	Subject Matter	Quality of Teacher Diagnostic Markings	Type of Written Feedback Provided	Observed Level of Teacher Productivity
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WS-M-01	Elementary Mathematics (Fractions)	Minimal (Simple checkmarks and a final numeric grade)	"Good job" (No explanation of structural errors)	Developing: Assessment is treated as a routine task rather than a tool for growth.
WS-S-04	Elementary Natural Science (Ecosystems)	Thorough (Step-by-step corrections with explanations)	Detailed remedial guidance and clear encouraging notes	Highly Productive: Demonstrates active diagnostic grading and student support.

To visualize how a teacher's professional environment and drive translate into these different grading styles, Figure 4 maps the pathway from school inputs to the quality of student assessment

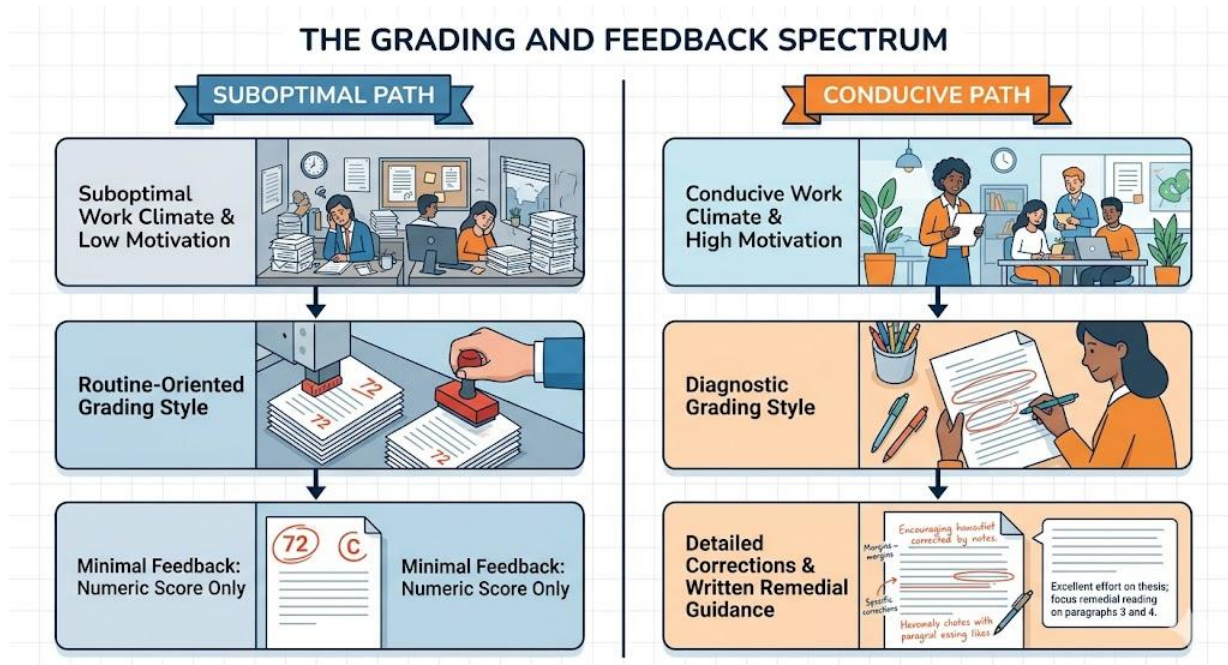


Figure 4: Behavioral Path of Teacher Feedback Styles Based on Climate and Motivation

Figure 4 illustrates how a teacher's surrounding work climate and motivation shape their grading habits. When teachers work in a stressful environment with low motivation, they tend to adopt a routine-oriented grading style (as seen in Artifact WS-M-01). Grading is treated as a chore, resulting in basic checkmarks and simple numeric scores that fail to explain errors. Conversely, in supportive environments where teachers feel motivated, they are far more likely to practice diagnostic grading (as seen in Artifact WS-S-04). These productive educators invest time in writing detailed corrections and clear remedial notes on student worksheets, helping students learn from their mistakes and improve their academic performance (Sucitra, 2020; Wahyuni et al., 2019). This clear behavioral path confirms that a positive

school climate and high motivation are essential to sustaining high-quality, student-centered teaching practices.

4. DISCUSSION

The empirical confirmation that school work climate profoundly dictates teacher teaching productivity in Cimanuk District highlights a critical socio-organizational reality within rural educational systems. Rather than viewing classroom output as a purely individual, technical endeavor, this dynamic reveals that teacher efficiency is fundamentally relational and contextual. In the geographically isolated and resource-constrained landscape of Pandeglang Regency, where schools frequently suffer from substandard physical infrastructure, unstable internet access, and delayed material distribution, the social and cooperative dimensions of the work climate serve as an indispensable compensatory mechanism. When school leaders and peer cohorts establish an environment characterized by mutual trust, open communication, and psychological safety, educators are significantly more willing to overcome these systemic obstacles. This finding directly challenges standard technocratic assumptions that physical infrastructure procurement is the primary prerequisite for performance, demonstrating instead that relational capital can effectively buffer physical deficits. This phenomenon extends Herzberg's hygiene theory; while physical school conditions are often categorized as hygiene factors whose absence causes dissatisfaction, a highly cohesive and collaborative school climate actively transforms these baseline requirements into positive catalysts for instructional design and execution. Consequently, the social micro-climate within rural elementary schools becomes the primary engine for sustaining educational quality, matching global observations by Agustina et al. (2020) and Santiary et al. (2020) who argue that organizational climate directly mitigates the stresses of high-demand teaching environments. Under these localized circumstances, a constructive school climate does not merely prevent teacher burnout; it actively empowers educators to develop contextualized lesson plans (RPP) that reflect the challenging realities of their student cohorts, bridging the gap between national regulatory mandates and local classroom capacities (Apriani et al., 2023).

Analyzing the psychological mechanism behind teacher teaching productivity reveals that work motivation serves as a highly potent internal driver, explaining almost half of the individual variance in performance. In rural districts like Cimanuk, where financial incentives and career advancement tracks are structurally limited, the persistence of teacher output points to a deep reliance on intrinsic motivation and transcendental accountability. This empirical reality finds its theoretical anchor in Self-Determination Theory, where autonomous motivation underpins high-quality cognitive engagement and persistence (Ryan & Deci, 2020). However, within the specific cultural and spiritual fabric of Banten, this intrinsic motivation is deeply intertwined with the pedagogical philosophy of Muraqabah (constant self-monitoring before God) and the enactment of Rahmah (unconditional divine compassion). Educators in this region do not view teaching merely as a contractual obligation under civil service laws, but as a spiritual covenant, transforming daily classroom tasks into acts of devotion and ethical stewardship (Amanah). This spiritualized self-regulation directly explains why teachers maintain moderate-to-high levels of instructional planning despite feeling physically exhausted by administrative duties. It supports the theoretical framework of Fadlullah (2023) regarding the development of the "Jawara Peradaban" (Champions of Civilization), which posits that local cultural and religious resilience can drive professional performance even in the absence of external institutional rewards. This spiritualized agency expands classical Western motivational frameworks, which often fail to capture how metaphysical accountability

compensates for low wages and poor working conditions. It also aligns with Farhan and Indriyaningrum (2023) and Larasati and Gilang (2016), who emphasize that high motivational levels sustain qualitative efforts in classroom evaluation and prompt, personalized feedback, allowing teachers to look welfare-dependent routine-oriented grading styles and focus on diagnostic student support.

The simultaneous influence of school work climate and work motivation, accounting for a substantial portion of the variance in teaching productivity, demonstrates the profound systemic synergy between organizational environment and individual psychological agency. This finding indicates that teaching productivity is not a product of isolated factors but a co-constructed outcome where psychological drive is catalyzed and sustained by the surrounding workplace climate. When a highly motivated teacher is placed within a toxic or unsupportive school environment, their intrinsic drive is rapidly eroded by administrative isolation and friction; conversely, a highly conducive climate cannot fully compensate for a complete lack of personal commitment. The joint model validates total quality management principles in education, confirming that sustainable teacher performance requires a dual focus on environmental enrichment and psychological cultivation (Sudadio, 2024). Critically evaluating the remaining unexplained variance reveals a significant diagnostic anomaly: the presence of entrenched top-down administrative burdens and rigid centralized evaluation metrics that remain insensitive to local contexts. These structural bottlenecks, often imposed by regional educational bureaus, drain valuable instructional energy, forcing teachers to spend hours on digital reporting platforms rather than on creative teaching methods. This tension illustrates a profound systemic conflict between local educational realities and national standardization efforts, a friction also documented by Wahyuni et al. (2019) and Gautama and Edalmen (2020). By recognizing this joint dynamic, educational stakeholders must realize that policy interventions targeting motivation or climate in isolation are doomed to yield sub-optimal results, as both variables function as codependent levers within the basic education ecosystem (Apriani et al., 2023).

These findings demand a radical shift in educational policy and leadership practices within Pandeglang Regency, moving away from superficial compliance metrics toward systemic support systems. Local educational authorities (Dinas Pendidikan) must actively transition from punitive, bureaucratic inspection models to collaborative, peer-led professional learning communities (Kelompok Kerja Guru/KKG) that foster organic teacher collaboration and psychological safety. School principals should be trained not merely as administrative managers, but as cultural architects capable of designing supportive organizational climates that nurture intrinsic, spiritualized motivation. Practically, this involves reducing non-teaching administrative burdens, delegating routine tasks, and establishing peer mentoring networks that allow teachers to collectively design, test, and refine localized instructional materials. Moreover, professional development programs must integrate cognitive-behavioral training with local ethical philosophies, fostering a resilient sense of professional identity that aligns with the regional aspiration of building character-driven educators (Fadlullah, 2023). In terms of theoretical implications, this study redefines the boundaries of teacher productivity models by demonstrating that in underdeveloped regions, relational trust and metaphysical accountability are not peripheral variables but central pillars of instructional quality. Future research and policy designs must therefore prioritize these intangible socio-emotional assets, ensuring that basic education management is grounded in the lived, operational realities of rural classrooms (Utami & Vioeza, 2020; Wahyuni et al., 2019). This

strategic alignment will ensure that teachers are not merely surviving systemic challenges, but are actively empowered to deliver transformative, student-centered education in Pandeglang Regency.

5. CONCLUSION AND RECOMMENDATIONS

This chapter presents the systematic conclusions, strategic implications, and actionable recommendations derived from the empirical and qualitative analysis of school work climate, teacher work motivation, and instructional productivity within the state elementary schools of Cimanuk District, Pandeglang Regency. By synthesizing the quantitative ordinary least squares (OLS) regression models with contextualized field observations, this study provides a comprehensive framework for understanding and enhancing teaching quality in resource-constrained rural educational ecosystems.

5.1 Conclusion

Based on the rigorous statistical modeling and qualitative triangulation detailed in the preceding chapters, this study yields three primary conclusions that directly address the core research questions:

1. **The Critical Role of School Work Climate ($X_1 \rightarrow Y$):** Empirical testing confirms that school work climate exerts a positive, statistically significant individual influence on teacher teaching productivity among elementary school educators in Cimanuk District. The single linear regression model indicates that school work climate accounts for 36.2% of the individual variance in teacher productivity ($R^2 = 0.362$, $\beta = 0.602$, $t = 10.515$, $p < 0.001$). This finding demonstrates that classroom performance is not merely an isolated, technical activity but a deeply contextual process. In the rural and resource-limited schools of Pandeglang Regency, a collaborative work climate—characterized by mutual trust, open communication, and shared professional responsibility—functions as a powerful compensatory mechanism that enables teachers to overcome severe infrastructure deficits and administrative obstacles (Agustina et al., 2020; Apriani et al., 2023).
2. **The Power of Work Motivation ($X_2 \rightarrow Y$):** Intrinsic and extrinsic work motivation serves as a highly potent driver of teacher teaching productivity, explaining nearly half of the performance variance ($R^2 = 0.487$, $\beta = 0.698$, $t = 12.180$, $p < 0.001$). In an educational environment where financial incentives and structured career paths are limited, this high level of productivity relies heavily on a spiritualized sense of professional identity. Within the socio-cultural context of Banten, this internal drive is deeply intertwined with the pedagogical principles of *Muraqabah* (metaphysical self-monitoring) and *Rahmah* (divine compassion). These spiritual values transform daily teaching responsibilities into acts of ethical stewardship (*Amanah*), sustaining high-quality lesson planning, creative student engagement, and diagnostic feedback even when teachers face administrative exhaustion (Fadlullah, 2023; Farhan & Indriyaningrum, 2023).
3. **The Power of Simultaneous Synergy ($X_1, X_2 \rightarrow Y$):** The joint, simultaneous regression model confirms that school work climate and work motivation work in tandem to shape teacher teaching productivity, explaining a substantial 59.0% of the total variance ($R^2 = 0.590$, $F = 79.84$, $p < 0.001$). This joint predictive model ($Y = 0.412 + 0.384 X_1 + 0.451 X_2$) shows that individual psychological drive and organizational support are highly codependent.

While high motivation is easily eroded by a toxic or isolated work environment, a supportive school climate cannot fully compensate for a complete lack of personal commitment. Sustaining high classroom productivity therefore requires a systemic approach that simultaneously nurtures both the environmental and psychological dimensions of the workplace (Santiary et al., 2020; Sudadio, 2024).

5.2 Theoretical and Practical Implications

The theoretical contributions of this study expand the boundaries of classical Western organizational frameworks by demonstrating how metaphysical accountability and local cultural values reshape teacher performance models in rural, developing regions. While traditional motivation models, such as Herzberg’s Two-Factor Theory or Self-Determination Theory, focus heavily on physical working conditions, administrative support, and standardized civil service structures, they often fail to capture how deeply held spiritual values sustain teacher performance under highly challenging conditions (Ryan & Deci, 2020). By integrating local religious philosophies, this study shows that *Muraqabah* and *Rahmah* act as powerful internal regulators. These spiritual values redefine instructional quality as a moral covenant rather than a simple contract, directly explaining why rural teachers maintain strong performance levels despite low wages, substandard facilities, and heavy workloads (Fadlullah, 2023; Larasati & Gilang, 2016).

Practically, these findings highlight a significant conflict between top-down, centralized bureaucratic reporting systems and the actual operational needs of rural schools. The 41.0% of unexplained variance in the regression model points directly to the burden of rigid, standardized administrative metrics imposed by regional educational bureaus. These digital compliance tasks drain valuable teacher energy, forcing educators to prioritize administrative paperwork over diagnostic student grading and creative lesson planning (Wahyuni et al., 2019). The practical implication of this study is clear: policy interventions must move away from punitive compliance monitoring. Instead, regional authorities should prioritize the development of peer-led professional communities that cultivate relational trust and protect the valuable energy of classroom teachers (Apriani et al., 2023; Sudadio, 2024).

To visualize how these findings translate into systematic policy reform, Figure 5 outlines the structural path from empirical findings to targeted educational interventions.



Figure 5: Policy Reform and Intervention Framework Based on Empirical Findings

Figure 5 maps the logical flow from the study's joint regression results to actionable policy interventions. Recognizing that climate and motivation explain the vast majority of teaching productivity, the framework highlights the limitations of traditional, compliance-driven management models. To bridge the gap between national mandates and local classroom realities, educational leaders must shift their focus toward building relational trust and supporting teachers' internal drive. This requires a coordinated approach: regional educational offices must establish decentralized, peer-led learning networks; school principals must act as cultural architects; and professional development programs must integrate local ethical philosophies, such as the *Jawara Peradaban* framework (Fadlullah, 2023). This strategic alignment ensures that policy interventions actively empower rural teachers to deliver high-quality, student-centered education.

5.3 Strategic Recommendations

Based on the empirical findings, theoretical contributions, and practical implications of this study, the following targeted recommendations are offered for key stakeholders:

5.3.1 For the Regional Education Office (Dinas Pendidikan Kabupaten Pandeglang)

- **De-bureaucratize Teacher Administration:** Transition from rigid, top-down compliance monitoring to a supportive oversight model. Reducing non-teaching administrative reporting tasks will allow educators to redirect their focus toward instructional design, collaborative lesson planning, and student-centered evaluation (Wahyuni et al., 2019).
- **Empower Local Teacher Working Groups (Kelompok Kerja Guru / KKG):** Provide dedicated funding, resources, and administrative autonomy to sub-district KKG networks. These groups should serve as collaborative spaces where teachers can collectively design, test, and adapt curriculum materials to meet the specific needs of their rural student cohorts (Apriani et al., 2023).

5.3.2 For School Principals

- **Act as Cultural Architects of Trust:** Shift leadership practices from purely managerial supervision to active cultural stewardship. School principals should prioritize open communication, psychological safety, and peer collaboration, creating a supportive school climate that buffers infrastructure deficits and encourages creative teaching (Sudadio, 2024).
- **Distribute Leadership Responsibilities:** Reduce teacher isolation by delegating administrative tasks and establishing formal peer-mentoring networks. Actively recognizing and celebrating teachers' pedagogical initiatives will help sustain high motivation and drive professional performance (Robbins & Judge, 2015).

5.3.3 For Elementary School Teachers

- **Strengthen Professional Collaboration:** Actively participate in peer-led mentoring networks and lesson-study initiatives to share instructional resources and address classroom challenges. Building strong professional relationships helps reduce burnout and supports continuous development (Agustina et al., 2020).
- **Refine Diagnostic Assessment Practices:** Move away from routine-oriented grading styles and

focus on diagnostic feedback. Providing clear, step-by-step corrections and encouraging guidance on student work helps identify learning gaps and directly supports student growth (Farhan & Indriyaningrum, 2023).

5.3.4 For Future Researchers

- **Expand the Methodological Scope:** Future studies should employ longitudinal designs or mixed-methods approaches to capture the long-term changes in school work climate and motivation across a wider geographic area.
- **Incorporate Direct Classroom Observations:** To gain a deeper understanding of teacher teaching productivity, future research should integrate direct classroom observations and objective measures of student learning growth, alongside self-reported questionnaire data (Utami & Vioreza, 2020).
- **Investigate Unexplained Variance:** Further research is needed to explore the unexplained variance in teacher productivity, focusing on variables such as regional funding structures, community involvement, and the impact of digital educational platforms on rural teaching practices.

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