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Improving Teacher Work Productivity During Strengthening Situational Leadership, Quality of Work Life, and Effectiveness of Training Programs

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Abstract

Introduction: School plays a crucial role in shaping character, mindset, and attitudes towards achieving educational goals. However, the quality of education and human resources in Indonesia is still underdeveloped. This can be attributed to the low productivity of teachers, particularly in terms of product/service quality, human resource management, work effectiveness, and value-added contributions.

Objectives: This study aims to investigate whether the productivity of boarding private high school teachers in Sukabumi Regency can be improved during the enhancement of situational leadership (X1), quality of work life (X2), and the effectiveness of training programs (X3).

Methods: The research involved 157 Permanent Foundation Teachers (GTY) and utilized a correlational approach with SITOREM (Scientific Identification Theory to Conduct Operation Research in Education Management) analysis. A questionnaire was employed as the research instrument, organized according to the indicators for each variable.

Results: The findings revealed a importently positive relationship, both individually and collectively, between situational leadership, quality of work life, effectiveness of training programs, and teacher work productivity.

Conclusions: In conclusion, the findings of this study indicate that by strengthening the principal's situational leadership and improving the quality of work life, there is a positive impact on teacher work productivity. Moreover, when these factors are combined with the effectiveness of training programs, the potential for enhancing teacher work productivity becomes even greater. Therefore, it is recommended that educational institutions focus on developing and implementing strategies that address situational leadership, work-life quality, and training effectiveness in order to improve overall teacher productivity.

Keywords: effectiveness of training programs, quality of work life, situational leadership, teacher work productivity.

1. Introduction

Education is an important factor in all aspects of quality progress and development. Good quality education can affect the dignity and welfare of a nation. School is an important part in the process of character building, mindset, and attitude to achieve educational goals. Therefore, the roles and responsibilities of schools greatly influence the success of educational goals. An important factor that directly influences the education process is the human resource factor, namely educators (teachers). This is in stripe with the analysis of Simon Briole (2019) which states that teachers are the main determinants of student achievement and suggests reforms to increase teacher productivity during improved teaching practices. Meanwhile, according to Kagwiria & Amukowa (2013) without experienced teachers, there will be no excellence education. Teachers want sponsorship in terms of training and specialized growth, so that they can produce quality products.

The government and various parties continue to strive to improve the quality of instruction during education and training, workshops, increase the education budget & teacher welfare, and revise the curriculum (Sutrisno, 2021). However, until now, the quality of education and human resources of the Indonesian nation has not developed properly due to the low productivity of teachers. Teachers in carrying out their obligations, really

depend on the willingness to work sincerely, work smartly and work hard, it is necessary to have high work discipline to be able to work effectively and efficiently, so that educational goals can be maximally achieved.

The results of observations and interviews with the Principal of Boarding Private High Schools in Sukabumi Regency, show that generally the improvement in the quality of education in schools is hampered by symptoms of low teacher work productivity. This can be seen from the mean score of student learning upshots on the national exam of only 49.13 for the Science program, and 44.61 for the Public Studies program, which is still below the set standards (Puspendik, 2019). Apart from that, low teacher work productivity can be seen from the percentage of teachers who write scientific papers in the form of classroom action research, best practices, or learning innovations in the last three years, on average, only about 10% of all teachers in schools. The low productivity of teachers in writing scientific papers is because most schools and teachers have not seen the importance of scientific writing.

This is supported by preliminary data from preliminary survey results related to teacher work productivity indicators. It is known that 46% of teachers in schools have problems in providing added value to their service products, 41% of teachers are constrained in human resource management, 40% of teachers are constrained in providing quality learning services, and 37% of teachers are constrained in achieving school goals. Where the willingness of teachers to provide added value to the products produced is included in the lowest productivity indicator, namely 46% of boarding private high school teachers in Sukabumi Regency.

The Nature of Work Productivity

In general, according to Grifell-Tatjé et al. (2018) work productivity can be defined as the ratio between the output for the Y / X input, with the aggregator output Y and the aggregator input X. The factors that increase productivity include: a) the output dimension, consisting of: the amount of output (product, unit, etc.) produced, the income generated from the output. B) the input dimension, measured based on the principle of cost efficiency, including: human resources (job security, wages, incentives and training programs), technology, costs incurred for inputs. Meanwhile, according to Samuelson and W.D. Nordhaus (2005) suggests that work productivity represents the output (result) of each input. Factors affecting work productivity are a) Dimensions of output: products produced, volume, services, activities, sales, revenues, profit or return; b) Input dimension: man, material, machine, finance, technology, methods. Based on the theory of some of the experts above, it can be concluded that work productivity is the ratio between the effectiveness of the work achieved (output) in quantity and quality with the overall resources used (input) efficiently in carrying out tasks in the work environment to achieve organizational goals.

The Nature of Situational Leadership

According to Thompson and Lars Glasø (2018) situational leadership is a leadership style that adapts to the development of followers in terms of commitment and competence. The factors that indicate situational leadership are directing, coaching, supporting, delegating behavior. Meanwhile, according to Gibson et al. (2012) situational leadership is the use of a leadership style that is considered appropriate according to the maturity level or readiness of its followers. The factors that show indications of situational leadership are telling (leader's direction), selling (leader's instructions), participating (sharing in problem solving), delegating (direction and personal approach). Based on the theory of the experts described above, it can be synthesized that situational leadership is the behavior of an effective leader who adapts his leadership style to the conditions, situations, competencies and commitments of his subordinates. The factors that influence it are as follows; 1) Directing Style, namely the behavior of the leader in giving specific and clear assignments; 2) Coaching Style, namely the behavior of leaders in providing support, and step-by-step instructions for completing tasks; 3) Supporting Style, namely the behavior of leaders in motivating and involving subordinates to complete quality tasks together; 4) Delegating Style, namely the behavior of leaders in giving authority and responsibility to followers to complete certain jobs.

The Nature of Quality of Work Life

Jerome (2013) argues that the quality of work life is an organizational process in responding to the needs of employees to be able to develop a mechanism where employees can fully share in making designs and decisions related to their lives at work. The factors that influence it include: employee welfare, employee involvement in

designing life at work, emotional support and guidance when family problems have an impact on performance decline, career development. Meanwhile, according to Menken (2009) the quality of work life is whether the work environment is comfortable or not. Its aim is to develop good jobs and working conditions for employees and the organization. The factors that influence it include: 1) comfort, 2) career development, 3) workplace conditions. Based on the theory of some of the experts above, it can be concluded that the quality of work life is the employee's perception of organizational policies regarding the balance between job demands and welfare as indicated by comfort in the work environment, and can develop self-potential.

The Nature of Training Program Effectiveness

According to Schermenharn (2003), effectiveness is how an organization manages to get and utilize resources in an effort to achieve its mission and goals. As explained by Heilman and Kennedy - Philips (2011), organizational effectiveness helps assess progress towards fulfilling mission and achieving goals. According to Adeniji et al. (2012), training is an activity that is needed in order to provide the knowledge and skills needed to perform certain tasks. The factors that influence it include: identification of training needs, formulation of training objectives, design of training programs. Based on the theory of some of the experts above, it can be concluded that the effectiveness of the training program is a series of activity programs designed systematically to improve knowledge, skills, change attitudes and behavior during learning experiences to achieve effective performance in an effort to meet current organizational needs and future.

Relevant Previous Research Results

Research results that are relevant to the research problem to be studied include:

Research results from Khalil Ghazzawi, Radwan El Shoughari, and Bernard El Osta (Ghazzawi et al., 2017) on “Situational Leadership and Its Effectiveness in Rising Employee Productivity: A Study on North Lebanon Organization”, conclude that there is a importent positive relationship r = 0.972 (p <0.000) between situational leadership and employee productivity. The higher the level of situational leadership, the higher the level of employee productivity is predicted.

Ahmad Zamani's research results (Zamani, 2016) about "Investigate the Connection among quality of work life and Productivity of Human Resources (Hospital Social Care Ardebil Sabalan Aras)" concluded that there is a important positive connection among quality of life. and productivity. This is shown in detail during the hypothesis of each indicator of work life and productivity quality, as follows: a) there is a importent positive connection among adequate wages and benefits and employee productivity r = 0.856 (p <0.000); b) a safe and healthy workplace and a important positive connection among employee productivity r = 0.657 (p <0.000); c) there was no importent connection among skill development and employee productivity with r = 0.195 (p <0.000); d) there was no importent connection among sustainable job security and employee productivity among r = 0.205 (p <0.000); e) There was no importent connection among organizational validity and employee productivity at r = 0.516 (p <0.000); f) There was a importent positive connection among social dependence and employee productivity r = 0.777 (p <0.000); g) Employee productivity was a importent positive connection among work and housing with r = 0.671 (p <0.000).

The results of research by Sunday Isaac Eneh, Benjamin James Inyang, and Ekpe Oyono Ekpe (Eneh et al., 2015) on Impact of on-the-job training on employees' skills and productivity: A study by Pamol Nigeria Limited, Calgary concluded that there is a significant positive relationship between training and efficiency and productivity r = 0.91 (p <0.000). The better the training implementation, the higher the level of employee productivity.

Raja Irfan Sabir, Naeem Akhtar, Farasat Ali Shah Bukhari And Jwaria Nasir (Sabir et al., 2014) on “Impact of Training on Productivity of Employees: A Case Study of Electricity Supply Company in Pakistan”, conclude that there is a positive relationship which is importent (r = 0.666 p <0.05) between the training program and employee productivity. The higher the implementation of the training program, the higher the level of employee productivity is predicted.

2. Objectives

Based on the provided background, there are several compelling reasons to conduct research on teacher work productivity. First, the development and progress in the field of education require productive human resources who can effectively and efficiently manage educational units to achieve educational goals. Second, teachers' desire to increase work productivity necessitates situational leadership from school principals who can provide encouragement for continuous improvement in work productivity in achieving educational goals. Third, teachers' work productivity must also be supported by an adequate quality of work life, ensuring that teachers are committed to producing quality inputs and outputs. Fourth, efforts to enhance teacher work productivity must be accompanied by various competencies attained during effective training programs, enabling teachers to deliver quality services, processes, and learning products that will contribute to increased work productivity.

This study is limited to three independent variables, namely situational leadership, quality of work life, effectiveness of the training program; and a dependent variable, that is, the productivity of the teacher's work. All private boarding high school teachers in the Sukabumi Regency as the unit of analysis in this research. Situational leadership, career quality, and whether teacher work productivity can be increased are key factors formulated during the effectiveness of training programs. This research is a quantitative study to answer research questions that are then followed by SITOREM analysis to identify indicators for each research variable that need to be improved and which need to be maintained. The goal of this study is to develop new ways and strategies that can be practiced to increase teacher job productivity by identifying and developing variables such as situational leadership, quality of work life, and training program effectiveness. Hopefully the results can be used as recommendations from relevant parties, e.g., education offices, school supervisors, foundation administrators, school principals, and teachers.

Framework of Thinking

In this paper, we will describe the connection among situational leadership, quality of work life, and training programs with work productivity. The conceptual framework between several aspects of the connection among independent and dependent variables can be explained as follows:

1) The Connection among Situational Leadership and Work Productivity

Situational leadership is thought to increase employee productivity by directing specific tasks, supporting instructions for completing tasks, motivating and involving subordinates to complete quality tasks, and giving authority to followers to complete certain jobs.

2) The connection among the quality of work life and work productivity

The quality of work life is employees' perceptions of organizational policies regarding the balance between job demands and welfare as indicated by comfort in the work environment, and can develop their potential. One of the indicators of a teacher who has a good quality of work life is being able to develop his / her potential. In other words, during the quality of work life will encourage teachers to work better and increase work productivity.

3) The connection among the effectiveness of training programs and work productivity

With the effectiveness of the training program, teachers can always learn during their lives in order to develop their skills to meet the current and future needs of the organization, so the teacher will have optimal productivity.

4) The Connection among Situational Leadership, Quality of Work Life, and Training Programs together with Work Productivity

Teacher work productivity can develop with encouragement from various aspects, including situational leadership which plays an active role as a supporting factor for the growth and development of teacher work productivity. Meanwhile, the training program is an activity program designed systematically to increase knowledge, skills, improve teacher attitudes and behavior in order to always produce effective and quality products and services.

Research Hypothesis

Based on the theoretical study and frame of mind described above, the following research hypotheses can be proposed:

1. There is a positive connection among situational leadership and teacher work productivity, meaning that strengthening situational leadership can increase teacher work productivity.
2. There is a positive connection among the quality of work life and teacher work productivity, meaning that strengthening the quality of work life can increase teacher work productivity.
3. There is a positive connection among the effectiveness of training programs and teacher work productivity, meaning that strengthening training programs can increase teacher work productivity.
4. There is a positive connection among situational leadership and the quality of work life together with productivity, meaning that strengthening situational leadership and the quality of work life together can increase teacher work productivity.
5. There is a positive connection among situational leadership and the effectiveness of training programs together with productivity, meaning that strengthening situational leadership and training programs can increase teacher work productivity.
6. There is a positive connection among the quality of work life and the effectiveness of training programs together with productivity, meaning that strengthening the quality of work life and training programs can increase teacher work productivity.
7. There is a positive connection among situational leadership, quality of work life and effectiveness of training programs together with teacher work productivity, meaning that strengthening situational leadership, quality of work life and training programs can increase teacher work productivity.

During quantitative research, the research hypotheses mentioned above will be tested empirically, and then using SITOREM Analysis will identify the indicators of the research variables that will be corrected and maintained.

3. Methods

This study was conducted using a reciprocal approach that is part of a kind of quantitative descriptive study to find out the presence or absence of a relationship, how close it is, and aspects of the relationship (positive or negative). A reciprocal study line was used after cataract analysis in this study and constellation design. According to Hardhienata (2017) SITOREM stands for "Scientific identification theory for conducting operations research in education management" is used to analyze indicators of research variables in more detail, so that they can find indicators that need to be corrected or developed immediately, 1) identifying the strength of the connection between independent variables and dependent variables, 2) analyzing the value of research respondents' answers calculated from the average score of each index. Research variables 3) Analyze the weight of each index of each research variable based on assessment by experts.

The population of this study was permanent teachers of the Sukabumi Foundation (GTY) private high school boarding schools, with a total of 256 teachers. The sampling technique used is a proportional random sampling technique, where each study unit or primary unit of the population has the same probability of being selected as a sample. The number of samples in this study was determined by a total of 157 teachers. This study used a data collection tool in the form of a questionnaire to determine the relationship between situational leadership, career quality, training programs, and teacher job productivity at the Sukabumi Regency.

Prior to conducting the study, the questionnaire was tested on respondents outside the study sample to test its validity and reliability. The validity test uses the Pearson product moment correlation formula, while the reliability test uses the alpha formula. The data analysis techniques used are 1) descriptive data analysis, 2) tests required for statistical analysis, including standard error normality tests, diversity coefficient tests, and linearity tests, 3) simple correlation analysis, multiple correlation analysis, determination coefficient analysis, and partial correlation analysis. In addition, the researcher also conducts cataract analysis to find indicators that need to be corrected or developed immediately.

Results

Description of Research Data

The calculation of the validity test and reliability test of the research instruments produces conclusions as in the following table:

Table 1. Recapitulation of the results of the validity and reliability test of the research instrument

No.	Research Variables	Valid Statements	Reliability Value	Conclusion
1.	Teacher work productivity	30	0,915	Valid and reliable instruments
2.	Situational leadership	31	0,942	Valid and reliable instruments
3.	Quality of work life	32	0,944	Valid and reliable instruments
4.	Effectiveness of training programs	35	0,969	Valid and reliable instruments

Based on the results of descriptive statistical calculations on the measurement of teacher work productivity variables, empirical data was obtained with a minimum score of 95 and a maximum score of 131. The average score was 116.33 with a standard deviation value of 8.27. For the situational leadership variable, a minimum score of 101 and a maximum score of 141 was obtained. The average score was 122.03 with a standard deviation of 9.03. The variable of the quality of work life obtained a minimum score of 110 and a maximum score of 147. The average score was 129.75, with a standard deviation of 8.43. While the variable of the effectiveness of the training program obtained a minimum score of 119 and a maximum score of 161. The average score was 141.4 with a standard deviation of 9.09.

Testing Requirements Analysis

The results of the normality test of training program effectiveness (X3) on teacher job productivity using situational leadership variables (X1), job quality (X2), and Lily force tests showed that all sample data came from a normally distributed population because the L-count value < the L-table at the level of 0.05. The following is a summary of the results of the standard error normality test.

Table 2. Summary of Standard Error Normality Test Results

No	Error	L_{count}	L_{table} α= 0,05	Prerequisites for the Normality Test $L_{count} < L_{table}$	Conclusion
1.	Y- $\hat{Y}_1$	0,043	0,071	0,043<0,071	Normal Distribution
2.	Y- $\hat{Y}_2$	0,06	0,071	0,06<0,071	Normal Distribution
3.	Y- $\hat{Y}_3$	0,0551	0,071	0,0551< 0,071	Normal Distribution

The results of the integration test of the integration test of the training program's effectiveness (X3) on teacher job productivity using situational leadership variables (X1), job quality (X2), and Bartlett tests may conclude that all data groups have the same form and can be called homogeneous; H0 is taken with the test criteria if $\pi 2$ is calculated $\pi 2$ table $\leq$ with a significance level of 0.05. Below is a summary of the results of the diversity integration test.

Table 3. Summary of Homogeneity Test Results

No	Data Grouping	df	χ^2		$\chi^2_{count} \leq \chi^2_{table}$	Conclusion
			χ^2_{count}	$\chi^2_{table\ (0,05)}$		
1	Variable Y over X1	1	1,191	3,841	1,191 ≤ 3,841	Homogeneous
2	Variable Y over X_2	1	0,057	3,841	0,057 ≤ 3,841	Homogeneous
3	Variable Y over X_3	1	1,389	3,841	1,389 ≤ 3,841	Homogeneous

The results of the regression significance test show that the effectiveness of the training program (X3) on teacher job productivity is linear and linear with the regression equation model of situational leadership variables (X1), job quality (X2), and X123 regression. In this study, the significance level used was α = 5% or

0.05. This means that a simple linear regression model can be used to predict teacher job productivity levels that are influenced by situational leadership, job quality, and training program effectiveness. The following is a summary of the results of the regression significance test.

Table 4. Summary of Variant Analysis of the Linearity Test of the Regression Equation

Connection among variables	Regression equation	Linearity of the Regression Equation			P Value	Conclusion
		F_{count}	F_{table} 0,05	F_{table} 0,01		
Y - X_1	$\hat{Y}$ = 16,14 + 0,82 X_1	1,138	1,57	1,89	0,298	Fcount <Ftable (Linear Pattern)
Y - X_2	$\hat{Y}$ = 5,26 + 0,86 X_2	0,992	1,57	1,89	0,491	Fcount <Ftable (Linear Pattern)
Y - X_3	$\hat{Y}$ = 1,36 + 0,813 X_3	0,999	1,57	1,79	0,482	Fcount <Ftable (Linear Pattern)

Terms of Significance: $F_{count} < F_{table}$ or p value > $\alpha = 0,05$
If the results show Non-Importent, then the conclusion of the equation is a Linear pattern

SITOREM Analysis

Catorem uses formulas to calculate and measure the coefficients of the correlation between situational leadership (X1), work life quality (X2), and teacher job productivity (Y) and training program effectiveness (X3) based on the results of the analysis; Each variable shows a very strong correlation between or together. The strength of the highest correlation is the correlation quality of 0.895 between situational leadership variables (X1) and teacher task productivity (Y). The combination of the three independent variables with the dependent variable will increase the strength of the connection between the variables to 0.948. Below is a summary of the correlation contribution and the coefficient analysis of the determination of variables.

Table 5. Summary of the Contribution of Correlation Analysis and the coefficient of determination of variables

No	The connection among variables	Correlation coefficient	Determination Coefficient	Contribution (%)	Relationship Power
1	X1 with Y	0,895	0,802	80,2%	Very strong
2	X2 with Y	0,872	0,76	76%	Very strong
3	X3 with Y	0,893	0,797	79,7%	Very strong
4	X1 and X2 with Y	0,943	0,889	88,9 %	Very strong
5	X1 and X3 with Y	0,926	0,857	85,7%	Very strong
6	X2 and X3 with Y	0,924	0,854	85,4%	Very strong
7	X1, X2 and X3 with Y	0,948	0,898	89,8%	Very strong

Index weight assessment index of each research variable by an expert (expert judgment) is based on the results of weight assessment that determines priority indicators based on cost, benefit, urgency, and importance criteria that need to be fixed or maintained immediately. Weighted outcome data for situational leadership variables (support 27.5%, delegate 25.9%, train 23.6%, direct 23.5%). Quality of work (assessment from leadership on performance 17.5%, work environment 17.4%, organizational policy 17.4%, specialized growth 16.4%, sense of security in the workplace 15.9%, compensation 15.4%). Effectiveness of training programs (identification of training requirements 20.5%, formulation of training objectives 20.5%, plan to implement training 20.4%, training evaluation and evaluation program 19.4%, training program design 19.2%. Teacher's work productivity (13.9% use of technology and methods, use of facilities and infrastructure 13.8%, cost, materials and time efficiency 13.2%, achievement of organizational goals 13%, quality of products/services 12.5%, human resource management 11.4%, effectiveness of work results 11.3%, excess value of products/services 10.9%).

The results of data processing from the responses of research respondents show the following conditions (index value> 4: good, index value <4: not good): situational leadership (support 4.11, representative 4.15, training 3.89, instruction 3, 58). Quality of life (assessment of leadership for performance 4.27, work environment 4.25, organizational policy 4.21, special growth 3.9, sense of security in the workplace 3.87, compensation 3.74). Effectiveness of training programs (identification of training requirements 4.2, formulation of training objectives 4.18, plan for training implementation 4.11, training evaluation and evaluation program 3.84, training

program design 3.88). Teacher's work productivity (use of technology and methods 4.27, use of facilities and infrastructure 4.31, cost, materials and time efficiency 4.19, organizational goal achievement 4.24, product/service quality 3.95, human resource management 3.5, job effectiveness 3.53, additional cost of goods/services 3.46).

Based on the results of the correlation analysis, the weight of the indices from the experts and the calculation of the index values described above; A constellation of optimization models can be compiled to enhance teacher job productivity while strengthening situational leadership, teacher work quality, and training program effectiveness. The model is shown in Figure 1.

A very strong positive correlation means that if the variable X increases, the variable YO will increase. This means that if the variable Y is to be increased, the variable X needs to be strengthened. Variable X can be strengthened while improving the indices of variable X. Therefore, in order to increase the productivity of the teacher's work, it is necessary to strengthen situational leadership, job quality, and the effectiveness of the training program while improving each variable indicator. This is necessary, because organizational resources in general are limited, so the improvement of indicators is conducted slowly, which means that priority order needs to be set to manage indicators that still need to be improved (indicators with a value of <4.0).

From Figure 1, it can be seen that 11 indicators need to be improved in the following priority order: 1. Training (23.6%) (3.89), 2. Management (23.5%) (3.58), 3. Training Assessment and Evaluation Program (19.4%) (3.84%), 4. Training program design (19.2%) (3.88), 5. Specialized growth (16.4%) (3.9%), 6. Security per job (15.9%) (3.87%), 7. Compensation received (15.4%) (3.74), 8. Quality of products/services (12.5%) (3, 95), 9. HR Management (11.4%) (3.5%), 10. Effectiveness of task outcomes (11.3%) (3.53%), 11. Value addition for products/services (10.9%) (3.46). Other than that, there are 12 indicators that are already good and need to be maintained, namely: 1. Support (27.5%) (4.11), 2. Delegates (25.9%) (4.15), 3. Training requirements (20.5%) (4.2), 4. Formulation of training objectives (20.5%) (4.18), 5. Plan to implement training (20.4%) (4.11), 6. Assessment of leadership on performance (17.5%) (4.27), 7. Work environment (17.4%) (4.25), 8. Organizational policy (17.4%) (4.21), 9. Use techniques and methods (13.9%) (4.27), 10. Use of facilities and infrastructure (13.8%) (4.31%), 11. Cost, materials and time efficiency (13.2%) (4, 19), 12. Achieving organizational goals (13%) (4.24).

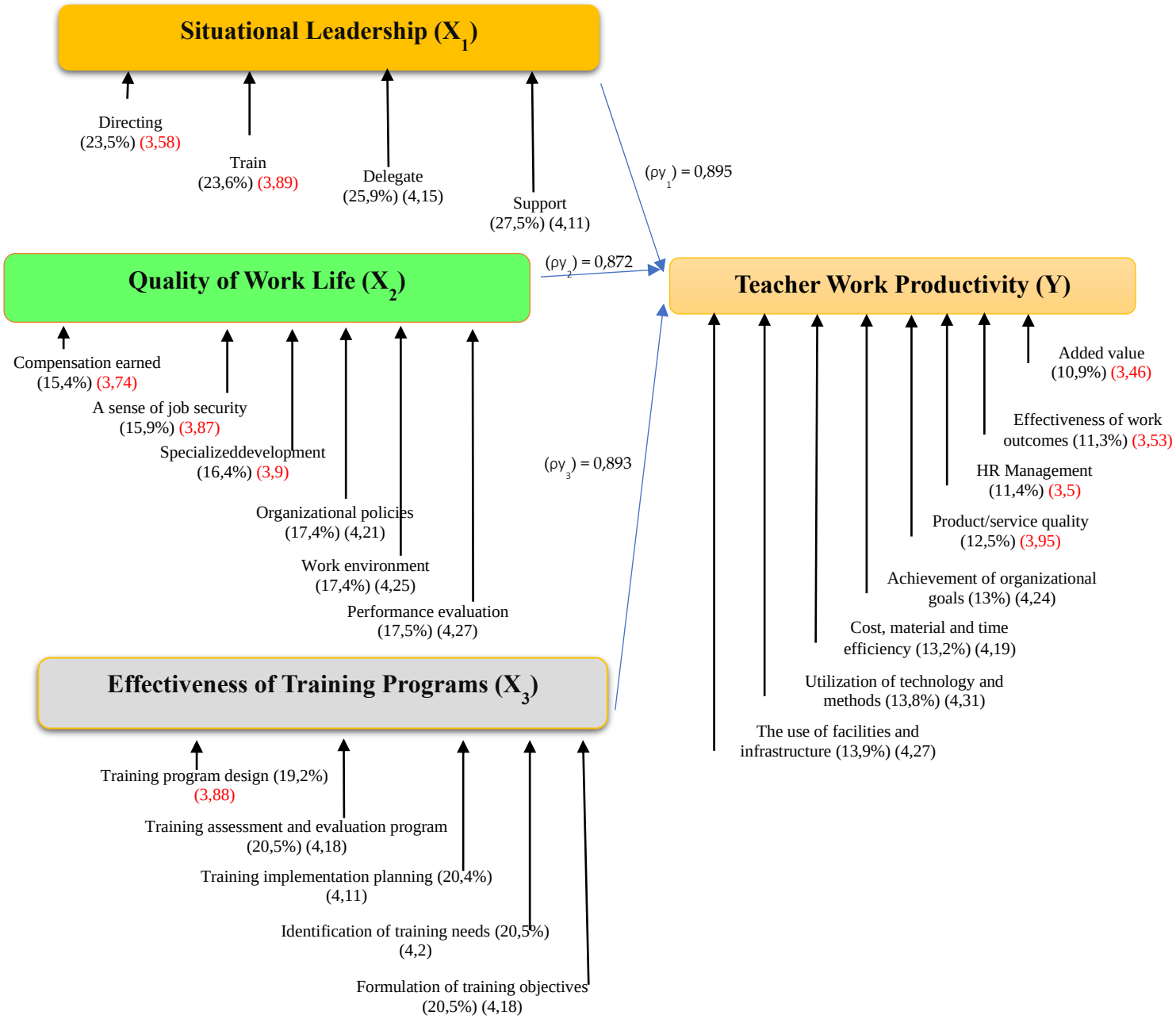

Figure 1. Optimization model for increasing teacher work productivity during strengthening situational leadership, quality of work life, and effectiveness of training programs

4. Conclusion

Based on the results of the study, it can be concluded that this study found new ways and strategies to increase the work productivity of boarding high school teachers in Sukabumi Regency and strengthened the effectiveness of situational leadership, quality of life, and training, which have a positive and very important relationship with the results of the identification. There is an important difference between situational leadership and teacher job productivity with a very strong correlation category with a correlation value of 0.895 (RY1). Thus, strengthening the principal's situational leadership can increase the productivity of the teacher's work. The correlation of 0.872 ($\alpha = 0.01$) is a positive and very important relationship between career quality and teacher job productivity. Thus, strengthening the quality of work can increase the productivity of the teacher's work. There is a positive and very important association between the effectiveness of the training program and the productivity of the teacher's work, with a very strong correlation coefficient with the correlation coefficient of RY3 of 0.893 ($\alpha = 0.01$). Thus, strengthening the effectiveness of training programs can increase teacher job

productivity. There is a positive and very important correlation between situational leadership and job quality and teacher job productivity with a very strong correlation of ry12 = 0.943 (α = 0.01). Thus, strengthening the principal's situational leadership along with quality of life can increase the productivity of the teacher's work.

There is a positive and very important link between situational leadership and the effectiveness of training programs, and a very strong correlation of ry13 = 0.926 (α = 0.05) with a very strong correlation with teacher job productivity. Thus, strengthening the principal's situational leadership, including the effectiveness of the training program, can increase teacher job productivity. There is a positive and very important correlation between career quality and training program effectiveness, and a very strong correlation of ry23 = 0.924 (α = 0.05) with a very strong correlation with teacher job productivity. Thus, strengthening career quality in conjunction with the effectiveness of training programs can increase teacher work productivity. There is a positive and very important association between situational leadership, career quality, and training program effectiveness and teacher job productivity, with correlation coefficients of 123 = 0.948 (α = 0.01). Thus, strengthening the principal's situational leadership, career quality, and the effectiveness of the training program together can increase teacher job productivity.

In this study, several new ways and techniques were produced that can be used as important recommendations to increase teacher work productivity. The proposed proposals are the result of a reciprocal analysis and analysis of CITORM (Scientific Identification Theory for Operations Research in Education Management) for private boarding high school teachers in Sukabumi Regency. Although the situational leadership index (X1) has a very strong correlation coefficient with increased teacher task productivity (Y), one indicator that needs to be improved is the increase in leader behavior in training and management. Recommendations that can be made include the implementation of a situational leadership style practice training program. It is expected that during this training the principal may 1) create target settings 2) have the ability to diagnose situational leadership (dominant, affect, stability, and compliance) of disc personality, 3) consistent situational leadership skills. Although the work quality index (X2) has a very strong relationship with the teacher's job productivity (Y), the indicators that need to be improved with the indicators are special growth, compensation received, feelings of security towards work. Recommendations that can be made include the need to conduct performance-based teacher specialized growth, entrepreneurship, and insurance-related training programs. It is expected that school principals and teachers can create target settings consisting of teacher performance planning, monitoring, performance assessment, personal financial management, and implementation of health insurance, Social Security, and work safety programs. Training Program Effectiveness Index (X3) Has a very strong correlation coefficient with teacher job productivity (Y), with indicators that need to be improved are training program design, assessment programs, and training evaluation. Recommendations that can be made include designing training programs and evaluating training programs aimed at improving knowledge and skills, changing attitudes and behaviors during the learning experience to achieve effective performance in an effort to meet current and future organizational needs.

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