



Effective Factors to Manage Madrasah Teacher Work Productivity in the Disruption Era: An Analysis of Partial Correlation

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Abstract. This study aims to find out how factors both internal and external to teachers can affect how productive they are at work. This is accomplished by researching the effects of the following factors on teacher productivity: 1) transformational leadership of madrasa principals, 2) self-efficacy, 3) organizational citizenship behavior, and 4) transformational leadership, self-efficacy, and behavior of organizational citizenship combined. This study used a quantitative model with a correlation approach. This study was carried out at three MTs N in the Sukoharjo Regency, Central Java, in 2022 using a sample of 126 madrasah instructors. The research sample method included proportionate stratified random sampling, and questionnaires were used to gather data for each variable under investigation. The Kolmogorov-Smirnov test, Product Moment correlation coefficient test, and Anova test were employed as data analysis tools. Correlation and partial correlation tests are used to test hypotheses. This study comes to the following conclusions: 1) The external element of madrasa principals' transformational leadership favorably and significantly affects teachers' job productivity with t_{count} of 0.616 higher than t_{table} of 0.1736, 2) internal factors of teacher self-efficacy positively and significantly affect teacher work productivity with a r_{count} of 0.604 higher than an r_{table} of 0.1736, 3) internal factors of teachers' organizational behavior citizenship (OCB) positively and significantly influences teacher work productivity with a r_{count} of 0.468 higher than an r_{table} of 0.1736, and 4) transformational leadership, self-efficacy and OCB as a whole together have an influence on teacher work productivity with F_{count} of 55.680 higher than F_{table} of 0.1736 indicating that the contribution of those three factors on teacher work productivity is 57.8%, and 42.2% is influenced by other variables not analyzed in this study.

Keywords. effective factors, madrasah teacher, teacher work productivity, partial correlation

1. Introduction

Currently, madrasas are the top educational option; they are no longer undervalued or seen as Islamic schools primarily for the underprivileged (Kirom & Imamiyah, 2021). This madrasa's resurgence is characterized by amazing improvements that show up in madrasa productivity in terms of intellectual property, hardware, and software, and in the nation-building process of education (Munadi & Umar, 2022). One of the key components in raising the caliber

of madrasas is the productivity of the teachers, which provides one of the brain-ware components.

The quality of creative and independent graduates from education is correlated with the productivity of teachers, making it a critical factor in the educational field during the current disruptive period (Purwaningsih et al., 2022). Teachers' most significant contribution has been to persuade decision-makers to concentrate on staffing policies affecting the hiring, firing, and remuneration of teachers as a way to improve educational quality (Harris & Sass, 2014). A deciding element in the consistency of school organizational productivity is the professional teacher (Goldhaber et al., 2020). The principal, who serves as a leader in the school or madrasah and hopes that the instructors are willing to enhance high productivity, should thus be made aware of the teachers' work output (Agustina et al., 2020). This is because one of the criteria for evaluating educational excellence is the productivity of the teacher. In other words, teachers' obligation to increase their job productivity, which reflects system productivity, determines whether educational organizations succeed or fail.

High work productivity is expected of teachers to reflect successful educational institutions and gauge the achievement of educational quality to generate graduates with professional backgrounds (Suartama et al., 2020). The following factors determine teacher job productivity as a crucial component of educational institutions' total productivity: a) added value in the work; b) work efficiency; c) work effectiveness; d) work quality; and e) accomplishment of organizational goals (Utami, et al., 2019; Susanto, 2016). As a result, the professionalism of the teacher's work in teaching activities, which is essential in planning, implementing, and assessing learning outcomes, can be used to paint a picture of the teacher's maximum work productivity.

In educational organizations, organizational performance has a bigger and greater influence on organizational behavior and teacher job productivity. According to (Kalkan et al., 2020), the environment plays a crucial part in carrying out organizational education missions so that organizations can grow by elevating the values of organizational conceptions. Academic optimism and a professional learning community make up school culture, and both are strongly associated with school effectiveness (Kongjinda et al., 2020). In the meantime, input and output dimensions are a part of organizational behavior. Cognitive and behavioral aspects are subtopics of the input dimension. The output dimension has subtopics of effectiveness with concepts like teaching effectiveness and efficiency with concepts like behavioral management and efficient cooperation (Rajabi'aan, E., et al., 2021). The process dimension includes concepts like planning and preparation, training, and carrying out professional responsibilities.

However, the fact is that Indonesian educational institutions have low levels of teacher labor productivity. It is believed that absences reduce teacher productivity. Low work productivity is thus attributed to the low absence rate (Donkor & Kuusiemeh, 2017). According to (Hafidurrahman, M., et al., 2021), there are some explanations for teacher absences from school, including the instructor being absent while requesting permission, being absent for no apparent cause, and being absent with a delay. Students are undoubtedly impacted by this, as student absence from instruction and guidance is a direct result of instructor absence. Teachers' presence in the classroom is a sign that the madrasa is very active and effective in carrying out the operation of teaching and learning, therefore advanced madrasas are always supported by teachers' attendance at a high level. It might be argued that the administration of the madrasa is poor if there are few teachers present at the madrasah institution. (Indonesia Service Indicator Survey, 2020) indicates that the absence rate for madrasah instructors is 18.7% in the classroom and 23.5% in the classroom or one in four teachers misses class.

Another issue with low productivity shows that the academic capacity of the teachers does not match their line of work, their lack of discipline, and their lack of job dedication (Stronge, 2018). Because he is unable to conduct the improvement of affective, cognitive, and psychomotor behavior, the incompetent instructor in this instance has an impact on the learning process of the students (Ilmi et al., 2021). Because the teacher does not fully understand the subject being taught, the students do not understand what is being taught. Due to their insufficient information, students will likewise struggle to grow their insight. In the end, this problem results in low teacher productivity, which harms the quality of instruction.

The academic competency of the teacher concerning research, writing, and publishing articles, as well as sustained professional development, is also related to the teachers' low output. According to Arta (2019), producing scientific articles for teachers is done to increase their professionalism and output at work rather than just to earn points toward accreditation or advancement. However, many teachers struggle with writing scientific papers due to a variety of factors, including 1) a lack of writing motivation, 2) a lack of free time, 3) a lack of understanding of accurate information and scientific writing techniques, 4) a lack of references in writing scientific papers, 5) a stutter in technology mastery, and 6) bureaucratic procedures (Noorjannah, 2014; Rahman, et al, 2019).

It is imperative that certain factors, both internal and external to the teachers themselves, which have an impact on their work productivity, be encouraged for the dimension of teacher productivity, which is anticipated to be one of the factors in realizing the goals of an educational organization. Azainil et al. (2021) assert that because instructors work under the direction of the principal, the school head's leadership model relies on the teachers' work productivity as one of the external elements seen to be the most significant in affecting teacher productivity. To boost teacher productivity, school principals must possess strong management and leadership abilities.

In the current era of disruption, transformational leadership is specifically thought to have an impact on teacher job productivity. This style of leader is more likely to stimulate the instructors' attention than to be unresponsive (Nsom et al., 2019). Because these leaders are known as visionaries, change agents, and catalysts, leaders who can inspire and motivate educators to collaborate in accomplishing the school's goal and vision, they can have a substantial impact on the productivity of teachers (Rofik, 2019). To contribute value to great transformational leadership practices, school leaders must be devoted to 1) cultivating the ideal influence, 2) enhancing the ideal influence, and 3) enhancing the ideal influence. The aforementioned claims make it abundantly evident that leaders with effective transformational leadership philosophies have the capacity to raise staff members' productivity. Madrasah principals that demonstrate this leadership quality have an impact on raising student achievement, which inevitably raises the productivity of both instructors and schools. As a result, a principal with a transformational leadership style has a significant impact on the productivity of the teaching staff in a school.

Self-efficacy and organizational citizenship conduct are internal characteristics that affect teachers' productivity at work (OCB). Teacher self-efficacy is characterized as the self-assurance a teacher has in his or her talents and competencies to carry out specific activities and obligations successfully. These guidelines relate to how the instructor behaves in the classroom and make a discernible difference in the style of instruction as well as the techniques and learning strategies used by teachers daily (Achurra & Villardón, 2012; Bandura, 2007). Additionally, the three areas of education, student involvement, and classroom management employing multilevel modeling make up the teacher self-efficacy, which is succinctly

summarized into six indications 1) Instruction, 2) Adapting instruction to individual needs, 3) Motivating students, 4) Maintain discipline, 5) Cooperate with colleagues and parents, 6) Cope with change and challenge (Fackler et al., 2021; Skaalvik & Skaalvik, 2007).

Another internal component that promotes job productivity is teachers' organizational civic conduct. Organizational citizenship behavior (OCB) is a voluntary act performed by employees outside of the scope of their employment to assist others and benefit the firm, according to Bauer, T., and Erdogan (2012). Because other responsibilities include internal motivation—values, beliefs, and attitudes—and external motivation—leadership supervision, organizational concern, and perceived justice—OCB can be advantageous for the organization (Rino., et, al, 2020). As a result, the teacher's high organizational citizenship conduct contributes to the effectiveness and efficiency of his or her work, which ultimately has a big impact on the productivity of that work. Organ and Podsakoff et al (Rino., et, al 2020) insist that five features are connected to an employee's OCB including 1) Altruism, 2) Conscientiousness, 3) Sportsmanship, 4) Courtesy, and 5) Civic Virtue.

Statistics offers a simple correlation technique or simple correlation to analyze the link between one independent variable and one dependent variable, regardless of the potential influence or relationship with other variables. But statistics offers a method called the partial correlation technique that may be used to pay attention to or take into account other variables. When the impacts of variable three have been eliminated, partial correlation allows the analyst to control variable three while still knowing the two variables of interest, offering a more accurate correlation between those two interest variables (Cohen, L., et, al, 2018; Sujarweni, V, 2021).

This study seeks to ascertain whether there is a relationship between the productive factors coming from inside and outside madrasa teachers' workplaces. It finds that these factors include the teacher's external factors, such as the madrasa principal's transformational leadership, and their internal factors, such as self-efficacy and OCB. This study also used a partial correlation analysis, which examines the pure correlation between an independent and dependent variable while controlling other independent factors.

2. Methods

To learn more about the correlation between two different variables, this study used a quantitative correlational approach that involved selecting a sample from one population and using a questionnaire as the main data collection technique. The independent variables included the transformational leadership of the madrasa principal, self-efficacy and organizational citizenship behavior (OCB), and teacher work productivity as a dependent variable.

All instructors in all MTsN Sukoharjo were to be included in the questionnaire, which was intended to be distributed to respondents and used as the study's unit of analysis. 126 people participated in the study's sample out of the 183 MTsN teachers in Sukoharjo Regency overall. Validity and reliability tests were performed on each item for each variable related to transformational leadership, self-efficacy, organizational citizenship behavior, and teacher job productivity. Following the validity test, the valid statement items for the madrasa principal's transformational leadership were 19 out of 21, 24 for self-efficacy, 17 out of 19, and 16 for teacher work productivity.

3. Results and Discussion

Hypothesis Analysis

This study uses partial correlation analysis to determine the direct correlation between independent and dependent variables under circumstances where other independent factors are in control. Before computing the partial correlation, a single correlation and simultaneous calculation are performed to ascertain the significance of the correlation between the dependent and independent variables.

This study's only correlation examines the effects of Madrasah heads' transformational leadership (X1), teachers' self-efficacy (X2), and teachers' OCB (X3) on their respective effects on teachers' work productivity. Additionally, the goal of this study is to ascertain how madrasah heads' transformational leadership, self-efficacy, and OCB collectively affect teachers' job productivity. The correlation of all the variables is shown in the table below.

Table 1. Correlations of All Variables

		Teacher Work Productivity	Transformational Leadership	Self-Efficacy	OCB
Teacher Work Productivity	Pearson Correlation	1	.616**	.604**	.468**
	Sig. (2-tailed)		.000	.000	.000
	N	126	126	126	126
Transformational Leadership	Pearson Correlation	.616**	1	.338**	.287**
	Sig. (2-tailed)	.000		.000	.001
	N	126	126	126	126
Self-Efficacy	Pearson Correlation	.604**	.338**	1	.458**
	Sig. (2-tailed)	.000	.000		.000
	N	126	126	126	126
OCB	Pearson Correlation	.468**	.287**	.458**	1
	Sig. (2-tailed)	.000	.001	.000	
	N	126	126	126	126

** . Correlation is significant at the 0.01 level (2-tailed).

According to the aforementioned table, the transformational leadership of madrasah heads has a direct impact on the output of teachers. The correlation coefficient for this relationship is 0.616, and the t-count for this relationship is 8.71 for a t-table value of 1.97 at 0.05. H1 is accepted and H0 is rejected because the t count value exceeds the t table. This indicates that transformative leadership enhances the effectiveness of teacher work. This demonstrates that the madrasah head's transformational leadership style can effectively control teacher work productivity and vice versa.

The direct influence is also shown on the teacher's self-efficacy on work productivity of teacher. The value of the correlation coefficient is 0.604, and the value of t-count is 8.43 for the value of t-table 1.97 at $\alpha = 0.05$. This confirms that the t count value is higher than t table, H1 is approved and H0 is denied. This means that self-efficacy contributes a positive impact on

teacher work productivity. In other words, self-efficacy can be an effective factor to increase teacher work productivity, and vice versa.

Moreover, the correlation of OCB toward teacher work productivity shows a direct effect, the value of the correlation coefficient is 0.604, and the value of t-count is 5.89 for the value of t-table 1.97 at $\alpha = 0.05$. This means that teachers' OCB influences positively teacher work productivity. Thus it confirms that OCB can be an effective factor to increase teacher work productivity, and vice versa.

The functional relationship of transformational leadership variables, self-efficacy, and OCB together with teacher work productivity is shown in a regression equation form of $\hat{Y} = 0.864 + 0.333X_1 + 0.263X_2 + 0.160X_3$. This means that when the madrasa heads transformational leadership, teachers' self-efficacy, and teachers' OCB = 0, then the teacher's work productivity is 0.864.

The above statement indicates that stronger transformational leadership, self-efficacy, and OCB together will increase teacher work productivity. Vice versa, the weaker transformational leadership, self-efficacy, and OCB together can reduce teacher work productivity. The correlation of transformational leadership, self-efficacy, as well as OCB on teacher work productivity (Y), is ascertained by the determination coefficient ($r^2_{y.12}$). The coefficient of determination shows the endowment of transformational leadership (X1), self-efficacy (X2), and OCB (X3) together in influencing teachers' work productivity (Y).

The estimation results show that the value of $r^2_{y.12}$ is 0.568. This indicates that 56.8% of the work productivity of teachers can be managed by transformational leadership, self-efficacy, and OCB. The relationship resistance among those three independent variables together with the teacher work productivity variable (Y) is ascertained by the coefficient of correlation $r_{y.12}$ at 0.864.

Partial Correlation Analysis

Partial correlation analysis is employed in this research to determine the pure correlation between 1) X1 and Y under controlled conditions X2, 2) X1 and Y under controlled conditions X3, 3) X2 and Y under controlled conditions X1, 4) X2 and Y in controlled condition X3, 5) X3 and Y under controlled condition X1, and 6) X3 and Y in X2 controlled condition.

Partial correlation between X1 and Y; X2 is considered controlled, is presented in the following table:

Table 2. Partial Correlations 1

Control Variables			Teacher Work Productivity	Transformational Leadership
		Correlation	1.000	.549
	Teacher Work Productivity	Significance (2-tailed)	.	.000
Self-Efficacy		Df	0	123
		Correlation	.549	1.000
	Transformational Leadership	Significance (2-tailed)	.000	.
		Df	123	0

The above table depicts the results of the partial correlation test between transformational leadership (X1) and the works productivity of teacher (Y) with control on teachers' self-efficacy (X2) showing the coefficient of partial correlation is 0.549. This means that a positive and strong influence of transformational leadership (X1) is given to teacher work productivity (Y) if self-efficacy (X2) is a control or fixed.

Partial correlation between X1 and Y; X3 is considered controlled, is displayed in the table below:

Table 3. Partial Correlations 2

Control Variables			Teacher Work Productivity	Transformational Leadership
OCB	Teacher Work Productivity	Correlation	1.000	.569
		Significance (2-tailed)	.	.000
		df	0	123
	Transformational Leadership	Correlation	.569	1.000
		Significance (2-tailed)	.000	.
		df	123	0

The above table depicts the partial correlation test results between transformational leadership (X1) and teacher work productivity (Y) with control on OCB (X3) showing the coefficient of partial correlation is 0.569. This claims that a positive and strong influence of transformational leadership (X1) is given to teacher work productivity (Y) if OCB (X3) is a control or fixed.

Analysis of partial correlation between X2 and Y; X1 is considered controlled, is displayed in the table below:

Table 4. Partial Correlations 3

Control Variables			Teacher Work Productivity	Self-Efficacy
Transformational Leadership	Teacher Work Productivity	Correlation	1.000	.533
		Significance (2-tailed)	.	.000
		df	0	123
	Self-Efficacy	Correlation	.533	1.000
		Significance (2-tailed)	.000	.
		df	123	0

The table above reveals the results of a partial correlation between self-efficacy (X2) and work productivity of teacher (Y) with control of transformational leadership (X1) revealing the coefficient of partial correlation is 0.533. This indicates that a positive and strong influence of self-efficacy (X2) is given to teacher work productivity (Y) if transformational leadership (X1) is fixed.

Analysis of the partial correlation between X2 and Y; X3 is considered controlled, is revealed in the table below:

Table 5. Partial Correlations 4

Control Variables			Teacher Work Productivity	Self-Efficacy
OCB	Teacher Work Productivity	Correlation	1.000	.496
		Significance (2-tailed)	.	.000
		df	0	123
	Self-Efficacy	Correlation	.496	1.000
		Significance (2-tailed)	.000	.
		df	123	0

The table above depicts the partial correlation results analysis between self-efficacy (X2) and work productivity of teacher (Y) with control on OCB (X3) showing the coefficient of partial correlation is 0.496. This shows a positive and strong influence of self-efficacy (X2) given to teacher work productivity (Y) if OCB (X3) is a control or fixed.

Partial correlation between X3 and Y; X1 is considered controlled, is depicted in the table below:

Table 6. Partial Correlations 5

Control Variables			Teacher Work Productivity	OCB
Transformational Leadership	Teacher Work Productivity	Correlation	1.000	.385
		Significance (2-tailed)	.	.000
		df	0	123
	OCB	Correlation	.385	1.000
		Significance (2-tailed)	.000	.
		df	123	0

Based on the above table, reveals that the partial correlation results between OCB (X3) and teacher work productivity (Y) with control of transformational leadership (X1) reveal the coefficient of partial correlation is 0.385. This shows a weak influence between OCB (X3) and the work productivity of teacher (Y) if transformational leadership (X1) becomes a control.

Analysis of the partial correlation between X3 and Y; X2 is considered controlled, is revealed in the table below:

Table 7. Partial Correlations 6

Control Variables			Teacher Work Productivity	OCB
Self-Efficacy	Teacher Work Productivity	Correlation	1.000	.269
		Significance (2-tailed)	.	.002

OCB	Df	0	123
	Correlation	.269	1.000
	Significance (2-tailed)	.002	.
	Df	123	0

The table above depicts the partial correlation analysis results of OCB (X3) toward the work productivity of teacher (Y) with control on self-efficacy (X2) showing the coefficient of partial correlation is 0.269. This indicates a weak effect of OCB (X3) toward teacher work productivity (Y) if self-efficacy (X2) becomes a control.

The Effect of Transformational Leadership on Teacher Work Productivity

The research's testing of the hypotheses demonstrates that transformational leadership has a considerable impact on the output of teachers. A coefficient of correlation of 0.616 indicates the significant relationship between teachers' work productivity and the transformative leadership of madrasa principals. The findings of this study are consistent with other studies (Narulita et al., 2019; Triningsih & Mundilarno, 2018) showing that principals' transformational leadership has a favorable and significant impact on teachers' productivity. To effectively manage teacher work productivity, transformational leadership contributes.

The transformative leadership of the madrasah heads is one such outside factor that can affect the work productivity of a teacher in a madrasah. Teachers are encouraged and motivated by principals who exhibit transformational leadership to go above and beyond the call of duty. (Triningsih & Mundilarno, 2018) assert that charismatic leaders with transformational leadership models inspire intellectual stimulation and individualized considerations, which motivates teachers to go above and beyond what they would normally do and results in high productivity. Therefore, the more productively a teacher works, the higher the caliber of the madrasa principal's transformative leadership.

The Effect of Self-Efficacy on Teacher Work Productivity

According to the second hypothesis finding in this study, self-efficacy has a considerable impact on a teacher's ability to produce quality work. The coefficient association between teacher work productivity and self-efficacy is substantial, at 0.604, and it is consistent with the findings of other studies that demonstrate how much self-efficacy affects teacher work productivity (Hidayat et al., 2020; Suk et al., 2018). This significant link suggests that raising self-efficacy can help address the issue of low teacher job productivity (Soenanto & Hamzah, 2016). As a result, teachers need to continually enhance their self-efficacy in areas including issuing directions, adjusting to student needs, upholding discipline, inspiring students, managing changes and problems, and interacting with coworkers and parents (Skaalvik & Skaalvik, 2007).

Self-efficacy is the assurance people have in their capacity to complete particular activities successfully and successfully. High self-efficacy or self-confidence teachers undoubtedly take pride in their profession and are enthusiastic when performing their duties (Hidayat et al., 2020). Since teachers with high self-confidence essentially always feel content and affluent, they develop their creativity and innovation to come up with additional suggestions that will boost work productivity (Suk et al., 2018). Therefore, a teacher will be more productive at work with a greater level of self-efficacy.

The Effect of OCB on Work Productivity

The third hypothesis finding demonstrates that organizational citizenship behavior (OCB) has a favorable impact on teachers' ability to produce quality work. This is consistent with research findings from (Bhokia et al., 2019; Zakaria, 2021) that indicate how teachers' OCB affects their ability to increase teacher productivity. Teachers, who are the primary agents in education, must exhibit organizational citizenship conduct, or extra-role behavior, which includes a real desire to perform responsibilities outside of those included in the core tasks and functions description (Lie et al., 2022).

The productivity of teachers is impacted by their OCB. When teachers behave more organizationally and responsibly, their output rises. This is because instructors carry out their duties following procedure norms, planning, implementing, evaluating, and learning follow-up based on lawsuits, so OCB factors exhibit a strong effect on teacher productivity (Harahap & Rusdinal, 2017). Teacher politeness is exemplified by exhibiting empathy for coworkers, acknowledging any assistance or support, and fostering a climate of respect among colleagues. Because reciprocal respect for instructors creates a more favorable work environment where productivity can grow, politeness is crucial in education (Zakaria, 2021).

The Effect of Transformational Leadership, Self-Efficacy, and Organizational Citizenship Behavior together on Teacher Work Productivity

Together, civic behavior and academic productivity in teachers

Based on the findings of the hypothesis test, this study demonstrates that all three independent factors concurrently have a significant impact on the dependent variable. In other words, it asserts that OCB, self-efficacy, and transformational leadership all contribute to teacher work productivity. One indicator of a school's or educational institution's production is the output of the teachers. It has an impact on the improvement of the standard of education in schools and broadens our understanding of the internal and external elements that affect teacher productivity. According to Augustina et al. (2021), one of the external factors that affect teacher job productivity is associated with the leadership style used by the school administrator. The goal of transformational leadership is to change the followers' attitudes, values, and beliefs rather than just gain their allegiance. It does this by motivating them to achieve goals beyond what is expected of them (Mi et al., 2019). The teacher's mental attitude is made up of two internal variables, which are self-efficacy and organizational citizenship conduct. According to (Malinauskas, 2017), self-efficacy is the belief in one's ability to successfully guide actions to accomplish goals and finish specific tasks. According to Ocampo, L., et al. (2018), contextual show, pro-social organizational action, and additional role action outside of the primary work are all substantially associated with OCB.

A madrasa principal's transformational leadership fosters change and inspires instructors to carry out the institution's mission. Additionally, the administrator using this leadership style pays more attention to and cares about the instructors. As a result of the encouragement and assistance provided by this leadership style, teachers may feel more motivated and capable of handling the problems and changes that arise in the classroom. Teachers who have self-efficacy at work exhibit positive behavior in a reciprocal manner, including organizational citizenship behavior. In general, the teacher works collaboratively and prioritizes professional activities over personal activities, which are demonstrated by, among other things, socially volunteering to put in a lot of effort to assist colleagues, actively foster student extracurricular activities, help students outside working hours, attend seminars or independent training for career development.

4. Conclusion

Following the findings, after conducting analysis and discussion of data, several important conclusions are made. First, the transformational leadership of the madrasah head impacts positively the work productivity of teachers in all MTsN of Sukoharjo Regency, with a r_{count} of 0.616 higher than the r_{table} of 0.1736. The results of the r^2 test (r square) obtain a result of 38%, which means that the contribution of transformational madrasah head to teacher productivity is 38%, while the resting of 62% is affected by other variables not analyzed in this study.

Second, teacher self-efficacy impacts positively teacher work productivity in all MTsN of Sukoharjo Regency, with an r_{count} of 0.604 higher than an r_{table} of 0.1736. The results of the r^2 test (r square) obtain a result of 36%, which implies that the self-efficacy contributes to teacher work productivity at 36%, while the resting of 64% is affected by other variables.

Third, teachers' OCB shows a positive implication toward teacher work productivity in all MTsN of Sukoharjo Regency, with r_{count} of 0.468 higher than r_{table} of 0.1736. The results of the r^2 test (r square) obtain a result of 21.9%, which indicates that the contribution of OCB toward teacher work productivity is 21.9%, while the 78.1% is influenced by other variables.

Finally, the three independent variables that affect teacher work productivity are the transformational leadership of madrasa principals, self-efficacy, and OCB, with a F count of 55.680 greater than a F table of 0.1736. According to the results of the r^2 test (r square), transformational leadership demonstrated by madrasa principals, self-efficacy, and organizational citizenship conduct all contribute to 57.8% of the 42.2% of teacher job productivity that is influenced by other variables. Thus, instructors will be content and successful at work thanks to external variables like high self-efficacy, sincerity in their work, and the backing of qualified madrasa leaders, allowing them to generate original ideas and optimize their output at the workplace for the realization of the vision and goals of the institution where they work.

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