

## Optimizing Teacher Work Productivity through Transformational Leadership, Organizational Climate, and Teamwork

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### ABSTRACT

This study aims to analyze the factors influencing teacher work productivity in elementary schools in Tasikmalaya Regency. The research focuses on transformational leadership, organizational climate, teacher collaboration, and work motivation as variables contributing to teacher productivity. A mixed-methods approach was employed, consisting of two main phases: qualitative and quantitative. The qualitative phase involved in-depth interviews to identify the current conditions of teacher work productivity and dominant influencing factors. The quantitative phase included 163 respondents selected using proportional random sampling, with data analyzed using Partial Least Square (PLS) Structural Equation Modeling (SEM). The findings reveal that transformational leadership and organizational climate have a direct and significant impact on teacher collaboration and work productivity. Teacher collaboration also significantly influences teacher work productivity. However, the indirect effects of transformational leadership and organizational climate on teacher work productivity through collaboration are positive but not significant. This study identifies strategies, methods, and optimal efforts to improve the work productivity of public elementary school teachers in Tasikmalaya Regency. Furthermore, the study provides strategic recommendations based on Sitorem analysis to strengthen transformational leadership, enhance organizational climate, and foster effective collaboration to improve teacher work productivity.

**Keywords:** *Teacher Work Productivity, Transformational Leadership, Organizational Climate, Teacher Collaboration, Work Motivation*

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## INTRODUCTION

Teacher work productivity is a fundamental element in improving the quality of education, ensuring effective lesson delivery, fostering student engagement, and supporting academic achievement (Ahmad et al., 2023; Rahman & Hassan, 2022). In the modern educational landscape, teachers are increasingly expected to adapt to dynamic changes, such as integrating technology into teaching and applying innovative pedagogical methods to meet diverse student needs (Kurniawan et al., 2023; Yusuf et al., 2023). Beyond individual efforts, teacher productivity is shaped by a combination of external and internal factors, including organizational support, professional development opportunities, and collaborative practices (Setiawan et al., 2023).

Addressing these factors holistically is essential for creating an educational system capable of meeting 21st-century challenges.

In addition to their instructional roles, teachers contribute significantly to shaping the school environment and fostering student development through classroom management, collaboration with colleagues, and engagement with parents (Putri et al., 2022). However, numerous challenges hinder teacher productivity. Preliminary studies indicate that 31% of teachers face difficulties in lesson preparation and implementation, often relying on monotonous, lecture-based methods instead of dynamic approaches. Moreover, 47% struggle with classroom management, which is critical for creating a conducive learning atmosphere, particularly at the elementary school level where innovative and engaging methods are vital (Ningsih et al., 2023). Additionally, 39% of teachers report challenges in collaborating with parents and colleagues, limiting the support available for student development. Another pressing issue is the lack of professional development, with 46% of teachers not participating in adequate training or failing to enhance their technological skills.

While previous research has explored teacher work productivity, many studies have focused on isolated aspects without addressing the broader organizational, leadership, and collaborative factors that influence it (Nugroho et al., 2023; Widodo & Sari, 2022). Furthermore, research specifically examining teacher productivity at the elementary school level within the local context of Tasikmalaya Regency remains scarce. This gap is particularly concerning given the growing divide between the demands of 21st-century education and the actual competencies of teachers, which often results in lower teaching quality and limited adoption of innovative, technology-driven methods (Prasetyo et al., 2023; Hartono & Wahyuni, 2023). To bridge this gap, this study adopts a holistic approach to analyze factors affecting teacher work productivity, including transformational leadership (Haratua, et al., 2024; Maryani & Prayitno, 2024), organizational climate, teacher collaboration, and work motivation. The findings are expected to provide strategic recommendations to enhance teacher productivity through targeted interventions, ultimately supporting educational quality in Tasikmalaya Regency.

To address the issues of teacher productivity in elementary schools in Tasikmalaya Regency, it is essential to explore the research model that can effectively analyze the factors influencing teacher work productivity. How can we design a research model that holistically examines the multiple dimensions affecting teacher productivity in this context? What factors, including leadership, organizational climate, collaboration, and work motivation, must be considered to develop an optimal solution for improving productivity? Identifying these key factors will help us find the most effective strategies for enhancing teacher performance. Additionally, it is crucial to determine the specific strategies that can be implemented to increase productivity, and how these strategies can be effectively executed within the local educational setting of Tasikmalaya. By answering these questions, this study aims to propose a comprehensive approach that not only identifies the challenges but also offers clear solutions and actionable steps to improve teacher work productivity in elementary schools in Tasikmalaya Regency.

The POP-SDM (Modeling and Optimization of Human Resource Management) approach is a comprehensive research method that combines qualitative exploration with descriptive or causal quantitative approaches. This method is designed to optimize human resource variables through improvement, maintenance, or development priorities (Sunaryo et al., 2020).

In response to the demands of the Indonesian National Qualification Framework (KKNI) level 9, this approach aims to produce dissertation research that not only meets the requirements for novelty but also creates creative, original, and scientifically testable scholarly work. With a focus on model development and optimal solutions, the POP-SDM method becomes an effective tool in strengthening resource management. Additionally, this approach contributes significantly to the development of innovative and integrated research.

According to (Buchanan & Huczynski, 2016), organizational behavior can be analyzed through the PESTLE approach, which includes political, economic, social, technological, legal, and ecological factors. In this model, organizational effectiveness and quality of working life are placed as endogenous variables, while exogenous variables include individual factors, group dynamics, management and organizational factors, and leadership processes. This study places the quality of working life, represented by teacher work productivity, as the main variable. The exogenous variables are designed based on relevant factor categories, such as teamwork as a group factor, organizational climate as a management and organizational factor, and transformational leadership as a leadership process factor (Buchanan & Huczynski, 2016). The constellation of relationships between these variables is structured based on Colquitt's grand theory to explain each factor's contribution to teacher work productivity.

Various studies have identified teacher work productivity as a key measure of performance, encompassing efficiency, effectiveness, and the quality of task execution. According to Sappa et al. (2023), teacher productivity involves the development of knowledge, skills, and education to enhance individual performance. Wulandari et al. (2020) further add that productivity also includes work enthusiasm, self-development, quality, and improved outcomes.

In terms of task execution, (Kuswibowo, 2021) emphasizes that productivity is reflected in aspects such as lesson planning, attendance, and the creation of teaching aids. Meanwhile, (Lutfiya et al., 2021) highlight the importance of effectiveness and efficiency in carrying out teaching responsibilities. Furthermore, Ariani et al. (2020) and Narulita et al. (2019) stress the need to consider the input-output ratio in productivity, underlining the significance of efficiency, effectiveness, and the quality of the output.

Based on the synthesis of these various theories, teacher work productivity can be defined as the ability to achieve desired outcomes, both in terms of teaching performance and contributing positively to the school's organizational goals within a given time frame. The key indicators of productivity include student learning achievements, teaching quality, adherence to lesson plans, completion of administrative tasks, contributions to school development, and active involvement in collaborative activities.

Transformational leadership is a leadership style where a leader uses charisma to inspire and revitalize an organization. (Iqbal, 2021) explains that this leadership style is characterized by the leader's ability to simplify processes, motivate followers, facilitate progress, and demonstrate strong determination. (Arofah, 2018) adds that transformational leadership motivates followers to commit to organizational goals, even exceeding expectations, through high ethical standards, intellectual stimulation, and generating new ideas. (Jena, et.al 2017) further describe it as the ability to create an appealing vision and innovations that meet both the organization's and followers'

needs. (Niessen,et,al, 2017) view transformational leadership as a meaningful exchange between leaders and followers, driving change through a shared vision.

Based on these perspectives, transformational leadership can be synthesized as a style focused on driving positive change in followers through an inspiring vision and charismatic influence. The main indicators of transformational leadership include idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. This leadership style aims to enhance followers' commitment and performance by fostering creativity, providing support, and building strong emotional bonds between the leader and followers to achieve shared goals.

Organizational climate refers to members' perceptions of the quality of the work environment and its influence on behavior and performance. According to (Winarto et al., 2018), it includes employees' collective perception of events, practices, and procedures within the organization. Key indicators include autonomy in job design, participation in decision-making, and communication of information. Similarly, (Nurhadi et al., 2020) emphasize that the organizational climate affects individuals' behavior in achieving common goals. (Uhl-Bien et al., 2014) expand on this by identifying dimensions such as supervisor-subordinate relationships, communication among members, and policies that are considered fair as critical components of organizational climate.

Based on these views, organizational climate can be understood as the collective perception of the internal environment that shapes employees' behavior and performance. Key indicators of organizational climate include organizational structure, responsibility, rewards, the warmth of the work atmosphere, and the level of support. Additionally, factors like identity, loyalty, and the risks employees face in the organization are crucial in influencing climate. These indicators reflect not only the physical and structural aspects of the organization but also the interpersonal relationships and organizational culture, as noted by (Ridwan et al., 2021), and (Tinambunan, 2019)

Teamwork refers to a group of individuals working collaboratively to achieve common goals, with an emphasis on synergy and cooperation. (Robbins & Judge, 2013) explains that teamwork leads to superior group performance, which goes beyond the simple sum of individual efforts. Key indicators of effective teamwork include synergy, unity, and complementary skills among team members. (Katz, D., & Kahn, R, 2015) highlight that interaction between team members plays a crucial role in achieving group objectives, supported by a shared goal and strong interpersonal relationships. (Harun & Arsyad, 2020) further define teamwork as a dynamic process that involves cooperation, conflict resolution, coordination, and communication to achieve common goals.

Building on these perspectives, teamwork can be understood as a coordinated effort where individuals work in harmony to reach shared goals, with a focus on group cohesion, effective communication, and collaboration. Key indicators of teamwork include trust, collaboration, and coordination among members, as well as strong interpersonal relationships. According to (Salas et al., 2014) and Prasnavidya & Abidin (2020), these elements are vital for ensuring that team members can work synergistically toward organizational objectives. Thus, teamwork relies not only on individual skills but also on the collective ability to communicate, collaborate, and coordinate effectively to achieve shared goals.

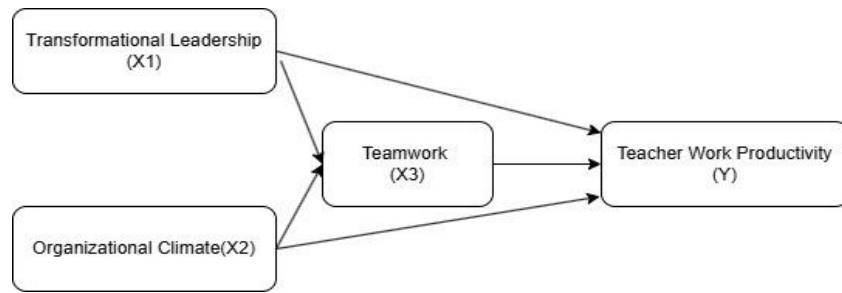
The relevance of this theme in the context of educational research is clear, as teacher work productivity remains a key focus in improving educational outcomes. Various factors, including individual teacher characteristics, school leadership, and work environment, influence teacher productivity. This study suggests that enhancing teacher productivity requires a holistic and integrative approach, which considers both internal and external factors. In the specific context of Tasikmalaya Regency, using the POP-SDM approach, the research indicates that integrating these elements within the local setting could provide significant contributions. By exploring how these factors can be effectively combined, this research aims to provide actionable insights for improving teacher productivity in a way that aligns with the region's specific needs and circumstances. The goal is to make a tangible contribution to improving educational quality through optimizing teacher work productivity, which directly impacts student learning and their readiness to face global challenges. This study aims to analyze the factors that influence teacher work productivity in elementary schools in Tasikmalaya Regency. Specifically, this study aims to: a) Identify the main problems that hinder teacher work productivity. b) Analyze the relationship between transformational leadership, organizational climate, collaboration, and work motivation with teacher work productivity. c) Provide strategic recommendations for improving teacher work productivity.

## **METHOD**

This research employs a mixed-methods approach with two main phases: qualitative and quantitative. In the qualitative phase, data is collected through face-to-face interviews with informants related to teacher work productivity in Tasikmalaya Regency. The aim of these interviews is to explore the current conditions of teacher work productivity and the factors that positively and dominantly influence it. After the data is collected, the analysis process begins by sorting relevant information and grouping the variables found through coding. The coding process aims to facilitate the grouping and determination of dominant variables based on their frequency of appearance in the interviews. A constellation model that depicts the relationship between exogenous and endogenous variables is then constructed, which will be tested in this study.

In the quantitative phase, the study uses a sample calculated using the Slovin formula, resulting in 163 respondents. The sampling technique used is proportional random sampling, and data is collected through the distribution of questionnaires. The data analysis begins with descriptive statistical analysis, which aims to describe the characteristics of the research variables. In addition, path analysis is conducted to test the relationships between variables. To analyze the data, the Partial Least Square (PLS) Structural Equation Modeling (SEM) method is used with the SmartPLS application, chosen because this research is based on a constructivist approach that builds variable constructs based on qualitative findings in the field. The variables studied include Teacher Work Productivity (Y), Transformational Leadership (X1), Organizational Climate (X2), and Teamwork (X3).

Figure 1. Path Analysis Model Constellation Of The Research



## RESULT AND DISCUSSION

This section presents the research results that describe the data regarding the variables studied in this research. Descriptive data provides an overview of the characteristics of the sample involved in the study, as well as information related to the actual conditions, including teacher work productivity, transformational leadership, organizational climate, and teamwork.

The main objective of presenting this descriptive data is to offer a clearer understanding of the distribution and frequency of the variables under examination, as well as to facilitate the interpretation of the relationships among the variables. The results of this descriptive data are expected to provide a deeper understanding of the factors influencing teacher work productivity in Tasikmalaya Regency.

Statistical Measures	Teacher Work Productivity	Transformational Leadership	Organizational Climate	Teamwork
Mean	147,35	156,63	147,24	146,34
Median	145	152	148	143
Mode	174	147	145	169
Std, Deviation	22,657	21,295	17,422	19,875
Variance	513,328	453,483	303,517	395,027
Skewness	-0,346	-0,012	-0,244	-0,419
Kurtosis	-0,575	-0,972	-0,292	-0,084
Range	96	85	80	92
Minimum	87	109	100	87
Maximum	183	194	180	179
Sum	24.018	25.530	24.000	23.853

Table 1. Descriptive Data of the Research

The statistical measures for each variable provide insights into their distribution and variability. For Teacher Work Productivity, the mean score of 147.35 suggests moderate productivity levels, with a slight leftward skew (-0.346) indicating that most values cluster towards the higher end. The standard deviation of 22.657 indicates a moderate spread of scores, while the range of 96 shows a wide variation between the minimum and maximum values. Similarly, Transformational Leadership has a mean of 156.63, reflecting high ratings, and a nearly symmetric distribution with a skewness of -0.012. The standard deviation of 21.295 suggests moderate variation, and the range of 85 demonstrates some variability in leadership scores. For Organizational Climate, the mean of 147.24 indicates a moderate climate, with a slight negative skew (-0.244) and a



standard deviation of 17.422, reflecting moderate variability. The range of 80 suggests a narrow spread, indicating relatively consistent perceptions of organizational climate. Finally, Teamwork has a mean of 146.34, indicating a moderate level of teamwork. The negative skew (-0.419) suggests that higher teamwork values are more frequent, with a standard deviation of 19.875 indicating moderate variation. The range of 92 shows considerable variability between the lowest and highest scores. In summary, these variables exhibit moderate levels with varying degrees of dispersion and slight skewness, reflecting different levels of consistency and variability across the data.

The statistical analysis of teacher work productivity, transformational leadership, organizational climate, and teamwork in your sample shows interesting trends that can be compared with prior studies. Teacher work productivity, with a mean of 147.35, indicates a relatively high level, which aligns with research that suggests leadership, organizational climate, and teamwork play a significant role in influencing productivity in educational settings (Mariana et al., 2023). A supportive organizational climate that encourages collaboration and innovation has been linked to better job satisfaction, which directly boosts productivity.

The data on transformational leadership, with a mean of 156.63, reveals a high level of leadership effectiveness in your sample. This aligns with findings from (Rachmad et al., 2023) which highlight the positive effects of transformational leadership on teacher motivation and performance. Principals exhibiting transformational leadership behaviors significantly improve teachers' self-efficacy and innovation, thus contributing to higher productivity and overall effectiveness.

Organizational climate in your sample, with a mean of 147.24, suggests a moderately positive environment. Research indicates that an organizational climate characterized by trust, collaboration, and innovation is critical for improving teacher creativity and job satisfaction (Abdul Munir & Beh, 2019). Schools with such environments tend to see improved professional and academic outcomes.

Teamwork in the schools studied also appears strong, with a mean value of 146.34. This reflects consistent findings from earlier studies that show effective teamwork among teachers promotes shared goals, mutual support, and professional growth, leading to better school performance. The role of teamwork in fostering a collaborative and supportive work culture is essential for both individual and collective success.

However, the data also reveals some gaps when compared to earlier research. The variance in teacher productivity (513.33) suggests considerable diversity within the sample, likely due to differences in leadership, organizational climate, or individual teacher factors not fully captured in this study. Previous studies emphasize that a structured organizational support system and quality leadership can reduce this variability. Furthermore, the negative skewness in the data across all variables suggests a clustering toward the higher end of the scale, possibly indicating a generally positive perception. This aligns with earlier research that points to the varying impact of transformational leadership and organizational climate, depending on school type and leadership approach. Future research could explore these contextual factors more deeply to better understand their effects.

Below is the formative reflective measurement model for each variable in the model developed in this research:

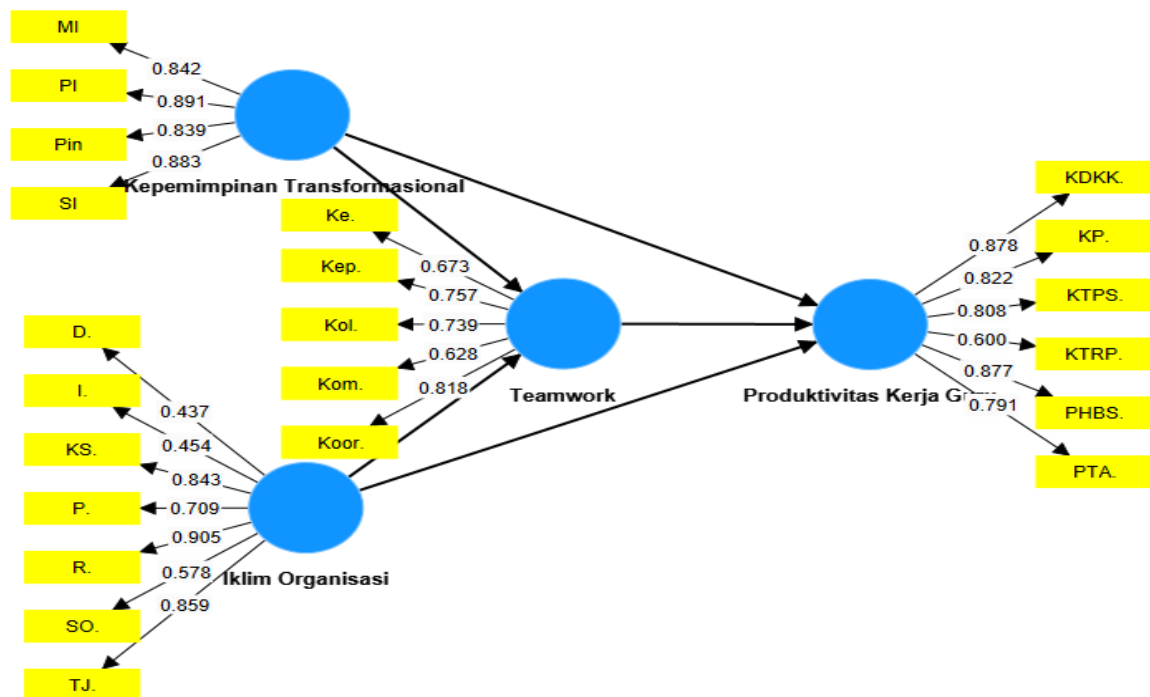
Table 2. Recapitulation of the Measurement Model (Outer Model) Stage 1

Variable	Number of Items	Invalid Questions	Valid Questions	HTMT Criteria
Teacher Work Productivity	37	3	34	Achieved
Transformational Leadership	39	3	36	Achieved
Organizational Climate	37	6	31	Achieved
Teamwork	37	4	34	Achieved

The table summarizes the results of the outer model measurement for each variable in the study. It shows the number of items (questions) designed for each variable, the number of invalid questions, and the number of valid questions included in the analysis. For Teacher Work Productivity, out of 37 questions, 3 were invalid, leaving 34 valid questions, which met the HTMT criteria. Transformational Leadership had 39 questions, with 3 invalid, resulting in 36 valid questions, also meeting the HTMT criteria. Organizational Climate had 37 questions, of which 6 were invalid, leaving 31 valid questions, which also met the criteria. Finally, Teamwork had 37 questions, with 4 invalid, leaving 34 valid questions, all of which met the HTMT criteria. Overall, all variables met the required validity standards, ensuring the robustness of the measurement model in this research.

The next test is to analyze the indicators of each variable in the study. The tests conducted are validity and reliability tests using SEM PLS analysis, and the results can be seen in Figure 2 below.

Figure 2. Results of Outer Loading Testing Using PLS Algorithm





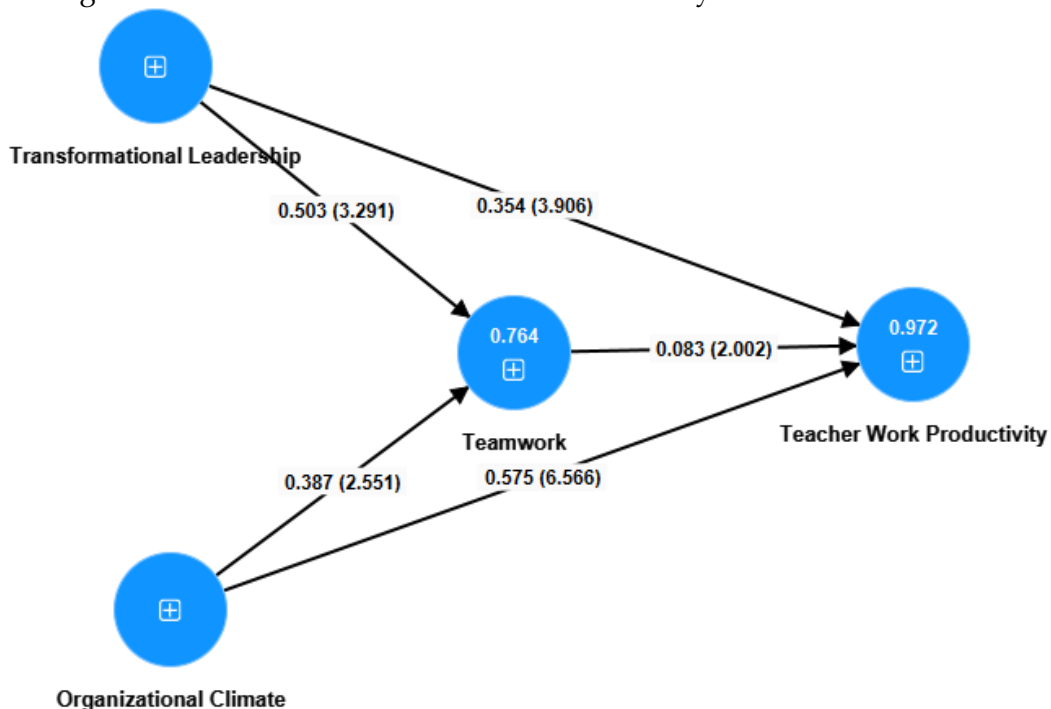
Based on Figure 2, it can be seen that all outer loading values of all indicators are  $>0.7$ , and the values of Cronbach's Alpha and composite reliability are  $>0.7$ , as well as the Average Variance Extracted (AVE)  $>0.5$ . Therefore, it can be concluded that all variables have met the requirements, as can be seen more clearly in the table below.

Table 3. PLS output SEM Cronbach's Alpha, Composite Reliability and Average Variance Extracted (AVE)

Variable	Cronbach's alpha	Composite reliability	Average variance extracted (AVE)
Teacher Work Productivity	0.817	0.872	0.500
Transformational Leadership	0.887	0.893	0.746
Organizational Climate	0.886	0.902	0.642
Teamwork	0.786	0.829	0.527

Next, the Inner Model or structural model analysis is conducted to measure the extent of the relationship between exogenous variables and endogenous variables that have been developed. This analysis provides an understanding of the strength of the relationships between the variables involved in the constructed model. Below are the results of the PLS algorithm iteration for the structural model of teacher work productivity along with its path coefficients ( $\beta$ ).

Figure 3. Results of the Teacher Work Productivity Structural Model Test



Path coefficients are coefficients that indicate the strength and direction of the relationship between latent variables in a model. In the context of path analysis, path coefficients are used to measure the extent to which one variable influences another variable.

Table 3. Recapitulation of Path Coefficients, T-Statistic, and P-Values

Path	Path Coefficient	T statistics	P values
Organizational Climate → Teacher Work Productivity	0.575	6.566	0.000
Organizational Climate → Teamwork	0.387	2.551	0.011
Teamwork → Teacher Work Productivity	0.083	2.002	0.045
Transformational Leadership → Teacher Work Productivity	0.354	3.906	0.000
Transformational Leadership → Teamwork	0.503	3.291	0.001
Organizational Climate → Teamwork → Teacher Work Productivity	0.032	1.580	0.114
Transformational Leadership → Teamwork → Teacher Work Productivity	0.042	1.694	0.090

Based on the path coefficients, t-statistics, and p-values from the structural model analysis, it can be concluded that the relationships between the latent variables are significant, as evidenced by the path coefficients being substantial and the t-statistics exceeding the critical value of 1.96. The p-values for most paths are below 0.05, further confirming the statistical significance of the relationships. Specifically, the results suggest that transformational leadership, organizational climate, and teamwork have a significant positive influence on teacher work productivity. These variables show strong correlations with the outcome variable, indicating that improvements in leadership, organizational climate, and teamwork can lead to increased productivity among teachers. Therefore, the study underscores the importance of fostering positive leadership, a supportive organizational climate, and effective teamwork to enhance teacher performance and productivity.

The analysis of indicators in this study uses the Scientific Identification Theory to Conduct Operation Research in Education Management (SITOREM) analysis. The SITOREM analysis is carried out through the following stages: 1) Contribution analysis; 2) Analysis of the indicators of the research variables; 3) Analysis of the weights of the research variable indicators; and 4) Determination of the indicator classification (Setyaningsih, 2021).

Table 4. Establishment of Classification for Research Variable Indicators

No.	Indicator	Average Expert Rating Weight	Average Score	Classification
Teacher Work Productivity Variables				
1	Student Learning Achievement	18.27%	4.03	Maintain Develop or
2	Teaching Quality	18.27%	4.04	Maintain Develop or
3	Adherence to Lesson Plans	17.09%	4.04	Maintain Develop or
4	Completion of Administrative Tasks	14.87%	3.99	Priority Improvement for
5	Contribution to School	15.46%	3.88	Priority for

No.	Indicator	Average Expert Rating Weight	Average Score	Classification	
6	Development Involvement in Collaborative Activities	16.05%	3.88	Improvement Priority	for Improvement
Transformational Leadership Variables					
1	Idealized Influence	26.23%	4.05	Maintain Develop	or
2	Inspirational Motivation	24.59%	4.03	Maintain Develop	or
3	Intellectual Stimulation	26.34%	4.00	Priority Improvement	for
4	Individualized Consideration	22.83%	3.98	Priority Improvement	for
Organizational Climate Variables					
1	Organizational Structure	15.50%	4.06	Maintain Develop	or
2	Responsibility	14.96%	4.03	Maintain Develop	or
3	Recognition	13.64%	3.86	Priority Improvement	for
4	Warmth of Atmosphere	14.96%	4.18	Maintain Develop	or
5	Support	16.05%	4.11	Maintain Develop	or
6	Organizational Identity and Loyalty	12.22%	3.63	Priority Improvement	for
7	Risk	12.66%	3.88	Priority Improvement	for
Teamwork Variables					
1	Team Cohesion	19.15%	3.77	Priority for Improvement	
2	Trust in the Team	19.69%	4.04	Maintain Develop	or
3	Effective Communication in the Team	20.52%	3.86	Priority Improvement	for
4	Collaboration in the Team	20.42%	4.01	Maintain Develop	or
5	Coordination with the Team	20.22%	4.07	Maintain Develop	or

From Table 4 above, it can be seen that there are 14 indicators that need improvement and 13 indicators that can be maintained and developed to enhance teacher work productivity. The main priorities for indicator improvement are: 1) Intellectual Stimulation, 2) Individual Consideration, 3) Involvement in Collaborative Activities, 4) Contribution to School Development, 5) Completion of Administrative Tasks, 6) Recognition, 7) Risk, 8) Identity and Loyalty within the Organization, 9) Effective Communication within the Group, 10) Cohesion within the Group, 11) Self-

Development, 12) Interpersonal Relationships, 13) Rewards, 14) Working Conditions. Meanwhile, the 13 indicators that can be maintained or developed are: 1) Idealized Influence, 2) Inspirational Motivation, 3) Teaching Quality, 4) Student Learning Achievement, 5) Adherence to Lesson Plans, 6) Support, 7) Organizational Structure, 8) Warmth of Atmosphere, 9) Responsibility, 10) Collaboration within the Group, 11) Group Coordination, 12) Trust in the Group, 13) Achievement Actualization.

## DISCUSSION

Based on the analysis, the organizational climate has a positive and significant effect on teacher work productivity, with a path coefficient of 0.496, a T-Statistic value of 6.270, and a P Value of 0.000. This indicates that the better the organizational climate in schools, the higher the teacher work productivity. The very low P Value (less than 0.05) suggests that this effect is statistically significant, demonstrating a strong relationship between a supportive work environment and teacher performance. Previous research supports these findings, where a positive organizational climate has been proven to contribute to increased productivity. [Zulganef \(2018\)](#) stated that a good organizational climate, with effective communication and management support, creates a conducive environment for teachers to work more optimally. A positive climate encourages teachers to be more committed to their duties.

Additionally, research by [\(Iram, B., & Nasreen, 2016\)](#) showed that positive organizational climate elements, such as trust and mutual respect, are essential for improving teacher work productivity. When teachers feel valued and supported by their work environment, they are more motivated to perform at their best. Furthermore, a study by [\(Ali, A., Jan, S., & Tariq, 2016\)](#) stated that a positive work climate not only improves motivation but also enhances overall work productivity. Teachers working in an environment with a good organizational climate tend to be more efficient and effective in carrying out teaching and administrative tasks because they feel comfortable and supported in their work setting.

Therefore, it is important for school leaders to create a supportive organizational climate through good communication, transparency in decision-making, and appreciation of teachers' contributions. These steps can enhance teacher work productivity, ultimately positively impacting the quality of education in the school.

The research results indicate that the organizational climate has a positive and significant relationship with teamwork in the educational environment, particularly among teachers and school staff. With a path coefficient of 0.412, a T-Statistic value of 3.228, and a P Value of 0.001, it can be concluded that a conducive and collaborative work atmosphere is crucial in strengthening teamwork. The P Value smaller than 0.05 indicates strong statistical significance, showing that the organizational climate plays a major role in building effective teamwork.

First, a positive organizational climate, such as openness, good communication, and leadership support, can encourage collaboration among teachers. When staff feel supported and accepted in an open environment, they are more likely to collaborate in teams and share ideas and resources. A study suggests that good communication and leadership within an organization can improve the level of cooperation among team members [\(Canli, S., & Özdemir, 2022\)](#).

Second, mutual trust and support within the team, created by a healthy organizational climate, also strengthen relationships among individuals. This is crucial because trust influences how teachers interact with one another. A solid and trusting

team will more easily achieve common goals, such as improving the quality of education. A positive and supportive environment creates a conducive atmosphere for building collaboration (Suzan, M., & Yalçin, 2022).

Third, a good organizational climate also provides space for teachers to actively participate in decision-making, which in turn fosters a sense of ownership and collective responsibility within the team. With active participation, teachers feel more involved in important processes at school, motivating them to collaborate more efficiently. Fourth, strengthening teamwork through a supportive organizational climate can be seen in increased work efficiency and problem-solving together. In schools with a good organizational climate, problems are often solved collaboratively, allowing each team member to contribute optimally. This shows that a strong organizational climate can accelerate the teamwork process, ultimately improving the productivity of the entire school.

Thus, it is important for school management to continually pay attention to and improve the organizational climate so that teamwork can run more effectively. A supportive environment, communicative leadership, and an inclusive work culture will strengthen teamwork in schools, helping achieve educational goals as a whole.

The influence of transformational leadership on teacher work productivity is highly significant. The analysis results show a path coefficient of 0.422, with a T-Statistic value of 5.149 and a P Value of 0.000. These figures indicate that transformational leadership can effectively enhance teacher productivity, meaning leaders who inspire and motivate teachers to innovate and perform at a high level have a significant positive impact on their work outcomes. Transformational leadership focuses on individual development and motivation within the organization. In the educational context, leaders who implement this leadership style tend to create a supportive work environment where teachers feel valued and motivated to do their best. A transformational leader is capable of creating a clear vision and providing support to teachers, which in turn boosts their enthusiasm and productivity (Heenan, T., & De Paor, 2023). Several studies indicate that transformational leadership can improve school effectiveness by enhancing teacher job satisfaction and engagement. When teachers feel supported and motivated by their leaders, they are more likely to engage in productive collaboration, share new ideas, and innovate in their teaching practices (Heenan, T., & De Paor, 2023).

Additionally, transformational leadership plays a role in building a positive school culture. In a conducive environment, teachers feel more comfortable experimenting and applying new teaching methods, which can improve student learning outcomes. In this regard, teacher productivity is not only measured by individual performance but also by their contribution to the overall performance of the teaching team. Therefore, it is essential for schools to adopt transformational leadership. Schools with inspirational leaders can not only improve teacher work productivity but also create a better learning environment for students. This shows that investing in the development of transformational leadership can bring long-term benefits to educational institutions as a whole.

The influence of transformational leadership on teamwork among teachers is proven to be significant. The analysis shows a path coefficient of 0.490, with a T-Statistic value of 3.819 and a P Value of 0.000. This indicates that transformational leadership can enhance collaboration within the teaching team, creating a more productive and harmonious work environment. In the educational context, inspirational leadership plays a crucial role in encouraging teachers to work together

toward common goals. Transformational leadership not only focuses on individual development but also creates strong bonds between the leader and team members. Effective leaders can motivate teachers to collaborate and share knowledge, contributing to the improvement of educational quality (Leithwood, K., Jantzi, D., & Steinbach, 2020). When teachers feel supported, they are more likely to engage in collaborative activities that lead to innovation in teaching and learning.

Various studies show that transformational leadership strengthens relationships among team members. By building trust and respect, teachers will be more open to sharing ideas and discussing best practices (Harris, A., & Jones, 2021). When team members feel valued, they will actively participate, thus strengthening solidarity and trust within the team.

Moreover, transformational leadership creates a positive work culture. Leaders who can foster an atmosphere that supports collaboration make all members feel important in achieving common goals. This encourages innovation and creativity among teachers, creating a conducive environment for professional development.

Therefore, it is important for schools to develop leaders who implement transformational leadership principles. By focusing on teamwork, schools can not only increase teacher productivity but also create a better learning environment for students. This shows that investing in the development of transformational leadership is crucial for creating successful and effective schools.

The analysis results show that the relationship between teamwork and teacher work productivity has a path coefficient of 0.089, with a T-Statistic value of 1.959 and a P Value of 0.050. This indicates that teamwork has a marginal positive effect on teacher work productivity. The P Value, which is exactly at the 0.05 significance threshold, shows that while there is an effect, it is not strong enough to be considered significant. This suggests that teamwork can play a role in improving teacher productivity, but its role is not as strong as expected.

In the educational context, collaboration and teamwork among teachers are essential for creating an effective learning environment. Research by (Harris, A., & Jones, 2021) revealed that good teamwork among teachers can improve teaching effectiveness, share best practices, and facilitate innovation. When teachers collaborate, they can support each other in professional development and teaching, which can positively impact productivity.

However, while teamwork can enhance productivity, studies also show that other factors such as leadership, administrative support, and working conditions play an important role. According to research by (Tschannen-Moran, M., & Gareis, 2015) positive interpersonal relationships and a collaborative school culture can strengthen individual contributions to the team, impacting overall productivity. Furthermore, research by (Leithwood, K., & Sun, 2018), shows that developing collaborative competencies among teachers can increase their confidence in working as a team. When teachers feel comfortable and trust their colleagues' abilities, they are more likely to collaborate and share responsibilities, which can enhance overall work productivity. Therefore, while the effect of teamwork on teacher work productivity is marginal, it is important to continue encouraging collaboration among teachers. Creating a supportive environment, facilitating training, and providing time for team activities can help improve teaching effectiveness and, ultimately, teacher productivity.

The indirect influence of organizational climate on teacher work productivity through teamwork has a path coefficient of 0.036, with a T-Statistic value of 1.768 and a P Value of 0.077. This suggests that teamwork plays a role in mediating the



relationship between organizational climate and teacher work productivity, though the effect is weak and not statistically significant at the conventional 0.05 threshold. In this context, organizational climate affects teamwork by fostering collaboration, communication, and trust among teachers. These factors, in turn, can contribute to increased work productivity. However, the indirect effect is smaller than the direct influence of organizational climate on teacher productivity, which may imply that while teamwork is important, other direct factors such as leadership and resources play a larger role in driving teacher performance.

Previous studies have highlighted the importance of organizational climate in improving teamwork, which can ultimately impact teacher productivity. According to (Aydin et al., 2013) a positive organizational climate creates an atmosphere where teachers are more likely to collaborate, which enhances their job performance. Additionally, (Zhao, 2017) found that teamwork, as influenced by the organizational climate, has a positive effect on productivity in schools. This suggests that schools should not only focus on improving the organizational climate but also actively support the development of teamwork among teachers. This could include providing professional development opportunities, fostering trust among colleagues, and creating spaces for collaboration.

The analysis shows an indirect influence of transformational leadership on teacher work productivity through teamwork, with a path coefficient of 0.044, a T-Statistic value of 1.636, and a P Value of 0.102. While this indicates a positive but weak relationship, the effect is not statistically significant at the 0.05 level, suggesting that the role of teamwork as a mediator between transformational leadership and teacher productivity is marginal.

Transformational leaders inspire and motivate teachers, but the impact on productivity through teamwork is not as strong as expected. Nonetheless, the effect of leadership on fostering collaboration and mutual support within teams remains significant. By creating a vision, offering support, and encouraging innovation, transformational leaders help teams work together more effectively, which could ultimately enhance productivity.

Research by (Bass & Riggio, 2006) supports the idea that transformational leadership encourages teamwork, which, in turn, can boost teacher performance. According to Leithwood et al. (2020), transformational leaders create an environment in which teachers are more likely to engage in collective efforts that can lead to improved productivity.

However, it is important to note that the strength of the indirect effect of leadership on productivity through teamwork is weaker than the direct influence of leadership on teacher productivity. This may indicate that other factors, such as individual teacher motivation and classroom resources, also play a significant role in influencing teacher performance.

In conclusion, while teamwork plays a role in mediating the relationship between transformational leadership and teacher productivity, it is not the only factor at play. Schools should focus on strengthening both leadership and collaboration to create an environment where teacher productivity can thrive.

The analysis reveals that teamwork has a positive but weak indirect influence on teacher work productivity through organizational climate, with a path coefficient of 0.015, a T-Statistic value of 1.131, and a P Value of 0.257. Since the P Value is greater than 0.05, the effect is not statistically significant. This suggests that teamwork, although important, does not significantly mediate the relationship between

organizational climate and teacher work productivity. The indirect influence indicates that while teamwork can foster a positive organizational climate, which may boost productivity, the effect is less pronounced than other direct relationships. Previous research has emphasized that organizational climate is a more powerful predictor of teacher productivity than teamwork alone. According to (Harris, A., & Jones, 2021), organizational climate influences teacher engagement and performance directly, while teamwork facilitates collaboration but does not necessarily drive productivity on its own.

Additionally, research by Tschannen-Moran and Gareis (2015) shows that while teamwork is an important element in school culture, organizational climate is more critical in shaping overall teacher productivity. The climate in which teachers work, including factors such as leadership support, trust, and resources, plays a more substantial role in determining work output than teamwork alone. Therefore, although teamwork contributes to a positive organizational climate, schools should focus on creating a comprehensive support system that includes leadership, resources, and professional development to maximize teacher work productivity.

The findings of this research offer significant implications for both the practice of teaching and school management, as well as for policy-making in the educational sector. From a practical standpoint, the study highlights the critical role that organizational climate and transformational leadership play in improving teacher productivity. Previous studies have emphasized the importance of a positive organizational climate in fostering teacher motivation and enhancing performance (Leithwood, K., Jantzi, D., & Steinbach, 2020; Hulpia et al., 2020; L. Zhang & Liu, 2020). Schools can directly apply these findings by fostering a supportive work environment, enhancing communication among staff, and ensuring that school leadership adopts a transformational approach. Principals who encourage collaboration, provide professional development opportunities, and engage teachers in decision-making will contribute to a more motivated and effective teaching staff (Skaalvik & Skaalvik, 2020) (Xie, 2019). In terms of policy, education authorities should consider incorporating strategies that strengthen organizational climate and leadership development in teacher training programs and school management policies to support long-term improvements in educational outcomes (Pamularsih, 2022; Wang & Liu, 2021).

In an academic context, this research provides a foundation for further exploration of the factors that impact teacher productivity. It underscores the need for a more nuanced understanding of how different variables, such as motivation, teamwork, and leadership, interact within educational settings (Wang & Liu, 2021) (Tschannen-Moran, M., & Gareis, 2015; MacCallum et al., 2017). By addressing these areas, educators and researchers can better identify strategies that will enhance both the teaching environment and student learning outcomes (Skaalvik & Skaalvik, 2020; X. Zhang, 2021). Furthermore, the study opens doors for further research into the influence of other contextual factors, such as school resources or community involvement, on teacher performance. The integration of technology and digital tools, for example, has been shown to significantly affect productivity and engagement among teachers (Kirkwood, A., & Price, 2019).

However, it is important to recognize the limitations of this study. The wide geographical area of Tasikmalaya and the large number of schools made data collection challenging, and the limited budget and time constraints further constrained the scope of the research. Additionally, the response rate from some respondents may have been influenced by reluctance to participate fully, which could affect the accuracy

and depth of the findings (Liu et al., 2021). The study's reliance on self-reported data may also introduce bias, as respondents might have been influenced by social desirability or personal perceptions (Gomes, H. S., Farrington, D. P., Maia, Â., & Krohn, M. D. (2019). These limitations should be addressed in future studies to improve the generalizability and validity of the results (Liu & Zhang, 2021).

For future research, it would be beneficial to explore a broader range of variables that may affect teacher productivity, such as the influence of parental involvement, technology use in classrooms, or the impact of government educational policies (Hallinger, P. 2014). Future studies could also adopt mixed-method approaches, combining quantitative data with qualitative insights to gain a deeper understanding of the factors that contribute to teacher work productivity (Di Pietro, 2023); (Richardson, M. 2019) Expanding the scope of the research to include diverse educational settings and regions would allow for a more comprehensive analysis of the generalizability of the findings and their implications for improving educational practice nationwide (Bellibaş, et al., 2022; Vangrieken et. al, 2021).

## CONCLUSION

The research has identified a Constellation Model that can effectively enhance the teacher work productivity in elementary schools in Tasikmalaya Regency. This model integrates various factors such as leadership, organizational climate, and collaboration, providing a comprehensive approach to improving teacher performance. Through SEM (Structural Equation Modeling) analysis, strategies have been identified to improve teacher work productivity in elementary schools in Tasikmalaya. These strategies focus on strengthening transformational leadership, enhancing organizational climate, and fostering collaboration among teachers. The SITOREM analysis has provided insights into how these strategies can be effectively implemented. It highlights the importance of aligning interventions with local conditions and ensuring that strategies are executed systematically for maximum impact. Transformational leadership and organizational climate have a direct and significant positive impact on teamwork and teacher work productivity, while teamwork also significantly positively affects teacher work productivity. However, both transformational leadership and organizational climate have an indirect, positive, but insignificant impact on teacher work productivity through teamwork.

## AUTHOR CONTRIBUTION STATEMENT

AI was responsible for conducting the fieldwork and analyzing the collected data. SS provided mentorship in selecting and citing appropriate journal articles to support the research findings. ES offered guidance on utilizing SEM-PLS for data processing and analysis

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