



## The Influence of Situational Leadership, Work Environment, and Teacher-Parent Partnership on Teachers Work Productivity at Bagan Sinembah Junior High Schools

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### ABSTRACT

This study examines the impact of situational leadership, the work environment, and teacher-parent partnerships on teacher productivity at Bagan Sinembah Junior High Schools. Using a quantitative ex-post facto design, the study surveyed 136 out of 209 teachers selected by the Krejcie and Morgan Method. Data were collected via surveys and analyzed through simple and multiple linear regression, partial and simultaneous tests, and coefficients of determination. The findings reveal that situational leadership, the work environment, and teacher-parent collaboration each positively influence teacher productivity. Collectively, these factors account for 89.5% of the variance in teacher productivity, demonstrating their significant combined effect on performance at the school.

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## **INTRODUCTION**

Education serves as the fundamental foundation of national growth, with teachers playing a crucial part in the learning process. Effective teachers can lead kids to attain significant academic success and develop commendable character. Law No. 14 of 2005 regarding Teachers and Lecturers stipulates that a professional teacher must proficiently plan, execute, and assess the learning process. Nonetheless, teacher productivity in Indonesia, notably at Bagan Sinembah junior high schools, continues to encounter numerous problems. Numerous studies indicate that many teachers have been unable to achieve optimal performance due to external issues, including an unsupportive work climate, inadequate school leadership, and insufficient parental support.

Prabu (2015) defines productivity as the outcomes produced by an individual in performing their obligations in accordance with their duties. Schermerhorn (2011) stated that productivity is the effectiveness of converting input into output. Trivedi (2013) asserted that productivity constitutes a framework for aggregating performance metrics, quality of life indicators, and learning functions. Yusuf (2015) asserted that productivity is a psychological disposition aimed at continual self-improvement. In this context, the productivity of teachers in Bagan Sinembah is affected by situational leadership, the work environment, and the collaboration between teachers and parents.

Situational leadership, as defined by Hersey and Blanchard (1969), pertains to the principal's capacity to modify their leadership approach according to the specific demands of instructors. Principals who address local concerns might offer support that enhances teacher morale. Sedarmayanti (2017) underscores the need of a supportive work environment, encompassing sufficient facilities and amicable interactions among personnel. E. Mulyasa (2013) asserts that the collaboration between teachers and parents is crucial in enhancing teacher efficacy. Joint involvement in parenting initiatives and consistent dialogues regarding student progress can foster a synergy that bolsters educational assistance.

The application of situational leadership theory in practice has been suboptimal. Numerous principals adopt a rigid leadership style, whether authoritarian or permissive, resulting in the unmet needs of teachers. A conducive work environment has not yet been fully achieved, particularly in remote areas like Bagan Sinembah, where school facilities remain insufficient. Consequently, the availability of teaching aids, ergonomic workspaces, and access to technology presents significant challenges for teachers.

The implementation of education policies aimed at enhancing teacher quality is unevenly distributed. A significant number of teachers in remote regions lack sufficient training and access to facilities that enhance learning. Conversely, while certain schools have effectively established partnerships between teachers and parents, other institutions continue to experience ineffective communication and collaboration. This results in variations in learning outcomes and teacher productivity across different regions.

Ineffective leadership can impede teacher productivity. Mulyasa (2013) indicated that authoritarian leadership may diminish teacher morale, whereas

Robbins and Judge (2017) highlighted that permissive leadership can lead to confusion among subordinates. Law No. 20 of 2003 regarding the National Education System underscores the necessity for educational leadership to facilitate the attainment of national education objectives, particularly in enhancing the quality of teaching personnel.

A supportive work environment has a significant impact on teacher productivity. According to Robbins (2001), a pleasant work environment can boost employee enthusiasm and productivity, particularly among instructors. However, many schools in Bagan Sinembah continue to have poor amenities due to uneven budget allocations. This creates a mismatch between teachers' expectations of working in a supportive environment and the reality of school conditions.

Partnerships between teachers and parents play a vital role in promoting good education. Law No. 20 of 2003 emphasizes that parents' role in education should not be overlooked. A positive relationship between instructors and parents can lead to improved student learning results. Fatmawati (2020) found that parental support and involvement can motivate teachers to be more engaged and productive in the classroom. However, many schools confront difficulties in forming effective relationships, such as a breakdown in communication between instructors and parents.

## **LITERATURE REVIEW**

### **Teachers' Work Productivity**

Teacher work productivity quantifies efficiency by illustrating the relationship between outcomes attained and resources utilized in the educational process. In this context, productivity encompasses both the quantity of results generated and the quality of graduates produced by an teacher. Revianto (2022) states that productivity indicates the optimal utilization of resources, including time and labor, to attain desired outcomes. Hidayat (2019) asserts that the philosophy of productivity has been present since the inception of human civilization, embodying the aspiration for ongoing enhancement of life and work quality. In the field of education, teacher productivity is directly linked to the quality of instruction and the academic performance of students. Factors influencing teacher work productivity can be categorized into internal and external factors. Internal factors encompass teacher knowledge, skills, and attitudes, which constitute the primary resources in fulfilling their responsibilities. Simanjuntak (in Edi Sutrisno, 2019) highlighted that adequate training for teachers enhances their skills and improves teaching effectiveness. External factors of significance include the work environment, the mental and physical health of teachers, and the interpersonal dynamics between superiors and subordinates. A positive relationship between superiors and subordinates fosters a supportive working environment, which enhances teacher motivation and productivity. Ambar Teguh Sulistiyani Rosidah (2019) demonstrated that the quality of relationships among work team members significantly influences work productivity, both internally and externally.

Various key indicators can be utilized to assess teacher work productivity. Sutrisno (2019) stated that teachers' effectiveness in performing teaching tasks is significantly influenced by their skills and professionalism. Moreover, high work enthusiasm, evident in work ethic and efforts to enhance work outcomes, serves as a significant indicator. Teacher productivity is also reflected in ongoing self-development; teachers who consistently refine their skills and enhance their quality are likely to exhibit higher productivity levels. The quality of work results, which contributes to high academic standards, along with the efficient use of time and resources, are essential factors in evaluating a teacher's productivity in achieving educational goals.

### **Situational Leadership**

Situational leadership, formulated by Hersey and Blanchard, emphasizes the adaptation of leadership styles according to the readiness levels of subordinates and the specific circumstances involved. Umirso (2017) noted that this approach is flexible and adaptive, as it requires leaders to comprehend the conditions and capabilities of their subordinates to offer suitable guidance. In educational settings, principals are tasked with directing, supporting, and making decisions that align with the needs of teachers and the challenges present in the school environment. Robbins, as cited by Heni Hikmayani Fauzia et al., posits that situational leadership emphasizes the selection of an appropriate leadership style based on the specific context and the preparedness of team members to attain shared objectives. This theory categorizes leadership styles into four types: Telling, Selling, Participating, and Delegating. The Telling style is appropriate for teachers who may lack readiness or confidence, as it offers clear instructions. The Selling style promotes bidirectional communication between leaders and subordinates, facilitating direction and feedback exchange. The Participating style encompasses teachers with advanced competencies who require motivational assistance, whereas the Delegating style allows independent teachers to execute tasks with minimal oversight. Wahjosumidjo (2013) posits that this leadership style is shaped by factors including the nature of the work and individual traits, rendering situational leadership an approach that relies heavily on accurate situational analysis.

### **Work Environment**

The work environment serves as a significant determinant of work productivity, impacting individuals on physical, social, and psychological levels. As noted by Sedarmayanti (2017), the work environment encompasses all facilities and conditions that facilitate the attainment of organizational objectives. This encompasses tangible elements like instruments, substances, and methodologies, alongside social dimensions pertaining to the interactions among personnel. Rahmawati et al. (2021) underscored the significance of a conducive work environment, encompassing both physical and social dimensions, in enhancing employee morale.

An organized, pleasant, and supportive work environment can enhance motivation, subsequently fostering an increase in productivity. The physical work environment encompasses the configuration of the workspace, ambient

temperature, illumination, and auditory levels, all of which can significantly influence the comfort and well-being of employees. In the interim, the intangible aspects of the work environment encompass a cohesive social atmosphere, effective communication, and a foundation of mutual respect among colleagues. Mahadika (2019) posits that environmental elements, including sufficient illumination and optimal thermal conditions, significantly impact work efficiency. In the interim, the significance of social dimensions, including transparent communication and nurturing relationships among colleagues, is paramount in fostering a productive and harmonious workplace atmosphere.

### **Teacher-Parent Partnership**

The collaboration between teachers and parents is a crucial component of education that fosters the comprehensive development of students. Epstein (1995) underscored that this collaboration seeks to enhance parental engagement in children's education, positively influencing students' academic performance and well-being. A positive relationship between teachers and parents fosters open communication, enabling both parties to offer support and information concerning student progress. Active parental involvement enables teachers to more effectively communicate children's needs and growth, while parents can contribute to the learning process at home. Bronfenbrenner's ecological theory of child development (1979) believes that this collaboration is crucial as it fosters continuity between home and school environments. Vygotsky (1978) emphasized the significance of social contact among children, teachers, and parents in the learning process. When parents and teachers collaborate, they may offer continuous direction and support to enable children to reach their fullest potential. Henderson and Mapp (2002) demonstrated that good collaborations between schools and families can enhance parental engagement in children's education, resulting in enduring advantages for students in both academic and socio-emotional domains.

The hypothesis in this research can be seen as follows:

Ha1: There is an influence of Situational Leadership on Teacher Work Productivity at Bagan Sinembah Junior High Schools.

Ha2: There is an influence of the work environment on Teacher Work Productivity at Bagan Sinembah Junior High Schools.

Ha3: There is an influence of teacher and parent partnerships on Teacher Work Productivity at Bagan Sinembah Junior High Schools.

Ha4: There is an influence of situational leadership, work environment and teacher-parent partnership on teacher work productivity at Bagan Sinembah Junior High Schools.

Numerous studies indicate that elements include situational leadership, a supportive work environment, and a robust collaboration between teachers and parents significantly enhance teacher productivity. Wijaya's (2017) study demonstrates that situational leadership and the work environment significantly influence teachers' achievement motivation, hence enhancing their job productivity. Kurniawan and Herawati (2021) asserted in their research that

situational leadership fosters a more productive work environment. Furthermore, a study conducted by Rahmawati et al. (2022) indicates that a favorable work environment positively influences teacher productivity.

This investigation seeks to enhance comprehension of the interactions among these elements that contribute to increased teacher productivity at Bagan Sinembah junior high schools. By synthesizing existing theories, it is anticipated that more efficacious solutions can be developed to enhance educational quality and teacher efficacy. This research aims to yield novel insights into the establishment of a work environment that fosters and promotes motivation and engagement among all stakeholders in the educational sphere.

## **RESEARCH METHODS**

This study uses a survey method with a quantitative approach to analyze the influence of independent variables of situational leadership (X1), work environment (X2), and teacher-parent partnership (X3) on the dependent variable, namely teacher work productivity (Y). According to Kerlinger (in Sugiyono, 2019), survey research aims to find relationships between variables in the population.

This research is conducted at Bagan Sinembah junior high schools, Rokan Hilir, Riau, from June to December 2024. The population includes 209 teachers across 11 schools, with a sample size of 136 teachers determined using Krejcie and Morgan's method. Data is collected through a closed questionnaire to measure the influence of situational leadership, work environment, and teacher-parent partnership on teacher productivity.

The study utilizes a Likert scale and categorizes variables into high, medium, or low based on score distribution. The research focuses on four main variables: situational leadership, work environment, teacher-parent partnership, and teacher productivity. The instrument's validity is confirmed through Pearson's Product Moment correlation, and reliability is proven with Cronbach's Alpha values above 0.6.

The study employs multiple linear regression to analyze the impact of independent variables on teacher productivity as the dependent variable. Classical assumption tests are conducted, including normality, linearity, and multicollinearity checks. Hypothesis testing evaluates the relationship between variables using t-tests and F-tests, with significance thresholds set at p-value < 0.05. The study follows the situational leadership theory by Hersey and Blanchard and Epstein's parental involvement model.

## **RESEARCH FINDINGS**

This research employs a quantitative survey utilizing an ex post facto methodology, designed to examine the impact of independent variables such as situational leadership, work environment, and teacher-parent collaboration on the productivity of teachers at Junior High Schools in Bagan Sinembah District, with a sample comprising 136 teachers. The analysis of the data was conducted through the application of both simple and multiple regression techniques.

## Descriptive Analysis

Table 1. Descriptive Statistics Data Results for Variables Y, X1, X2, and X3.

Statistics				
	Teachers' Work Productivity	Situational leadership	Work Environment	Teacher-Parent Partnership
N	136	136	136	136
Mean	81,11	79,59	92,95	79,96
Median	82,00	79,00	95,00	81,00
Mode	82	78	95	84
Std. Deviation	5,306	5,726	6,952	6,028
Variance	28,158	32,792	48,331	36,339
Range	33	32	40	34
Minimum	62	63	68	60
Maximum	95	95	108	94

The descriptive analysis in this study is to present an overview of the data gathered from 136 teachers at Bagan Sinembah junior high schools. Descriptive statistics are employed to display data via tables, frequency distributions, and graphs, facilitating comprehension of the study's outcomes. Statistical metrics like mean, median, mode, standard deviation, and variance are employed to elucidate the features of the data comprehensively. The analysis results indicate that the average teacher labor productivity is 81.11, suggesting that the majority of teachers exhibit productivity levels exceeding this figure. The median value of 82.00 signifies that 50% of the data exhibits a work productivity value less than or equal to 82, while the remaining 50% exceeds this number. The mode of 82 signifies that this value is the most prevalent in teacher work productivity data. The standard deviation of 5.306 signifies a modest data fluctuation, suggesting that teacher labor productivity numbers are likely to congregate around the mean. The range of 33 signifies a notable disparity between the minimum (62) and maximum (95) values of teacher productivity.

The mean score for the situational leadership variable was 79.59, signifying that teachers' judgments of situational leadership were moderate. The median value of 79.00 signifies an approximately symmetrical data distribution, with half of the data at or below that number. The mode of 78 represents the value that occurs most frequently in the dataset. The standard deviation of 5.726 signified a little greater dispersion of data relative to teacher job productivity.

The work environment had the highest mean score of 92.95, signifying a highly favorable impression of instructors toward their work environment. The median and mode coincide at 95, signifying that most teachers assign a good rating to their work environment. The standard deviation of 6.952 indicates considerable variability in the data, signifying substantial disparities in teachers' assessments of the work environment. The collaboration between instructors and parents has an average score of 79.96, signifying a moderate assessment of this partnership. The median of 81.00 and the mode of 84 suggest that the majority of respondents evaluate the collaboration favorably. The findings of this descriptive analysis offer clear insights into the characteristics and perceptions of instructors about the researched variables, while also suggesting opportunities for enhancing teacher productivity at Bagan Sinembah junior high schools.

### Prerequisite Test Results

This research's precondition test analysis results encompass normality, linearity, multicollinearity, and heteroscedasticity tests, all crucial for validating the employed regression model. The results indicate that all variables – Teacher Work Productivity, Situational Leadership, Work Environment, and Teacher and Parent Partnership – exhibit significant values (p-values) beyond 0.05, namely 0.100, 0.093, 0.236, and 0.082, suggesting that the data is regularly distributed. This facilitates additional statistical analysis.

The Linearity Test seeks to confirm a linear correlation between the independent and dependent variables. The test results indicate that all variable correlations are linear, with significant values of 0.052 for Situational Leadership, 0.894 for Work Environment, and 0.102 for Teacher and Parent Partnership, all beyond 0.05. This signifies that the correlation between variables satisfies the prerequisites for additional investigation.

A multicollinearity test was performed to ascertain the existence of a strong linear correlation among independent variables. The findings indicated that the Tolerance and Variance Inflation Factor (VIF) values for all variables fell within acceptable thresholds. Situational Leadership exhibited a Tolerance of 0.324 and a VIF of 3.082; Work Environment demonstrated a Tolerance of 0.641 and a VIF of 1.560; whereas Teacher and Parent Partnership displayed a Tolerance of 0.303 and a VIF of 3.303. All VIF values were below 10, and Tolerance above 0.1, indicating an absence of serious multicollinearity issues.

The Glejser technique and scatter plot graph analysis were employed for the heteroscedasticity test. The findings indicate that the significant values for Situational Leadership is 0.383, Work Environment is 0.094, and Teacher-Parent Partnership is 0.444, all beyond 0.05. This signifies the absence of heteroscedasticity, indicating that the residual variance remains constant. The results of the prerequisite test demonstrate that the data in this study satisfy all assumptions necessary for regression analysis. In the presence of normally distributed data, linear connections among variables, absence of multicollinearity, and lack of heteroscedasticity, the regression model designated for subsequent analysis can be deemed valid and reliable. This analysis is based on fundamental statistical principles essential for ensuring the quality and dependability of research findings.

### Hypothesis Test Results

#### Simple Regression Hypothesis Test

Table 2. Simple Regression Test Results

Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients		
		B		Beta	t	Sig
1	(Constant)	57,843	6,061		9,543	,000
	Situational Leadership X1	,292	,076	,315	3,848	,000
2	(Constant)	37,123	4,822		7,699	,000
	Work Environment X2	,473	,052	,620	9,148	,000
3	(Constant)	58,249	5,767		10,101	,000

Teacher-Parent Partnership X3	,286	,072	,325	3,976	,000
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A simple regression analysis was performed to examine the impact of independent variables – situational leadership (X1), work environment (X2), and teacher-parent partnership (X3) on teacher work productivity (Y). The analysis results indicated that all independent variables significantly influenced teacher work productivity.

The regression model derived from Situational Leadership (X1) is  $\hat{Y} = 57.843 + 0.292X1$ . The constant of 57.843 suggests that in the absence of situational leadership, teacher work productivity is projected to be 57.843. The regression coefficient of 0.292 suggests that a one-unit increase in situational leadership correlates with a 0.292 increase in teacher work productivity. The significance test yielded a Sig value of 0.000, which is less than 0.05, indicating a significant positive relationship between situational leadership and teacher work productivity. Consequently, the alternative hypothesis (H1) is accepted, indicating that improved situational leadership correlates with increased teacher work productivity.

The regression model produced by Work Environment (X2) is  $\hat{Y} = 37.123 + 0.473X2$ . The constant 37.123 suggests that in a work environment with no external influences, teacher work productivity is projected to be 37.123. The regression coefficient of 0.473 signifies that a one-unit increase in the work environment correlates with a 0.473 increase in teacher work productivity. The significance test results indicate a Sig value of 0.000, demonstrating a significant positive effect. The alternative hypothesis (H1) is accepted, indicating that a positive work environment enhances teacher productivity.

The regression model produced by Teacher and Parent Partnership (X3) is  $\hat{Y} = 58.249 + 0.286X3$ . The constant 58.249 suggests that in the absence of a teacher-parent partnership, the estimated teacher work productivity is 58.249. The regression coefficient of 0.286 suggests that a one-unit increase in teacher and parent partnership correlates with a 0.286 increase in teacher work productivity. The significance test reveals a significance value of 0.000, indicating a substantial positive effect. Consequently, the alternative hypothesis (H1) is accepted, indicating that effective partnerships between teachers and parents enhance teacher work productivity. The results of the simple regression analysis demonstrate that situational leadership, work environment, and teacher-parent partnerships significantly influence teacher work productivity.

### Multiple Regression Analysis Test

Table 3. Multiple Regression Test Results

MODEL		Unstandardized Coefficients		Standardized Coefficient
		B	Std. Error	Beta
1	(Constant)	12,999	4,176	
	Situational Leadership	,072	,082	,130
	Work environment	,103	,048	,226
	Teacher-Parent Partnership	,062	,081	,118

*Dependent Variabel: Teachers' Work Productivity*

A multiple linear regression analysis was performed to assess the impact of the independent variables Situational Leadership (X1), Work Environment (X2), and Teacher-Parent Partnership (X3) on the dependent variable Teacher Work Productivity (Y). The derived regression model is  $\hat{Y} = 12.999 + 0.072X1 + 0.103X2 + 0.062X3$ . The constant 12.999 signifies that when all independent variables are set to zero, the estimated teacher work productivity is 12.999. The regression coefficient for situational leadership is 0.072 (Beta = 0.130), suggesting a minor effect. The work environment exhibits a coefficient of 0.103 (Beta = 0.226), signifying a substantial influence. The teacher-parent partnership exhibits a coefficient of 0.062 (Beta = 0.118), indicating the least influence among the variables analyzed. The results demonstrate that all three variables positively affect teacher work productivity, with the work environment being the most significant factor, followed by situational leadership and teacher-parent partnership. This analysis is grounded in the situational leadership model and the concept of parental involvement.

Table 4. Results of Partial Test Analysis (t-test)

Variabel	Unstandardized Coefficients	T	Sig
Situational Leadership	,292	3,848	,000
Work environment	,473	9,148	,000
Teacher-Parent Partnership	,286	3,976	,000

A partial t-test was performed to assess the impact of each independent variable—Situational Leadership, Work Environment, and Teacher-Parent Partnership—on Teacher Work Productivity. The analysis results indicated a significance value (sig) of 0.000 for all variables, which is below the threshold of 0.05. Consequently, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_1$ ) is accepted.

Situational Leadership exhibits a t-value of 3.848, signifying a positive and significant effect on teacher work productivity. The Work Environment, with a t-value of 9.148, demonstrates a significant influence, indicating that a conducive environment enhances teacher productivity. The Teacher-Parent Partnership, with a t-value of 3.976, indicates that effective collaboration between teachers and parents positively influences teacher work productivity.

This study employs the coefficient of determination to quantify the influence of independent variable X on dependent variable Y, expressed as a percentage. The results of the calculations are as follows:

Table 5. Simultaneous test analysis results (F Test)

ANOVA <sup>a</sup>						
MODEL	Sum of squares	Df	Mean Square	F	Sig	
1	Regression	1470,991	3	490,330	27,774	,000 <sup>b</sup>
	Residual	2330,354	132	17,654		
	Total	3801,346	135			
a. Dependent Variable: Teachers' Work Productivity b. Predictors: (Constant), Situational Leadership, Work Environment, Teacher-Parent Partnership						

A simultaneous test (F Test) was performed to assess the combined effect of the independent variables Situational Leadership, Work Environment, and

Teacher-Parent Partnership on Teacher Work Productivity at Bagan Sinembah junior high schools. The ANOVA analysis yielded a significance value of 0.000, which is less than 0.05, leading to the acceptance of the alternative hypothesis ( $H_1$ ) and the rejection of the null hypothesis ( $H_0$ ). The F value of 27.774 signifies a highly significant regression model, demonstrating a substantial contribution from the three independent variables in elucidating variations in teacher work productivity. The findings substantiate the theory of situational leadership and parental involvement, indicating that effective leadership, a supportive work environment, and a strong partnership between teachers and parents significantly enhance teacher work productivity. Consequently, educational institutions and municipal authorities must prioritize the enhancement of these elements to elevate educational quality.

Table 6. Determine Coefficient Table (R2)

Model Summary				
	R	Rsquare	Adjusted R Square	Std. Error of the Estim
1	.916 <sup>a</sup>	.839	.835	.623
a. Predictors: (Constant), Situational Leadership, Work Environment, Teacher-Parent Partnership b. Dependent Variable: Teachers' Work Productivity				

This study utilized the coefficient of determination ( $R^2$ ) to assess the impact of the independent variables – Situational Leadership, Work Environment, and Teacher-Parent Partnership – on the dependent variable, Teacher Work Productivity. The analysis yielded a R value of 0.916, indicating a very strong relationship between the independent and dependent variables. The  $R^2$  value of 0.839 suggests that approximately 83.9% of the variation in teacher work productivity is accounted for by the three independent variables. The Adjusted  $R^2$  value of 0.835 demonstrates that the regression model retains significance when accounting for the number of variables included. The Standard Error of the Estimate of 0.623 suggests that the model's prediction exhibits a minor deviation, reflecting a high level of accuracy. The results demonstrate that the independent variables significantly enhance teacher work productivity, and the employed regression model is effective in explaining variations in teacher work productivity at Bagan Sinembah junior high schools.

## DISCUSSION

### The Influence of Situational Leadership on Teachers' Work Productivity

The study's results demonstrate that situational leadership positively and significantly influences teacher work productivity, with a significance value of 0.002 (below the 0.05 threshold), thereby supporting the acceptance of the alternative hypothesis ( $H_a$ ). Situational leadership employed by the principal can enhance teacher work productivity. Umirso (2017) asserts that situational leadership emphasizes the adaptation of leadership styles to align with the specific circumstances and requirements of teachers, thereby fostering a supportive work environment. This finding aligns with Wibowo's research (2021), which identified a 28% contribution of situational leadership to teacher

productivity, and with Sari and Nugroho's research (2022), which highlighted the significance of a responsive leadership style in enhancing teacher performance. Principals who provide direction, support, and training tailored to the individual needs of teachers demonstrate improved performance outcomes. This study demonstrates that adaptive principals can enhance teacher enthusiasm and commitment. Consequently, prioritizing training for effective situational leadership is essential for enhancing educational quality in schools, thereby fostering a more productive and innovative work environment for teachers.

### **The Influence of the Work Environment on Teachers' Work Productivity**

The study's results demonstrate that the work environment positively and significantly influences teacher productivity, evidenced by a significance value of 0.000 (below 0.05), leading to the acceptance of the alternative hypothesis ( $H_a$ ). A supportive work environment enhances teacher motivation and effectiveness. This finding aligns with the research conducted by Handayani and Kusumawati (2023), which indicates that a clean and safe work environment enhances teacher productivity at state junior high schools in Sukoharjo Regency. Sedarmayanti (2017) identifies the work environment as encompassing factors such as facilities, physical conditions, and coworker relationships, which collectively influence work satisfaction and productivity.

The study conducted by Maulana and Suryadi (2022) at SD Negeri Tangerang City corroborates these findings, revealing a determination coefficient of 35%, which signifies a substantial impact of the work environment on teacher productivity. Kusnedi's theory (2017) highlights the significance of both individual and organizational factors in productivity, asserting that a positive work environment enhances motivation and performance. The results indicate that prioritizing the management of a conducive work environment is essential for school principals and education policymakers to enhance teacher productivity.

### **The Influence of Teacher-Parent Partnership on Teachers' Work Productivity**

The findings of the research demonstrate that collaborations between teachers and parents significantly enhance teacher work productivity, evidenced by a significance value of 0.000 (below 0.05), leading to the acceptance of the alternative hypothesis ( $H_a$ ). A stronger partnership between teachers and parents correlates with increased teacher productivity. Effective collaboration fosters an environment conducive to successful learning, as teachers who receive support from parents are generally more motivated.

This finding aligns with the research conducted by Fitriani and Hidayat (2021), indicating that effective communication and parental support enhance teacher performance at SD Negeri Setu District. Henderson and Mapp's theory (2002) posits that effective partnerships between schools and families enhance teacher productivity. Research by Prasetyo and Utami (2020) indicates that intensive collaboration enhances the work ethic of teachers at state junior high schools in Bantul.

Syamsudin's research (2019) highlights the significance of collaboration between teachers and parents in enhancing teacher performance. The results

underscore the significance of communication and collaboration between teachers and parents, necessitating encouragement through regular activities and parental involvement in school initiatives to enhance educational productivity and success.

### **The Influence of Situational Leadership, Work Environment, and Teacher-Parent Partnership on Teachers' Work Productivity**

The ANOVA test results indicated a significance value of 0.000, demonstrating a significant influence of Situational Leadership, Work Environment, and Teacher and Parent Partnerships on Teacher Work Productivity at Bagan Sinembah junior high schools. This finding aligns with Sri Tilawati's research, which confirms that the three variables positively and significantly influence teacher performance. Wahjosumidjo (2013) suggests that Situational Leadership Theory indicates leaders who adapt their leadership style to meet the needs of teachers can enhance engagement and motivation, thereby influencing productivity. Maulana's research indicates that situational leadership significantly influences the quality of learning, subsequently affecting teacher performance and student learning outcomes. Sedarmayanti (2017) highlighted the significance of a supportive work environment in enhancing teacher satisfaction and motivation. Furthermore, collaborations between teachers and parents, as suggested by Epstein (1995), are crucial in enhancing the educational process and boosting teacher motivation. This study demonstrates that situational leadership, work environment, and teacher-parent partnership significantly influence teacher work productivity, indicating that enhancements in these areas can lead to improved teacher performance in educational institutions.

This study has several limitations that may influence the results and their generalizability. Time and resource constraints led to incomplete data collection and analysis, along with restricted access to diverse respondents, potentially impacting the sample's representativeness. This study concentrated solely on the variables of Situational Leadership, Work Environment, and Teacher-Parent Partnership, neglecting other potential influences on teacher work productivity, such as educational policies and training programs. Third, employing questionnaires as a data collection tool may compromise the accuracy and validity of the information, as participants' responses can be swayed by personal perceptions or the inclination to offer socially acceptable answers. This study offers important insights into the impact of these factors on teacher work productivity and serves as a foundation for future research incorporating a wider range of variables and methodologies.

### **CONCLUSIONS**

The analysis results and discussion in the present research lead to the following conclusions:

Situational Leadership significantly influences Teacher Work Productivity, with a p-value of 0.000, indicating statistical significance at the 0.05 level. This

indicates the rejection of  $H_0$  and the acceptance of  $H_a$ . Situational Leadership exerts a positive and significant impact on Teacher Work Productivity. This finding indicates that improved situational leadership correlates with an increase in teacher work productivity.

The Work Environment significantly influences Teacher Work Productivity, with a significance value of 0.000, which is less than 0.05. This indicates the rejection of  $H_0$  and the acceptance of  $H_a$ . The Work Environment exerts a positive and significant impact on Teacher Work Productivity. A supportive work environment can enhance teacher productivity in fulfilling their responsibilities.

The Teacher and Parent Partnership significantly influences Teacher Work Productivity, with a significance value of 0.000, which is less than 0.05. Consequently,  $H_0$  is rejected and  $H_a$  is accepted, indicating that the partnership between teachers and parents positively and significantly influences teacher work productivity. Effective collaboration between teachers and parents significantly enhances teacher productivity. The ANOVA test results indicate a significance value of 0.000, suggesting a positive and significant influence of Situational Leadership, Work Environment, and the partnership between Teachers and Parents on Teacher Work Productivity at Bagan Sinembah junior high schools.

The work environment significantly contributes to teacher productivity, followed by situational leadership and teacher-parent partnerships. This finding emphasizes the significance of establishing a supportive work environment, enhancing leadership quality, and fostering collaboration with parents to improve productivity and educational quality in Bagan Sinembah District.

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