

THE INFLUENCE OF *LEADERSHIP-MEMBER EXCHANGE (LMX)*, MOTIVATION AND *CONTINUITY COMMITMENT* ON INCREASING THE WORK PRODUCTIVITY OF STATE VOCATIONAL SCHOOL TEACHERS IN CENTRAL JAKARTA

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Abstract

The measure of teachers' effectiveness and efficiency while doing their duties and responsibilities during the learning process is teacher productivity. Despite their location are close to the central of power, close to the source of policies, participate regularly in any competency training, and being equipped with better facilities, the productivity of teachers in Central Jakarta's municipality remains make apprehensive. This case indicates the need for evaluation and efforts to improve teacher's productivity continuously , which at the end will give positive impact the quality of education on the whole. This study aims to analyze the influence of Leadership-Member Exchange (LMX), motivation, and Continuance Commitment both partially and simultaneously on the productivity of public vocational school teachers in Central Jakarta. Data were collected using a questionnaire distributed to 100 public vocational school teachers in Central Jakarta as the sample (respondents). Through a quantitative research method with a multiple regression analysis approach, the results indicate that LMX, motivation, and Continuance Commitment have a positive and significant impact on teacher productivity. Simultaneously, these three variables mutually support, leading to an overall increase in productivity. Based on these findings, it is recommended that schools need to enhance the quality of relationships between leaders and teachers and create a motivating work environment to support the achievement of optimal learning outcomes. This research is expected to provide insights for policymakers in formulating human resource development strategies in the education sector.

Keywords: leadership-member exchange, motivation, continuance commitment, work productivity

Introduction

In educational institutions, the quality of human resources is one of the most important aspects and requires special attention." The important role of educators "in directing students professionally is supported by Government Regulation of the Republic of Indonesia No. 19/2005 concerning National Education Standards." Article 28 paragraph (1) emphasizes the qualifications of educators including "academic ability, competence as a learning agent, and physical and mental health". In addition, educators

are also expected to be able to realize national education goals. Furthermore, in paragraph (3) it is explained that at the level of primary, secondary, and early childhood education, competence as a learning agent includes (1) Pedagogical competence; (2) Personality competence; (3) Professional competence; and (4) Social competence (Government Regulation No.19, 2005).

In addition to fulfilling the four core competencies in a productive learning program, teachers are also expected to have special characteristics and specific professional qualifications (Yusuf & Mukhadis, 2018). This includes adequate practical skills in all productive fields of study, the ability to structure learning in accordance with the competency needs required by the world of work, as well as the ability to design effective learning in both school and industrial environments, the mastery of these competencies will be able to increase teachers' work productivity (Lailatussaadah, 2015). In the world of work, many factors can affect the level of work productivity of employees, including the level of discipline, motivation, and "work spirit possessed by employees" themselves, as well as the conditions of the work environment in which they work every day." Disciplined, motivated, and passionate employees will complete their tasks brilliantly and with high efficiency." As a result, the achievement of the company's productivity target can be realized. Puspitadewi explained that work productivity in it refers to the ability to utilize available facilities and infrastructure, realized that it is optimally able to produce the best output and input.(Saleh, M., & Utomo, H., 2018)(Puspitadewi, A., 2019)

According to Arofah, work productivity has two dimensions, namely: (1) effectiveness, which emphasizes the achievement of targets related to quality, quantity, and time; and (2) efficiency, which involves a comparison between the input and the realization of its use or the implementation of the work. In an effort to increase productivity for educators, the government has carried out various initiatives to increase competence, including: Teacher Certification Program, Soft Skill Training, Training, Workshops, Seminars, Reading Teacher Movement (GKM), PTK Teaching/Innovation Activities, Monitoring and Evaluation (Monev) KBM, MGMP, and further studies to S2 with scholarship programs." (Arofah, 2018)(Meilia, D., & Murdiana, R., 2019)

In the realm of education, a teacher is considered a professional when they have carried out their main duties which include not only teaching and educating in the classroom, but also providing guidance and direction in developing students' interests and talents. However, the facts show that the motivation of teacher productivity is still below expectations, and the quality of teachers in Indonesia is still considered low. "The low quality of teachers is not only related to competence and teaching ability, but also to socio-emotional skills".(Gistituati, R., 2020)(Ratna Sari, L., & Rekan, 2022)

Transformation in education and learning is needed today, educators and education systems need motivation, innovation and new steps to make this distance learning process easier. A survey conducted by Kompas at the end of September 2021 showed that although half of the respondents from 34 provinces appreciated the hard work of teachers, there were 40 percent of respondents who still considered that the achievement of teacher

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performance needed to be improved. Among them, 27.4 percent of respondents are of the opinion that the quality of teaching methods for teachers in schools from elementary to high school has not improved much in the last five years. In fact, 3.2 percent of respondents stated that there was no improvement in teaching methods, and another 9.7 percent saw a decrease in the quality of teaching. (Darwanto, A., 2021) (Subhi, M., 2020) The data above is supported by Indonesia's *Programme for International Student Assessment (PISA)* scores, which show that from 2000 to 2022 there has been no significant increase. PISA explained that *Trends in mathematics, reading and science performance in Indonesia* from year to year are graphed as follows:

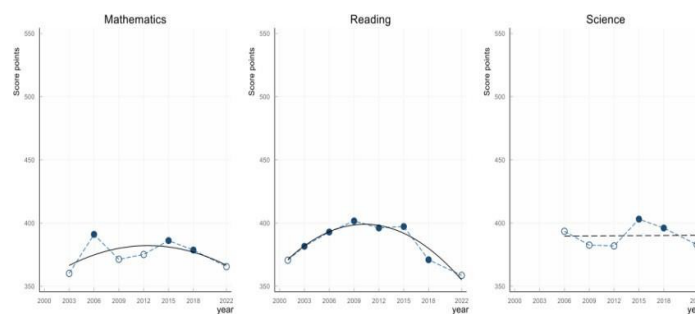


Figure 1. *Trends in Mathematics, Reading and Science Performance in Indonesia* (Source: PISA, 2023)

Based on data from the results of the annual PISA (*Program for International Student Assessment*) exam, there is a variation in student performance in mathematics and reading subjects from year to year. In 2000, math test results were not available, while the reading score was 371. Then, in 2003, the math score increased dramatically to 360, while the reading score remained at 382. In the following years, there were fluctuations in math and reading scores. In 2006, the math score dropped to 319, but the reading score increased to 393. In 2009, both scores improved, with math scores reaching 371 and reading scores reaching 402. This trend of fluctuations continued in the following years. In 2012, there was an increase in math scores to 375, while reading scores remained stable at 396. In 2015, both scores increased to 386 for math and 397 for reading. However, in 2018, there was a decline in reading scores to 371, while math scores remained stable at 379. And finally, in 2022, math and reading scores reached 391 and 359, respectively. While the Science score shows more significant fluctuations than the other two subjects. The highest score occurred in 2015 (403), while the lowest score was in 2018 (396). There was a significant increase from 2000 to 2015, although there was a decline in 2018.

Table 1. *Snapshot of Mathematics, Reading and Science Results for Indonesia (PISA, 2022)*

Mean performance	Mathematics	Reading	Science
PISA 2000		371	
PISA 2003	360	382*	
PISA 2006	391*	393*	393
PISA 2009	371	402*	383
PISA 2012	375	396*	382
PISA 2015	386*	397*	403*
PISA 2018	379*	371*	396*
PISA 2022	366	359	383

Overall, the Science score showed a significant improvement from 2000 to 2015, although it declined in 2018.

Math scores also showed consistent improvement throughout the period, while Reading scores tended to be stable with minimal fluctuations. From this pattern, it can be seen that students' performance in mathematics, reading and science subjects does not show a stable trend from year to year, but experiences significant fluctuations. Jemani, (2023) noted that Indonesia's Human Capital Index (HCI) in 2020 was only 0.54, far below the HCI of Singapore (0.88), Vietnam (0.69), and Malaysia (0.61). In fact, both PISA and HCI results are highly dependent on the quality of educators, even though the welfare of teachers in Indonesia has improved relatively with the enactment of incentives."

Teacher Professional Allowance (TPG), but the increase has not been fully followed by the improvement of the quality of teachers. According to the Director General of GTK, the results of the Teacher Competency Examination (UKG) show that the quality of civil servant teachers is still low, with the average score only in the range of 50s and only 4% achieving a score of 70 or more. Meanwhile, the competence of contract teachers is still below the score of 50. In measuring teacher competence, it is divided into two groups, namely teachers who already have a bachelor's degree (S1) and those who have not in figure 3 are depicted in the blue graph not yet S1 and orange is already S1. Civil servant teachers who already have a bachelor's degree recorded a competency score of 51.43 points. Meanwhile, permanent teachers of the foundation with a bachelor's degree reached a score of 52.82 points, regional honorary teachers (honda) reached a score of 48.21 points, and non-permanent teachers (GTT) reached a score of 49.19 points.(Zamjani, A., & Rekan., 2020)(Dirjen GTK, 2020)

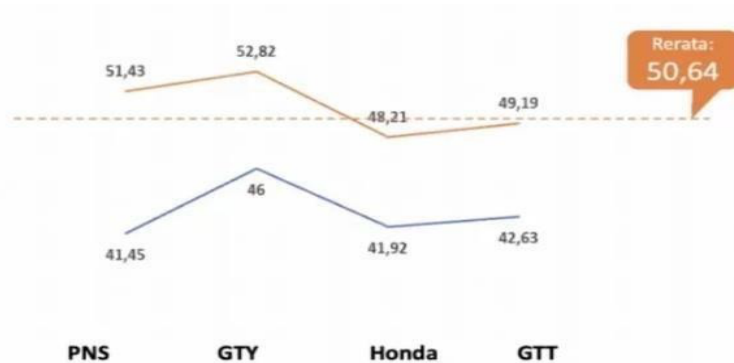


Figure 2. Teacher Competency Map 2021 (Source: Ministry of Education and Culture 20021)

For the group of civil servant teachers who do not have a bachelor's degree, they obtained a competency score of 41.45 points. Meanwhile, permanent teachers of foundations who do not have a bachelor's degree reached a score of 46 points, regional honorary teachers who do not have a bachelor's degree reached a score of 41.92 points, and non-permanent teachers (GTT) who do not have a bachelor's degree obtained a score

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of 42.63 points. The teacher competency score map was revealed by the Secretary of the Directorate General of Teachers and Education Personnel (GTK) of the Ministry of Education and Culture, Nunuk Suryani, in the XIII National Scientific Meeting of Teachers (TING) forum.

Empirical facts show that, even though it is close to the center of power, close to policy sources, and even the facilities and infrastructure are relatively more complete than other regions in Indonesia, the productivity of teachers' work in Central Jakarta is still a concern so that it requires continuous evaluation and improvement by administrators and managers of educational institutions. The results of UKG in 2019 show that UKG for the Central Jakarta area is still low, which is only 55.62% on average. Another fact shows that the work productivity of teachers in the implementation of their tasks has not reached the desired expectations, especially in meeting productivity indicators in theory and concept. The indicators of teacher productivity include: (1) teachers' ability to prepare lesson plans, (2) teachers' presence in the implementation of the learning process, (3) teachers' ability to make and develop teaching aids to facilitate learning, and (4) teachers' ability to assess student learning outcomes, including learning tests and final exams. The above conditions also represent the conditions at the State Business and Management Vocational School in Central Jakarta. In terms of vocational education, vocational schools are required to be able to produce skilled workers who have the ability to meet the demands of the business/industrial world, and are able to develop their potential in adopting and adapting to the development of science, technology, and art. This means that teachers with high work productivity are needed. (Tanjung, R., 2022) (Firtianto, A., 2019)(Kuswibowo, T., 2021)(Salinan Permendikbud No.34/2018, 2018)

Labor productivity has a direct effect on the performance of the institution or company, the higher the productivity, the easier it is for the company to achieve its goals, so increasing employee productivity is very important." The relationship between employees and leadership, known as (Kusmiati, S., & Partners., 2022) *Leadership-Member Exchange*, also affects productivity, Bhoki said that the relationship between leaders and members ((Sriatmi, R., 2022)(Bhoki, A., 2015)*Leader Member Exchange/LMX*) has a direct positive impact on productivity. This means that an increase in teachers' perception of the quality of LMX can lead to an increase in their productivity in teaching, in line with Gu & Jiang's opinion that, "*the quality of LMX affect employee' work ethics, productivtivity, satisfaction and perception*" *Leadership-Member Exchange (LMX)* . (Gu, Q., & Jiang, Y., 2015)Gu & Jiang explains that a concept of leadership in an organization focuses on the special relationship that the leader or leader creates with each member or subordinate.

The close relationship between the leadership and his team, reflected in the "positive attitude, loyalty, respect, and high contribution" to the performance results. According to Liden & Maslyn in Andriyani, S., & Associates, *Leader Member Exchange (LMX)* grouped into four dimensions, including: Afek (*affect*), Loyalty (*loyalty*), contribution (*contribution*), and aspects of professional awards. The high and low work productivity is influenced by motivation, it is realized that high work motivation will

encourage high work productivity. In their findings, Panjaitan & Rekan explained (Andriyani, S., & Colleagues., 2020) (Panjaitan, R., & Rekan, 2020) "*Motivation affects the work productivity of employees at the Subdistrict Office of the Raya District of Simalungun Regency by 0.819%*", This means that at the location of the research motivation, it affects the work productivity of employees at the Simalungun Raya Regency District Office up to 0.819%. "Motivation is the driving force that spurs a person or group to achieve a desired goal with passion, drive, and underlying needs. Various efforts have been made by the government in order to increase the motivation of teachers to increase productivity in teaching, these efforts are marked by the provision of trainings (Danim, S., 2012) *soft skills*, increasing competence, increasing salaries periodically, granting educator certificate allowances, providing welfare allowances, and selecting outstanding teachers. (Karimulah, N., & Ummah, H., 2022)

Other factors that also affect the high and low work productivity are *Continuance commitment* employees, commitment to the organization will contribute to productivity (Wirawan, 2013). Organizational commitment refers to the level of dedication, loyalty, and identification of employees towards the organization they work for, employees who have a strong commitment to the organization tend to be more productive and help improve the overall performance of the organization. A committed teacher can be recognized by: (1) his desire to remain loyal to the organization, (2) passionate about realizing the organization's vision with hard work, and (3) understanding and accepting certain values and goals (Kumar, A., dkk., 2019) (Fuadi, M., 2014).

Research Methods

The study "adopts a quantitative research approach, which is a type of research that is structured, planned, and systematic clearly from the early stages of research design, including objectives, subjects, objects, data samples, data sources, and methodologies (from data collection to analysis)" (Unaradjan, 2019). The data was collected through the use of questionnaires and there are no specific rules to determine the number of questions in the questionnaire. Data processing is carried out using the SPSS software application. "" While the data analysis technique is used with multiple linear regression analysis, which is basically "the study of the relationship between one or more independent variables" with dependent variables. The goal is "to estimate the mean value of the dependent variable based on the known values of the independent variable. "In other words, we are trying to understand how changes in independent variables can affect dependent variables (Ghozali, I., 2021) (Ghozali, I., 2021).

Results and Discussion

Reliability Test

Based on the output of SPSS Version 29, the results of reliability tests were obtained for the independent variables of *Leadership-Member Exchange*, *Motivation*, and *Continuance Commitment*, as well as the dependent variables of *Work Productivity* as follows":

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Variabel	Nilai <i>Cronbach's Alpha</i>	Kondisi	Kesimpulan
Leadership-Member Exchange (X1)	0,725	Nilai Alpha > 0,60	Reliabel
Motivasi (X2)	0,909	Nilai Alpha > 0,60	Reliabel
Continuance Commitment (X3)	0,864	Nilai Alpha > 0,60	Reliabel
Produktivitas Kerja (Y)	0,880	Nilai Alpha > 0,60	Reliabel

Sumber : Diolah dari hasil SPSS Tahun 2024

With the deem, "based on the value of *Cronbach's Alpha* each variable is above 0.60, then all variables are Reliable." This means, "the measuring tool used produces the same or almost the same results every time it is used under the same conditions." So reliable refers to the consistency and stability of measurement results". (Prasetyo, Y., & Wulandari, D., 2023) (Syafrizal, M., & Utami, N., 2021)(Lestari, P., & Kurniawan, F., 2021)(Hendrawan, R., & Yulianti, S., 2023)

Classical Assumption Test

Normality Test

In this study, "the normality test was carried out with three events, namely using the "Histogram, *Normal P-Plot*, and *Kolmogorov-Smirnov Test*". Based on the "output of SPSS version 29, the Histogram and Normal P-Plot are obtained as follows":

Histogram

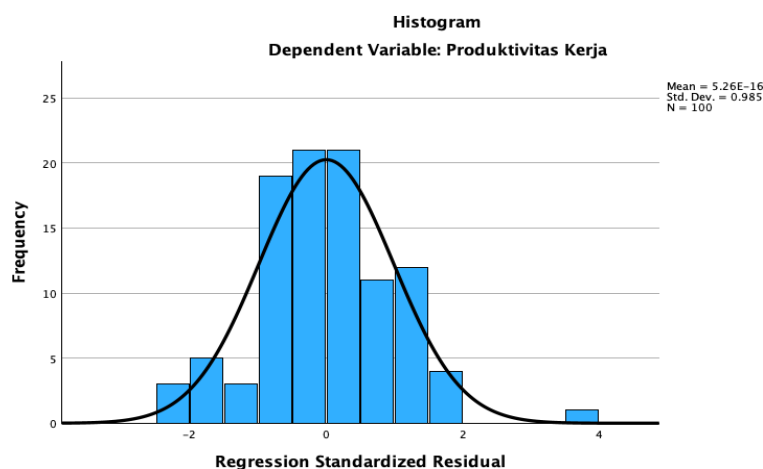


Figure 3. Histogram (SPSS Output)

The histogram above is a "graph showing the frequency distribution of the data. The histogram above has a symmetrical bell shape, so the data tends to be normally distributed." "The peak of the histogram is in the middle, with the same frequency decrease on both sides". (Field, A., 2018) (Gelman, A., & Hill, J., 2020)(Hogg, R. V., & Tanis, E. A., 2018)

Normal P-Plot

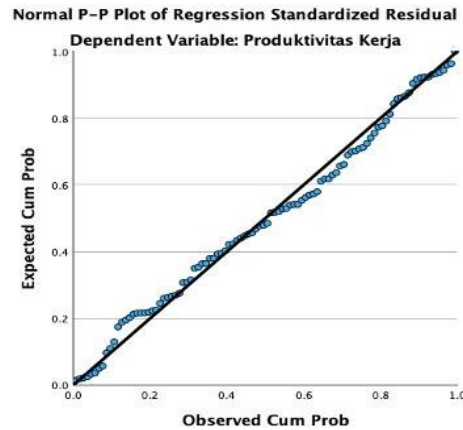


Figure 4. Normal P.Plot (Source : SPSS Output)"

Normal P-P Plot (*Probability-Probability Plot*) Above is "a graphical tool used to evaluate whether data follows a normal distribution". "The figure above shows that the points on the P-P plot are adjacent to the diagonal line ($y = x$), this shows that the data follows the normal distribution well." This is reinforced by the "points on the P-P plot" which depicts a systematic pattern, where on the left side, the points are above the diagonal line, meaning that the data tends to be higher than the normal distribution (positive curtosis)." While on the right side, the point is below the diagonal line on the right side, the data tends to be lower" (negative curtosis). (Field, A., 2021)(Field, A., 2021)(López, J. A., & Peinado, R. A., 2020)

Kolmogorov-Smirnov test

Table 2. Kolmogorov-Smirnov Test (Source : SPSS Output)"

One-Sample Kolmogorov-Smirnov Test			Unstandardize d Residual
N			100
Normal Parameters ^{a,b}	Mean		.0000000
	Std. Deviation		2.00164812
Most Extreme Differences	Absolute		.064
	Positive		.060
	Negative		-.064
Test Statistic			.064
Asymp. Sig. (2-tailed) ^c			.200 ^d
Monte Carlo Sig. (2-tailed) ^e	Sig.		.388
	99% Confidence Interval	Lower Bound	.375
		Upper Bound	.400

a. Test distribution is Normal.
 b. Calculated from data.
 c. Lilliefors Significance Correction.
 d. This is a lower bound of the true significance.
 e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

The "Kolmogorov-Smirnov (K-S) test above is a statistical method used to determine whether a sample of data comes from a specific distribution, usually a normal distribution". Based on the "table above, it can be seen that the value of p-value or Asymp. Sig 0.200 > 0.05." This means that "there is no significant difference between the data to be tested and the standard normal data". This means "rejecting the null hypothesis, which means the data is considered to follow a normal distribution." Thus, "based on the results of the normality test of the three methods above, it can be concluded that all data are at a

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normal distribution." (Field, A. , 2021) (López, J. A., & Peinado, R. A., 2020)(López, J. A., & Peinado, R. A., 2020)(Field, A. , 2021)

Multicollinearity Test

To detect "the presence of collinearity between independent variables in the regression model in this study, a multicollinearity test was used, namely by looking at *tolerance value* and *Variance Inflation Factor (VIF) statistics*. The output of SPSS version 29 shows *the collinearity tolerance value* and *Variance Inflation Factor (VIF) statistics* as follows":

Table 3. Independent Variable Coefficient (*Source : SPSS Output*)"

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta				Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	1.034	3.476			.297	.767	-5.866	7.933		
	Leadership-Member Exchange	.229	.092	.129	2.484	.015	.046	.412	.996	1.005	
	Motivasi	.218	.070	.201	3.087	.003	.078	.357	.638	1.566	
	Continuance Commitment	.799	.072	.723	11.140	<.001	.657	.942	.639	1.564	

a. Dependent Variable: Produktivitas Kerja

If "*Tolerance Value* below 0.10 or *Variance Inflation Factor (VIF)* Above 10, multicollinearity occurs." On the other hand, if *Tolerance Value* above 0.10 or VIF below 10 then there is no multicollinearity." Based on the table above, it can be concluded that":(Field, A. , 2021)(López, J. A., & Peinado, R. A., 2020)

Variabel	Tolerance	VIF	Kriteria
X1	0,996	1,005	Tidak terjadi multikolinearitas
X2	0,638	1,566	Tidak terjadi multikolinearitas
X3	0,639	1,564	Tidak terjadi multikolinearitas

Thus there is no collinearity between independent variables in the regression model."

Autocorrelation Test

To "detect the presence of a correlation between the residual values (errors) of the regression model in time or observation sequence, an autocorrelation test is used." The autocorrelation test was carried out by comparing the Durbin-Watson statistical value (d) with *the values of d Lower (dL)* and *d Upper (dU)* in the Durbin-Watson table. The output of SPSS version 29 shows" :

Table 4."Durbin-Watson Statistical Value (*Source : SPSS Output*)"

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change	Durbin-Watson
						F Change	df1	df2		
1	.861 ^a	.741	.733	2.033	.741	91.642	3	96	<.001	1.992

a. Predictors: (Constant), Continuance Commitment, Leadership-Member Exchange, Motivasi
b. Dependent Variable: Produktivitas Kerja

The table above shows that the Durbin-Watson statistical value (d) for n = 100 with k = 4 (4 variables, i.e. 3 independent variables and 1 dependent variable) is 1.992." If

you look at the Durbin-Watson table, the lower bound value ($dL=d$ lower) is 1.5922 and the upper bound value ($dU=d$ upper) is 1.7582." This means that the value of d is between dU and 2 ($dU < d < 2$) that is ($1.7582 < 1,992 < 2$), shows the absence of positive or negative autocorrelation." (López, J. A., & Peinado, R. A., 2020) (Field, A. , 2021)

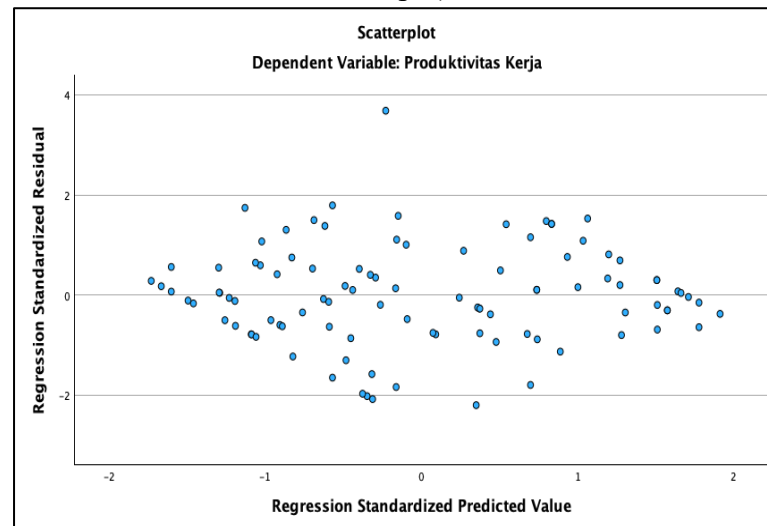
Heteroscedasticity Test

In this study, "the heteroscedasticity test is carried out in two ways, namely by looking at *the scatterplot* and the *glacier test*."

Scatterplot

The output of SPSS version 29 "shows the *Scatterplot* image between the independent variable and the dependent variable as follows":

Figure 5. *Scatterplot* Between Independent Variables and Dependent Variables (Source : SPSS Output)"



To understand the relationship between independent and dependent variables in this study *Scatterplot*. Each point on the scatterplot represents a single observation with a position based on the values of the independent variable (x-axis) and the dependent variable (y-axis). Based on the image above, it is clear that the dots are scattered randomly (irregularly). That is, the residual variance does not show a specific pattern, it indicates that there is no heteroscedasticity. (Field, A. , 2021) (García, J., & Vargas, F., 2020)

Glacier Test

In addition to using *Scatterplot*, "To detect heteroscedasticity in the regression model in this study, the Glacier Test was also used." "If the p-value of the test is less than 0.05, the null hypothesis is rejected, indicating the presence of heteroscedasticity." Conversely, "if the p-value is greater than 0.05, there is no evidence to reject the null hypothesis, and the residual variance is considered constant. That is, there is no heteroscedasticity". Using Abs_RES as the dependent variable, the output of SPSS version 29 produces the following independent variable coefficients: (Montgomery, D. C., Peck, E. A., & Vining, G. G., 2021) (Kutner, M. H., Nachtsheim, C. J., & Neter, J., 2020) (Zhou, H., & Huang, M., 2021)

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Table 5. Coefficient"Independent variable using Abs_RES as dependent variable (Source: SPSS output)"

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.900	2.243		.401	.689
	Leadership-Member Exchange	.048	.059	.083	.813	.418
	Motivasi	.016	.045	.046	.361	.719
	Continuance Commitment	-.032	.046	-.087	-.688	.493

a. Dependent Variable: RES2

Based on the table above, it can be concluded that:

Variabel	Signifikansi (Nilai p)	Keadaan	Kesimpulan
Leadership-Member Exchange (X1)	0,418	>0,05	Tidak terjadi heteroskedastisitas
Motivasi (X2)	0,719	>0,05	Tidak terjadi heteroskedastisitas
Continuance Commitment (X2)	0,493	> 0,05	Tidak terjadi heteroskedastisitas

Thus, the Glacier Test above shows that the data on all independent variables do not have heteroscedasticity."

Hypothesis Test and Research Results

Test T

The t-test is "one of the statistical techniques used to determine whether an independent variable has a significant influence on a dependent variable". "The results of the t-test will tell us whether the mean difference between the two groups is significant or just a coincidence". "By using SPSS Series 19, the following results were obtained": (Alan G. Wilson, 2020) (Joseph D. Williams, 2022)(Alan Agresti dan Barbara Finlay, 2018)(John D. Smith, 2022)

Table 6." Independent Variable Coefficient (Source : SPSS Output)"

Coefficients ^a										
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	1.034	3.476		.297	.767	-5.866	7.933		
	Leadership-Member Exchange	.229	.092	.129	2.484	.015	.046	.412	.996	1.005
	Motivasi	.218	.070	.201	3.087	.003	.078	.357	.638	1.566
	Continuance Commitment	.799	.072	.723	11.140	<.001	.657	.942	.639	1.564

a. Dependent Variable: Produktivitas Kerja

With "n= 100, *degree of freedom (df)* = n-1 (4-1) with a significance of 5%, the t-value of the table is obtained as 1.661." When comparing the calculated t values as depicted in the table above, it can be concluded as follows":

Variabel	t hitung	t tabel	Keterangan	Signifikansi	Keterangan	Kesimpulan
X1	2,484	1,661	t hit >t tabel	0,015	< 0,05	Signifikan
X2	3,087	1,661	t hit >t tabel	0,003	< 0,05	Signifikan
X3	11,140	1,661	t hit >t tabel	<0,001	< 0,05	Signifikan

Since "all independent variables have t counts > t tables, then the null hypothesis of all three variables is rejected." This means "there is a significant difference between the two groups or populations that have been tested."(Field, A. , 2021) (Sukardi, S., 2021)

Test F

The F test is "one of the statistical methods used to compare the variance of two or more groups." This test is often used in variance analysis (*ANOVA*) to determine whether there is a significant difference between the averages of several groups". "Ouput SPSS Series 19 shows" :(Richard A. Johnson dan Dean W. Wichern, 2021)(Michael J. Smith, 2022)

Table 7." Anova (Source : SPSS Output)"

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1135.937	3	378.646	91.642	<.001 ^b
	Residual	396.653	96	4.132		
	Total	1532.590	99			

a. Dependent Variable: Produktivitas Kerja
 b. Predictors: (Constant), Continuance Commitment, Leadership-Member Exchange, Motivasi

Based on the "table above, f calculates 91.642 with "significance < 0.001." With "n = 100, *degree of freedom (df)* = n-1 (4-1), t table is 2,700." Thus f counts > f table (91,642 > 2,700), and its significance < 0.05." This means **that HO** is rejected, and **H1** is accepted."

Coefficient of Determination Test

Based on the "determination coefficient test using SPSS version 29, the following outputs are obtained":

Table 8." Koesfisien Determination (Source : SPSS Output)"

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change	Durbin-Watson
						F Change	df1	df2		
1	.861 ^a	.741	.733	2.033	.741	91.642	3	96	<.001	1.992

a. Predictors: (Constant), Continuance Commitment, Leadership-Member Exchange, Motivasi
 b. Dependent Variable: Produktivitas Kerja

The table above "indicates that the value of *Adjusted R-Square* is 0.733 (73.3%). This means that the independent variable (*Leadership-Member Exchange*, Motivation, and *Continuance Commitment*) contributes to the teacher's work productivity by 73.3%." The remaining 26.7% was influenced by other variables outside of this study."

Discussion of Research Results

The Partial Effect of *Leadership-Member Exchange (LMX)* on Teacher Work Productivity

Based on the "results of the t test on the variable *Leadership-Member Exchange* The result was obtained that t calculated > t table and the significance < 0.5." It means to refuse **HO** and receive **H1**."This shows that the quality of the relationship between the leader and the team members (*Leader-Member Exchange*) has a significant positive influence on the work productivity of State Vocational School teachers in the Central Jakarta Madya City." Good relationships encourage teachers to "innovate" and "think creatively". "This opinion is strengthened by the results of research conducted Aggarwal, A., et al. who show that the relationship *LMX* high-quality ones increase teachers' job satisfaction, commitment, and productivity." According to Kim, H., & Lee, J's research, the better the *LMX*, the higher the work productivity demonstrated by

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employees.(Aggarwal, A., Chand, P. K., Jhamb, D., & Mittal, A., 2020)(Kim, H., & Lee, J, 2022)

More assertively and specifically "Pérez, C., & Martínez, A in their research that says that positive LMX has a significant effect on teacher productivity in secondary schools, which then highlights the importance of a good relationship between teachers and leaders". "For conditions in Indonesia, Nadia, M. F., & Rakhmawati, D in their research showed almost the same results, namely that a positive LMX can increase the work productivity of teachers in Indonesia".(Pérez, C., & Martínez, A., 2022)(Nadia, M. F., & Rakhmawati, D., 2020)

The Partial Effect of Motivation on Teachers' Work Productivity

Results of "t test on variables *Motivation* shows that t calculates $> t$ table and the significance < 0.5 ." It means to refuse **HO** and receive **H1**."This shows that motivation has a significant positive influence on the work productivity of State Vocational School teachers in the Madya City, Central Jakarta." This opinion is supported by the results of research by Hassan, S., & Ahmed, F. which reveals that motivation plays an important role in increasing employee productivity. "The results of another study conducted by Khan, M. A., & Khan, S. A. found that intrinsic and extrinsic motivation significantly affect work productivity". "Furthermore, the results of the research (Hassan, S., & Ahmed, F., 2020)(Khan, M. A., & Khan, S. A., 2021)**Abdul Razak, N., & Ramli, R.** reveals how motivation affects teaching effectiveness and teacher productivity in secondary schools."(Abdul Razak, N., & Ramli, R., 2019)

For schools in Indonesia, "the results of Sihombing's research revealed that teachers' motivation has a positive and significant influence on their work productivity". "Some of the motivational factors identified in this study include rewards, work environment, and support from management."(Sihombing, A., 2017)

The Partial Effect of Continuity Commitment on Teacher Work Productivity

Based on the 't-test results' on the variables *Continuance Commitment* shows that t calculates $> t$ table and the significance < 0.5 ." It means to refuse **HO** and receive **H1**."This shows that *Continuance Commitment* has a significant positive influence on the work productivity of State Vocational School teachers in the Central Jakarta Madya City." This opinion is supported by the results of Saeed and Kaur's research, and the research of Dawson, J.F., & Hsu,C. which emphasizes the importance of employee commitment in improving work productivity and provides insights for organizations to implement practices that support employee commitment."(Saeed, M., & Kaur, S., 2021) (Dawson, J. F., & Hsu, C., 2022)

To "better understand the influence of *Continuance Commitment* on work productivity, Meyer and Allen in their research discuss in depth the commitment of employees in the workplace, including its various dimensions and implications for work productivity". By understanding and managing the "commitment dimension," "organizations can improve employee productivity and well-being." Especially in the education sector, the results of Ali and Khan's research emphasize the importance of continuous commitment in increasing work productivity in the education sector." By

managing the factors that affect commitment, educational institutions can create a more productive and fulfilling environment for teachers and staff."(Meyer, J. P., & Allen, N. J., 2020)(Ali, A., & Khan, M. A., 2023)

The Simultaneous Influence of Leadership-Member Exchange, Teacher Motivation, and Continuity Commitment on Teacher Work Productivity.

The results of the "F (Anova) test show that $f_{\text{calculates}} > f_{\text{table}}$ and its significance < 0.05 ." This means that **H₀** is rejected, and **H₁** is accepted." This shows that *Leadership-Member Exchange*, Motivation, and *Continuity Commitment* have a positive influence simultaneously on the work productivity of State Vocational School teachers in the Madya City of Central Jakarta." This "shows that when the quality of the relationship between leaders and team members (LMX) is high, and the ongoing motivation and commitment are also strong, teachers' work productivity tends to increase."

The above opinion "supports the results of the research of Ali, F., & Khan, M. who concluded that LMX, motivation, and continuous commitment have a simultaneous positive influence on work productivity". The researcher "recommends "increasing LMX and motivation as a strategy to improve work outcomes in the public sector." According to Buchanan and Huczynski, factors such as LMX, motivation, and ongoing commitment interact to influence work productivity. "LMX, which deals with 'the quality of the relationship between the leader and the team members.' Motivation is very influential with "performance and productivity outcomes" in an organization. While "continuous commitment can influence employees' decisions to stay within the organization and contribute to productivity".(Ali, F., & Khan, M, 2023)(Buchanan, D. A., & Huczynski, A., 2019)(Buchanan, D. A., & Huczynski, A., 2019)

Conclusion

Based on the "results of the research and discussion above, it can be concluded as follows": 1. *Leadership-Member Exchange (LMX)* "partially has a positive effect on the work productivity of State Vocational School teachers in the Central Jakarta City." When teachers feel valued and supported by their leaders, they tend to be more productive in carrying out their duties." This is evidenced by the highest standard deviation of this variable contributed by the teacher's contribution indicator and the respect indicator by superiors." 2. Motivation "partially has a positive effect on the work productivity of State Vocational School teachers in the Central Jakarta Madya City." Teachers who are highly motivated, both internally and externally, will demonstrate better work productivity, both in teaching and interacting with students and in other teacher tasks." The highest standard deviation of this variable is contributed by the teacher's work performance indicator, followed by the indicator of recognition of teacher performance." 3. *Continuance Commitment* "partial measures have a positive effect on the work productivity of State Vocational School teachers in the Central Jakarta Metropolitan City." Teachers who feel tied to the institution tend to have stronger loyalty and contribute more to productivity." This proves that the highest standard deviation of this variable is in the indicator of feeling lost if leaving the organization." 4. *Leadership-*

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Member Exchange (LMX), "Teacher Motivation, and *Continuity Commitment* simultaneously have a positive effect on the work productivity of State Vocational School teachers in the Central Jakarta Metropolitan City." "LMX, motivation, and continuous commitment reinforce each other, which in turn together has an impact on increased work productivity." Therefore, managing a good relationship between leaders and teachers, as well as providing the right motivation, is very important to create a productive work environment.

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