

## ANALYSIS OF THE EFFECT OF KOHESIVITAS GROUPS AND EFFECTIVENESS OF TEACHER WORK PRODUCTIVITY

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### Abstract

*The objective of the research is to obtain information about the influence of group cohesiveness and team effectiveness on teachers' productivity of state primary school at Cipondoh districts in Tangerang City. The research was conducted to all of state primary school teachers at Cipondoh districts in Tangerang City by using a survey method with path analysis applied in testing hypothesis. The number 98 teachers as sample was selected by using Slovin formula. The result of the study reveals that: (1) there is direct effect of group cohesiveness on teachers' productivity. (2) there is direct effect of team effectiveness on teachers' productivity. (3) there is direct effect of group cohesiveness on team effectiveness. Therefore to enhance teachers' productivity can be carried out by group cohesiveness and team effectiveness.*

**Keywords:** *Group cohesiveness, team effectiveness, and teachers' productivity*

The teacher's tasks are not only based on Government Regulation Number 74 of 2008 concerning Article 52 of the Teacher, but in developing their skills and knowledge, teachers are currently required to carry out research, especially Classroom Action Research, training and workshops, and the development of learning media. Teacher work productivity is a form of understanding and application of teacher competencies, including professional competencies including; (1) understanding the National Education Standards; (2) developing the Education Unit Level Curriculum, including developing a syllabus, preparing lesson plan, implementing learning, and assessing learning outcomes; (3) mastering standard material, namely learning materials and deepening materials; (4) managing learning programs, including formulating goals, outlining basic competencies, choosing and using learning methods, preparing procedures, and implementing learning; (5) managing the class; (6) using media and learning resources, which include making and using learning media, making learning tools, and managing and developing laboratories; (7) understanding and implementing the development of students; (8) understanding and administering school administration; (9) understanding research in learning, including developing research designs, carrying out research, and using research results to improve the quality of learning; (10) displaying exemplary and leadership in learning; (11) developing basic theories and concepts of education; and (12) understanding and implementing individual learning concepts.

Productivity means as a comparison between the results achieved (output) and the overall resources used (input). In other words, productivity has two dimensions. The first dimension is effectiveness that leads to the achievement of targets related to quality, quantity and time. The second is efficiency related to comparing inputs with the realization of their use or how the work is carried out. Teacher productivity can be seen from the planning of learning, carrying out learning activities, carrying out activities of assessing the learning process, replication and final exams, carrying out analysis of the results of daily tests, compiling and implementing improvement and enrichment

programs, guiding other teachers in the learning process; make learning tools / teaching aids, take part in curriculum development and socialization activities, make notes about the progress of student learning outcomes. Teacher work productivity is also seen from research conducted, writing articles, and participating in scientific forums, as well as training.

Researchers have a reason why the problem of teacher's work productivity needs to be examined because there are still many teachers in Indonesia, especially in the Cipondoh Subdistrict, not yet implementing it, as the Education Basic Education Agency (Education Agency) of the City of Tangerang stated that there are still elementary school teachers in the Cipondoh District. The city of Tangerang which has not performed optimally in the implementation of education and learning activities, so that it influences the quality of graduates from students, and generally influences the effectiveness of the achievement of learning objectives. And some things that are still not carried out by public elementary school teachers in Cipondoh Subdistrict, Tangerang City include, there are still teachers who are unable to develop developing syllabus, compile lesson plan, do not carry out activities to assess learning, replication and final exams, not compile and implement improvement programs and enrichment, lacking in mastering standard material, namely learning materials and deepening materials, lacking ability to manage learning programs, including (formulating goals, outlining basic competencies, choosing and using learning methods. There are still teachers who do not follow curriculum development and correctional activities, make notes about the progress of student learning outcomes, and there are still teachers who are not productive to make scientific work, write articles, and participate in scientific forums, as well as training. From these problems it can be concluded that there are still problems regarding the productivity of elementary school teachers in K Cipondoh Tangerang City. While teachers are required to always be productive in the learning process. The teacher's work function is seen from the planning of learning, carrying out learning activities, carrying out activities of assessment of learning processes, tests and final exams, carrying out analysis of the results of daily tests, composing and implementing improvement and enrichment program, guiding other teachers in the learning process; making learning tools / teaching aids, participating in development activities and curriculum development, making notes about the progress of students' learning outcomes. Teacher work productivity is also seen from research conducted, writing articles, and participating in scientific forums, as well as training.

Teacher's work productivity is still too low and why teacher work productivity is still low. Some researchers explained that factors such as low teacher motivation, low job satisfaction, low perceptions of organizational support for teachers, low quality of teacher working life were predictors that could affect teacher work productivity, but group cohesiveness and team effectiveness had a role and high influence on teacher work productivity. The problem is how to bring up and improve the productivity of this teacher's work. This study examines and analyzes the direct effect of group cohesiveness and team effectiveness on teacher work productivity, with the subject of the study being the teacher of in Public Elementary School Cipondoh, Tangerang City.

### **Work productivity**

Schermerhorn (2010: 12) explains productivity as follows, "productivity is the quantity and quality of output relative to the cost input of work performance with utilization considered. Productivity can be measured at individual and group as well as organization. Productivity is a measure of quantity and quality of work with the use of work resources used, productivity can also be measured at the individual and group level.

Robbins (2013: 17) in his book explains, "productivity is a performance measure including effectiveness and efficiency". Productivity is an employee performance measurement which includes efficiency and effectiveness of work, effectiveness that leads to the achievement of maximum performance, namely the achievement of targets related to quality, quantity and time, and efficiency

related to the effort to compare inputs with the realization of their use or how the work implemented, and efficiency is an effectiveness criterion that refers to the size of the use of scarce resources by the organization. Efficiency is a comparison between output and input. Efficiency measures consist of profits and capital, unit costs, waste, time spent, costs per person, and so on. Efficiency is measured based on the ratio between profit and cost or time used.

Ricard L. Daft (2008: 717) explains, "productivity is the organization's output of products and services divided by its inputs". Productivity is an output (output) of the organization in the form of a product or service that is divided by input (input) or resources used.

Furthermore Chuck William (2009: 663) explains, "productivity is a measure of performance that indicates how many inputs it takes to produce or create an output." From this explanation it can be understood that productivity is a performance measurement that indicates how much input is used to create output in other words that in measuring productivity can be done in two ways, (a) total productivity approach or multiple factors, namely the output is faced with the overall input used, (b) partial or single factor approach, that is output is faced with one input only, for example, input HRD (Teacher Human Resources) in the context of college management. Mathis and Jackson (2011; 9) namely, "productivity measure of the quantity and quality of work done, considering the cost of the resources used". Productivity also looks at the costs made and used by its resources. Ivancevich and friends (2008: 2) explained that, "productivity is the relationship between inputs (e.g., hours of work, effort, use of equipment) and output (e.g., personal computers produced, customer complaints handled). The measures of productivity such as profit, sales, market share, student graduated, patient releases, processed documents, client services, and the likes. Productivity is the relationship between inputs (such as number of hours worked, effort, equipment usage) and output (such as, production, customer complaints handled). Productivity measures include profits, sales, graduate students (output), document management, services, services and so on.

Sedarmayanti (2009: 62) states that educational productivity includes three functions, namely: "a) the administrator's production function (PF1), b) the psychologist's production function (PF2), c) the economist's production function (Pf3)". That there are three functions that affect productivity. That there are three functions that affect productivity. First is the managerial function related to various services for students and teachers. Inputs identified include teaching equipment, libraries, and teaching qualifications that enable the achievement of good education. While the output includes the length of years and student learning hours. Second is the behavioral function (behavior) whose output refers to the service function that can change students' behavior in cognitive abilities, skills, and attitudes. His input includes teaching time, teaching quality, attitudes, and teacher skills and facilities. Third is the economic function whose output is identified as graduates who have high competence or good, so that if they continue to the next level of education, then getting a job can earn high income more than the education costs incurred during education.

In connection with the relationship with the teacher is the mental attitude and behavior of teachers in carrying out their duties and responsibilities so as to produce effective and quality output by using input in the form of competencies that are owned efficiently in an effort to display better work. Input education is everything that must be available because it is needed for the ongoing process. The process of education is the occurrence of changing something into something else. Something that affects the process is called input, while something from the process results is called output. in micro-scale education (school level), the process in question includes decision-making processes, institutional management, management of teaching learning process programs and monitoring and evaluation processes, noting that the teaching and learning process has the highest level of importance compared to other processes. The process is said to be of high quality if the coordination and harmonization and integration of school inputs (teachers, students, curriculum, money, equipment, etc.) are carried out in harmony and integrated so as to create enjoyable learning

situations, encourage motivation and interest in learning and correct really able to empower students. In other words, that students not only master the knowledge taught by their teacher, but that knowledge has also become the content of the students' conscience, internalized, practiced in their daily lives and more importantly students are able to learn independently.

The output of education is school performance, school performance is school achievement resulting from school processes or behavior, school performance can be measured by quality, effectiveness, efficiency, innovation, quality of work life, and work morale. Student achievement shows high achievement in achievement, these achievements are divided into two, namely: 1) academic achievement, in the form of competency scores, achievement, and completion of assignments given by the teacher, 2) nonacademic achievements such as faith and piety, honesty, politeness, artistry, sports, skills and so on. Thus, the notion of overall productivity is a measure that is used as a guide to determine the extent to which human, natural and technological resources can be managed and utilized to realize certain desired things.

From some of the concept descriptions above, productivity can be synthesized is the maximum result of work by using sources (input) in an efficient and effective way so that it can produce quality products (outputs) which in turn will encourage organizational quality improvement.

### **Group Cohesiveness**

Mullins (2005: 1055) explains, "group cohesiveness is the extent to which members of a group interacting, co-operate, are united and work together effectively". It can be explained that group cohesiveness is the extent to which members of the organization interact in their work environment, work together in teams effectively in achieving organizational goals and able to solve work problems. In terms of cohesion, people generally point to a level of confidence that group members are motivated to stay in the group. Group members in groups with high cohesion are more energetic in group activities, rarely absent in group meetings and feel happy when the group succeeds and feels sad when the group fails.

In line with the explanation above, Jai P B. Shina (2008: 148) in his book explains as follows, "a group's cohesiveness is the extent to which the members perceive and feel to be the unalienable parts of the group. Group cohesiveness is the perception and feelings of an organization's members as part of an organization that cannot be replaced by members of other organizations where they want to always be part of the organization and tend to always want to unite their hearts with the organization. Jennifer M. George and Gareth R. Jones (2002: 331) in her book explained, "group cohesiveness is the attractiveness of a group to its members". Group cohesiveness is the interest and comfort of employees as part of a member of an organization and solidifies their desire to remain part of the organization and have a sense of love for their work. O. Jeff Harris and Sandra J. Hartman (2002: 106) define group cohesiveness as follows "group cohesiveness is the strength of the feeling of unity group members have for the group as a whole and for the other people in the group. It has also been defined as "the attraction of the work group has for its members". From the statement above it can be explained that group cohesiveness is the power of feeling as part of an organization and as part of a group. And can be defined as the attractiveness of working groups for its members and contribute positively to the work environment.

Cartwright in the journal Soo-Young Shin and Won-Woo Park (2012: 3) defines, "cohesiveness is generally defined as" the resultant of all forces of acting on all the members to remain in the group. "Group cohesiveness can be defined as the result of the determination of the members of the organization to remain within an organization.

In line with the definition above, Robbins (2012: 353) in his book defines, "group cohesiveness is the degree to which groups members are attracted to one another and share the group's goals". Group cohesiveness is the level of awareness of group members who interact with other

members and together in realizing organizational goals. Productivity is essentially to produce goods and services using resources as small as possible but consistent with other needs. Productivity can be increased by increasing production to the same level or lower with input resources, or by maintaining the same level with smaller resources. These resources are material, workers, services, and money. A form of general productivity measurement is the operator's performance, which is assessed by the measured time ratio to the actual time that has been used.

Groups with high cohesion, members are cooperative and familiar, and respect each other to achieve goals. In groups with low cohesion there is usually a sense of hostility and aggression, and usually there is a sense of pleasure when other members make mistakes. High group cohesion is marked by time out for planning activities and all group members follow the agreed plan. Groups with high cohesion of leaders have democratic behavior, whereas in groups with low cohesion the leader behaves like a 'boss' and tends to be autocratic.

From some of the concept descriptions above, group cohesiveness can be synthesized is the emotional attractiveness of fellow work group members where there is a sense of mutual love, help, and jointly support each other to stay in the work group in achieving a common goal.

### **Team Effectiveness**

Chuck Williams (2009; 7) defines organizational effectiveness as follows, "effectiveness is accomplishing tasks that helps fulfill organizational objectives, such as customer service and satisfaction". From this explanation it can be understood that effectiveness is the completion of tasks in order to achieve organizational goals such as service and customer satisfaction. Steve M. Jex and Thomas W. Britt (2008: 377) define, "team effectiveness is a multidimensional construct consisting of three interrelated dimensions. The first dimensions are related to the output of the team, the second is to do with the long-term viability of the team as a performing unit, and the third has to do with the impact of the team experience on individual team members." Team effectiveness is multidimensional consisting of three interrelated dimensions. The first of these dimensions is related to the output of the team, the second is related to the long-term survival of the team as a whole, and the third relates to the impact of team experience on individual team members. Hellrigel and Slocum (2011: 350) explain, "a team of employees with complementary competencies who are committed to common goals and working relationships for which they hold themselves accountable". The team is a small number of employees with their respective competencies who are committed to general performance goals and work relationships that cling to responsibility. The main purpose of building a team is to build a solid work unit that has strong membership identification and cooperation.

In line with the above opinion, Steven McShane and Mary Von Glinow (2008: 261) explain, "team effectiveness the extent to which the objectives of the team are achievable, achieves the goals and objectives of its members, and sustains itself over time". Team effectiveness is the effort of a team to achieve organizational goals, achieve organizational needs and objectives, and maintain it all the time. Furthermore, Steven McShane and Mary Von Glinow (2008: 261) explained, "Team effectiveness refers to how a team affects the organization, individual team members, and the team's existence. First, most teams exist to serve some purpose or other systems in which the group operates. Some informal groups also have task-oriented (although not organizationally mandated) goals, such as sharing information in an informal community of practice. Second, team effectiveness relies on satisfaction and well being of its members. People join groups to fulfill their personal needs, effectiveness is partially measured by this need. Finally, team effectiveness includes the team's viability-ability to survive. It must be able to maintain the commitment of its members, especially during the turbulence of the team's development. Without this commitment, people leave and the team will fall apart. It must also be secure sufficient resources and find a benevolent environment in which to operate". Team effectiveness refers to how the team influences the organization, individual team

members, and the team's existence. First, most teams exist to serve several purposes related to the organization or other system in which the group operates. Some informal groups also have (though not organizationally mandated) task-oriented goals, such as sharing information in informal practice communities. Second, team effectiveness depends on the satisfaction and welfare of its members. Someone joins a group to meet their personal needs, so effectiveness is partly measured by this fulfillment need. Finally, team effectiveness includes the survival of the team's ability to survive. This must be able to maintain the commitment of its members, especially during turbulence in the continuity of the team. Without this commitment, team members will leave their team and the team's condition will be chaotic. This means also having to secure resources and find the appropriate environment that will operate.

Betemen and Snell (2002: 447-448) define, "team effectiveness is defined by three criteria: first, the productive output of the team meets or exceeds the standards of quantity and quality; the team's output is acceptable to those customers' products or services, second, the team members are committed to work together again; that is, the group does not burn out and disintegrate after a grueling project. " The effectiveness of the team is indicated by the productive results achieved, the effectiveness of the team shown by fulfilling personal needs, in the form of self satisfaction, obtained from the cooperation built and rewarded for their ability in the team, the effectiveness of the team is demonstrated by the commitment and the desire of team members to work together in team. From several definitions above, it can be synthesized that team effectiveness is the team's success in achieving the institution's goals.

## **METHOD**

This research was carried out in Public Elementary School Cipondoh, Tangerang City. The sample used is Simple Random Sampling with a total of 98 teachers. The method used in this study is a survey method using questionnaires as a means of collecting basic data and documentation. This research uses Path Analysis to find out the influence between variables in accordance with the causal model that is formed. Before the questionnaire used in this study was first tested to determine the validity and reliability of the instrument. These results are used as instruments to retrieve research data in the field. Data analysis includes: 1) data description, 2) prerequisite test for normality analysis, 3) path analysis which includes: model analysis, hypothesis testing and determining the level of influence.

## **RESULTS AND DISCUSSION**

### **1.1. Direct influence of group cohesiveness on work productivity**

From the results of the calculation of the path analysis, the direct influence of group cohesiveness on the work productivity of teachers in Public Elementary School Cipondoh Tangerang City. From the calculation results obtained the correlation coefficient value  $r_{13} = 0.447$  and path coefficient value  $p_{31} = 0.347$ . The results of this study in accordance with the research conducted by Adeleke O. Banwo, Jianguo Du and Uchechi Onokala (2015: 150) explained, "another key assumption of a very creative team is that members share information freely with their team members. "The members have access to all the necessary resources needed to succeed." Thus hypothesis 1 which predicts that there is a direct influence of group cohesiveness on teacher work productivity can be accepted. This reflects that the higher the group cohesiveness, the higher the teacher's work productivity.

### **1.2. Direct influence of team effectiveness on work productivity**

From the results of the calculation of the path analysis, the direct effect of the team's effectiveness on the work productivity of teachers in Public Elementary School Cipondoh, Tangerang City. From the calculation results obtained correlation coefficient value  $r_{23} = 0.434$  and path coefficient value  $p_{32} = 0.328$ . The results of this study are corroborated by the opinion of Kodlankar

(2007: 53) explains, "the study reveals that it is effectiveness and efficiency of individuals, groups and organizational structure that has a positive impact on productivity". Thus hypothesis 2 which predicts that there is a direct influence of team effectiveness on teacher productivity can be accepted. This reflects that the higher the team's effectiveness, the higher the teacher's work productivity.

### **1.3 Direct influence of group cohesiveness on team effectiveness**

From the results of the calculation of the path analysis, the direct influence of the group cohesiveness on the effectiveness of the teacher team in Public Elementary School Cipondoh Tangerang City. From the calculation results obtained the value of the correlation coefficient  $r_{12} = 0.308$  and path coefficient value  $p_{21} = 0.308$ . The results of this study are in accordance with research studies conducted by Hellriegel and Slocum, Jr. (2011: 378), explains, "team dynamics and effectiveness are influenced by the interplay of context, leadership, goals, size, member roles, member diversity, norms, and cohesiveness". Thus hypothesis 3 which predicts that there is a direct influence of group cohesiveness on team effectiveness can be accepted. This reflects that the higher the cohesiveness of the group, the higher the effectiveness of the team. Various efforts can be carried out in order to increase the work productivity of teachers in Public Elementary School Cipondoh Tangerang City: (1) The principal should be the highest leader as well as an example for teachers to be able to guide, direct and increase sense of responsibility and ownership ( a high sense of belonging to schools and a caring attitude towards the teaching profession, can motivate the importance of group cohesiveness and effectiveness and efficiency in work. Having a target at work, obeying the prevailing regulations, and paying attention to the welfare of the teachers and providing a comfortable, safe, harmonious, and conducive work atmosphere so as to encourage teachers to be willing to give loyalty and carry out their duties beyond their formal duties (extra role performance) as teacher. (2) For the teachers of in Public Elementary School Cipondoh, Tangerang City to view that in carrying out their duties as teachers must have internal motivation and love of the work undertaken, so that teachers can feel the sincerity and sincerity of their profession and responsibilities. Teachers who have compactness and good communication relationships between fellow teachers, high work effectiveness among teachers will lead to high teacher work productivity. This attitude will give birth to teachers who have high productive behavior. (3) For other researchers so that this research can be used as a reference in further research related to teacher work productivity because the scope of this research is limited to group cohesiveness and team effectiveness.

## **CONCLUSION**

(1) There is a positive influence of group cohesiveness on teacher work productivity, which is determined by the degree of influence strength in the form of correlation coefficients and path coefficients. This path coefficient value determines how much variance the teacher's work productivity is determined by the group cohesiveness variable. Furthermore, it can be seen the significance of the influence between group cohesiveness on work productivity partially. This has the meaning and affirmation that group cohesiveness is empirically not the only predictor variable for the variance in teacher work productivity scores. (2) there is a positive effect of team effectiveness on teacher work productivity, which is determined by the degree of influence strength in the form of correlation coefficients and path coefficients. This path coefficient value determines how much variance the teacher's work productivity is determined by the variable of team effectiveness. Furthermore, it can be known the strength of the significance of the effect of team effectiveness on teacher work productivity partially. This has the meaning and affirmation that team effectiveness is empirically not the only predictor variable for the variance in teacher work productivity scores. (3) there is a positive influence of group cohesiveness on teacher attachment, determined by the degree of influence strength in the form of correlation coefficients and path coefficients. This path coefficient

value determines how much the variance of team effectiveness is determined by the group cohesiveness variable. then it can be seen the significance of the influence between group cohesiveness and team effectiveness.

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