INCREASED WORK PRODUCTIVITY THROUGH STRENGTHENING VISIONARY LEADERSHIP OF THE ORGANIZATIONAL CLIMATE AND CREATIVITY

(Empirical Studies using Correlational Methods and SITOREM Analysis in State Junior High School Teachers in Depok City)

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Abstract: This study aims to find strategies and ways to increase teacher work productivity by examining the strength of the relationship between work productivity and visionary leadership, organizational climate and creativity. The study uses a sequential explanatory design, using correlational statistical methods and SITOREM analysis to determine priorities and recommendations for indicators that need to be improved. A total of 252 civil servant teachers at the Depok City State Junior High School. The results of the quantitative research found that all variables had a significant positive relationship, individually showing a strong while together very strong with work productivity, the next analysis was the analysis of Scientific Identification Theory to Conduct Operation Research in Education Management (SITOREM), with the stages of identification the strength of the influence between the research variables, and based on the weight of each indicator that comes from the independent variable that has the largest contribution, then the priority order of the indicators that need to be improved and those that need to be maintained isarranged.

Keywords: Cytorem Analysis, Work Productivity, Visionary Leadership, Organizational Climate, Creativity

I. Introduction

The progress of a nation is very dependent on human resources (HR). Education plays an important role in the process of increasing human resources and education is a major factor in the formation of a qualified human person in order to face competition in the era of the highly competitive industrial revolution 4.0 and Society 5.0, so it is necessary for change and development in the world of education. The productivity of teacher work is one of the factors that affect the achievement of educational goals, because it has an influence on the low or high on the success of educational programs organized, especially the quality of graduates (output) who must be able to compete with other first-level advanced schools and other competition. One

of the important elements in the world of education is the input and out of education, both keywordsarevitalobjectsintheworldofeducation.Thegreatertheoutputoftheschoolwhich

is accompanied by good quality, in the sense of being able to print quality human resources, then of course the influence is very positive for the community. Professionally managed educational institutions based on basic principles of management that are factual and based on the needs of the community as users of educational products, will provide ideal performance with good quality in accordance withexpectations.

Productivity is the scientifically calculated comparison between the amount produced (output) and the number of each source used during production, and the source can be soil, raw materials and auxiliary materials, factories, machinery, and tools, and labor (inputs). With input dimensions (resources) among others the indicators are: 1). Soil, 2). Raw materials, 3). Factories, 4). Machines, 5). Tools, 6). Labor, and output dimensions (number of results) among others indicators are, 1). Product results, 2). Quantity of products, and 3). product quality. International Labour Office,(2015).

David M. Tonaszuck, (2000), states productivity as a general measure of how well an organization uses its resources. In a broad sense, productivity is defined as output. The result of productivity used is a balanced combination of external and internal actions. That measure of productivity will help measure the success of change initiatives.

Syverson, Chad (2011), reveals productivity as a form of efficiency in production: how much output is obtained from a given set of inputs. Thus, it is usually expressed as a comparative input output. The first dimension of productivity is output with its indicators: 1) The number of products produced, 2) The number of activities (projects, jobs) undertaken, and 3) The number of work facilities that can be utilized (enabled) the second is the input dimension with indicators consisting of: 1) Material, 2) Capital, 3) Labor, 4) Equipment Units, 4) Programs, and 5) Support / Support.

Giovanni Abramo & Ciriaco Andrea D'Angelo, (2014). Productivity is an essential indicator of efficiency in any production, the relationship between the goods and services produced and the sources of input used to the fullest. Three components of indicators, namely: 1) technological efficiency, 2) labor efficiency, 3) saving funds, and 4) effective management.

Powers G. Susan. (2016), states that productivity is a statistical measure relating to the output of a service industry with the quality of labor to produce certain services. With the main indicators are: 1). Quality of labor, 2). Service, and 3). Optimal serviceresults.

Bureš Vladimír, Andrea Stropková. (2014) States productivity in general is output and input is a core factor of economic growth, to ensure a strategic advantage. With the indicators are: 1) capital accumulation, 2) population growth (growth in population), and 3) technological progress.

Stephen P. Robbins, Timothy A. (2015), reveals productivity as inputs are transformed into outputs at the lowest cost. Revealed productivity indicators include: 1). Level of achievement of goals (met the demand), 2). Number of ouputs produced, 3). Teamwork, 4). Human resources, 5). Organizational factors, and 6). Costused.

Luthans Fred (2021), explained that the definition of productivity is a form of considering the organization's efforts in determining the effectiveness of studies on employee performance, not on the higher the position and responsibility of employees in the company, then the salary received is higher, the provision of salaries should at least consider the performance of employees not in job positions only. The indicators are: 1). workload, 2) human resources, 3) salary cost, 4) achievement ofresults.

In management one of the elements that cannot be replaced is leadership, because the role of leadership is a strategic factor. A leader in taking policy must be appropriate to be optimal, for that a leadership focus is needed. If a leader has focused his leadership automatically has an active manager role and always intervenes in all issues related to the needs of his members. Baker (2009) states that organizations are considered successful if visionary leaders have; (1) the strategy in leading must be in line with the vision for institutional progress, (2) teamwork in making madrasah programs, (3) providing services in maintaining work-life balance in school madrassas.

Suwit Yordsala, Kowat Tesaputa & Anan Sri-Ampai, (2014). Stating that visionary leadership is the style of a leader who must have the right vision as a guideline for staff to work given in direction, including the capacity to have innovations that lead to future change. With indicator 1). Visualizing has a clear picture of what will be achieved and has a clear picture of when it will be achieved. 2). Futuristic Thinking, thinking about the extent of the oganization position that wants to be achieved in the future. 3) Showing Foresight, making plans considering technology, procedures, organizations and other factors that may affect the plan. 4) Proactive Planning, setting specific goals and strategies to achieve organizational goals. 5). Creative Thinking, think creatively and innovatively in finding new alternative solutions with attention to issues, opportunities and problems. 6). Taking risks, daring to take risks and consider failure as an opportunity not a setback. 7). Process alignment, aligning the duties and work of each department throughout the organization. 8). Coalition building, actively looking for opportunities to cooperate with a variety of individuals, departments and certain groups. 9). Continuous Learning, able to pursue opportunities to collaborate and take part in projects that can expand knowledge, provide challenges to thinking and develop imagination. 10). Embracing Change, change is an important part of growth and development.

Burt Nanus (2013), revealed that visionary leadership is a leader with a vision of the future who is able to create a realistic vision, so that sub ordinates can understand the vision, have competence in decision making and guide their subordinates in the process of achieving the vision. With indicators that are: a) Communicate effectively with managers and other employees in the organization. b) understand the outside environment and have the ability to react appropriately to all threats and opportunities. c) plays an important role in shaping and influencing organizational practices, procedures, products and services. d) develop past experiences to anticipate the future.

Seth Kahan, (2018), reveals visionary leadership is behavior involving extraordinary ability, ability, skill to offer success and success in the future. A visionary leader is able to anticipate all events that may arise, manage the future and encourage others to do in the right ways. With indicators: 1). Have ability, 2). Have intelligence, 3). Have insight into the future, 4). Have a solution to every problem, 5). Able to manage the future, and 6). Motivate.

Almog-Bareket, G. (2012). Stating that a visionary leader is one who is concerned with how to move institutions with stagnation conditions to a very large innovative education system with the following indicators: 1). Think change, 2) move forward, and 3). Innovative.

Senge, P. (2006). Define visionary leadership as a strong leader with his or her ability to see the future and to propel the organization to success, with the indicator being 1) having the ability 2) futuristic thinking, 3) managing the organization toward the future, and 4) having goals.

Abdullahi Nimota Jibola Kadir, Tijani Abdulganiyu Adebayo, Sofoluwe Abayomi Olumide (2019), define visionary leadership as an intellectual way to manage problems and empower subordinates to develop and implement new ideas to achieve predetermined goals and goals. The

indkators are: 1) intellectuality, 2). Managing problems. 3). Empower subordinates. 4) Develop and develop ideas, and 5). Goals to be achieved.

Goleman, Daniel (2002), defines visionary leadership as a pattern of leadership that seeks to move people toward dreams along with the most positive and most appropriately used emotional climate impacts when change requires a new vision or when a clear direction is needed. With visionary leadership indicators: 1). Shared inspiration, 2). self-confidence, 3). self-awareness, and 4).empathy.

Granit (2012) mentions visionary leadership strategies including; 1) Visionary leadership rejects organizational status quo leadership, the status quo eliminates and eliminates the will for long-term institutional progress. 2) Strategy in meeting the demands of being the superior of the institution, then visionary leadership seeks to unite the vision. 3) it is said to be a successful visionary of leadership, i.e. a leader who can create strategies to manage, experiment, and innovate. With the following indicators: 1). have the willingness to move forward, 2) unite the vision, 3) develop management strategies, and 4) innovate.

While briefly Moynihan & Wright (2012) states that visionary leadership strategies are actions taken and expected to realize the quality of the future. With the following indicators: 1). formulate a vision, 2) formulate a mission, 3) devise a management strategy, and 4) determine goals, and 5) innovate.

Akbaba, Ö., & Altındağ, E. (2016) defines organizational climate as the subjective perception of the study of the physical, objective environment, application and condition of the organization. Organizational climate is the quality of an organization's internal environment experienced by its members, influences behavior and can be drawn from a specific set of characteristics or attributes of the organization. The internal environment can affect the success, operating approach, and decisions of an organization. These internal environmental conditions can be well formed if individuals in the organization interact with fellow members in harmony, a comfortable work environment, a supportive work culture, adequate equipment, fun work processes, well-implemented managementpractices.

Schermerhon R. John, Osborn N, Richard, Bien-Uhl Mary, Hunt g. James. (2012) states that organizational community is the shared perception of members of an organization regarding management policies and practices. social environment, namely the relationship of the leadership with subordinates and relations between members. Management systems, policies and management practices within organizations from planning, organizing, actuating, and controlling. With the indicators are: 1) leadership and subordinate relations, 2) management system, 3) policy and 4) managementpractices.

Bateman and Snell, (2015). Expressing the organization's climate as factors that influence individual behavior in the organization, with indicators being: 1) leadership and subordinate relationships, 2) management systems, 3) policies and 4) organizational climate management practices are important factors that determine the life of an organization and the organization's climate becomes one of the factors that determine the working behavior of its members.

Scheneider Benjamin, Mark G. Ehrhart & William H. Macey, (2013), states that the organizational climate is an embraced viewpoint and meaning attached to the policies, practices, and procedures that shape experiences, as well as the behaviors that are supported and expected. The organization's climate has three dimensions: 1) Dimensions of policy with the indkator of leadership authority, decision-making relationships with group members, 2) Dimensions of management practices, with indicators of planning, organizing, actuating, and controlling, and 3) Dimensions of behavior with indicators, Attitudes, Personality (perception), and Learning.

Saungweme Ruvarashe, Calvin Gwandure. (2011), describes the organizational climate as a set ofcharacteristicsthatmakeworkersintheorganizationdifferentfromotherorganizations,able

to survive for a long time and have an effect on the behavior of its members. With the indicators are 1) social environment, 2) interpersonal relationships, 3) management systems, 4) conflict management, 5) performance reward systems.

Hoy, K.W. &Miskell, C.G. (2001), revealed the climate of school organizations can be viewed as something that distinguishes one school from another. With the indicators are: (1) a safe and orderly school environment; (2) climate and high expectations; (3) logical instructional leadership; (4) a clear and focused mission; (5) the opportunity to learn and work on assignments for students; and (6) frequent monitoring of student progress, and supportive home-school relationships.

Bahrami, et al, (2016) explained that the organizational climate is reflected in the organization's goal to develop employees by providing a good environment and working conditions and helping and supporting employees to achieve job satisfaction. With its indicators: 1) organizational goals, 2) environment, 3) working conditions, and 5) job satisfaction. If employees are in line with the organization then working conditions will be good, as well as if the organization facilitates employees to work then the organization's goals will be achieved properly.

Organizational climate according to Bateman and Snell (2015) is a pattern of attitudes and behaviors that make up a person experienced in the organization. With dimension 1) leadership actions by influencing the work climate, the indicators are the rules, policies, and procedures of the organization, especially issues related to personnel issues, 2) Motivation with indicators of the distribution of rewards, communication styles, ways to motivate, 3) discipline, with indicators of disciplinary actions, leadership and employee interactions, interactions between groups, 4) attention with indicators focused on problems that employees have from time to time, the need for job satisfaction, and employeewelfare.

Schneider (2013) in his journal argues that the organizational climate is an embraced viewpoint and meaning attached to the policies, practices, and procedures that shape experiences, as well as behaviors that are supported and expected. With indicators: 1) organizational policies, 2) organizational systems, 3) leadership behavior, 4) employee performance. The way a leader communicates determines the level of success or failure of relationships between employees, a leader's style in organizing the organization can add to it into a positive climate or even reduce it to negative.

Davis K., Newstrom JW. (2019), defines an organizational climate as an environment in which the organization's employees do their work is called the organization's climate such as indoor air, it circles and influences everything that happens in an organization. With the indicators are: 1) The overall tool and materials faced, 2) The surrounding environment in which a person works, and 3) The method of working, the working arrangements both as an individual and as a group. Employees will perceive a work atmosphere that continuously affects employee behavior in dealing with work situations. Dimensions of the work environment; Organizational climate is a concept that describes the internal atmosphere of the organizational environment that its members feel during their activities in order to achieve organizationalgoals.

Steers (2005), defines an organization's climate as the quality of an organization's internal environment that its members experience, influences behavior and can be drawn from a specific set of characteristics or attributes of the organization. With indicators are: 1) Individuals in the organization interact with fellow members in harmony, 2) A comfortable work environment, 3) Supportive work culture, 4) Adequate equipment, 5) Enjoyable work process, 6) Management

practices are well implemented.

Simply put, Davis and Newstorm (:2019) describe the organization's climate as the human climate within the organization, where members of the organization do their jobs. Organizational climate is a concept that describes the internal atmosphere of the organizational environment that its members feel during their activities in order to achieve organizational goals. Factors that influence an organization's climate according to Davis and Newstorm, which are benchmarks in the organization's climate measurements, are:

1. Leadership Qualities, which is the ability to influence, move and direct an action on a person or group to achieve certain goals practiced by the leadership towards itsemployees.
2. Trust, which is the trust given by the leadership to its employees in carrying out work in the company.
3. Communication, which is the process of transferring information and understanding it from communication up, down, to the side in anorganization.
4. Responsibility, which is the attitude that exists in the leadership and employees towards the ownership of the company and the tasks carriedout.
5. Fair Rewards, i.e. wages given to employees in accordance with their expectations, namely the resulting work, skills and standards of communitywages.
6. Opportunity, which is an opportunity given by employees to improve their workperformance.
7. Control, which is an action taken by the leadership so that the company or organization is well controlled so that it does not sufferlosses.

Cayirdag, N. (2017), explains the difference between creative teaching and creative teaching in the National Advisory Committee on Creative and Cultural Education (NACCCE, 1999) which distinguishes teaching creatively from teaching for creativity. Teaching creatively is about 'using imaginative approaches to make learning more engaging and effective" (h. 89) While teaching for creativity refers to the efforts made to develop the creative thinking of learners. This difference also reveals the relationship between the two: Teaching for creativity requires teachingcreatively.

Cremin (2009) states, in a journal excerpt entitled Teachers' Creativity: Different Approaches and Similar Results, by Dalia Lapenienea and Audrone Dumcieneb (2013) that creative teaching involves teachers in making learning more interesting and effective and using imaginative approaches in the classroom. Creative teaching is about the teacher's personality, personal creativity and manifestation in everyday practice. Teaching for creativity is seen as engaging teachers in identifying children's creative strengths and fostering creativity. Creativity is based on intellectual aspects, such as intelligence, talent, and real skills and also affective aspects such as attitudes, interests and motivations. Creativity is related to intelligence, where a person with high intelligence is usually very creative, while people with low intelligence then creativity is relatively lacking but this situation is notabsolute.

Dalia Lapenienea and Audrone Dumcieneb (2013) state that creative teachers proactively use their personal creativity as a primary resource to improve educational practices. Creativity is important and valuable, but not because of rewards or school settings. Different types of creativity suggest that different combinations of individual and social factors predict creative teaching.

Timpe A. Dale, (2001). Creativity as a result of ideas that bring about improvements in the efficiency and effectiveness of a system. With indicators, 1) Organizational atmosphere, 2) good relations between leaders and subordinates, 3) openness in communicating, 4) active support and cooperation, 5) attention to highly creative employees and 6) opportunities to think and engage

in creativework.

J.A. Colquitt, J.A. Lepine, M.J. Wesson, (2015) define creativity as the use of new ideas in working, solving problems and performing innovative actions. With indicators, 1) Enjoy learning new things, 2) Trying to find new opportunities or better ways of working, 3) Confidence in work, and 4) Openness to accepting new, better ideas. J.A. Colquitt, J.A. Lepine, M.J. Wesson, explain creative behavior is brainstorming. In general, brainstorming involves face-to-face meetings of team members where each offers as many ideas as possible about some major issue or issue. Most brainstorming sessions are centered around the following rules: 1. Express all the ideas that come to mind (no matter how strange). 2. Choose the quantity of ideas over the quality. 3. Don't criticize or evaluate other people's ideas. 4. Build other people's ideas.

McShane, Steven L. and Mary Ann Von Glinow (2010), define creativity as the development of original ideas that make socially recognized contributions. There are two dimensions of the first creative person with indicators are: 1) creative, 2) intelligence, 3) perseverance, 4) knowledge and experience, and 5) personality traits of independent imagination. The second dimension is the work environment with indicators being: 1) supporting 2) learning orientation, 3) work has high intrinsic motivation, 4) organization. provide a reasonable level of job security, 5) Resources, 6) time, and 7) project leaders provide appropriategoals.

J.L. Gibson, J.M., Ivancevich, J.H. Donnely, and & R. Konopaske, (2012). Expressing creativity is the embodiment of ideas that excel in the form of opportunities or business products. With indicators, 1) Self-confidence in finding problem solving, 2) Courage to act, 3) Ingenuity to find new opportunities or ways, and 4) Openness to other people's ideas.

Luthans Fred (2011) defines creativity as personal flexibility and a willingness to take risks. Simply put, creativity results in people seeing things differently. With indicators are: 1) abstracting, 2) image, 3) synthesizing, 4) recognizing patterns, 5) empathizing, 6) good intuitive decision makers, and 7) knowing how to utilize good ideas, and 8) being able to break old paradigms or ways of thinking and making irrationality decisions.

Yubo Hou, Ge Gao, Fei Wang, Tingrui Ri, and Zhilan Yu. (2011), defines creativity as an activity of realizing original ideas into useful products, services or processes. With theindicators, 1) Develop unique ideas (different from existing ones), 2) Create benefits for the environment (organization), 3) Make it happen in verbal form (suggestions), 4) processes (methods), and 5) finished products.

Henriksen, Mishra &Fisser, (2016) states technological change is driven by human creativity, and in turn provides new context and tools for creative outcomes. In today's technology-driven world, teachers may no longer be the only guardians of knowledge in the classroom. The introduction of one-to-one initiatives, online classrooms, mixed learning models, and the overall rise of technology in classrooms allows students more access to information than previous generations.

Zimmerer, et. all. (2008), defines creativity as the ability to develop new ideas and to find new ways of looking at problems and opportunities. Factors that develop ideas include: 1). creative individuals, 2). bringing up unique or creative ideas, 3). emphasizing on the drive factor of either external internal impulse, 4) producing a product by the individual either something new / original.

II. Methodology

The research method used is a causal survey method with correlation techniques. The empirical

data to be collected consists of three free variables namely Visionary Leadership (X1), Organizational Climate (X2), Creativity (X3) and one bound variable namely Work Productivity (Y). Data in the field is obtained using measuring instruments (instruments) in the form of questionnaires compiled based on indicators in research variables.

III. Result and Discussion

The linerity test in this case is to test whether the independent variable regression line over the dependent variable has a linear relationship or vice versa. If the two data are related linearly then the prediction of the two variables has a unidirectional relationship. By using ANOVA tables (analisys of variance) assisted Table F. Linear regression is stated to mean if Fhitung< Ftabel with a significance level of 0.05. As for the results of the test of the significance of regression equations and linearity, as follows:

1) Linearity Test of Visionary Leadership Variables (X1) to Work Productivity Variables (Y)
The linearity test hypotheses in this study are: In this study the level of significance used α = 5% or 0.05. Based on calculations using SPSS, the results can be seen in the tablebelow:

Table 39. Results of Variable Linearity Test X1 against Y

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Productivity work (Y) * Leadership Visionary (X1)	Between Groups	(Combined)	47472.505	52	912.933	722.796	.000
		Linearity	47418.645	1	47418.645	37542.738	.000
		Deviation From Linearity	53.860	51	1.056	.836	.772
	Within Groups		251.348	199	1.263		
	Total		47723.853	251			

From the table above, the regression equation Ŷ above X 1 shows the value of Fhitung = 0.836 and Ftabel = 1,440 (Distribution Table F, Sugiyono, 2018: 382) with numerators 51 and dk denominator 199 and at the level of trust (significance) α = 0.05 (Fhitung 0.836 < Ftabel 1,440) which means Ho is rejected and Ha accepted. Thus, it can be interpreted that the regression equation model Ŷ over X1 is linear and the linearity requirements are met. Thus it can be concluded that the variable Visionary Leadership (X1) with Work Productivity (Y) is line-patterned.

1) Test the Linearity of Organizational Climate Variables (X2) against Work Productivity Variables (Y)
The linearity test hypotheses in this study are: Based on calculations using SPSS, the results can be seen in the table below:

Table 40. Results of Variable Linearity Test X2 against Y

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Produktivitas Kerja (Y) * Iklim Organisasi (X2)	Between Groups	(Combined)	47624.154	53	898.569	1784.537	.000
		Linearity	47565.887	1	47565.887	94464.736	.000
		Deviation from Linearity	58.267	52	1.121	1.225	.648
	Within Groups		99.699	198	.504		
	Total		47723.853	251			

From the table above, the regression equation on X2 shows the value of Fcount = 1,225 and Ftable = 1,440 (Distribution Table F, Sugiyono, 2018: 382) with dk in the numerator 51 and dk in the denominator 199 and at the level of confidence (significance) = 0, 05 (Fcount 1,225 < Ftable 1,440) which means Ho is rejected and Ha is accepted. Thus, it can be interpreted that the regression equation model over X2 is linear and the linearity requirements are met. Thus it can be concluded that the climate variable of the organization (X2) with Work Productivity (Y) is line-patterned.

1) Test the Linearity of Creativity Variables (X3) against Work Productivity Variables(Y)

In this study the level of significance used α = 5% or 0.05. Based on calculations using SPSS, the results can be seen in the table below:

Table 41. Results of Variable Linearity Test X3 against Y

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Productivity work (Y) * creativity (X3)	Between Groups	(Combined)	47453.088	53	895.341	654.728	.000
		Linearity	47231.658	1	47231.658	34538.643	.000
		Deviation from Linearity	221.429	52	4.258	1.114	.812
	Within Groups		270.765	198	1.368		
	Total		47723.853	251			

From the table above, the regression equation $\hat{Y}$ above X3 shows the value of Fhitung = 1,114 and Ftabel = 1,440 (Distribution Table F, Sugiyono, 2018: 382) with numerators 51 and dk denominator 199 and at the level of trust (significance) α = 0.05 (Fhitung 1,114 < Ftabel 1,440) which means Ho rejected and Ha accepted. Thus, it can be interpreted that the regression

equation model $\hat{Y}$ over X3 is linear and the linearity requirements are met. Thus it can be concluded that the variable creativity (X3) with Work Productivity (Y) is line-patterned.

Table 42. Summary of The Linearity Test of Regression Equations

Relationships between variables	Regression Equation	Linearity of Regression Equations		Conclusion
		Fcount	Ftable	
Y – X1	$\hat{Y}$ = 1,400 + 0,698 X1	0,836	1,440	Fhitung < Ftabel means Regression Equation between Y and The X1 is linear.
				Fhitung < Ftabel berarti
Y – X2	$\hat{Y}$ = 1,039 + 0,650 X2	1,225	1,440	Regression Equation between Y and X2 is linear.
Y – X3	$\hat{Y}$ = 1,875 + 0,422 X3	1,114	1,440	Fhitung < Ftabel means Regression Equation between Y and The X3 is linearly patterned.

1) The relationship between Visionary Leadership (X1) and Work Productivity (Y) is represented in the form of regression equations. The results of the analysis to establish the regression equation are shown in the followingtable:

Table 43. Output Determination of Regression Equation Between Visionary Leadership (X1) and Work Productivity (Y)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.400	.652		.614	.005
	Kepemimpinan Visioner (X1)	.698	.005	.697	197.082	.000

a. Dependent Variable: Productivity word (Y)

Based on table 53 is known the slope constant (a) 1,400 with constant (b) X1 of 0.698 so that the regression equation formed between the variables of organizational support for Work Productivity through Visionary Leadership is $\hat{Y}$ = 1,400 + 0.698 X1. The results of the regression equation significance test are displayed in table54:

Table 44 Significance Test Results

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	47418.645	1	47418.645	1.243	.000b
	Residual	305.208	250	1.221		
	Total	47723.853	251			

a. Dependent Variable: Productivity work(Y)
b. Predictors: (Constant), Visionary Leadership(X1)

The probability value (sig,) of 0.000 < the value of 0.05 thus the regression equation $\hat{Y}$ = 1,400 + 0.698 X1 is significant. The results of this test confirm that the equation can be used to predict work productivity (Y) based on visionary leadership scores (X1). To determine the magnitude of visionary leadership's contribution to work productivity can be seen from the value of the coefficient of determination (ry1)2, as seen from the results of the following SPSS test:

Table 45. Coefficient of Visionary Leadership Determination (X1) on Work Productivity (Y)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.697a	.485	.497	1.105

a. Predictors: (Constant), Visionary Leadership(X1)
b. Dependent Variable: Work Productivity(Y)

There is a very significant positive relationship between Visionary Leadership and Work Productivity. With a coefficient of determination (ry1)2 = 0.485 Visionary Leadership Contribution to Work Productivity which can mean that 48.5% of Work Productivity can be explained by Visionary Leadership 51.5% the rest is a contribution from other factors, with a correlation coefficient of ry1 = 0.697 then strongly correlated.
The visionary leadership contribution model to work productivity can be illustrated by the regression equation model $\hat{Y}$ = 1,400 + 0.698 X1, as seen in the scatter diagram as follows: The second hypothesis test is done on Organizational Climate testing (X2) with Work Productivity (Y). Testing is conducted under the following conditions:

Table 46. Output Determination of Regression Equation Between Organizational Climate (X2) and Work Productivity (Y)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.039	.473		2.196	.029
	Organizational Climate (X2)	.650	.003	.698	274.369	.000

b. Dependent Variable: Work Productivity(Y)

Based on table 56 is known slope constant (a) 1.039 with constant (b) X2 of 0.650 so that the regression equation formed between the variable Climate Organization to Work Productivity is $\hat{Y}$ = 1.039 + 0.650X2. The results of the regression equation significance test are displayed in table 47:

Table 47. Significance Test Results

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4501.001	1	4501.001	1.852	.000b
	Residual	48112.702	116	414.765		
	Total	52613.703	117			

a. Dependent Variable: Work Productivity(Y)

b. Predictors: (Constant), Organizational Climate(X2)

The probability value (sig,) of 0.000 < the value of 0.05 thus the regression equation $\hat{Y} = 1.039 + 0.650$ X2 is significant. The results of this test confirm that the equation can be used to predict work productivity (Y) based on the Organization's Climate score (X2).

To determine the magnitude of the contribution of the Organization's Climate to Work Productivity can be seen from the value of the coefficient of determination (ry2)2, as seen from the results of the following SPSS test:

Table 48. Coefficient of Determination Organizational Climate (X2) to Work Productivity (Y)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.698a	.478	.418	20.366

a. Predictors: (Constant), Organizational Climate(X2)
b. Dependent Variable: Work Productivity(Y)

There is a significant positive relationship between the organization's climate and the productivity of work. With a coefficient of determination $(ry_2)^2 = 0.478$ The Contribution of The Organization's Climate to Work Productivity can be interpreted that 47.8% of Work Productivity can be explained by the organization's climate. The remaining 52.2% is a contribution from other factors, with a correlation coefficient of $ry_2 = 0.698$ showing a strong correlation. The Organization's Climate contribution model to Work Productivity can be illustrated by the regression equation model $\hat{Y} = 1.039 + 0.650$ X2, as seen in the scatter diagram asfollows:

The third hypothesis tested the relationship between creativity (X3) and work productivity (Y). The test was conducted under the following conditions: The relationship between Creativity (X3) and Work Productivity (Y) is represented in the form of regression equations. The results of the analysis to establish the regression equation are shown in the following table:

Table 49. Output Determination of Regression Equation Between Creativity (X3) and Work Productivity (Y)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std.Error	Beta		
1	(Constant)	1.875	.837		1.045	.029
	Creativity(X3)	.422	.006	.495	154.888	.000

c. Dependent Variable: Produktivitas Kerja(Y)

Based on table 59 is known the slope constant (a) 1.875 with constant (b) X3 of 0.422 so that the regression equation formed between the variables of creativity to Work Productivity through Creativity is $\hat{Y} = 1.875 + 0.422$ X3. The results of the regression equation significance test are displayed in table 50:

Table 50. Significance Test Results

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	47231.658	1	47231.658	1.239	.000b
	Residual	492.195	250	1.969		
	Total	47723.853	251			

a. Dependent Variable: Work Productivity(Y)
b. Predictors: (Constant), Creativeness(X3)

The probability value (sig,) of 0.000 < the value of 0.05 thus the regression equation $\hat{Y} = 1.875 + 0.422$ X3 is significant. The results of this test confirm that the equation can be used to predict work productivity (Y) based on creativity score (X_3).
To determine the magnitude of the contribution of Creativity to Work Productivity can be seen from the value of the coefficient of determination $(ry_3)2 = 0.483$ as seen from the results of the following SPSS test:

Table 51. Coefficient of Creativity Determination (X3) to Work Productivity (Y)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.695a	.483	.497	1.403

a. Predictors: (Constant), Creativeness(X3)
b. Dependent Variable: Work Productivity(Y)

There is a significant positive relationship between creativity and work productivity can be seen that the Contribution of Creativity to Work Productivity with a coefficient of determination (ry3)2 = 0.483 which can be interpreted that 48.3% of Work Productivity can be explained by Creativity.51.7% of the rest is a contribution from other factors. There is a significant positive relationship between creativity and work productivity can be seen that the Contribution of Creativity to Work Productivity with a coefficient of determination (ry3)2 = 0.483 which can be interpreted that 48.3% of Work Productivity can be explained by Creativity.51.7% of the rest is a contribution from other factors. The fourth hypothesis test was conducted testing the Relationship between Visionary Leadership (X1) and Organizational Climate (X2) together with Work Productivity (Y). Testing is conducted under the followingconditions:
The relationship between Visionary Leadership (X1) and Organizational Climate (X2) and Work Productivity (Y) is represented in the form of regression equations. The results of the analysis to establish the regression equation are shown in the following table:

Table 52. Output Determination of Regression Equation Between Visionary Leadership (X1) and Organizational Climate (X2) with Work Productivity (Y)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.838	.372		2.251	.025
	Visionary Leadership (X1)	.351	.028	.351	12.475	.000
	Organizational Climate (X2)	.618	.027	.649	23.082	.000

d. Dependent Variable: Work Productivity(Y)

Based on the table above is known the slope constant (a) 1.838 with constant (b) X1 of 0.351 and constant (b) X2 of 0.618 so that the regression equation formed between visionary leadership variables and organizational climate together is met with work productivity through job satisfaction which is $\hat{Y} = 1.838 + 0.351X1 + 0.618X2$.

To determine the magnitude of the contribution of Visionary Leadership (X1) and Organizational Climate (X2) together to Work Productivity (Y) can be seen from the value of the coefficient of determination (rx12y)2, as seen from the results of the following SPSS test:

Table 53. Test the Significance of Visionary Leadership (X1) and Organizational Climate (X2) together on Work Productivity (Y)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	47626.645	2	23813.322	1.822	.000b
	Residual	97.209	249	.390		
	Total	47723.853	251			

a. Dependent Variable: productivity of work(Y)

b. Predictors: (Constant), organizational climate (X2), visionary leadership(X1)

The probability value (sig) of 0.000 < the value of 0.05 thus the regression equation $\hat{Y} = 1.838 + 0.351X1 + 0.618X2$. Significant. The results of this test confirm that the equation can be used to forecast Work Productivity (Y) based on Visionary Leadership (X1) and Organizational Climate (X2) scorestogether.

The contributions of Visionary Leadership (X1) and Organizational Climate (X2) together to Work Productivity (Y) are indicated by the calculation of the coefficient of determination with the followingresults:

Table 54. Visionary Leadership Determination Coefficient (X1) and Organizational Climate (X2) together on Work Productivity (Y)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.799a	.638	.698	.625

a. Predictors: (Constant), Organizational Climate (X2), Visionary Leadership(X1)

b. Dependent Variable: Work Productivity(Y)

According to Table 54 above, there is a significant positive relationship between visionary leadership and the organizational climate along with work productivity. Visionary Leadership and Organizational Climate jointly contribute to the coefficient of determination (ry12)2 = 0.638, meaning the contribution of visionary leadership together with the organizational climate to the variable work productivity of 63.8% while the remaining 36.7% is contributed by other factors. With coefficiency correlation ry12 = 0.799 indicates a strongcorrelation.

IV. Conclusion

Based on the results of the analysis, the discussion of the results of research and hypotheses that have been tested, it can be concluded as follows:

1. Increase in Work Productivity can be done by strengthening Visionary Leadership, Organizational Climate, and Creativity as free variables.

The results of identification of the relationship forces between research variables with the following conclusions:

1. There is a very significant positive relationship between Visionary Leadership and Work productivity. With the result of the coefficient of determination (ry1)2 = 0.485. Visionary Leadership's contribution to Work Productivity which can mean that 48.5% of Work Productivity can be explained by Visionary Leadership the remaining 51.5% is a contribution from other factors, with a correlation coefficient of ry1 = 0.697 then stronglycorrelated.
2. There is a significant positive relationship between the organization's climate and the productivity of work. With a coefficient of determination (ry2)2 = 0.478 The Contribution of The Organization's Climate to Work Productivity can be interpreted that 47.8% of Work Productivity can be explained by the organization's climate. The remaining 52.2% is a contribution from other factors, with a correlation coefficient of ry2 = 0.698 showing a strong correlation.
3. There is a significant positive relationship between creativity and work productivity it can be seen that the Contribution of Creativity to Work Productivity with a coefficient of determination (ry3)2 = 0.483 which can be interpreted that 48.3% of Work Productivity can be explained by Creativity.51.7% of the rest is a contribution from other factors. With a correlation coefficient of ry3 = 0.695 thus showing a strongcorrelation.
4. There is a significant positive relationship between visionary leadership and the organizational climate along with work productivity. Visionary Leadership (X1) and Organizational Climate (X2) together contribute to the coefficient of determination (ry12)2 = 0.638, meaning the contribution of visionary leadership together with the organizational climate to the variable Work productivity (Y) of 63.8% while the remaining 36.7% is contributed by other factors. With coefficiency correlation ry12 = 0.799 indicates a strong correlation.
5. There is a significant positive relationship between visionary leadership and creativity along with work productivity. The coefficient of determination (ry13)2 = 0.637 is obtained, which means that Visionary Leadership (X1) and Creativity (X3) together contribute to Work Productivity (Y) of 63.7% while the remaining 36.3% is the contribution of other factors. With a correlation coefficient of ry13 = 0.798 indicates a strongcorrelation.
6. There is a significant positive relationship between organizational climate and creativity along with work productivity. With a coefficient of determination (ry23)2 = 0.561, which means thatorganizationalclimate(X2)andcreativity(X3)togethercontributetoworkproductivity (Y) of 56.1% while the remaining 43.9% is the contribution of other factors. With a correlation coefficient of ry23 = 0.749 indicates a strongcorrelation.
7. There is a very significant positive relationship between visionary leadership, organizational climate, and creativity along with work productivity. The coefficient of determination (ry123)2 = 0.808 means that Visionary Leadership (X1), Organizational Climate (X2) and Creativity (X3) together contribute to Work Productivity (Y) by the remaining 80.8% the remaining 19.2% is affected by other factors. With a correlation coefficient of ry123 = 0.899 indicates a very strongcorrelation.

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