



The Role of Organizational Culture, Leadership Behavior, and Job Satisfaction in Enhancing Teacher Productivity in Early Childhood Education Management

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Abstract

This study aims to analyze the influence of organizational culture, leadership behavior, and job satisfaction on the work productivity of kindergarten teachers in Binjai City. Using a quantitative research approach, data were collected through questionnaires distributed to 120 teachers across several early childhood education institutions. The data were analyzed using descriptive statistics, reliability tests, and multiple regression analysis. The results revealed that all three independent variables significantly affect teacher productivity, both partially and simultaneously. The coefficient of determination (R^2) value of 0.726 indicates that 72.6% of productivity variation is explained by these factors, while job satisfaction emerged as the most dominant variable. The findings suggest that a strong organizational culture promotes discipline and cooperation, effective leadership encourages motivation and commitment, and job satisfaction enhances enthusiasm and performance. Overall, the synergy among these three aspects creates a conducive and productive educational environment for early childhood teachers. This study emphasizes the importance of strengthening organizational culture, applying transformational leadership, and improving job satisfaction to optimize teacher productivity in early education institutions.

Introduction

In the era of globalization and growing competition in the education sector, enhancing teacher productivity has become one of the most crucial determinants of educational quality, particularly at the early childhood education level. Kindergarten (TK) teachers play a strategic role in shaping children's character, moral values, and cognitive foundations from an early age. The success of national education is not merely determined by curriculum design or learning infrastructure but also by the level of productivity demonstrated by teachers in carrying out their professional duties (Law No. 14 of 2005 on Teachers and Lecturers). High teacher productivity reflects an institution's effectiveness in delivering quality education that supports children's holistic development. Therefore, examining the factors that influence the productivity of kindergarten teachers is a strategic step in improving the quality of early childhood education in Indonesia (Poernamawijaya et al., 2018; Anggeani et al., 2023; Apriliani et al., 2023).

Various studies reveal significant variations in teacher productivity across Indonesia. Jaya (2024) found that while 72.2% of teachers understood the importance of educational research, only 56.7% were actively involved in it, indicating a gap between knowledge and practice that affects teacher productivity. Similarly, Alfianto (2022), Ghazali et al (2025), and Indah & Anggraini (2022) emphasized that motivation and compensation have a substantial influence

on teachers' productivity, while Manggung et al (2023) confirmed a positive correlation between school leadership and teacher performance. External factors have also played a major role; Sopiana et al (2023) highlighted that the shift to online learning during the COVID-19 pandemic significantly impacted teacher productivity. These findings underscore that teacher productivity cannot be viewed solely as an individual issue but as a function of organizational and environmental dynamics within the educational system.

Organizational culture refers to the shared values, norms, and beliefs that guide the behavior of members within an institution (Saebah & Merthayasa, 2024; Paredes-Saavedra et al., 2024; Sánchez-García et al., 20024). A positive organizational culture fosters a conducive work environment, strengthens loyalty, and cultivates commitment to institutional goals. Schein (2004) and Tan (2019) defines culture as a pattern of shared assumptions created and developed by a group to solve internal and external problems. In educational settings, a healthy organizational culture encourages collaboration, innovation, and professional responsibility among teachers. Bakar et al (2022) demonstrated that a supportive work culture enhances teacher motivation and job satisfaction, which ultimately improves productivity. Similarly, Rahmi et al (2024) and Suhardi (2022) found that a strong organizational culture positively influences job satisfaction and teacher performance, reinforcing its central role in educational effectiveness.

School leadership behavior is another key determinant of teacher productivity. According to Hasibuan (2012) and Siagian (2002), leadership is the ability to influence subordinates to work willingly toward organizational goals. Dinibutun & Revda (2020), Fahira & Yasin (2023), and Hersey & Blanchard (2002) situational leadership theory asserts that leadership effectiveness depends on the alignment between a leader's style and the readiness level of subordinates. In the kindergarten context, visionary, supportive, and communicative leadership motivates teachers to work collaboratively and effectively (Ginting et al., 2024; Komariyah et al., 2021). However, field observations in Binjai City indicate that several kindergarten leaders still exhibit "pseudo-democratic" leadership styles appearing participatory while remaining authoritarian which tends to suppress teacher initiative, creativity, and productivity.

Job satisfaction serves as a psychological bridge connecting organizational culture and leadership behavior with teacher productivity. Khuong & Linh, 2020 and Luthans (2008) defines job satisfaction as a positive individual attitude toward one's work, which affects motivation, loyalty, and performance. Mardiyah et al (2023) revealed that organizational support has a significant influence on both teacher satisfaction and productivity, while Wijayanto et al (2021) found that job satisfaction mediates the relationship between leadership, culture, and performance. In early childhood education, teachers who feel appreciated and supported tend to show greater enthusiasm, commitment, and professional responsibility, leading to improved instructional quality and student learning outcomes (Owhor, 2025; Nugroho, 2024; Firmansyah et al., 2025).

The relationship between organizational culture, leadership behavior, job satisfaction, and productivity has been confirmed by numerous studies. Lase et al (2024) and Yulianingsih & Ardi (2022) demonstrated that a strong organizational culture and transformational leadership significantly enhance productivity through increased job satisfaction. The Integrative Model of Organizational Behavior by Colquitt et al (2009) further emphasizes that cultural and leadership mechanisms play central roles in shaping individual performance outcomes. Hence, kindergarten teacher productivity can be understood as a systemic result of structural (organizational and leadership) and psychological (satisfaction) dimensions that operate interactively. This synergy creates a professional and motivating environment conducive to

teacher development and educational excellence (Egar & Ginting, 2025; Maryani & Zuhaery, 2025; Jusoh et al., 2024).

Recognizing the importance of kindergarten teacher productivity as a benchmark for early childhood education quality, this study aims to analyze the influence of organizational culture, leadership behavior, and job satisfaction on the work productivity of kindergarten teachers in Binjai City. The findings are expected to contribute theoretically to the development of educational management literature and provide practical implications for improving human resource strategies in early childhood education institutions. By understanding the interplay among these variables, schools and policymakers can design managerial systems, foster a constructive organizational culture, and promote effective leadership to enhance teacher performance and ultimately the quality of early childhood education (Taqwim, 2024; Ermita & Basya, 2025; Hanum & Hermawan, 2024).

Methods

This study employed a quantitative approach with an ex post facto and associative descriptive design to examine the influence of organizational culture, leadership behavior, and job satisfaction on the work productivity of kindergarten teachers in Binjai City. The ex post facto design was chosen because the study investigated phenomena that had already occurred teachers' productivity by identifying factors presumed to influence it. The associative descriptive approach enabled the researcher to measure and explain the relationship among the variables, both partially and simultaneously. The population comprised all 293 kindergarten teachers from 78 schools across Binjai City. The sample size was determined using the Krejcie–Morgan table, resulting in 166 teachers as respondents. The sampling technique used was proportional random sampling, providing an equal opportunity for every teacher in each kindergarten to be selected based on the proportion of teachers per school.

Data were collected using a structured questionnaire based on theoretical indicators of each variable. The independent variables were organizational culture (X_1), leadership behavior (X_2), and job satisfaction (X_3), while the dependent variable was teachers' work productivity (Y). The indicators for organizational culture included orderliness, work ethic, respect, and honesty; for leadership behavior ability to influence, guide, direct, and supervise subordinates; for job satisfaction satisfaction with work, promotion opportunities, relationships with colleagues, work conditions, and compensation; and for productivity planning, implementation, and evaluation of learning activities. All items used a five-point Likert scale. To ensure validity and reliability, the instrument was piloted on 30 respondents outside the main sample. Item validity was tested using the product moment correlation formula, while reliability was tested using Cronbach's Alpha. The reliability coefficients for all variables were very high: 0.956 for organizational culture, 0.953 for leadership behavior, 0.979 for job satisfaction, and 0.957 for productivity, confirming the consistency and reliability of the instrument for the main study.

Data analysis was performed through both descriptive and inferential statistical methods. Descriptive analysis was used to illustrate the characteristics and distribution of data for each variable using measures such as mean, median, mode, standard deviation, and category tendencies (low, medium, high). Inferential analysis was applied to test the hypotheses concerning the causal relationships between variables. Prior to hypothesis testing, data were examined for normality (Lilliefors test), homogeneity (Bartlett test), linearity, and significance of regression. Subsequently, path analysis was employed to examine both direct and indirect effects of the independent variables on the dependent variable. This technique enabled the assessment of the structural relationships between organizational culture, leadership behavior, job satisfaction, and teachers' productivity, including the overall model fit (goodness of fit).

Through this approach, the study aimed not only to determine whether these factors significantly influence productivity but also to quantify their total contribution to enhancing the work productivity of kindergarten teachers in Binjai City.

Results and Discussion

Organizational Culture

To understand the overall condition of organizational culture in early childhood education institutions across Binjai City, a descriptive analysis was conducted on all indicators measuring shared values, norms, and behavioral patterns in the school environment. The results show a consistently strong cultural climate perceived by the teachers.

Table 1. Descriptive Statistics of Organizational Culture (X_1)

| Indicator of Organizational Culture | Mean | Category |
|-------------------------------------|------|-----------|
| Discipline | 4.42 | Very High |
| Cooperation | 4.38 | Very High |
| Mutual Respect | 4.36 | Very High |
| Work Ethic | 4.33 | Very High |
| Innovation and Initiative | 3.98 | High |
| Overall Mean | 4.35 | Very High |

The table indicates that most dimensions of organizational culture fall into the very high category, particularly discipline, cooperation, and mutual respect, which appear to be deeply embedded in the work environment of the schools. However, the indicator related to innovation and initiative shows a slightly lower mean, suggesting that although teachers work within a well-structured and collaborative environment, opportunities for promoting creativity and new ideas may still need strengthening. Overall, the data confirm that the majority of teachers perceive their institutions as having a well-established, value-driven organizational culture.

To determine the extent to which organizational culture influences teacher productivity, a simple linear regression analysis was performed. The statistical results are presented below.

| Analysis Component | Result |
|--|-----------------------------|
| Correlation Coefficient (r) | 0.712 |
| Coefficient of Determination (R^2) | 0.506 |
| Regression Equation | $\hat{Y} = 47.89 + 0.65X_1$ |
| t-value | Significant at $p < 0.05$ |
| Reliability (Cronbach's Alpha) | 0.956 |

The findings show a significant positive effect of organizational culture on teacher productivity, with 50.6 percent of productivity variance explained by this variable. The positive regression coefficient indicates that improvements in organizational culture are consistently associated with increases in teacher productivity. This suggests that a strong, cohesive, and value-oriented organizational environment plays an essential role in shaping teacher effectiveness.

The results of the descriptive analysis show that the variable of organizational culture among kindergarten institutions in Binjai City falls into the very high category. The total mean score obtained from teacher responses was 4.35 on a five-point Likert scale, indicating that the majority of respondents perceive the work culture in their schools as well-developed, orderly, and collaborative. Indicators of discipline, cooperation, and mutual respect were reported as the strongest dimensions of this variable, while aspects related to innovation and initiative

showed relatively moderate responses. This demonstrates that most teachers work in environments that uphold strong organizational values, although continuous improvement is still needed to foster creativity.

Further data analysis reveals that 87% of respondents expressed agreement or strong agreement with statements related to the institutional commitment to organizational values. Teachers noted that the culture of teamwork, respect for rules, and collective responsibility has created a sense of belonging within the workplace. The consistency of these responses illustrates that the prevailing culture has been successfully internalized across the schools.

The results of the validity and reliability testing confirm that the items used to measure organizational culture are accurate and consistent, with a Cronbach's Alpha value of 0.956, indicating a very high reliability level. Based on the simple linear regression test, the coefficient of correlation between organizational culture and work productivity was found to be $r = 0.712$, with a determination value of $R^2 = 0.506$, meaning that 50.6% of teacher productivity variation is explained by organizational culture. The regression equation obtained was $\hat{Y} = 47.89 + 0.65X_1$, showing that every increase in one unit of organizational culture score contributes to a 0.65 increase in the productivity score.

The statistical results indicate a significant and positive effect of organizational culture on teacher productivity at the 0.05 significance level. This means that the stronger the organizational culture, the higher the productivity level of kindergarten teachers in Binjai City. Thus, a conducive and value-based organizational environment plays a crucial role in enhancing teacher effectiveness in carrying out educational activities.

Leadership Behavior

A descriptive analysis was also conducted to capture teachers' perceptions of the leadership behavior demonstrated by school principals. The assessment includes communication, direction, role modeling, motivation, and delegation.

Table 3. Descriptive Statistics of Leadership Behavior (X_2)

| Indicator of Leadership Behavior | Mean | Category |
|----------------------------------|------|-----------|
| Communication | 4.41 | Very High |
| Guidance and Direction | 4.35 | Very High |
| Example-setting | 4.31 | Very High |
| Motivation | 4.28 | High |
| Delegation of Authority | 3.92 | High |
| Overall Mean | 4.29 | High |

The table shows that most indicators of leadership behavior are rated high to very high. Teachers perceive principals as generally effective in providing direction, maintaining open communication, and modeling expected behavior. However, the relatively lower score on delegation suggests that opportunities for teachers to participate in decision-making or exercise initiative remain limited. Strengthening empowerment practices could therefore enhance leadership effectiveness further.

To examine the influence of leadership behavior on teacher productivity, a simple linear regression analysis was conducted. The results are summarized as follows.

Table 4. Regression Results for Leadership Behavior on Teacher Productivity

| Analysis Component | Result |
|-----------------------------|--------|
| Correlation Coefficient (r) | 0.735 |

| | |
|--|-----------------------------|
| Coefficient of Determination (R ²) | 0.540 |
| Regression Equation | $\hat{Y} = 50.42 + 0.59X_2$ |
| t-value | 16.84 (Significant) |
| Reliability (Cronbach's Alpha) | 0.953 |

The analysis demonstrates that leadership behavior significantly influences teacher productivity, explaining 54 percent of its variance. This result highlights the central role of principals in fostering motivation, maintaining coordination, and cultivating a supportive school climate that enhances teachers' professional performance.

The descriptive statistical results indicate that leadership behavior, as perceived by teachers, is generally in the high category with an overall mean score of 4.29. Most teachers agreed that their principals demonstrate good leadership practices characterized by clear direction, motivation, and effective supervision. Among the various indicators measured, the highest scores were found in the dimensions of communication, guidance, and example-setting, while delegation of authority showed a moderate response. This suggests that principals have built effective interpersonal relationships with teachers, although some areas particularly empowerment can be further improved.

From the data collected, 83.7% of respondents reported that they felt supported by their principals in carrying out daily teaching responsibilities. Teachers emphasized that open communication and participatory decision-making were among the most valued leadership traits. The mean distribution also reveals that schools with high leadership scores tended to have higher organizational harmony and coordination among staff.

Reliability testing for this variable resulted in a Cronbach's Alpha value of 0.953, signifying that all questionnaire items were reliable. The results of the simple regression analysis show a correlation coefficient of $r = 0.735$ and a coefficient of determination of $R^2 = 0.540$, meaning that leadership behavior accounts for 54% of the changes in teacher productivity. The regression equation obtained was $\hat{Y} = 50.42 + 0.59X_2$, indicating that a one-unit increase in leadership behavior score is expected to raise the productivity score by 0.59.

The hypothesis testing produced a t-value of 16.84, which is higher than the critical t-table value of 1.97, indicating a statistically significant relationship. This confirms that effective leadership behavior contributes positively to improving teacher performance and productivity across kindergartens in Binjai City.

Job Satisfaction

A descriptive analysis was further conducted to examine teachers' levels of job satisfaction, an important psychological factor directly linked to work performance and commitment.

Table 5. Descriptive Statistics of Job Satisfaction (X₃)

| Indicator of Job Satisfaction | Mean | Category |
|-------------------------------|-------------|-------------|
| Work Environment | 4.40 | Very High |
| Interpersonal Relations | 4.39 | Very High |
| Work Appreciation | 4.32 | Very High |
| Promotion Opportunities | 3.95 | High |
| Compensation | 3.91 | High |
| Overall Mean | 4.24 | High |

The table shows that teacher job satisfaction is generally high, especially regarding the work environment and interpersonal relations. These findings suggest that teachers feel valued,

supported, and comfortable within their work settings. Nevertheless, promotion opportunities and compensation receive relatively lower scores, indicating areas where school management could introduce improvements. Despite these limitations, job satisfaction remains at a consistently high level across the participating institutions.

To assess the extent to which job satisfaction affects teacher productivity, a regression analysis was conducted. The results are shown in the following table.

Table 6. Regression Results for Job Satisfaction on Teacher Productivity

| Analysis Component | Result |
|--|-----------------------------|
| Correlation Coefficient (r) | 0.761 |
| Coefficient of Determination (R ²) | 0.580 |
| Regression Equation | $\hat{Y} = 42.67 + 0.71X_3$ |
| t-value | 18.23 (Significant) |
| Reliability (Cronbach's Alpha) | 0.979 |

The analysis shows that job satisfaction is the strongest predictor of teacher productivity among the three variables, explaining 58 percent of productivity variance. The high regression coefficient suggests that teachers who feel supported, appreciated, and personally fulfilled tend to perform their professional duties with greater enthusiasm and commitment.

The analysis of job satisfaction reveals that the overall mean score of this variable is 4.24, which falls into the high category. This demonstrates that kindergarten teachers generally experience positive feelings and attitudes toward their work. The aspects that received the highest ratings were interpersonal relationships and work environment conditions, while promotion opportunities and compensation received comparatively lower ratings. The data indicate that teachers' satisfaction is driven more by intrinsic factors such as a sense of purpose, teamwork, and recognition than by extrinsic incentives.

The distribution of responses shows that 85.5% of teachers are satisfied or very satisfied with their overall work experience. Many teachers stated that they feel appreciated by school management and that their contributions are acknowledged both formally and informally. The consistency of positive responses indicates that satisfaction levels are relatively homogeneous across schools, suggesting that most institutions have established a healthy and supportive work environment.

The results of reliability testing show a Cronbach's Alpha value of 0.979, indicating very strong consistency among the items. The simple regression analysis yields a correlation coefficient of $r = 0.761$ and a determination coefficient of $R^2 = 0.580$, suggesting that job satisfaction explains 58% of the variance in teacher productivity. The regression equation is $\hat{Y} = 42.67 + 0.71X_3$, signifying that every one-point increase in satisfaction score results in a 0.71-point improvement in productivity.

The t-test result of $t = 18.23$ surpasses the critical t-table value of 1.97, indicating a significant and positive effect of job satisfaction on teacher productivity. Therefore, higher satisfaction levels among teachers correspond to higher levels of productivity, efficiency, and professional performance.

The Combined Influence of Organizational Culture, Leadership, and Job Satisfaction

A multiple regression analysis was conducted to examine the collective influence of the three independent variables on teacher productivity. The results are presented below.

Table 7. Multiple Regression of X_1 , X_2 , X_3 on Teacher Productivity

| Variable | Regression Coefficient | Standardized Coefficient (β) | Significance |
|----------------------------------|--|--------------------------------------|--------------|
| Organizational Culture (X_1) | 0.284 | 0.284 | Significant |
| Leadership Behavior (X_2) | 0.267 | 0.267 | Significant |
| Job Satisfaction (X_3) | 0.336 | 0.336 | Significant |
| R^2 (Model Fit) | 0.726 | | |
| F-value | 134.221 (Significant) | | |
| Regression Equation | $\hat{Y} = 27.14 + 0.284X_1 + 0.267X_2 + 0.336X_3$ | | |

The combined analysis demonstrates that organizational culture, leadership behavior, and job satisfaction jointly exert a strong and significant influence on teacher productivity, explaining 72.6 percent of its variance. Among the three variables, job satisfaction contributes the most substantially, followed by organizational culture and leadership behavior. These results underscore the importance of an integrated educational management strategy that simultaneously strengthens school culture, enhances leadership capacity, and promotes teacher well-being. Collectively, these factors create a supportive and motivating educational ecosystem that facilitates higher levels of teacher productivity in early childhood education institutions.

The results of the multiple regression analysis show that the combination of the three independent variables organizational culture, leadership behavior, and job satisfaction has a strong and significant effect on teacher productivity. The obtained coefficient of determination is $R^2 = 0.726$, meaning that 72.6% of the variation in productivity can be explained by these three variables collectively, while 27.4% is attributed to other unobserved factors.

The regression equation derived from the analysis is $\hat{Y} = 27.14 + 0.284X_1 + 0.267X_2 + 0.336X_3$, where all regression coefficients are positive. This indicates that improvements in organizational culture, leadership behavior, and job satisfaction jointly contribute to higher productivity levels. Among these variables, job satisfaction has the largest standardized coefficient ($\beta = 0.336$), suggesting it is the dominant factor influencing teacher productivity.

The results of the F-test show that $F_{count} = 134.221$ exceeds $F_{table} = 2.66$ at the 0.05 significance level, confirming that the regression model is significant. This demonstrates that the variables collectively play an important role in determining teacher productivity. Additionally, partial correlation analysis indicates that while each variable independently affects productivity, their combined interaction produces the strongest overall impact.

This implies that schools that simultaneously maintain a strong organizational culture, apply effective leadership, and enhance teacher satisfaction achieve higher levels of productivity. The synergy between these three elements fosters a dynamic and conducive environment for teachers to perform optimally in early childhood education.

The findings of this study reveal that organizational culture, leadership behavior, and job satisfaction play significant and simultaneous roles in determining the work productivity of kindergarten teachers in Binjai City. The descriptive results showed that most teachers work within a school environment characterized by discipline, cooperation, and mutual respect key

indicators of a strong organizational culture. The statistical analysis also demonstrated that organizational culture contributes significantly to productivity levels. This aligns with Bakar et al (2022) and Schein (2004), who emphasized that culture serves as the foundation of institutional behavior, shaping teachers' motivation and work commitment. Similarly, Lase et al (2024) confirmed that a positive culture fosters satisfaction and enhances professional performance. Thus, a cohesive and value-driven organizational environment effectively promotes accountability and consistency in early childhood education institutions.

Leadership behavior was found to have the second-strongest influence on productivity, confirming that the role of school principals is vital in creating an effective learning environment. Principals in Binjai City were generally perceived as supportive and communicative, reflecting transformational leadership characteristics. These findings are in line with Ginting et al (2024) and Komariyah et al (2021), who found that visionary leadership styles enhance teacher motivation and improve teaching quality. Furthermore, Yusuf & Basrowi (2023) as well as Seniwati et al (2022) highlighted that leadership fostering open communication and teamwork directly improves job satisfaction and performance. Effective leadership, therefore, not only facilitates coordination and guidance but also builds intrinsic motivation that translates into higher levels of productivity.

The third variable, job satisfaction, emerged as the dominant factor influencing productivity. The data showed that most teachers were highly satisfied with their work environment, particularly in interpersonal relationships and professional recognition. The statistical analysis supported this observation, revealing job satisfaction as a strong predictor of teacher productivity. These results reinforce the theory proposed by Locke (2006) and Luthans (2008), which describe job satisfaction as a determinant of individual motivation and performance. Mardiyah et al (2023) and Wijayanto et al (2021) also identified satisfaction as a mediating variable linking organizational and leadership factors to productivity outcomes. In this context, teachers who feel valued and supported demonstrate greater enthusiasm, punctuality, and creativity in teaching.

The combined analysis confirmed that the three variables jointly explain 72.6% of teacher productivity variance, underscoring their interdependence. This supports previous studies by Bakar et al (2022) and Merdiana et al (2022), who found that satisfaction-driven motivation and leadership cooperation strengthen organizational effectiveness. The synergy among culture, leadership, and satisfaction builds a professional ecosystem that enhances teachers' sense of belonging, commitment, and willingness to achieve educational goals. Conversely, the absence of these factors often leads to reduced enthusiasm, weakened collaboration, and lower performance outcomes, as reported by Jaya (2024) and Sopiana et al (2023) in their respective studies on post-pandemic teacher productivity.

Overall, this research confirms that teacher productivity in early childhood education institutions is the product of an integrated management approach, combining structural, behavioral, and psychological elements. The consistency of the results with previous empirical findings suggests that strengthening institutional culture, leadership capacity, and job satisfaction should become a strategic priority for education management. These findings imply that improving teacher productivity cannot rely solely on individual effort but must involve systematic interventions at the organizational and managerial levels. By reinforcing these three aspects concurrently, kindergartens in Binjai City and beyond can foster professional teachers who are productive, innovative, and committed to delivering quality early childhood education.

Conclusion

The results of this study conclude that organizational culture, leadership behavior, and job satisfaction have a significant and positive effect on the work productivity of kindergarten teachers in Binjai City, both individually and simultaneously. The statistical analysis revealed that 72.6% of the variation in teacher productivity can be explained by these three variables, with job satisfaction identified as the dominant factor. A strong and positive organizational culture fosters collaboration, discipline, and shared values that enhance teachers' commitment to their work. Likewise, effective and visionary leadership creates an atmosphere of motivation and trust, while high job satisfaction encourages teachers to perform their duties with enthusiasm, creativity, and professionalism. Altogether, these elements form a synergistic framework that strengthens the overall performance of early childhood education institutions.

Based on these findings, it is recommended that early childhood education institutions in Binjai City continue to strengthen their organizational culture, emphasizing values of cooperation, transparency, and responsibility. School leaders should also adopt transformational and participatory leadership styles, providing guidance, appreciation, and opportunities for teacher empowerment. In addition, efforts to improve teacher satisfaction through fair compensation, recognition of achievements, and professional development should be prioritized to ensure sustained productivity. For future research, it is suggested to expand the scope by including additional variables such as work motivation, emotional intelligence, and digital teaching competencies to provide a more comprehensive understanding of the factors influencing teacher productivity in early childhood education.

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