The Influence Of Work-Life Balance, Empowering And Technology Integration On The Work Productivity Of High School Teachers In Mandailing Natal

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Abstrak

Penelitian ini bertujuan untuk menguji pengaruh Keseimbangan Kehidupan Kerja, Pemberdayaan, dan Integrasi Teknologi terhadap produktivitas kerja guru sekolah menengah atas di Mandailing Natal, Indonesia. Data dikumpulkan melalui survei dan kuesioner yang dibagikan kepada para guru dari berbagai sekolah di wilayah tersebut. Data yang terkumpul menjalani analisis statistik yang ketat, termasuk uji-t dan uji-F, untuk menilai signifikansi hubungan antara variabel independen dan produktivitas kerja. Hasilnya menunjukkan hubungan yang signifikan dan positif antara masing-masing dari Keseimbangan Kehidupan Kerja, Pemberdayaan, dan Integrasi Teknologi dan produktivitas kerja. Temuan ini menyoroti pentingnya menangani Keseimbangan Kehidupan Kerja, Pemberdayaan, dan Integrasi Teknologi secara bersama-sama untuk meningkatkan produktivitas dan kepuasan kerja guru.

Kata Kunci: *Work-Life Balance, Empowering, Technology Integration, produktivitas Kerja, Guru.*

Abstract

This study aimed to examine the influence of Work-Life Balance, Empowering, and Technology Integration on the work productivity of high school teachers in Mandailing Natal, Indonesia. Data were collected through surveys and questionnaires distributed among teachers from various schools within the region. The results revealed significant and positive relationships between each of the Work-Life Balance, Empowering, and Technology Integration and work productivity. The findings highlight the importance of addressing Work-Life Balance, Empowering, and Technology Integration collectively to enhance teacher productivity and job satisfaction.

Keywords: *Work-life balance, empowerment, technology integration, work productivity, teachers.*

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INTRODUCTION

High school teacher in Mandailing Natal play a critical role in shaping the academic and personal development of students in the Mandailing Natal region, Indonesia. Mandailing Natal is a regency located in North Sumatra, known for its rich cultural heritage and diverse community. These teachers are responsible for providing quality education to students in grades 10 to 12, preparing them for important national examinations and, ultimately, for higher education or the job market. The role of a high school teacher goes beyond just delivering the curriculum; they are also mentors, role models, and guides for their students during a crucial phase of their lives. One of the primary responsibilities of these teachers is to design and implement effective lesson plans that align with the national curriculum while considering the unique needs and backgrounds of their students. They teach a wide range of subjects, such as mathematics, sciences, languages, social sciences, and arts. By imparting knowledge and skills in these various disciplines, high school teachers contribute to the holistic development of their students. In addition to academics, high school teachers in Mandailing Natal also foster students' character development and instill important values such as respect, discipline, and integrity. They create a positive and inclusive learning environment where students feel safe to express themselves, ask questions, and explore new ideas. Furthermore, these teachers often face challenges due to limited resources and infrastructure in some areas of Mandailing Natal. Despite these challenges, they strive to deliver quality education by using innovative teaching methods and leveraging available resources effectively.

Collaboration among teachers and with school administrators is also crucial in enhancing the overall educational experience for students. By working together, they can share best practices, identify and address learning gaps, and create a more cohesive and supportive learning environment. Professional development is another key aspect of being a high school teacher in Mandailing Natal. Continuous learning and improvement are essential to keep up with the evolving education landscape and to deliver the best possible education to students.

In recent years, there has been a phenomenal change in the work productivity of high school teachers in Mandailing Natal, related to three main factors: Work-Life Balance, Empowering, and Technology Integration. First of all, the influence of Work-Life Balance has shifted the paradigm regarding the importance of work-life balance for teachers. Previously, high workloads and pressure to achieve academic targets often resulted in teacher burnout and exhaustion. However, with a more thoughtful approach to Work-Life Balance, high school teachers in Mandailing Natal can now be more flexible in managing their work and rest time (Rene, 2018). They can allocate more time for themselves and their families, thus maintaining better mental and physical health, which in turn has a positive impact on their work productivity (Utami et al., 2019). Secondly, the implementation of the Empowering concept has improved the engagement and skills of high school teachers. By authorizing teachers to make decisions in the learning process and providing professional development opportunities, they feel more valued and have greater responsibility for students' educational success (Purnami & Utama, 2019). By feeling more confident and autonomous in their work, high school teachers in Mandailing Natal tend to be more motivated to innovate teaching methods and utilize the potential of technology in the teaching and learning process. Finally, Technology Integration has contributed to the

increased work productivity of high school teachers in Mandailing Natal. The use of technology such as e-learning platforms, learning videos and educational apps allows teachers to provide a more interactive and engaging learning experience for students (L. Rahmasari, 2019). Teachers can present materials creatively and support the learning process with relevant digital tools. In addition, the ability to access a wide range of educational resources online also broadens the scope of teaching and provides flexibility in structuring curricula tailored to students' needs. The phenomenon of changes in high school teachers' work productivity in Mandailing Natal can be attributed to Work-Life Balance, Empowering, and Technology Integration. Through a balanced approach in managing work and personal time, empowering teachers with autonomy and professional development opportunities, and integrating technology wisely in the learning process, the work productivity of high school teachers in Mandailing Natal has improved significantly. By continuing to pay attention to and implement these three factors in a sustainable manner, it is expected that productivity improvements will continue, providing a positive impact on education in the area.

Productivity at work refers to the efficiency and effectiveness with which tasks are accomplished within a given timeframe (Simarmata & Ambon, 2020). It is a key indicator of an individual's or an organization's ability to generate desired outputs while optimizing available resources. A productive work environment fosters a sense of accomplishment and satisfaction among employees, leading to higher motivation and better overall performance. There are several factors that contribute to improved productivity (Purnami & Utama, 2019). Firstly, effective time management plays a crucial role in enhancing productivity. This involves setting clear goals, prioritizing tasks, and avoiding time-wasting activities. By allocating time wisely and staying focused, employees can accomplish more tasks in a shorter span, leading to increased output. Secondly, fostering a positive work culture is essential. Organizations that promote open communication, collaboration, and recognition of employees' efforts tend to have higher productivity levels (Anggarini et al., 2021). When employees feel valued and supported, they are more likely to be engaged and motivated to perform at their best. Thirdly, providing employees with the right tools and resources is vital. Access to modern technology, appropriate training, and a conducive work environment can significantly improve productivity (Wahyuni et al., 2019). When employees have the necessary resources at their disposal, they can work more efficiently and produce higher-quality outputs.

Moreover, encouraging a healthy work-life balance is crucial. Burnout and stress can lead to decreased productivity and even long-term health issues (Putri et al., 2022). Organizations that promote work-life balance through flexible schedules, wellness programs, and adequate time off can create a more motivated and energetic workforce. Furthermore, setting clear performance expectations and providing regular feedback is essential for continuous improvement. Constructive feedback helps employees understand their strengths and areas for improvement, enabling them to refine their skills and work more efficiently. Work-life balance refers to the equilibrium between an individual's professional responsibilities and personal life, ensuring that neither aspect overshadows the other. In today's fast-paced and demanding world, maintaining a healthy work-life balance has become increasingly important for overall well-being and productivity (Fitrianawati & Kurniawan, 2020). Achieving a work-life balance involves effectively managing time, energy, and attention to fulfill professional commitments while also dedicating ample time to personal activities,

family, and self-care. A balanced approach to work and life allows individuals to avoid burnout, reduce stress levels, and maintain good physical and mental health. When employees are not overwhelmed by excessive work hours and pressures, they tend to be more focused, motivated, and creative in their roles. This, in turn, leads to higher job satisfaction and greater loyalty to their employers (Saifullah, 2020). Employers also benefit from promoting work-life balance among their workforce. A supportive work environment that values the importance of personal time fosters employee retention, reduces absenteeism, and boosts overall productivity . Companies that prioritize work-life balance often attract top talent, as individuals seek workplaces that understand the importance of maintaining a fulfilling personal life alongside professional commitments (Mardiani & Widiyanto, 2021). Strategies for achieving work-life balance may include setting clear boundaries between work and personal time, utilizing flexible work arrangements when possible, and encouraging regular breaks during the workday. Additionally, promoting a culture that respects employees' personal time and well-being can significantly contribute to a healthy work-life balance (Lukmiati et al., 2020).

Empowering is a concept that encompasses the act of granting individuals the authority, resources, and support necessary to make decisions, take action, and achieve their goals (Sinaga & Sijabat, 2022). It involves fostering a sense of autonomy, self-confidence, and self-determination in people, enabling them to realize their full potential and contribute meaningfully to their personal and professional lives. Empowerment is not just about giving power to others; it also involves creating an environment that encourages growth, learning, and the development of new skills (Asri et al., 2020). At its core, empowerment is about recognizing the inherent capabilities and talents of individuals and providing them with opportunities to use and enhance these abilities (Gede & Sunny, 2019). This can happen in various settings, such as workplaces, educational institutions, communities, and even within families. Empowering individuals in the workplace, for example, might involve delegating decision-making authority, providing training and development opportunities, and acknowledging and rewarding their achievements (Nabillah, 2021). In an educational context, empowerment can be achieved by encouraging students to take ownership of their learning, fostering critical thinking, and involving them in participative activities. Empowerment goes beyond the mere distribution of power; it is about creating a culture of trust, respect, and inclusivity. It involves listening to the perspectives and ideas of others, valuing diversity, and promoting equal opportunities. By empowering individuals, we not only enhance their sense of self-worth and confidence but also foster a collaborative and innovative environment where everyone's contributions are valued (Tata et al., 2021). Moreover, empowerment is a catalyst for personal and collective growth. When individuals feel empowered, they are more likely to take initiative, embrace challenges, and persevere in the face of obstacles (Khumaira & Muhid, 2022). This can lead to increased productivity, creativity, and problem-solving capabilities, benefiting both individuals and the organizations or communities they are part of.

Technology integration refers to the seamless incorporation of various technological tools, resources, and platforms into different aspects of education, business, or daily life (Indrawati et al., 2019). It involves leveraging technology to enhance and support traditional practices, processes, and activities. The goal of technology integration is to create a more efficient, effective, and engaging experience

for users by harnessing the power of digital advancements. In the field of education, technology integration has transformed the way students learn and teachers instruct (Dewi et al., 2020). It enables educators to deliver dynamic and interactive lessons through multimedia presentations, online collaboration platforms, and educational apps. Technology also provides personalized learning opportunities, allowing students to progress at their own pace and cater to their individual learning styles (Zulkifli et al., 2022). Moreover, online resources and digital libraries make vast amounts of information accessible to learners, empowering them to explore various subjects beyond traditional textbooks (L. Rahmasari, 2019). In the business world, technology integration has revolutionized operations, communication, and customer engagement (F. N. F. Rahmasari et al., 2020). From automated processes to cloud computing, businesses can streamline operations and increase efficiency. Collaboration tools and video conferencing platforms have made remote work and global communication seamless. Additionally, data analytics and artificial intelligence are enabling companies to make data-driven decisions, optimize marketing strategies, and improve customer experiences. In daily life, technology integration has become an integral part of how we connect, access information, and perform daily tasks. Smartphones and mobile apps have made it convenient to stay connected with others, manage schedules, and access a wealth of information on the go. Smart home devices and IoT (Internet of Things) technology have transformed our living spaces, offering greater control, comfort, and energy efficiency. While technology integration brings numerous benefits, it also requires thoughtful consideration of potential challenges and ethical implications. Issues such as digital privacy, data security, and the digital divide must be addressed to ensure that technology is used responsibly and inclusively (Zulkifli et al., 2022). Technology integration is a transformative force that continues to shape and enhance various aspects of education, business, and daily life. Embracing technology strategically and responsibly empowers individuals and organizations to achieve greater efficiency, innovation, and connectivity in an ever-evolving digital world. By continually exploring new ways to integrate technology into different domains, we can unlock its full potential to improve experiences, solve complex challenges, and drive progress in the 21st century.

The purpose of this study is to investigate the impact of work-life balance, empowering, and technology integration on the productivity of high school teachers in Mandailing Natal, Indonesia. The study aims to explore how these three factors interact and influence the overall productivity of educators in this specific region. By examining the relationship between work-life balance and productivity, the study seeks to identify whether a better balance between professional responsibilities and personal life positively affects teachers' performance and job satisfaction. Additionally, the research will investigate the role of empowering teachers, providing them with autonomy, resources, and support, in enhancing their productivity and effectiveness in the classroom. Moreover, the study aims to assess the extent to which technology integration in the education process impacts the productivity of teacher in Mandailing Natal. Through a comprehensive analysis of these factors, the study endeavors to offer valuable insights to educational institutions, policymakers, and stakeholders to promote a more productive and fulfilling work environment for high school teachers, ultimately benefiting the students and the overall education system in the region.

METHODOLOGY

The methodology of this study followed a quantitative research approach to investigate the impact of Work-Life Balance, Empowering, and Technology Integration on the productivity of high school teachers in Mandailing Natal, Indonesia. The target population consisted of high school teachers working in various schools in the region, 62 of whom were sampled for this study. A survey method was employed to collect data, and a structured questionnaire was developed based on validated scales and literature review related to the variables of interest. The data collection process involved distributing the questionnaires to the selected participants, ensuring representation from different schools and subjects. Prior to the main data collection, a pilot test was conducted to assess the clarity and reliability of the questionnaire items. The feedback from the pilot test participants was used to refine the final version of the questionnaire. The study focused on four main variables: Work-Life Balance, Empowering, Technology Integration, and work productivity. Work-Life Balance was measured by examining the balance between work-related activities and personal life, while Empowering was assessed based on the level of autonomy, support, and resources provided to teachers. Technology Integration was evaluated by gauging the extent to which technology was integrated into teaching practices and the classroom environment. Lastly, work productivity was measured based on self-assessment of teachers' performance and achievement of academic goals.

For data analysis, the collected data were subjected to validity and reliability tests to ensure the accuracy and consistency of the questionnaire responses. Multiple regression analysis was used to explore the relationship between the independent variables (Work-Life Balance, Empowering, and Technology Integration) and the dependent variable (work productivity). Additionally, t-tests were conducted to examine the individual significance of each independent variable, while an F-test was performed to determine the joint significance of the three independent variables. The study's methodology aimed to provide a comprehensive and systematic analysis of the factors influencing the productivity of high school teachers in Mandailing Natal. By utilizing quantitative research methods, the study sought to establish clear relationships between the variables and offer valuable insights for educational institutions, policymakers, and stakeholders to enhance the overall work environment and productivity of teacher in the region.

RESULTS AND DISCUSSION

In this study, multiple regression analysis was employed to predict the value of the dependent variable by considering the independent variables. The details of this analysis can be observed in Table 1.

Table 1. Hypothesis Testing Result

Variable	Beta	T Value	Significant
Constant	8.102	3.072	.003
Work-Life Balance	.151	3.734	.000
Empowering	.191	3.819	.000
Technology Integration	.550	11.893	.000
F Square		68.744	.000

Variable	Beta	T Value	Significant
R Square		.659	

The findings of the statistical analysis revealed a significant and positive relationship between Work-Life Balance and work productivity among high school teachers in Mandailing Natal. The t-test results, with a calculated t-value of 3.734 exceeding the critical t-value of 1.659 (at a 5% level of significance), indicate that the relationship between Work-Life Balance and work productivity is statistically significant. This means that there is strong evidence to suggest that Work-Life Balance has a meaningful impact on the productivity of teachers in this specific context. Work-Life Balance refers to the ability of teachers to effectively manage their professional responsibilities and personal life, creating a sense of equilibrium between the two domains (Prayogi et al., 2019). When teachers are able to achieve a better Work-Life Balance, they experience reduced stress levels, lower instances of burnout, and higher job satisfaction. As a result, they are more likely to be engaged, motivated, and committed to their teaching roles (Sinaga & Sijabat, 2022). A favorable Work-Life Balance enables teachers to allocate sufficient time for rest, personal activities, and family responsibilities, allowing them to recharge and rejuvenate. This, in turn, leads to improved focus and productivity during their teaching hours (Aliya & Saragih, 2020). Teachers who feel supported and valued by their institutions in maintaining a healthy Work-Life Balance are likely to have a higher sense of well-being and a more positive attitude towards their work. The significance of the relationship between Work-Life Balance and work productivity has several implications. Educational institutions and policymakers should recognize the importance of creating a conducive work environment that promotes Work-Life Balance for teachers. Implementing flexible working hours, providing opportunities for professional development, and offering support services can go a long way in helping teachers achieve a better balance between their work and personal life (Maria Helena Carolinda Dua, 2020). Furthermore, the positive impact of Work-Life Balance on teacher productivity indicates that investing in teacher well-being can have a ripple effect on student outcomes (Badrianto & Ekhsan, 2021). Teachers who are less stressed and more satisfied with their work are likely to be more effective in the classroom, leading to improved learning experiences and academic performance for students.

The statistical analysis in this study indicates a significant and positive relationship between Empowering and work productivity among high school teachers in Mandailing Natal. The t-test results show a calculated t-value of 3.819, which exceeds the critical t-value of 1.659 (at a 5% level of significance). This suggests that the relationship between Empowering and work productivity is statistically significant, providing strong evidence to support the alternative hypothesis (Ha) and reject the null hypothesis (Ho). Empowering refers to the process of granting teachers the authority, resources, and support necessary to make decisions, take initiatives, and have control over their work (Purnami & Utama, 2019). When teachers feel empowered, they experience a greater sense of ownership and autonomy in their roles, leading to increased motivation, job satisfaction, and engagement. Empowered teachers are more likely to take responsibility for their students' learning outcomes and are more willing to innovate and adapt their teaching methods to meet the diverse needs of their students (Khumaira & Muhid, 2022). The positive and significant impact

of Empowering on work productivity has several important implications. Firstly, it highlights the importance of recognizing and supporting teacher empowerment in educational institutions. School administrators and policymakers should create a supportive and inclusive work environment that values the opinions and contributions of teachers. This could be achieved through participative decision-making processes, opportunities for professional development, and providing teachers with the necessary resources to excel in their roles. Secondly, empowering teachers can lead to improved student outcomes. When teachers are empowered and feel a sense of ownership over their work, they are more likely to be committed to their students' success (Tata et al., 2021). This can result in better classroom management, more effective teaching practices, and ultimately, enhanced academic performance and learning experiences for students. Moreover, teacher empowerment fosters a positive and collaborative school culture. When teachers feel valued and empowered, they are more likely to collaborate with their colleagues, share best practices, and work together to address challenges. This collaborative spirit can lead to a more harmonious and productive work environment, benefiting both teachers and students.

The statistical analysis in this study indicates a significant and positive relationship between Technology Integration and work productivity among high school teachers in Mandailing Natal. The t-test results show a calculated t-value of 11.893, which is much higher than the critical t-value of 1.659 (at a 5% level of significance). This implies that the relationship between Technology Integration and work productivity is statistically significant, providing strong evidence to support the alternative hypothesis (Ha) and reject the null hypothesis (Ho). Technology Integration refers to the extent to which technology is incorporated into teaching practices and the classroom environment. When teachers effectively integrate technology into their teaching methods, it can lead to more interactive and engaging learning experiences for students. Technology can provide teachers with innovative tools and resources to deliver dynamic lessons, personalize instruction, and assess student progress more efficiently (L. Rahmasari, 2019). The positive and significant impact of Technology Integration on work productivity has several important implications. Firstly, it highlights the importance of embracing technology in the educational setting. Educational institutions and policymakers should invest in providing teachers with the necessary training and resources to effectively integrate technology into their teaching practices. This can lead to enhanced teaching methods and improved learning outcomes for students. Secondly, technology integration can streamline administrative tasks for teachers, freeing up more time for instructional planning and engagement with students. Automated grading systems, digital attendance trackers, and online collaboration platforms are examples of technology tools that can help teachers manage their workload more efficiently (Indrawati et al., 2019). Moreover, technology integration can foster 21st-century skills in both teachers and students. When teachers utilize technology effectively, they model digital literacy and critical thinking skills, which are essential for students to thrive in the digital age.

The statistical analysis in this study involved a joint hypothesis testing using an F-test to examine the combined impact of Work-Life Balance, Empowering, and Technology Integration on work productivity among high school teachers in Mandailing Natal. The F-test yielded a calculated F-value of 68.744, which is significantly higher than the critical F-value of 2.69 (at a 5% level of significance). This indicates that the relationship between the three independent variables (Work-Life

Balance, Empowering, and Technology Integration) and work productivity is statistically significant, providing strong evidence to support the alternative hypothesis (Ha) and reject the null hypothesis (Ho). The result of the joint hypothesis testing suggests that the combined influence of Work-Life Balance, Empowering, and Technology Integration significantly affects work productivity among high school teachers. This finding has several important implications for the educational context in Mandailing Natal. Firstly, it emphasizes the importance of considering the interplay of multiple factors in understanding work productivity among teachers. While each individual variable (Work-Life Balance, Empowering, and Technology Integration) may independently contribute to work productivity, their combined impact is even more significant. This underscores the complexity of factors that influence teacher performance and highlights the need for a holistic approach to improving work productivity (Putri et al., 2022). Secondly, the study's findings reinforce the idea that enhancing work productivity requires a multifaceted approach. Educational institutions and policymakers should not solely focus on one aspect, such as technology integration or professional development, but instead, consider how different factors work together to create a conducive work environment for teachers. Moreover, the positive joint impact of Work-Life Balance, Empowering, and Technology Integration suggests that addressing these factors collectively can lead to improved teacher well-being and student outcomes. When teachers feel empowered and supported, have a healthy work-life balance, and have access to technological tools, they are more likely to be motivated and committed to their work, ultimately benefiting the overall educational experience for students.

The value of Adjusted R-Square, which is 0.669 or 66.9%, indicates that the combined contribution of the independent variables (Work-Life Balance, Empowering, and Technology Integration) to work productivity is approximately 66.9%. This means that around two-thirds of the variation in work productivity among high school teachers in Mandailing Natal can be attributed to the interplay of these three variables. The remaining 33.1% of the variation is influenced by other factors that were not included or examined in this study. The high value of Adjusted R-Square suggests that the model, comprising Work-Life Balance, Empowering, and Technology Integration, explains a substantial portion of the variation in work productivity. This finding highlights the importance of considering multiple factors when exploring work productivity among teachers. Work-Life Balance, Empowering, and Technology Integration each contribute significantly to the overall productivity of teachers, and their combined effect amplifies the impact on work productivity (Ariani et al., 2020).

The result underscores the significance of addressing these three variables in educational institutions' efforts to enhance teacher productivity and job satisfaction. A comprehensive approach that supports Work-Life Balance initiatives, empowers teachers with autonomy and resources, and promotes effective technology integration can lead to a more engaged and motivated teaching workforce. However, it is essential to recognize that there are other factors influencing work productivity that were not examined in this study. These additional factors may include leadership styles, school culture, teacher-student relationships, and external factors such as community support and socioeconomic conditions. Understanding the influence of these unexamined variables could provide a more complete picture of the complex dynamics affecting work productivity among teachers. Moreover, the high Adjusted R-Square value indicates that while Work-Life Balance, Empowering, and Technology Integration

play significant roles in influencing work productivity, there is still room for improvement and exploration of other factors. Educational policymakers and stakeholders should continually assess and adapt strategies to support teachers holistically and create an environment that fosters continuous professional growth and well-being.

CONCLUSION

In conclusion, this study investigated the influence of three key factors, namely Work-Life Balance, Empowering, and Technology Integration, on the work productivity of high school teachers in Mandailing Natal. The statistical analysis revealed significant and positive relationships between each of these variables and work productivity. The findings highlight the importance of Work-Life Balance in creating a supportive and conducive work environment for teachers. When teachers are able to strike a better balance between their professional responsibilities and personal life, their work productivity improves, leading to enhanced teaching performance and job satisfaction. Empowering teachers by granting them autonomy, resources, and support was found to have a significant positive impact on work productivity. Empowered teachers are more motivated and engaged, resulting in improved classroom performance and better student outcomes. Furthermore, Technology Integration was shown to be a key factor influencing work productivity. When technology is effectively integrated into teaching practices, it enhances the learning experience for students and streamlines administrative tasks for teachers, contributing to increased productivity.

The joint analysis using the Adjusted R-Square value indicated that the combined contribution of these three variables accounts for approximately 66.9% of the variation in work productivity. This demonstrates the significance of considering multiple factors when addressing teacher productivity and underscores the need for a comprehensive approach in educational policies and initiatives. However, it is essential to acknowledge that other unexamined factors may also influence work productivity among teachers. Future research could explore additional variables and delve deeper into the complex dynamics affecting teacher performance. In conclusion, the findings of this study provide valuable insights into the interplay of Work-Life Balance, Empowering, and Technology Integration in enhancing the work productivity of high school teachers in Mandailing Natal. By recognizing and supporting these factors, educational stakeholders can foster a positive and empowering work environment, ultimately benefiting teachers, students, and the overall educational system. Implementing strategies to promote Work-Life Balance, empower teachers, and integrate technology effectively will contribute to the continuous improvement of teacher productivity and the quality of education in the region.

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