



Increasing Teacher Performance Through Strengthening Transformational Leadership, Personality, and Work Motivation

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Abstract: This study investigates the factors affecting the performance of kindergarten teachers. It examines the influence of transformational leadership, personality traits, and work motivation on performance in private kindergartens. The research employs a quantitative approach with path analysis to determine direct and indirect effects and SITOREM analysis to assess indicator effectiveness. The findings reveal significant positive direct effects of transformational leadership, personality, and work motivation on teacher performance. However, no significant indirect effects were found between these variables. The SITOREM analysis identified areas for improvement in specific indicators related to conscientiousness, compensation, and instructional support. These findings suggest that focusing on promoting transformational leadership, fostering positive personality traits, and enhancing work motivation can contribute to improved performance among kindergarten teachers. Additionally, the research highlights the need for targeted interventions to strengthen specific aspects of teacher support and compensation systems.

Keywords: teacher performance, transformational leadership, personality, work motivation, SITOREM analysis.



INTRODUCTION

Education is one of the important factors that determine the quality of human resources. The higher the quality of a nation's education, the higher the quality of its human resources. Schools are one of the educational organizations as a place to achieve national education goals. The success of educational goals in schools depends on the human resources in the school, namely principals, teachers, students, and education personnel. In addition to human resources, adequate infrastructure is also an indicator to improve the quality of education in schools. One important element that determines the success of a school or educational institution in achieving its goals is the teacher. Teachers are decisive in achieving learning objectives at school. Teachers must be role models, models as well as mentors of students in realizing behavior with a character that includes thinking, feeling, and heart. The teacher is a learning agent who must be able to become a facilitator, motivator, encourager, learning engineer, and learning inspirer for students. The quality of teachers determines the quality of educational outcomes because teachers are mostly the figures who communicate directly with students during the learning process. Teacher quality is also closely related to what teachers do in the classroom and how it affects student learning to achieve educational goals.

Teacher performance is the result of the learning process in the form of output or student achievement. For example, the assessment of the work of a teacher, can be carried out from the results of his work in the teaching and learning process, guiding students and transferring to students. This means that the point of view used to measure performance is more directed at the results of the work that has been achieved by an individual teacher in carrying out his duties. A teacher's performance can be seen from the achievements obtained by a teacher, how a teacher plans, carries out the learning process evaluates learning outcomes, and provides follow-up from learning evaluations. Factors that influence teacher performance include the level of teacher education, teaching supervision, upgrading programs, conducive climate, facilities and infrastructure, physical and mental



conditions of teachers, welfare guarantees, managerial skills of school principals, training, and incentives. Teacher performance is also influenced by various factors including the transformational leadership of the principal and work motivation.¹

Teacher performance in kindergarten schools is the result carried out by teachers carrying out their duties, responsibilities, and actualization of their professional competencies. Teacher performance referred to in this study is the ability of a teacher to be able to do something by predetermined goals. The teacher's ability in this case includes several aspects, namely aspects of learning management, potential development, academic mastery, providing personal guidance services to children, and providing services to parents. From the results of the initial survey, the author sees several problems that need to be investigated further to produce a change for the better. Therefore, the researcher intends to examine the performance of kindergarten teachers (non-civil servants) who have certified educators in accredited private kindergartens B in the East Jakarta City Region. Given that B-accredited schools still need a lot of quality improvement, especially the performance of their teachers.

The unique kindergarten teachers have many traits and characteristics, namely: the warmth of heart, sensitivity, adaptability, honesty, sincerity, unpretentiousness, comforting nature, accepting individual differences, ability to support student growth and development without being too protective, stable emotions, and self-confidence, this is what underlies the researcher to research teacher performance at the kindergarten school level. Teacher performance is also influenced by various factors including principal leadership. A principal plays an important role in directing, and empowering the potential of teachers and motivating and inspiring teachers in carrying out teacher duties such as; Planning, implementing, and evaluating learning so that learning objectives can be carried out properly, principals can direct teachers in managing

¹ Rais Hidayat, Yuyun Elizabeth Patras, Tustiyana Windiyani, Y. G. (2023). International and Indonesia's Teacher Performance : A Bibliometric Study Based on Vosviewer. *International and Indonesia's Teacher Performance : A Bibliometric Study Based on Vosviewer*, 9(1), 92- 106.



classes effectively without dominating or teachers are busy with their activities so that all students' time is not utilized productively.

Leadership that prioritizes providing opportunities and encourages all school members (students, teachers, and education personnel) to work based on a good and correct value system, so that all school members will be willing, without coercion, and participate optimally in achieving the vision, mission, and goals of the school is a form of transformational leadership. Transformational leadership is important because theoretically leadership is positioned as a central factor dynamizing, moving, directing, and coordinating various other factors in the organization. The transformational leader also means a person (leader) who is aware of the principles of organizational development and human performance to seeks to develop the full facet of leadership through motivating employees and making them see that the goals to be achieved are more than just their interests. However, there are several symptoms encountered in connection with the transformational leadership of school principals, namely: There are still principals who have not mastered the development of information and technology well, there are still principals who do not know about changes in the curriculum, In addition, in the implementation of learning, principals tend to be passive and rarely guide teachers in the implementation of the learning process.

Another factor believed to influence teacher performance is work motivation. Work motivation is something that creates enthusiasm or encouragement at work, a teacher becomes a coach because of the motivation to train. If there is no motivation, he will not succeed in raising / teaching. Thus, the success of the teacher in completing the task is due to motivation/motivation as a sign that what the teacher is doing touches his needs. All activities carried out by teachers are interesting because they are for their benefit. Teacher motivation at work leads to job satisfaction, because teachers' needs are met, encouraging teachers to improve their work results so that they can achieve school education goals optimally and effectively. High work motivation has a positive effect on achieving the goals set by the school. A teacher's work motivation is influenced by several factors, including internal factors that come from within the individual and



external factors that come from outside. Internal factors such as attitude towards work, skills, interests, satisfaction, experience, etc., and external factors such as supervisor, salary, work environment, and management.

Several things can be done by school principals to increase teacher motivation and overcome the problems previously described, including (1) Principals always encourage teachers to excel in their fields and try to help create an atmosphere that can support the improvement of teacher achievement, (2). Principals must be sensitive to the needs of teachers, and the abilities of their teachers, and consider the rewards given to teachers, so that these rewards can trigger them to work well, (3). Appreciate every educational activity carried out by teachers and try to provide opportunities for them to compete competitively, (4). Rewarding teachers who have good performance to foster competence among teachers through various competition activities on a small scale or on a wide scale. Providing the right motivation will encourage teachers to change their behavior to grow and develop to achieve success at work. To optimize the achievement of employees' achievements, it is necessary to support the leader in its implementation, one of which is by motivating teachers so that teachers can improve their abilities as desired by the leader so that their performance will also increase by the goals of the organization.

THEORETICAL BASIS

1. Teacher Performance (Y)

Performance is the achievement of work objectives. Achievement is measured by the work of each employee, with dimensions: measurable and quantitative work results, qualitative or less measurable work results.² Kindergarten teacher performance can be defined as the ability and quality of teachers in carrying out their duties at school. This performance includes lesson planning, lesson implementation, assessment of learning outcomes, and fostering interpersonal relationships with students. This research aims

² Nelson, D. L., & Quick, J. C. (2006). *Organizational Behavior: Foundations, Realities, and Challenges*. Thomson/South-Western.



to identify the factors that influence kindergarten teacher performance, particularly transformational leadership and work motivation.³

2. Transformational Leadership (X1)

Transformational leadership is the behavior of individuals who can establish good relationships so that subordinates have trust and respect for leaders so that they are motivated to act more than expected in achieving organizational goals. The indicators are: (1) ideal behavior, (2) inspirational motivation, (3) intellectual stimulation, and (4) individualized consideration.⁴ Transformational leadership is the leadership that involves inspiring all its members to commit to moving towards a shared vision that gives means to the development of their potential and some problems from a new perspective. The indicators of transformational leadership, namely: 1). Idealized influence (charisma), 2). Intellectual stimulation (intellectual stimulation), 3). Individualized consideration (individualized attention) and 4). Inspirational motivation.⁵

3. Personality (X2)

Personality is a set of relatively stable characteristics, tendencies, and temperaments (of individuals) that have been formulated by inheritance and by social, cultural, and environmental factors.⁶ From several definitions and dimensions that affect personality above, it can be synthesized that personality is a set of characteristics possessed by a person and is different from other people who are influenced by genetic, social, and environmental factors. The dimensions of personality that will be examined in this study are 1) Extraversion, a dimension that reveals a person's level of comfort in relating to other individuals; 2) Conscientiousness, this

³ Ratnawati, E. (2019). Peningkatan Kinerja Guru Dalam Penyusunan Administrasi Pembelajaran Melalui Supervisi Akademik Kepala Madrasah Di Min Doplangek. Bawen Kab. Semarang Tahun Pelajaran 2017-2018. *Jurnal Dwija Utama: Edisi 42 Volume 10 Februari 2019*, 43.

⁴ Boamah, S. A., Spence Laschinger, H. K., Wong, C., & Clarke, S. (2018). Effect of transformational leadership on job satisfaction and patient safety outcomes. *Nursing Outlook*, 66(2), 180-189. <https://doi.org/10.1016/j.outlook.2017.10.004>

⁵ Colquitt, J., LePine, J., & Wesson, M. (2019). *Organizational Behavior. Improving Performance and Commitment in the Workplace* (Vol. 53, Issue 2).

⁶ Gibson, S. E., Fan, Y., Török, T., & Kliem, B. (2006). The evolving sigmoid: evidence for magnetic flux ropes in the corona before, during, and after CMES. *Space Science Reviews*, 124, 131-144.



dimension is a measure of trust; 3) Emotional stability: this dimension assesses a person's ability to withstand stress; 4) Agreeableness, this dimension refers to an individual's tendency to comply with other individuals. Highly agreeable individuals are those who are cooperative, warm, and trusting. Meanwhile, individuals who are not easy to agree with tend to be cold, unfriendly, and defiant; 5) Openness to experience, this dimension is the last dimension that categorizes individuals based on their scope of interest and interest in new things. Very open individuals tend to be creative, curious, and sensitive to matters of art.

4. Work Motivation (X3)

Motivation is the process that accounts for an individual's intensity, direction, and persistence of effort toward reaching a goal. Motivation is a process that is responsible for an individual's intensity, direction, and persistence in efforts to achieve goals. Motivated individuals stick with a task long enough to achieve their goals.⁷ Motivation is the psychological processes that underlie the direction, intensity, and persistence of behavior or thought. Motivation is a psychological process that underlies the direction, intensity, and persistence of behavior or thoughts. Motivational indicators include; direction, intensity, and persistence of behavior or thought.⁸ From several theories that have been put forward, it can be synthesized that work motivation is the encouragement, desire, and movement power that grows within a person, both from within and outside him to carry out work with high enthusiasm using all the abilities and skills he has with the aim of maximum achievement. The dimensions and indicators are as follows: (a). Internal Motivation, namely: 1) Achievement, 2) Confession, 3) Responsibility, 4) Desire for Progress, (b). External Motivation, namely: 5) Desire to obtain working conditions and 6) Desire to obtain organizational procedures.

⁷ Ingersoll, R. M., & Collins, G. J. (2021). The Status of Teaching as a Profession: 2021. National Education Policy Center.

⁸ Luthans, F., Avey, J. B., Avolio, B. J., Norman, S. M., & Combs, G. M. (2006). Psychological capital development: toward a micro-intervention. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 27(3), 387–393.



RESEARCH METHODS

This research employs a quantitative research method with a correlational approach. The population of this study is accredited kindergarten "B" teachers with non-civil servant status and certified educators, totaling 305 people. The sampling technique used simple random sampling. The respondents involved in this study were 173 kindergarten teachers from Jakarta City. The research instrument used to collect data is a questionnaire containing questions related to kindergarten teacher performance, transformational leadership, and work motivation. This research used a combination research method between Quantitative Research and SITOREM Analysis. The flow of this combined research methodology uses a quantitative research flow which is analyzed using SITOREM analysis. We need to add the scientific identification theory mentioned above with a statistical model and steps to obtain an optimal solution. Identification theory mentioned above with statistical models and steps to get the optimal solution).

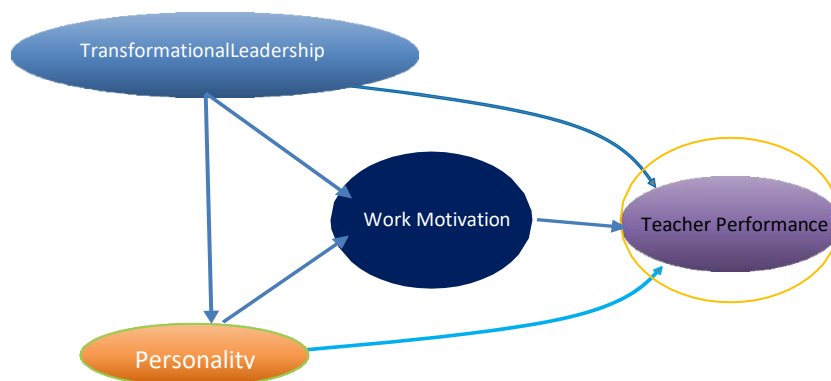


Figure 1. Thinking Framework

RESULT AND DISCUSSION

Statistical Mathematical Models

Based on the constellation of influences between variables, a statistical mathematical model is produced as follows:

1) Substructural Equation 1

$$\hat{y} = \alpha + \beta y_1 + \beta y_2 + \beta y_3 + \epsilon y_1$$

$$\hat{y} = 30.069 + 0,061 X_1 + 0,069 X_2 + 0,648 X_3 + \epsilon y_1$$

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2) Substructural Equation $2\hat{y} = \alpha + \beta y_1 + \beta y_2 + \epsilon y_2$
 $\hat{y} = 140.597 - 0,008X_1 + 0,013X_2 + \epsilon y_2$

3) Substructural Equation $3\hat{y} = \alpha + \beta y_1 + \beta y_2 + \epsilon y_3$
 $\hat{y} = 101,228 + 0,007 X_1 + 0,179 X_2 + \epsilon y_3.$

4) Substructural Equation $4\hat{y} = \alpha + \beta y_1 + \epsilon y_4$
 $\hat{y} = 109.49 + 0,033X_1 + \epsilon y_4$

Hypothesis Testing

After the structural model analysis has been carried out, the calculation results obtained are used to test the hypothesis to determine the direct and indirect effects between variables. The proposed hypothesis is concluded by calculating the path coefficient value and significance for each path studied. The results of the decisions regarding all proposed hypotheses can be explained as follows:

- 1) The direct positive influence of transformational leadership (X1) on teacher performance (Y).

From the calculation results obtained the path coefficient value (βy_1) = 0.161 > with count = 2.42 while ttable at the real level $\alpha = 0.05$ obtained ttable = 1.96, then tcount > ttable means Ho is rejected and H1 is accepted. and the results obtained there is a direct influence of transformational leadership variables (X1) on teacher performance (Y). There is a direct positive effect of transformational leadership (X1) on teacher performance (Y), meaning that stronger transformational leadership (X1) in teachers can improve teacher performance (Y) in accredited private kindergarten teachers.

- 2) The direct positive influence of Personality (X2) on teacher performance (Y)

From the calculation results obtained the path coefficient value (βy_1) = 0.165 > with count = 2.437 while ttable at the real level $\alpha = 0.05$ obtained ttable = 1.974, then tcount > ttable means Ho is rejected and H1 is accepted. From the calculation results obtained, there is a direct influence of Personality (X2) on Teacher performance (Y). It can be concluded that there is a direct positive effect of the Personality variable (X2) on Teacher performance (Y)., meaning that the implementation of Personality (X2) will improve teacher performance (Y) teachers can



improve teacher performance (Y) in accredited private kindergarten teachers.

- 3) The direct positive influence of work motivation (X3) on teacher performance (Y)

From the calculation results obtained path coefficient value (β_{y1}) = 0.414 > with count = 6.224 while table at the real level $\alpha = 0.05$ obtained ttable = 1.974, then tcount > ttable means Ho is rejected and H1 is accepted. And the results obtained there is a direct influence of Work Motivation (X3) on Teacher performance (Y). It can be concluded that there is a direct positive effect of the Work Motivation variable (X3) on Teacher performance (Y), meaning that an increase in Work Motivation (X3) will improve teacher performance (Y) in accredited private kindergarten teachers.

- 4) The direct positive influence of transformational leadership (X1) on work motivation (X3)

From the calculation results obtained path coefficient value (β_{y1}) = -0.034 < 0, with tcount = -0.444 while ttable at the real level $\alpha = 0.05$ obtained ttable = 1.974, then tcount > ttable means Ho is accepted and H1 is rejected and the results obtained there is no direct effect of Transformational Leadership (X1) on Work Motivation (X3). It can be concluded that there is no direct positive effect of the Transformational Leadership variable (X1) on Work Motivation (X3), meaning that the implementation of Transformational Leadership (X1) will not improve teacher performance (Y) in accredited private kindergarten teachers.

- 5) The direct positive influence of personality (X2) on work motivation (X3)

From the calculation results obtained the path coefficient value (β_{y1}) = 0.048 > 0 with count = 0.625 while the table at the real level $\alpha = 0.05$ obtained table = 1.974, then count < table means H0 is accepted and H1 is rejected and the results obtained there is no positive direct effect of Personality (X2) on Work Motivation (X3). It can be concluded that there is no direct positive effect of the Personality variable (X2) on Work Motivation (X3), meaning that an increase in Personality (X2) will not affect Work Motivation (X3) in accredited private kindergarten teachers.



- 6) The direct positive influence of transformational leadership (X1) on personality (X2) From the calculation results obtained the path coefficient value (β_{y1}) = 0.037 > 0 with $t_{count} = 0.48$ while the table at the real level $\alpha = 0.05$ obtained $t_{table} = 1.974$, then $t_{count} < t_{table}$ means H_0 is rejected and H_1 is accepted and the results obtained There is no direct effect of Transformational Leadership (X1) on Personality (X2). It can be concluded that there is no direct positive effect of the Transformational Leadership variable (X1) on Personality (X2), meaning that the implementation of Transformational Leadership (X1) will not affect Personality (X2) in accredited private kindergarten teachers.
- 7) The indirect positive influence of transformational leadership (X1) on teacher performance (Y) through work motivation (X3)
From the calculation of the indirect effect, the path coefficient value (β_{xy1}) = -0.005. with $Z_{hitung} = -3.462$ while the z_{table} at the real level $\alpha = 0.05$ is = 1.966, then $Z_{hitung} < Z_{table}$, then H_0 is accepted and H_1 is rejected. There is no positive indirect effect of the Transformational Leadership variable (X1) on Teacher Performance (Y) through Work Motivation (X3). These results can be interpreted that stronger Transformational Leadership (X1) will not improve Teacher Performance (Y) through Work Motivation (X3) in accredited private kindergarten teachers.
- 8) The indirect positive influence of personality (X2) on teacher performance (Y) through work motivation (X3)
From the calculation of the indirect effect, the path coefficient value (β_{xy1}) = 0.008 is obtained. with $Z_{hitung} = 0.615$ while the z_{table} at the real level $\alpha = 0.05$ is = 1.966, then $Z_{hitung} < Z_{table}$, then H_0 is accepted and H_1 is rejected. So there is no positive indirect effect of Personality variables (X2) on Teacher Performance (Y) through Work Motivation (X3). It can be concluded that there is no indirect effect of Personality (X2) on Teacher Performance (Y) through Work Motivation (X3) so the development of Personality (X2) does not improve teacher performance (Y) through Work motivation (X3) in accredited private kindergarten teachers

Table 1

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Direct and indirect influences on organizational citizenship behavior

No	Hypothesis	Path Coefficient	Hypothesis Test	Results of Hypothesis Test	Conclusion
1	Direct Effect of Transformational Leadership (X1) on Teacher Performance (Y)	0.161	$H_0 : \beta_{y1} \leq 0$ $H_1 : \beta_{y1} > 0$	H_0 rejected H_1 accepted	Directly Affected, Positive
2	Direct Effect of Personality (X2) on Teacher Performance (Y).	0.165	$H_0 : \beta_{y1} \leq 0$ $H_1 : \beta_{y1} > 0$	H_0 rejected H_1 accepted	Directly Affected, Positive
3	Direct Effect of Work Motivation (X3) on Teacher Performance (Y).	0.414	$H_0 : \beta_{y1} \leq 0$ $H_1 : \beta_{y1} > 0$	H_0 rejected H_1 accepted	Directly Affected, Positive
4	Direct Effect of Transformational Leadership (X1) on Work Motivation (X3)	-0.034	$H_0 : \beta_{y1} \leq 0$ $H_1 : \beta_{y1} > 0$	H_0 rejected H_1 accepted	Directly Affected, Negative
5	Direct Effect of Personality (X2) on Work Motivation (X3)	0.008	$H_0 : \beta_{y1} > 0$ $H_1 : \beta_{y1} < 0$	H_0 accepted H_1 rejected	No direct effect
6	Direct Effect of Transformational Leadership (X1) on Personality (X2)	0.037	$H_0 : \beta_{y1} > 0$ $H_1 : \beta_{y1} < 0$	H_0 accepted H_1 rejected	No direct effect
7	Indirect Effect of Transformational Leadership (X1) on Teacher Performance (Y) through Work Motivation (X3).	0.005	$H_0 : \beta_{y1} \leq 0$ $H_1 : \beta_{y1} > 0$	H_0 rejected H_1 accepted	No indirect effect

Sitorem Analysis Result

Table 2
Determination of SITOREM Analysis Results

TEACHER PERFORMANCE (Y)		
Indicator in Initial State	Indicator after Weighting by Expert	Indicator Value
5 Quality of work	1 st Productivity (18.2%)	4.14
1 Productivity	2 nd Customer Satisfaction (21.2%)	3.91
3 Punctuality	3 rd Punctuality (19.7%)	3.86
2 Customer satisfaction	4 th Individual behavior (21.2%)	3.79



4 Individual behavior	5 th Work quality (19.7%)	3.74
PERSONALITY (X2) (Ry1 = 0.46) - Rank. 1		
Indicator in Initial State	Indicator after Weightingby Expert	IndicatorValue
3 Emotional Stability - (calm in facing problems, confident)	1 st Conscientiousness - responsible, diligent (19.18%)	4.04
5 Openness to Experience - (broad-minded, creative)	2 nd Extraversion - openness, caring	3.91
1 Conscientiousness - (responsible, reliable)	3 rd Emotional Stability - calm in facing problems, confident	3.88
4 Agreeableness - (cooperation, empathy, trust)	4 th Agreeableness - cooperation, empathy, trust	3.62
2 Extraversion - (openness, energetic)	5 th Openness to Experience - broad-minded, creative (20.55%)	3.46
TRANSFORMATIONAL LEADERSHIP (X1) - (Ry1 = 0.24) - Rank. 2		
Indicator in Initial State	Indicator after Weightingby Expert	IndicatorValue
3 Idealized influence - Leaders act as role models.	1 st Instructional support - the presence of stronger ethical/moral values from leaders (19.72%)	4.25
2 Intellectual stimulation - stimulate people to be creative and innovative.	2 nd Intellectual stimulation - Leaders encourage people to be creative and innovative	3.84
1 Instructional support - the presence of stronger ethical/moral values from leaders.	3 rd Idealized influence - Leaders act as role models or role models (23.94%)	3.79
4 Inspirational motivation - create a clear picture of the future state, optimistically.	4 th Inspirational motivation - Leaders create a clear picture of the future state, optimistically. (18.31%)	3.78
5 Individual consideration - develop people by creating a supportive environment.	5 th Individual consideration - Leaders develop people by creating a supportive environment (16.90%)	3.69



WORK MOTIVATION (X3) - (Ry1 = 0.173) - Ranking 3		
Indicator in Initial State	Indicator after Weighting by Expert	Indicator Value
1 Compensation - Compensation	1st Compensation - Compensation (14.41%)	4.19
3 Responsibility - Responsibility	2nd Achievement - Achievement (12.61%)	3.82
2 Achievement - Achievement	3rd Responsibility - Responsibility (13.51%)	3.78
6 Organizational Procedures	4th Progress - Progress (11.71%)	3.63
4 Progress	5th Confession - Recognition (12.61%)	3.62
5 Confession - Recognition	6th Organizational Procedures - Organizational procedures (12.61%)	3.51
8 Status - Status	7th Working Condition - Working condition (10.81%)	3.12
7 Working Condition - Working condition	8th Status - Status (11.71%)	3.03

SITOREM ANALYSIS RESULTS			
Priority order of indicators to bestrengthened		Maintained indicators	
1st	Extraversion - Openness, caring	1	Conscientiousness - responsible, reliable, diligent
2nd	Emotional Stability - calm in facing problems, confident	3	Instructional support - the influence of stronger ethical/moral values from followers
3th	Agreeableness -		Compensation



	cooperative,empathetic, trusting	4	
4th	Openness to Experience - broad-minded, creative	5	Productivity
5th	Intellectual stimulation - Leaders stimulate people to be creative and innovative.		
6th	Idealized influence - Leaders act as rolemodels.		
7th	Inspirational motivation - Leaders create a clear picture of the future state,optimistically.		
8th	Individual consideration - Leaders develop people by creating a supportive environment		
9th	Achievement - Achievement ofachievement		
10th	Responsibility - Responsibility		
11th	Progress		
12th	Confession - Recognition		
13th	Organizational Procedures		
14th	Working Condition - Workingcondition		
15th	Status - Status		
16th	Customer Satisfaction		
17th	Punctuality		
18th	Individual behavior		

CONCLUSION

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

Improving teacher performance can be done by strengthening transformational leadership, personality and teacher work motivation.



These findings indicate that these three variables have a direct positive influence on teacher performance. SITOREM analysis identified several areas that need improvement, especially related to transformational leadership, teacher personality, and work motivation.

Implications

The findings of this research provide implications for relevant stakeholders for developing strategies to improve teacher performance. To improve teacher performance, it is necessary to strengthen transformational leadership, develop teacher personality, and increase teacher work motivation.

Suggestion

Based on the conclusions and implications above, suggestions for stakeholders are provided as follows:

- (1) Education Officer.
 - (a) Implement programs to strengthen the transformational leadership of school principals.
 - (b) Hold training for teacher personality development.
 - (c) Provide programs to increase teacher work motivation.
 - (d) Realize teacher job satisfaction through giving awards and appreciation.
- (2) School Supervisor
 - (a) Work with principals to enhance transformational leadership.
 - (b) Carry out teacher character and personality development.
 - (c) Provide support to increase teacher work motivation.
 - (d) Supervise and evaluate teachers transparently to increase job satisfaction.
- (3) School principal
 - (a) Model transformational leadership attitudes and behaviors.
 - (b) Develop the teacher's personality by providing trust, building open communication, and respecting the teacher.
 - (c) Increase teacher work motivation by creating a supportive work environment and providing opportunities for self-development.
 - (d) Give individual attention to teachers according to their abilities, needs and aspirations



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