IMPROVING TEACHER PERFORMANCE THROUGH STRENGTHENING TRANSFORMATIONAL LEADERSHIP, PERSONALITY, AND WORK MOTIVATION

Rosnany Mokodompit1, Sri Setyaningsih[2], Suhendra [3],

[1] *student of the Doctoral Program of Education Management Pakuan University Bogor, Indonesia*
[2,3]*Lecturer at Pakuan University, Bogor, Indonesia*
Corresponding Autor: rosnany.073120015@unpak.ac.id

Abstract: This research aims to increase teacher performance and analyze the influence of transformational leadership variables, personality, and work motivation on the performance of private kindergarten teachers accredited "B". variables contained in the quantitative research stage. This research uses the path analysis method to determine the influence between the variables studied and the SITOREM method for indicator analysis to determine the influence of variables who have non-PNS status and are certified educators. The sample resulted in 173 teacher respondents. The sampling technique in this research used simple random sampling. The results of research using the SITOREM path analysis method show that there is a direct positive influence between transformational leadership on teacher performance; There is a direct positive influence between personality on teacher performance; There is a direct influence between work motivation and teacher performance; There is no direct positive influence between Transformational Leadership on Work Motivation; There is no direct positive influence between Personality and Work Motivation; There is no direct positive influence between Transformational Leadership on Personality; There is no indirect positive influence between transformational leadership on teacher performance through work motivation; There is no indirect influence between Personality on Teacher Performance (Y) through Work Motivation. The results of the SITOREM analysis obtained optimal solutions from 23 indicators, 5 indicators were still weak so they needed to be improved and 18 indicators were good so they were maintained or developed. Improvements to indicators that are still weak are also given the following order of priority for handling: Conscientiousness – responsible, reliable, diligent; Salary/Pay; Instructional support – stronger influence of ethical/moral values of followers; Compensation; Productivity.

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. School is 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.

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Teachers are a profession, so the main tasks of teachers can only be done by people who are professionals. Professional teachers are teachers who are truly experts in their fields and can carry out their duties well as well as having high competence and commitment in carrying out their duties and responsibilities (Law Number 14 of 2005).

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in formal education, primary education, and secondary education. Teachers or early childhood educators are professionals who are tasked with planning, implementing learning, and assessing learning outcomes, as well as providing guidance, training, care, and protection (Permendikbud number 137 of 2014). Given the importance of teacher involvement in the successful implementation of education, teacher performance needs to be developed continuously. Low teacher performance can certainly reduce the quality of education and hinder the achievement of the vision in a school.

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. (Rais Hidayat et al 2023).

Teacher performance in kindergarten (TK) 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.

Teacher performance is also based on the competencies possessed by teachers which include: pedagogical competence, personality competence, social competence, and professional competence based on applicable procedures and rules to achieve predetermined educational goals. The results of data from the Ministry of Education and Culture on the results of the Teacher Competency Test (UKG) in the East Jakarta city area averaged 62.27, still below the standard (in 2019 the minimum score standard is 70). Through the results of a preliminary survey conducted on March 1-22, 2022 using a questionnaire the performance of private kindergarten teachers in the East Jakarta City Region is in a condition that urgently needs to be improved. This preliminary survey is in the form of statements to 30 respondents from six private kindergartens in the East Jakarta City Region, the results of teacher performance are still not as expected.

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 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.

Literature Review

1. Teacher Performance (Y)

Performance is a translation of the word "Performance" (job performance). Etymologically, performance comes from the word "to perform" which means to display or carry out. Performance (work performance) is the quality and quantity of work achieved by an employee in carrying out the duties assigned to him.

Debra, Nelson and James Campbell Quick (Nelson & Quick, 2006) 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.

Ratnawati (2019) explains that teacher performance is the result of a person's work that reflects work performance as an expression of knowledge, attitudes, and skills. Teacher performance in the teaching and learning process is the teacher's ability to carry out his duties as a teacher who has the expertise to educate students in the context of fostering students to achieve educational institutions. The indicators of teacher performance are: 1) Having a commitment to students and the learning process, 2) Mastering in depth the subject matter to be taught and how to teach it to students, 3) Responsible for monitoring student learning outcomes through various evaluations, 4) Teachers can think systematically about what they do and learn and experience.

Therefore, teacher performance can be interpreted as a condition that shows the ability of a teacher to carry out his duties at school and describes the existence of a learning activity to be able to guide students in achieving optimal achievement/learning outcomes. Teacher performance consists of several aspects including 1) the Ability to prepare lesson plans, 2) the Ability to carry out learning, 3) the Ability to conduct interpersonal relationships, 4) the Ability to carry out learning outcomes assessment, 5) the Ability to carry out enrichment, 6) Ability to carry out remedial. Teachers who can implement these six aspects productively can be said to be competent teachers and have very high-performance levels.

According to the opinion of Keith Davis quoted by A. Anwar Prabu Mangkunegara (Mangkunegara, 2011), the factors that affect performance are: 1) Motivation factor, Motivation is formed from the attitude of an employee in dealing with work situations.

Motivation is a condition that moves employees who are directed to achieve organizational goals. A mental attitude is a mental condition that encourages employees to try to achieve maximum work performance. Employees will be able to achieve maximum performance if they have high motivation; 2) Ability Factor; Psychologically, the ability of employees consists of potential ability (IQ) and quality ability (knowledge + skill), meaning that employees who have an IQ above average (IQ 110-120) with adequate education for their position and are skilled in doing daily work will more easily achieve the expected performance. Therefore, employees need to be placed in jobs according to their expertise.

Thus the author synthesizes that performance is the result of work achieved by a person in carrying out the tasks assigned to him based on his abilities, experience, seriousness, and accuracy (time) by organizational goals, with indicators: 1) Quality of Work, 2) Productivity, 3) Customer Satisfaction, 4) Punctuality, 5) Individual behavior.

2. *Transformational Leadership (X1)*

Transformational leadership is built from 2 words, namely leadership and transformational. Leadership as has been explained is every action taken by someone to coordinate, direct, and influence others in choosing and achieving predetermined goals.

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. (Boamah et al., 2018).

Transformational leadership is the positive action of individuals who can motivate subordinates to understand changes in the digital world and can design active changes to achieve goals. The indicators are: (1) Idealized influence, namely the charisma of an inspiring leader, (2) Inspiring motivation, namely a leader can become an example for subordinates, (3) Intellectual stimulation, namely the leader can stimulate subordinates to be more creative, and (4) Individualized consideration, namely a leader provides intensive support and guidance to subordinates. (Ardi et al., 2020).

J.A. Colquitt, J. Lepine, and M. Wesson (Colquitt, J., LePine, J., & Wesson, 2019) define transformational leadership as 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. Furthermore, J.A. Colquitt, J. Lepine, and M. Wesson detail the indicators of transformational leadership, namely: 1). Idealized influence (charisma), 2). Intellectual stimulation (intellectual stimulation), 3). Individualized consideration (individualized attention) and 4). Inspirational motivation.

Luthans, Fred (Luthans et al., 2006) defines transformational leadership as leadership that leads employees to superior performance in the organization, and to face the demands of renewal and change (having the ability to deal with complexity, ambiguity, and uncertainty). Furthermore, Luthans, Fred, details the indicators of transformational leadership, namely: a) Charisma, b) providing vision and mission c) instilling pride in gaining respect and trust c) Inspiration, communicating high expectations d) using symbols to focus efforts to express important goals in a simple way e) Intellectual stimulation, increasing intelligence, rationality, and careful problem solving; Individual consideration, providing personal attention, treating each employee individually, coach, suggest, employees identify themselves as agents of change, have a brave attitude to believe in people driven by values and lifelong learners.

Based on the review of several theories mentioned above, it can be synthesized that transformational leadership is a behavior that influences and inspires its followers (subordinates, employees) to achieve extraordinary results (exceeding specified expectations), in the process of developing their leadership capacity to achieve organizational goals and vision. Furthermore,

based on this theory, transformational leadership has indicators: 1) Idealized influence (Conveying Vision and Mission), 2) Inspirational motivation, (Providing Inspiration), 3) Intellectual simulation, (Improving the intellectual of subordinates), 4) Individual consideration (Forming Personal attention), 5) Instructional support (Providing tasks appropriately).

3. Personality (X2)

Gibson et al. (Gibson et al., 2006) suggest that 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.

Personality is a characteristic that can influence an individual's process of assessing events experienced and influence them to be able to cope in a certain way. To measure personality, there are several characteristics of personality, namely: (1) Neuroticism, (2) Extraversion, (3) Openness to experience, (4) Agreeableness and (5) Conscientiousness. (Melo et al., 2017)

Personality is an individual characteristic that is related to driving factors and positive results in the organization. The dimensions and indicators of personality, namely: (1) honesty or humility: sincerity, fairness, avoidance of greed, politeness. (2) conformity: forgiveness, gentleness, flexibility, patience. (3) emotionality: fear, anxiety, dependency, stinginess. (4) conscientiousness: organization, perseverance, perfectionism, discretion. (5) extraversion: appreciation, social courage, friendliness, liveliness. (6) openness to experience: aesthetic self-esteem, curiosity, creativity, probing. (Winters, 2019)

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 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)

Langton, et al (2016) stated that 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. Next, Nancy stated that the three key elements of motivation are intensity, direction, and persistence. Intensity describes how hard a person tries. However, high intensity is unlikely to lead to favorable job performance outcomes unless the effort is channeled in a beneficial direction. Finally, the effort requires persistence. This measures how long a person can maintain effort. Motivated individuals stay with a task long enough to achieve their goals. The three key elements of motivation are intensity, direction, and persistence. Intensity describes how hard a person tries. However, high intensity is unlikely to lead to favorable work performance outcomes unless the effort is channeled in a profitable direction. Ultimately, effort requires persistence. It measures how long a person can sustain a business. Motivated individuals stick with a task long enough to achieve their goals.

Kinicki (2016) states that 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. Kinicki (2016) further stated that there are two types of motivation: extrinsic motivation and intrinsic

motivation. Extrinsic motivation results from the potential or actual receipt of extrinsicrewards. Extrinsic rewards like recognition, money, or a promotion represent a "payoff" received from others for performing a particular task. Intrinsic motivation occurs when an individual is "turned on to one's work because of the positive internal feelings that are generatedby doing well, rather than being dependent on external factors (such as incentive pay or compliments from the boss) for the motivation to work effectively Intrinsic motivation like positive emotions, satisfaction, and self-praise.

DuBrin (2019) states that motivation (in a work setting) is the process by which behavior is mobilized and sustained in the interest of achieving organizational goals. Motivation (in work settings) is the process by which behavior is driven and maintained in the interest of achieving organizational goals. The indicators of work motivation include; encouragement and mobilization. Furthermore, McShane (2018) stated that Motivation represents the forces within a person that affect his or her direction, intensity, and persistence of voluntary behavior. Motivation represents a force within a person that influences the direction, intensity, and persistence of voluntary behavior. Elements of motivation: direction, intensity, and persistence. Elements of motivation: direction, intensity, and persistence.

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.

Research Methods

This research uses quantitative research methods, namely research methods based on the philosophy of positivism, used to research on certain populations or samples, data collection using research instruments, and quantitative or statistical data analysis, with the aim of testing predetermined hypotheses. This research constellation uses a correlational research flow which is analyzed using SITOREM analysis. This research uses a correlational method which is part of the quantitative descriptive research type. In this study, the error rate and confidence level used was 5%.

Sugiyono (2018) explains that population is a generalization area that includes objects/subjects that have certain qualities and characteristics and are defined by researchers to be studied and conclusions drawn. The population in this study obtained from The population in this study was obtained from 305 accredited private kindergarten teachers "B" with non-civil servant status and certified educators. The sampling technique in this study used simple random sampling. Sample determination is done by multistage sampling. The calculation results resulted in 173 teacher respondents. City Region. The sampling technique in this study used simple random sampling. Sample determination is done by multistage sampling. The results of the calculation resulted in 173 teacher respondents.

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. As revealed by Hardhienata (2017), for operations research in education management, 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).
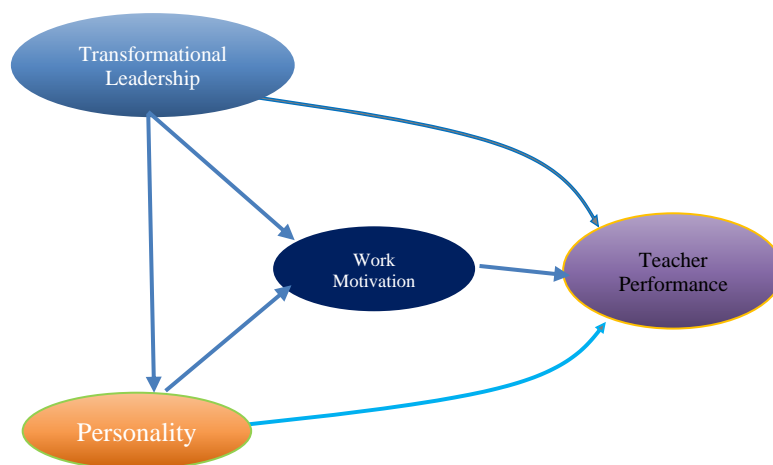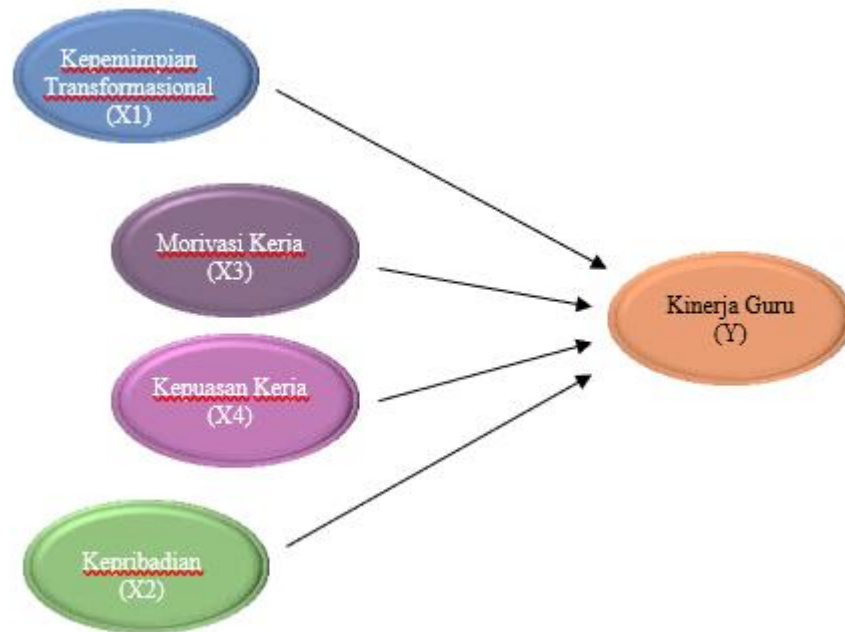

Figure 1. Thinking Framework

Research Result

Figure 2. Research Results

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

1) Substructural Equation 1
$$\hat{y} = \alpha + \beta y1 + \beta y2 + \beta y3 + \varepsilon y1$$
$$\hat{y} = 30.069 + 0{,}061\ X1 + 0{,}069\ X2 + 0{,}648\ X3 + \varepsilon y1$$

2) Substructural Equation 2
$$\hat{y} = \alpha + \beta y1 + \beta y2 + \varepsilon y2$$
$$\hat{y} = 140.597 - 0{,}008 X1 + 0{,}013 X2 + \varepsilon y2$$

3) Substructural Equation 3
$$\hat{y} = \alpha + \beta y1 + \beta y2 + \varepsilon y3$$
$$\hat{y} = 101{,}228 + 0{,}007\ X1 + 0{,}179\ X2 + \varepsilon y3.$$

4) Substructural Equation 4
$$\hat{y} = \alpha + \beta y1 + \varepsilon y4$$
$$\hat{y} = 109.49 + 0{,}033 X1 + \varepsilon y4$$

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 (βy1) = 0.161> with count = 2.42 while ttable at the real level α = 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 (βy1) = 0.165> with count = 2.437 while ttable at the real level α = 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 (βy1) = 0.414 > with count = 6.224 while table at the real level α = 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 (βy1) = -0.034 <0, with tcount = -0.444 while ttable at the real level α = 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 (βy1) = 0.048> 0 with count = 0.625 while the table at the real level α = 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 (βy1) = 0.037> 0 with count = 0.48 while the table at the real level α = 0.05 obtained table = 1.974, then tcount < table means H0 is rejected and H1 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 ($\beta xy1$) = -0.005. with Zhitung = -3.462 while the ztabel at the real level α = 0.05 is = 1.966, then Zhitung < Ztabel, then Ho is accepted and H1 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 ($\beta xy1$) = 0.008 is obtained. with Zhitung = 0.615 while the ztabel at the real level α = 0.05 is = 1.966, then Zhitung < Ztabel, then Ho is accepted and H1 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. 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	H0 : $\beta y1 \leq 0$ H1 : $\beta y1 > 0$	H0 rejected H1 accepted	Directly Affected, Positive
2.	Direct Effect of Personality (X2) on Teacher Performance (Y).	0.165	H0 : $\beta y1 \leq 0$ H1 : $\beta y1 > 0$	H0 rejected H1 accepted	Directly Affected, Positive
3.	Direct Effect of Work Motivation (X3) on Teacher Performance (Y).	0.414	H0 : $\beta y1 \leq 0$ H1 : $\beta y1 > 0$	H0 rejected H1 accepted	Directly Affected, Positive
4.	Direct Effect of Transformational Leadership (X1) on Work Motivation (X3)	-0.034	H0 : $\beta y1 \leq 0$ H1 : $\beta y1 > 0$	H0 rejected H1 accepted	Directly Affected, Negative
5.	Direct Effect of Personality (X2) on Work Motivation (X3)	0.008	H0 : $\beta y1 > 0$ H1 : $\beta y1 < 0$	H0 accepted H1 rejected	No direct effect
6.	Direct Effect of Transformational Leadership (X1) on Personality (X2)	0.037	H0 : $\beta y1 > 0$ H1 : $\beta y1 < 0$	H0 accepted H1 rejected	No direct effect
7.	Indirect Effect of Transformational Leadership (X1) on Teacher Performance (Y) through Work Motivation (X3).	-0.005	H0 : $\beta y1 \leq 0$ H1 : $\beta y1 > 0$	H0 rejected H1 accepted	No indirect effect

8.	Indirect Effect of Personality (X2) on Teacher Performance (Y) through Work Motivation (X3)	0.008	H0 : βy1 ≤ 0 H1 : βy1 > 0	H0 rejected H1 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	1st Productivity (18.2%)	**4.14**
1 Productivity	2nd Customer Satisfaction (21.2%)	3.91
3 Punctuality	3rd Punctuality (19.7%)	3.86
2 Customer satisfaction	4th Individual behavior (21.2%)	3.79
4 Individual behavior	5th Work quality (19.7%)	3.74
PERSONALITY (X2) (Ry1 = 0.46) – Rank. 1		
Indicator in Initial State	**Indicator after Weighting by Expert**	**Indicator Value**
3 Emotional Stability - (calm in facing problems, confident)	1st Conscientiousness - responsible, reliable, diligent (19.18%)	**4.04**
5 Openness to Experience - (broad-minded, creative)	2nd Extraversion - openness, caring (17.81%)	3.91
1 Conscientiousness - (responsible, reliable, diligent)	3rd Emotional Stability - calm in facing problems, confident (23.29%)	3.88
4 Agreeableness - (cooperation, empathy, trust)	4th Agreeableness - cooperation, empathy, trust (19.18%)	3.62
2 Extraversion - (openness, caring)	5th Openness to Experience - broad-minded, creative (20.55%)	3.46
TRANSFORMATIONAL LEADERSHIP (X1) - (Ry1 = 0.24) – Rank. 2		
Indicator in Initial State	**Indicator after Weighting by Expert**	**Indicator Value**
3 Idealized influence - Leaders act as role models.	1st Instructional support - the influence of stronger ethical/moral values from followers (19.72%)	**4.25**
2 Intellectual stimulation - Leaders stimulate people to be creative and innovative,	2nd Intellectual stimulation - Leaders stimulate people to be creative and innovative (21.13%)	3.84
1 Instructional support - the influence of stronger ethical/moral values from followers.	3rd Idealized influence - Leaders act as role models or role models (23.94%)	3.79

	Indicator in Initial State		Indicator after Weighting by Expert	Indicator Value
4	Inspirational motivation - Leaders create a clear picture of the future state, optimistically.	4th	Inspirational motivation - Leaders create a clear picture of the future state, optimistically. (18.31%)	3.78
5	Individual consideration - Leaders develop people by creating a supportive environment.	5th	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 be strengthened		**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 - cooperative, empathetic, trusting	4	Compensation
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 role models.		
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 of achievement		
10th	Responsibility - Responsibility		
11th	Progress		
12th	Confession - Recognition		
13th	Organizational Procedures		
14th	Working Condition - Working condition		
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:

1. Strategies to improve teacher performance are carried out by strengthening transformational leadership, personality, and work motivation. This is by the results of the variable analysis as follows:

   - There is a direct positive effect of transformational leadership (X1) on teacher performance (Y) with a path coefficient ($\beta y1$) of 0.161 so that the development of transformational leadership can strengthen teacher performance.
   - There is a direct positive effect of Personality (X2) on the Teacher Performance variable (Y) with a path coefficient ($\beta y2$) of 0.165 so that personality development can strengthen teacher performance.
   - There is a direct positive effect of Work Motivation (X3) on the Teacher Performance variable (Y) with a path coefficient ($\beta y3$) of 0.414 so that the development of Work Motivation can strengthen teacher performance.
   - There is no positive direct influence between Transformational Leadership (X1) on Work Motivation (X3). with a path coefficient (BX13) of -0.034, so an increase in transformational leadership cannot increase work motivation.
   - There is no positive direct effect between Personality (X2) on Work Motivation (X3) with a path coefficient (BX23) of 0.625, so an increase in personality cannot increase work motivation.
   - There is no positive direct effect between Transformational Leadership (X1) on Personality (X2) with a path coefficient (BX12) of 0.037, so an increase in Transformational Leadership (X1) cannot increase personality.
   - There is no positive indirect effect between transformational leadership (X1) on Teacher Performance (Y) through work motivation (X3) with a path coefficient ($\beta x13y$) of -0.014076 so the development of transformational leadership through work motivation cannot strengthen teacher performance.
   - There is no indirect effect between Personality (X2) on Teacher Performance (Y) through Work Motivation (X3) with a path coefficient ($\beta x23y$) of 0.00792 so the development of Personality through work motivation cannot strengthen teacher performance.

2. The way to improve Teacher Performance is by strengthening variables by strengthening transformational leadership, Personality, Work Motivation, and job satisfaction to improve indicators that are still weak and maintain indicators that are already good, based on the results of the SITOREM analysis as follows:

   - Transformational leadership is strengthened by improving indicators that are still weak, namely: Idealized influence - Leaders act as role models or role models, Intellectual simulation - Leaders stimulate people to be creative and innovative, Inspirational motivation - Leaders create a clear picture of the future state, optimistically, and Individual Consideration - Leaders develop people by creating a supportive environment, as well as maintaining and or developing indicators Instructional support - the influence of stronger ethical/moral values from followers.
   - Personality Development is done by improving indicators that are still weak, namely: Emotional Stability - calm in facing problems, confidence, Openness to Experience - broad-minded, creative, Agreeableness - cooperation, empathy, trust, Extraversion - Openness, caring, as well as maintaining and or developing indicators of Conscientiousness - responsible, reliable, diligent.

- Development of Work Motivation is done by improving indicators that are still weak, namely: Responsibility - Responsibility, Achievement - Achievement, Confession - Recognition, Organizational Procedure - Organizational procedure, Progress - Progress, Status - Status, Working Condition - Working condition, as well as maintaining and or developing the indicator Compensation - Compensation.

Indicators to be maintained or developed:
Conscientiousness - responsible, reliable, diligent; Salary/Pay; Instructional support - influence of stronger ethical/moral values of followers; Compensation; Productivity

Implications

Based on the research conclusions above, the following implications can be drawn from this research:

1. Based on the conclusion that there is a positive influence of transformational leadership, personality, work motivation, and job satisfaction on teacher performance, which means that the stronger transformational leadership, personality, work motivation, and job satisfaction, the more teacher performance increases. Therefore, the implication is: that if teacher performance is to be improved, it is necessary to strengthen transformational leadership, personality, work motivation, and job satisfaction as described in the conclusion above.

Suggestion

Based on the conclusions and implications described above, suggestions can be given as follows:

1. Education Officer
   To improve teacher performance, which is a strategy and means of achieving educational goals, the education office should do the following:
   - Strengthening transformational leadership, carried out through coaching and strengthening leadership to school principal
   - Strengthening personality, carried out through coaching and strengthening the character and personality of teachers
   - Strengthening work motivation is done by providing coaching and strengthening motivation so that teachers have high work motivation they are enthusiastic and optimistic about teaching.
   - Strengthening job satisfaction is done by providing appreciation, and rewards in the form of tiered HR training and coaching facilitated by the Education Office.

2. School Supervisor
   - Need to improve Teacher Performance by improving indicators of customer satisfaction, timeliness, individual behavior, and quality of work.
   - Need to strengthen transformational leadership by providing coaching to school principals
   - Need to strengthen teacher personality with teacher character building
   - Need to strengthen teachers' work motivation by providing support so that teachers have the motivation to continue teaching and working.
   - Need to strengthen job satisfaction by conducting supervision and evaluating transparently through continuous supervision of teachers.

3. School principal
   - Need to strengthen transformational leadership to improve indicators, 1. As a role model/role model. 2 Stimulate subordinates to be creative and innovative, and 3 Leaders create a clear picture of the future state, optimistically 4 Leaders develop subordinates by creating a supportive atmosphere environment and maintaining

indicators 1). The influence of stronger ethical/moral values of followers

- Need to strengthen Personality through improving indicators of giving confidence, delegating or involving, open communication providing credibility and appreciation improving indicators of giving confidence, delegating or involving, open communication and providing credibility and appreciation, and maintaining indicators of exercising accountability and building trust.
- Need to strengthen work motivation by improving indicators of enthusiasm at work, resilience in facing problems, belief in being able to work well willingness to do self-development, and maintaining indicators of optimism at work and perseverance in carrying out tasks.
- The principal is an ideal example when dealing with teachers who experience problems, and the principal provides a vision and mission that creates a sense of pride and gains the trust of subordinates.
- The principal gives individual attention, treating teachers and employees according to their different abilities, needs, and aspirations.

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