

Improving Teacher Performance Through Strengthening Learning Organization, Transformational Leadership and Achievement Motivation

ABSTRACT

Effective teacher performance plays a crucial role in enhancing the quality of education and the academic achievements of students. There are various strategies to improve teacher performance, and this study focuses on the relationship between three key factors: learning organization, transformational leadership, and achievement motivation, with the aim of identifying, examining, and enhancing their influence on teacher performance in public junior high schools in South Tangerang City. The study also seeks to provide relevant recommendations for teachers. The research involved 217 teachers from SMPN in South Tangerang City, selected through a multistage random sampling technique. A quantitative research approach with a correlational research method was employed, examining the relationships between independent and dependent variables using SITOREM (Scientific Identification Theory to Conduct Operation Research in Education Management) analysis. Based on the SITOREM analysis, 14 areas requiring improvement were identified, which can serve as recommendations for enhancing teacher performance. These areas encompass quality, timeliness, effectiveness, quantity, efficiency, building a shared vision, team learning, intellectual stimulation, inspirational motivation, individualized consideration, strong desire, willpower, the need for success, and the need to work. In conclusion, the study highlights that teacher performance can be enhanced through the strengthening of learning organizations, the adoption of transformational leadership styles, and fostering achievement motivation among educators. These improvements are vital in achieving better educational outcomes for students.

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Keywords: Teacher Performance, Learning Organisation, Transformational Leadership, Achievement Motivation

1. INTRODUCTION

The national education system is currently facing various challenges that require accelerated change. Factors such as hyper competition, globalization, technological advancement, and communication development have forced the education system to adapt to various forms of change.[9] On the one hand, education itself is affected by these changes, but on the other hand, education is also expected to be the solution to these challenges.

The importance of education in producing human resources that not only survive, but are also able to be competent and excel in dealing with various situations and produce innovations that can improve the quality of human life, cannot be ignored.[23] Therefore, education outcomes are greatly influenced by how effective education organizers are in managing their schools and producing quality graduates.

Teachers, as one of the main components in education delivery, play a very important role in improving the quality of education. Teachers must not only be professional in their duties, but must

also play a role in developing knowledge and transferring that knowledge to students. [18] Law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers has outlined the role of teachers as professional educators who have an important responsibility in shaping quality human resources. [12]

The government, through Law No. 20/2003 on the National Education System, has also established a general framework for national education. National education must be rooted in values Indonesian national culture, and must be responsive to changing times. [29] Education has noble goals to educate the nation, develop the potential of learners, and create democratic and responsible citizens.

However, in facing these challenges, education requires teachers who have good performance. Teacher performance includes not only aspects of quantity but also quality, efficiency, productivity and effectiveness in carrying out their educational tasks. Problems in teacher performance can hinder the achievement of national education goals. [16]

Education plays a pivotal role in shaping the future of a nation. It serves as the cornerstone for progress, development, and societal advancement. [7] However, in the face of ever-evolving challenges, the education system must continually adapt and improve to meet the needs of the modern world. [19] One of the most critical factors in this equation is the performance of teachers. Teacher performance extends beyond mere quantity, it encompasses quality, efficiency, productivity, and effectiveness in fulfilling their educational responsibilities. [24] Challenges in teacher performance can impede the realization of national education objectives. This comprehensive discourse explores the multifaceted dimensions of teacher performance enhancement, emphasizing the roles of learning organizations, transformational leadership, and achievement motivation.

To improve teacher performance, there are several factors that should be considered. Firstly, it is important to develop schools as learning organizations where all school members, including teachers, continuously improve their competencies. [14] A learning organization is a place where innovation and new knowledge are valued and acquired through various sources. [21] Secondly, transformational leadership is also important. The principal must be able to lead teachers with a vision of the future that inspires and encourages them to reach their highest potential. [27] Transformational leadership is about motivating and guiding individuals to grow and develop. [4] Third, achievement motivation in teachers is an important factor that must be considered. Achievement motivation is the internal drive to achieve high goals and accomplishments. Teachers who are motivated to achieve will tend to work harder to improve the quality of learning. [26]

Teacher performance is the linchpin of educational success. Effective teaching is synonymous with impactful learning experiences, and it is only through the dedication and competence of teachers that educational institutions can thrive. [13] Performance, in this context, is not solely measured by the number of classes taught or students educated, but also by the quality of the educational process. [22] It encompasses the ability to engage students, impart knowledge effectively, and foster an environment conducive to learning.

Quality education, which encompasses both the acquisition of knowledge and the development of critical skills, is essential for the progress of a nation. [6] Therefore, the performance of teachers is of paramount importance in ensuring that quality education is delivered to learners.

Despite the significance of teacher performance, various challenges hinder the attainment of optimal performance levels. [17] These challenges can be multifaceted and may include inadequate resources, outdated teaching methods, large class sizes, and limited professional development opportunities. Moreover, the ever-changing landscape of education, driven by technological advancements and shifting societal needs, necessitates continuous adaptation by educators. [8] This dynamic environment can be overwhelming, and it requires teachers to be agile and innovative in their pedagogical approaches.

Furthermore, external factors such as standardized testing, administrative pressures, and societal expectations can also impact teacher performance. [20] These factors may create stress and hinder the ability of teachers to provide a nurturing and effective learning environment. [10] Consequently, addressing these challenges is imperative to ensure that teachers can perform optimally and fulfill their vital role in shaping the future of the nation's youth.

One of the fundamental approaches to improving teacher performance is the establishment of schools as learning organizations. [15] A learning organization is a concept wherein all members of an educational institution, including teachers, engage in continuous improvement of their competencies. [2] In a learning organization, innovation and the acquisition of new knowledge are highly valued and actively pursued through various sources.

Creating a learning organization involves fostering a culture of collaboration, experimentation, and professional growth among educators.[1] Teachers are encouraged to share ideas, engage in reflective practice, and embrace ongoing professional development. This approach not only enhances individual teacher performance but also contributes to the overall effectiveness of the school as an educational institution.

Another pivotal factor in improving teacher performance is the presence of transformational leadership within educational institutions.[3] Transformational leaders, typically represented by school principals, possess the ability to inspire and motivate teachers to reach their highest potential. They offer a compelling vision of the future and guide teachers toward its realization.[30] Transformational leadership is characterized by its capacity to stimulate individual and collective growth. Leaders who adopt this style emphasize innovation, creativity, and the pursuit of excellence. They create an environment where teachers are empowered to take ownership of their professional development and actively contribute to the enhancement of the educational process.

[32] Through transformational leadership, teachers are encouraged to embrace change, experiment with new teaching methodologies, and continuously seek ways to improve their practice. This leadership style fosters a sense of shared purpose and a commitment to delivering high-quality education.

Achievement motivation, the internal drive to attain ambitious goals and accomplishments, is another critical element in enhancing teacher performance. Teachers who possess high levels of achievement motivation are inherently driven to excel and make a positive impact on their students' learning experiences. [31] This intrinsic motivation fuels their commitment to continuous improvement.

Teachers with strong achievement motivation set high standards for themselves and their students. They are not content with mediocrity but strive for excellence in both their teaching methodologies and student outcomes. [5] This intrinsic drive compels them to seek professional development opportunities, engage in self-reflection, and adapt to the evolving needs of their students and the educational landscape.

Preliminary research conducted during the COVID-19 pandemic provides a fairly comprehensive picture of the challenges faced in developing teacher performance in schools. The study involved 30 respondents from various public junior high schools in South Tangerang City, including 4 principals, and was conducted from 26 June to 14 July 2020.

From the results of the study, several important findings can be identified. Firstly, 31.67% of teachers face constraints in the aspect of work quantity. This is reflected in teachers' lack of effort to seek feedback on the explanations they deliver to students, as well as a lack of discipline in carrying out learning in accordance with the tasks and regulations set by the school. This suggests that some teachers may have difficulty in fulfilling the expected quantity of work.

Secondly, around 30% of teachers face problems related to the quality of their work. This can be seen from the lack of suitability of the learning methods used with the characteristics of the subject matter and deficiencies in analyzing the absorption of the subject matter by students based on learning outcomes. Less than optimal learning quality can be a limiting factor in developing teacher performance.

Third, 36.67% of teachers face challenges in terms of work efficiency. This can be seen from the lack of utilization of learning resources available at school and the lack of innovation in Information and Communication Technology (ICT)-based learning using the ICT facilities already available. In this digital era, efficiency and technology utilization are important aspects in improving teacher productivity.

Fourth, around 66.67% of teachers experience difficulties in work productivity. This factor is reflected in teachers' lack of ability to develop learning outcomes assessment instruments and to report on improvements in student learning outcomes after attending the workshop. Low productivity can hinder teachers' ability to have a positive impact on the learning process.

Fifth, around 41.67% of teachers face obstacles in work effectiveness. Teachers rarely create articles that can be published in online media and are less active in utilizing information technology to deliver subject matter. In addition, the allocation of face-to-face learning time is less than optimal to complete the subject matter. Teachers' effectiveness in delivering materials and achieving expected learning outcomes can be a serious challenge.

In the context of teacher performance development, these findings provide a strong foundation for improvement. A holistic approach that includes the quantity, quality, efficiency, productivity and effectiveness of teacher work needs to be applied. Improvement efforts must also take into account the challenges faced by teachers in facing the changing world of education that is increasingly

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dynamic and digitalized. With a deep understanding of these constraints, concrete steps can be taken to improve teacher performance and, in turn, improve the overall quality of education. A combination of factors such as learning organization, transformational leadership and achievement motivation can contribute to better teacher performance. Improving teacher performance is crucial to achieving the vision of quality and competitive national education.

2. MATERIAL AND METHODS

2.1. MATERIAL

Carefully selected research materials will affect the quality of the research results and the researcher's ability to answer the research questions appropriately. In this study, relevant research materials related to improving teacher performance through strengthening learning organization, transformational leadership and achievement motivation will be described.

The main research materials in this study are teachers who teach in junior secondary schools (SMPN) in the South Tangerang City area. The selection of teachers as research subjects is key to understanding the impact of strengthening learning organization, transformational leadership and achievement motivation on their performance. Teachers are the core element in the education process and have a very important role in shaping student achievement.

Data collection from SMPN teachers in South Tangerang City will involve various stages, such as surveys, interviews, or observations. Previously, the researcher must obtain permission from the school authorities and obtain consent from the teachers who will be the research subjects. The importance of maintaining the confidentiality of teachers' personal information and sensitive data must be emphasized during this process.

Next, the study will utilize relevant research instruments. This includes creating questionnaires or interview guides specifically designed to measure the variables to be studied, namely learning organization, transformational leadership, achievement motivation, and teacher performance. These research instruments must be carefully developed in order to collect valid and reliable data.

The process of developing research instruments also involves the stages of testing and validation. Researchers need to ensure that the instrument can accurately measure the desired concepts. Pilot testing the instruments on a number of teachers before the actual research begins can help identify problems and make necessary improvements.

In addition to primary data obtained directly from teachers, the study may also involve the use of secondary data. Secondary data may include student performance data, school evaluation results, or other information relevant to the research context. These secondary data will support the analysis and interpretation of the research results.

Finally, it is important to detail the related literature that supports the theoretical framework of this research. Previous research that has been conducted in the same domain or similar topics will help direct this research and provide the necessary theoretical context. In addition, the literature will also be used to formulate research hypotheses and support the data analysis conducted later.

The research materials in this study, which include SMPN teachers in South Tangerang City as the main research subjects, relevant research instruments, secondary data that can be used, and related literature that supports the theoretical framework of the study. With a strong foundation of research materials, this study will have a solid foundation to answer the research questions posed.

2.2. METHOD

The research method used in this study is a very important aspect as it will assist the researcher in collecting, analysing and interpreting the data correctly. In the context of this study, the correlational approach and SITOREM (Structural Equation Modelling) analysis will be used to answer the research questions.

2.2.1. Correlational Approach

The correlational approach is one of the methods used in this study. This approach aims to identify and measure the statistical relationship between the variables under study. In this study, the variables to be correlated are learning organisation, transformational leadership, achievement motivation, and teacher performance. The correlational approach will help answer whether there is a positive or negative relationship between these variables.

The stages of the correlational approach involve data collection through questionnaires or interviews, data processing, and statistical analysis. These statistical analyses will include the calculation of correlation coefficients between variables as well as the use of statistical techniques such as regression analysis to understand the extent to which one variable can predict another.

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2.2.2. SITOREM analysis (Structural Equation Modeling)

SITOREM analysis is a more complex statistical method used in this study. This method is used to test conceptual models that link complex and interrelated variables. [11] In this case, SITOREM will be used to test the relationship between learning organisation, transformational leadership, achievement motivation, and teacher performance.

Model Specification, at this stage, the researcher will formulate a conceptual model that explains the relationship between the variables under study. For example, the model may state that learning organisation and transformational leadership have a positive influence on achievement motivation, which in turn affects teacher performance. Variable Measurement, researchers need to measure each variable in the model using indicators or items in a questionnaire or instrument that has been developed previously.

Model Estimation, next, researchers will use statistical software specifically for SITOREM analysis, such as SEM (Structural Equation Modeling) software, to estimate the model that has been formulated. This software will produce statistical results that measure the extent to which the proposed model fits the data collected. [25] Model evaluation The researcher will evaluate the extent to which the model fits the data. This involves analyses such as Chi-Square, to measure the extent to which the proposed model fits the data.

The results of SITOREM analyses will provide an in-depth understanding of the relationships between the variables under study. The researcher will be able to determine whether the proposed conceptual model is acceptable or should be revised. In addition, these results will allow researchers to explore the impact of each variable on teacher performance and its relationship with other variables. [28]

By using the correlational approach and SITOREM analysis, this study will be able to identify the relationships between the variables under study and answer the research questions in a more in-depth way. This method will help in understanding the complexity of the interaction between learning organisation, transformational leadership, achievement motivation, and teacher performance in SMPNs in South Tangerang City. The results of the SITOREM analysis will provide powerful insights and can be used to formulate practical recommendations to improve teacher performance in these schools.

3. RESULTS AND DISCUSSION

Education is one of the main pillars in the development of a nation. Good quality education is an important factor in achieving progress and development of society. Teachers have a central role in improving the quality of education and academic achievement of students. Therefore, improving teacher performance is very important. In this research, we investigate efforts to improve teacher performance in state junior high schools in South Tangerang City by focusing on the relationship between learning organization, transformational leadership, and achievement motivation.

3.1. Relationship between Learning Organisation and Teacher Performance

After testing the requirements of analysis through normality test, homogeneity test and linearity test, there is a calculation of the functional relationship between the two Learning Organisation variables (X_1) and Teacher Performance (Y) obtained the following results:

Table 1 Calculation Results of Correlation Significance Test of X_1 and Y Variables

Correlations			
		LEARNING ORGANIZATION	TEACHER PERFORMANCE
LEARNING ORGANIZATION	Pearson Correlation	1	.642
	Sig. (2-tailed)		.000
	N	217	217
TEACHER PERFORMANCE	Pearson Correlation	.442	1
	Sig. (2-tailed)	.000	
	N	217	217

In accordance with the research hypothesis, the relationship between Learning Organization (X_1) and Teacher Performance (Y) using product moment correlation technique obtained correlation

coefficient $r_{y.1} = 0.642$. From these results, the correlation of 0.642 is in the strong category. In other words, the higher the Learning Organization, the higher the Teacher Performance, and conversely the lower the Learning Organization, the lower the Teacher Performance.

The contribution (coefficient of determination) of Learning Organization (X_1) to Teacher Performance (Y) is calculated based on the correlation coefficient $r = 0.642$ to be the coefficient of determination, namely $r^2 = (r_{y.1})^2 = 0.642$, meaning that the Learning Organization variable (X_1) contributes to Teacher Performance (Y) by 64.2%, the rest is other factors.

The results showed a positive relationship between learning organization and teacher performance with the strength of the relationship in the strong category. This shows that when schools create an environment that supports continuous learning, teachers tend to perform better. Learning organization creates conditions where teachers can continuously develop their skills and knowledge, so they can provide more effective teaching to learners.

Factors such as Building Shared Vision and Team Learning play an important role in creating a strong learning organization. Building Shared Vision enables teachers and school staff to have a shared vision of their educational goals, while Team Learning encourages collaboration and shared learning among teachers.

These results strengthen the argument that the establishment of a learning environment that focuses on developing teachers' skills and knowledge can lead to better performance. In this review, we will explore these findings in more depth, exploring how learning organization plays a role in improving teacher performance and why the Building Shared Vision and Team Learning factors are key in creating a strong learning environment.

The finding that learning organizations are positively related to strong teacher performance provides important insights into how schools can improve education quality. Learning organisations create conditions where teachers can continuously develop their skills and deliver more effective teaching. Factors such as Building Shared Vision and Team Learning play a key role in creating a strong learning environment.

Therefore, schools and educational institutions need to focus on developing a sustainable learning organization. This involves creating a strong shared vision and encouraging collaboration between teachers. By doing so, schools can create an environment where teachers feel supported and inspired to give their best to their learners. In the long run, this will have a positive impact on the quality of education and learners' academic achievement.

3.2. Relationship between Transformational Leadership and Teacher Performance

After testing the requirements of analysis through normality test, homogeneity test and linearity test, there is a calculation of the functional relationship of the two variables Transformational Leadership (X_2) with Teacher Performance (Y) obtained the following results:

Table 2 Calculation Results of Correlation Significance Test of X_2 and Y Variables

Correlations			
		TRANSFORMATIONAL LEADERSHIP	TEACHER PERFORMANCE
TRANSFORMATIONAL LEADERSHIP	Pearson Correlation	1	.625
	Sig. (2-tailed)		.000
	N	217	217
TEACHER PERFORMANCE	Pearson Correlation	.425	1
	Sig. (2-tailed)	.000	
	N	217	217

In accordance with the research hypothesis, the relationship between Transformational Leadership (X_2) and Teacher Performance (Y) using the product moment correlation technique obtained a correlation coefficient of $r_{y.1} = 0.625$. From these results, the correlation of 0.625 is in the strong category. In other words, the higher the Transformational Leadership, the higher the Teacher Performance, and conversely the lower the Transformational Leadership, the lower the Teacher Performance.

The contribution (coefficient of determination) of Transformational Leadership (X_2) to Teacher Performance (Y) is calculated based on the correlation coefficient $r = 0.625$ to be the coefficient of

determination, namely $r^2 = (r_{y.1})^2 = 0.625$, meaning that the Transformational Leadership variable (X_2) contributes to Teacher Performance (Y) by 62.5%, the rest is other factors.

The study also found a strong positive relationship between transformational leadership and teacher performance. Transformational leadership involves school leaders who are able to inspire and motivate teachers to achieve higher levels of performance. Leaders who are able to mobilise and direct teachers towards a better vision will have a positive impact on their performance.

Factors such as Intellectual Stimulation and Inspirational Motivation have a significant impact in shaping effective transformational leadership. Intellectual Stimulation encourages teachers to think creatively and innovate in their teaching, while Inspirational Motivation provides an emotional boost that motivates teachers to work hard and achieve better results.

This research led to a very significant finding, namely that there is a positive and strong relationship between transformational leadership and teacher performance. Transformational leadership is a school leader approach that is able to shape and direct teachers towards a better vision, and this finding provides deep insight into the role of leaders in improving the quality of education.

That transformational leadership has a positive and strong relationship with teacher performance is a very important finding in the context of education. Leaders who are able to inspire and motivate teachers to achieve higher performance have a positive impact on education quality and learners' academic achievement. Key factors such as Intellectual Stimulation and Inspirational Motivation play a major role in shaping effective transformational leadership.

Therefore, education can learn from this research by paying greater attention to developing school leaders who are capable of fulfilling transformational roles. This is an important step in creating a learning environment that enables teachers and learners to reach their full potential.

3.3. Relationship between Achievement Motivation and Teacher Performance

After testing the requirements of analysis through normality test, homogeneity test and linearity test, there is a calculation of the functional relationship between the two variables of Achievement Motivation (X_3) and Teacher Performance (Y) obtained the following results:

Table 3 Calculation Results of Correlation Significance Test of X_3 and Y Variables

Correlations			
		ACHIEVEMENT MOTIVATION	TEACHER PERFORMANCE
ACHIEVEMENT MOTIVATION	Pearson Correlation	1	.435
	Sig. (2-tailed)		.000
	N	217	217
TEACHER PERFORMANCE	Pearson Correlation	.035	1
	Sig. (2-tailed)	.000	
	N	217	217

In accordance with the research hypothesis, the relationship between Achievement Motivation (X_3) and Teacher Performance (Y) using the product moment correlation technique obtained a correlation coefficient $r_{y.2} = 0.435$. From these results, the correlation of 0.435 is included in the moderate relationship category.

The contribution (coefficient of determination) of Achievement Motivation (X_3) to Teacher Performance (Y) is calculated based on the correlation coefficient $r = 0.435$ to be the coefficient of determination, namely $r^2 = (r_{y.2})^2 = 0.435$, meaning that the Achievement Motivation variable (X_3) contributes to Teacher Performance (Y) by 43.5%, the rest is other factors.

Achievement motivation is also proven to have a positive relationship with teacher performance, although the strength of the relationship is moderate. Teachers who have high levels of achievement motivation tend to work harder to achieve high targets and performance standards. This motivation can encourage them to continue learning and developing in their profession.

Factors such as Strong Desire, Will, Need to Succeed, and Need to Work have a significant influence in influencing teachers' achievement motivation, these findings illustrate the significant positive impact that achievement motivation has on teacher performance.

Teachers who are motivated to achieve high levels of achievement have a positive impact on the quality of education and learners' academic achievement. Factors such as desire, willpower, the need to succeed and the need to work play an important role in shaping teachers' achievement motivation.

Therefore, education needs to take action to understand and improve teachers' achievement motivation. This is an important step in ensuring that teachers have a strong drive to deliver high-quality education and continue to grow in their profession.

3.4. Relationship between Learning Organization, Transformational Leadership, and Achievement Motivation with Teacher Performance

The calculation of the correlation test of Learning Organization (X_1), Transformational Leadership (X_2) and Achievement Motivation (X_3) variables with Teacher Performance (Y) obtained the following results:

Table 4 Significance Test of Correlation of Learning Organization (X_1), Transformational Leadership (X_2) and Achievement Motivation (X_3) variables with Teacher Performance (Y)

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.651 a	.633	-.011	11.785	.633	.188	3	213	.000

a. Predictors: (Constant), Achievement Motivation, Learning Organization, Transformational leadership.

In accordance with the statistical results, the relationship between Learning Organization (X_1), Transformational Leadership (X_2) and Achievement Motivation (X_3) together with Teacher Performance (Y) using product moment correlation technique obtained correlation coefficient $r_{y.1.2} = 0,651$. This shows a strong relationship between the Learning Organization (X_1), Transformational Leadership (X_2) and Achievement Motivation (X_3) variables together with Teacher Performance (Y).

The contribution of Learning Organization (X_1), Transformational Leadership (X_2) and Achievement Motivation (X_3) together with Teacher Performance (Y) is calculated based on the coefficient of determination, namely $r^2 = (r_{y.1.2})^2 = 0.633$. This means that the Learning Organization (X_1), Transformational Leadership (X_2) and Achievement Motivation (X_3) variables together form a contribution of 63.3% to Teacher Performance (Y).

This study also found a positive relationship between learning organisation, transformational leadership, and achievement motivation with teacher performance. When these three factors work together, teacher performance tends to reach higher levels. Therefore, schools need to focus on developing all three of these aspects as part of a strategy to improve teacher performance.

The synergy between learning organisation, transformational leadership and achievement motivation in achieving higher teacher performance and better education quality. Learning organisations create a foundation that supports teacher growth, transformational leadership inspires a shared vision, and achievement motivation drives dedication to achieving goals. Together, these three factors create great potential in creating quality education. Therefore, efforts to develop teacher professionals and improve the education system must include these aspects to achieve optimal results.

4. CONCLUSION

Based on the results of this study, it can be concluded that improving Teacher Performance at SMPN in South Tangerang City can be achieved through strengthening Learning Organization, Transformational Leadership, and Achievement Motivation. The results of this study reveal several important findings that provide deep insight into the relationship between the three variables and teacher performance.

First, the findings indicate a strong positive relationship between Learning Organization and Teacher Performance. Learning Organization creates conditions that support continuous learning,

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where teachers can continuously develop their skills and knowledge. Therefore, intensive Learning Organization strengthening can significantly improve teacher performance.

Second, the results also revealed a strong positive relationship between Transformational Leadership and Teacher Performance. Transformational Leadership, which involves school leaders being able to inspire and motivate teachers to achieve higher levels of performance, plays a key role in shaping a school culture that supports teacher growth. Therefore, strengthening Transformational Leadership can have a significant positive impact on teacher performance.

Third, the findings show a positive relationship between Achievement Motivation and Teacher Performance, although the strength of the relationship is moderate. Achievement motivation encourages teachers to work harder and achieve high performance standards. Therefore, intensive strengthening of Achievement Motivation can also contribute to improving teacher performance.

Furthermore, this study also shows that there is a positive relationship between Learning Organization and Transformational Leadership with Teacher Performance, as well as between Learning Organization and Achievement Motivation with Teacher Performance. In this context, a combination of strengthening Learning Organization and Transformational Leadership, as well as Learning Organization and Achievement Motivation, can provide better results in improving teacher performance.

Finally, the findings indicate a positive relationship between Transformational Leadership and Achievement Motivation with Teacher Performance, although the strength of the relationship is moderate. In this case, strengthening Transformational Leadership and Achievement Motivation can complement each other to influence teacher performance.

In addition to the above findings, the results of the SITOREM analysis also provide important insights into the priorities for improvement that can be proposed. The indicators that need to be improved can serve as a basis for developing more appropriate recommendations for improving teacher performance. Thus, this study makes a significant contribution to understanding the factors that influence teacher performance and provides guidance for improvement efforts in the education environment of SMPN in South Tangerang City.

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