

1                                   **Improving Teacher Performance Through**  
2                                   **Strengthening Learning Organization,**  
3                                   **Transformational Leadership and Achievement**  
4                                   **Motivation**

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**ABSTRACT**

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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.

*Keywords: Teacher Performance, Learning Organization, 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 organisers 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]

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

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

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

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

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

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

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

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

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

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

110 Another pivotal factor in improving teacher performance is the presence of transformational  
111 leadership within educational institutions.[3] Transformational leaders, typically represented by  
112 school principals, possess the ability to inspire and motivate teachers to reach their highest  
113 potential. They offer a compelling vision of the future and guide teachers toward its realization.[30]  
114 Transformational leadership is characterized by its capacity to stimulate individual and collective  
115 growth. Leaders who adopt this style emphasize innovation, creativity, and the pursuit of  
116 excellence. They create an environment where teachers are empowered to take ownership of their  
117 professional development and actively contribute to the enhancement of the educational process.  
118 [32]

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

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

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

133 Preliminary research conducted during the COVID-19 pandemic provides a fairly comprehensive  
134 picture of the challenges faced in developing teacher performance in schools. The study involved  
135 30 respondents from various public junior high schools in South Tangerang City, including 4  
136 principals, and was conducted from 26 June to 14 July 2020.

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

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

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

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

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

161 In the context of teacher performance development, these findings provide a strong foundation for  
162 improvement. A holistic approach that includes the quantity, quality, efficiency, productivity and  
163 effectiveness of teacher work needs to be applied. Improvement efforts must also take into account  
164 the challenges faced by teachers in facing the changing world of education that is increasingly  
165 dynamic and digitalized. With a deep understanding of these constraints, concrete steps can be  
166 taken to improve teacher performance and, in turn, improve the overall quality of education,

167 A combination of factors such as learning organization, transformational leadership and  
168 achievement motivation can contribute to better teacher performance. Improving teacher  
169 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, analyzing 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 organization, 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.

#### 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 organization, 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 organization 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

#### 3.1. Relationship between Learning Organization 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 Organization 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 mobilize 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

330 teachers to achieve higher performance have a positive impact on education quality and learners'  
 331 academic achievement. Key factors such as Intellectual Stimulation and Inspirational Motivation  
 332 play a major role in shaping effective transformational leadership.  
 333 Therefore, education can learn from this research by paying greater attention to developing school  
 334 leaders who are capable of fulfilling transformational roles. This is an important step in creating a  
 335 learning environment that enables teachers and learners to reach their full potential.  
 336

337 **3.3. Relationship between Achievement Motivation and Teacher Performance**

338 After testing the requirements of analysis through normality test, homogeneity test and linearity  
 339 test, there is a calculation of the functional relationship between the two variables of Achievement  
 340 Motivation ( $X_3$ ) and Teacher Performance (Y) obtained the following results:  
 341

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

343

| 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                 |

344  
 345 In accordance with the research hypothesis, the relationship between Achievement Motivation ( $X_3$ )  
 346 and Teacher Performance (Y) using the product moment correlation technique obtained a  
 347 correlation coefficient  $r_{y.2} = 0.435$ . From these results, the correlation of 0.435 is included in the  
 348 moderate relationship category.  
 349

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

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

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

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

365 Therefore, education needs to take action to understand and improve teachers' achievement  
 366 motivation. This is an important step in ensuring that teachers have a strong drive to deliver high-  
 367 quality education and continue to grow in their profession.  
 368

369 **3.4. Relationship between Learning Organization, Transformational Leadership, and**  
 370 **Achievement Motivation with Teacher Performance**

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

374 **Table 4 Significance Test of Correlation of Learning Organization ( $X_1$ ), Transformational**  
 375 **Leadership ( $X_2$ ) and Achievement Motivation ( $X_3$ ) variables with Teacher Performance (Y)**  
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|               |
|---------------|
| 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 <sup>a</sup> | .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 organization, 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 organization, transformational leadership and achievement motivation in achieving higher teacher performance and better education quality. Learning organizations 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, 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.

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

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

## 437 **ACKNOWLEDGEMENTS**

439 In conducting this research, we have been fortunate to receive support and guidance from various  
440 individuals and organizations, without whom this study would not have been possible. We extend  
441 our heartfelt gratitude to all those who have contributed to the successful completion of this  
442 research endeavor.

444 First and foremost, we express our sincere appreciation to the dedicated educators, teachers, and  
445 staff members of the SMPN in South Tangerang city area who willingly participated in this study.  
446 Your willingness to share your insights and experiences has been invaluable to our research.

447 We would like to convey our deepest thanks to our research advisors and mentors for their  
448 unwavering support, guidance, and encouragement throughout this journey. Your expertise and  
449 wisdom have played a pivotal role in shaping the direction of our research and enhancing its  
450 quality.

451 We also extend our gratitude to our colleagues and peers who provided valuable input, feedback,  
452 and assistance during the research process. Your collaboration and camaraderie have been a  
453 source of inspiration.

454 Last but not least, we would like to express our heartfelt appreciation to our families and loved ones  
455 for their understanding, patience, and encouragement during the course of this research. Your  
456 unwavering support has been our constant source of motivation.

457 This research would not have been possible without the collective efforts and contributions of all  
458 these individuals and entities. Thank you for being an integral part of this journey towards  
459 enhancing the quality of education and the performance of teachers in SMPN in South Tangerang  
460 city area.

## 462 **COMPETING INTERESTS**

464 The author declares that there are no competing interests in relation to this research. There are no  
465 financial or personal relationships with individuals or organizations that could potentially influence  
466 the outcome of this study. This research has been conducted with a high degree of transparency  
467 and impartiality, and there are no conflicts of interest that need to be disclosed.

## 469 **AUTHORS' CONTRIBUTIONS**

471 In this research, Author 1 Yulita Pujilestari conceptualized and designed the study, conducted the  
472 data collection and analysis, formulated the research protocol, and drafted the initial manuscript.  
473 Author 2 Bibin Rubini and Author 3 Widodo Sunaryo contributed to the management of data  
474 analysis, while Author 3 Widodo Sunaryo oversaw the literature review process. All authors  
475 collaboratively reviewed and approved the final manuscript, ensuring the research's comprehensive  
476 and rigorous execution.

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575 **APPENDIX**

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