

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 Effective leaders use their abilities to influence the thoughts, feelings, and behaviors of followers
80 motivating followers toward shared interests or collective goals [33,34].

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

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

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92 inadequate resources, outdated teaching methods, large class sizes, and limited professional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

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

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

107 Creating a learning organization involves fostering a culture of collaboration, experimentation, and
108 professional growth among educators.[1] Teachers are encouraged to share ideas, engage in
109 reflective practice, and embrace ongoing professional development. This approach not only

110 enhances individual teacher performance but also contributes to the overall effectiveness of the
111 school as an educational institution.

112 Another pivotal factor in improving teacher performance is the presence of transformational
113 leadership within educational institutions.[3] Transformational leaders, typically represented by
114 school principals, possess the ability to inspire and motivate teachers to reach their highest
115 potential. They offer a compelling vision of the future and guide teachers toward its realization.[30]

116 Transformational leadership is characterized by its capacity to stimulate individual and collective
117 growth. Leaders who adopt this style emphasize innovation, creativity, and the pursuit of
118 excellence. They create an environment where teachers are empowered to take ownership of their
119 professional development and actively contribute to the enhancement of the educational process.
120 [32]

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

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

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

135 Preliminary research conducted during the COVID-19 pandemic provides a fairly comprehensive
136 picture of the challenges faced in developing teacher performance in schools. The study involved
137 30 respondents from various public junior high schools in South Tangerang City, including 4
138 principals, and was conducted from 26 June to 14 July 2020.

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

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

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

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

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

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

169 A combination of factors such as learning organization, transformational leadership and
170 achievement motivation can contribute to better teacher performance. Improving teacher
171 performance is crucial to achieving the vision of quality and competitive national education.
172

173 **2. MATERIAL AND METHODS**

174 **2.1. MATERIAL**

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

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

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

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

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

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

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

205 The research materials in this study, which include SMPN teachers in South Tangerang City as the
206 main research subjects, relevant research instruments, secondary data that can be used, and
207 related literature that supports the theoretical framework of the study. With a strong foundation of
208 research materials, this study will have a solid foundation to answer the research questions posed.
209

210 **2.2. METHOD**

211 The research method used in this study is a very important aspect as it will assist the researcher in
212 collecting, analyzing and interpreting the data correctly. In the context of this study, the correlational
213 approach and SITOREM (Structural Equation Modelling) analysis will be used to answer the
214 research questions.
215

216 **2.2.1. Correlational Approach**

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

222 The stages of the correlational approach involve data collection through questionnaires or
223 interviews, data processing, and statistical analysis. These statistical analyses will include the
224 calculation of correlation coefficients between variables as well as the use of statistical techniques
225 such as regression analysis to understand the extent to which one variable can predict another.
226
227

228 **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

328 school leader approach that is able to shape and direct teachers towards a better vision, and this
 329 finding provides deep insight into the role of leaders in improving the quality of education.
 330 That transformational leadership has a positive and strong relationship with teacher performance is
 331 a very important finding in the context of education. Leaders who are able to inspire and motivate
 332 teachers to achieve higher performance have a positive impact on education quality and learners'
 333 academic achievement. Key factors such as Intellectual Stimulation and Inspirational Motivation
 334 play a major role in shaping effective transformational leadership.
 335 Therefore, education can learn from this research by paying greater attention to developing school
 336 leaders who are capable of fulfilling transformational roles. This is an important step in creating a
 337 learning environment that enables teachers and learners to reach their full potential.
 338

339 **3.3. Relationship between Achievement Motivation and Teacher Performance**

340 After testing the requirements of analysis through normality test, homogeneity test and linearity
 341 test, there is a calculation of the functional relationship between the two variables of Achievement
 342 Motivation (X_3) and Teacher Performance (Y) obtained the following results:
 343

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

345

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

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

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

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

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

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

367 Therefore, education needs to take action to understand and improve teachers' achievement
 368 motivation. This is an important step in ensuring that teachers have a strong drive to deliver high-
 369 quality education and continue to grow in their profession.
 370

371 **3.4. Relationship between Learning Organization, Transformational Leadership, and**
 372 **Achievement Motivation with Teacher Performance**

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

376
377
378

Table 4 Significance Test of Correlation of Learning Organization (X₁), Transformational Leadership (X₂) and Achievement Motivation (X₃) 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.

379

In accordance with the statistical results, the relationship between Learning Organization (X₁), Transformational Leadership (X₂) and Achievement Motivation (X₃) 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 (X₁), Transformational Leadership (X₂) and Achievement Motivation (X₃) variables together with Teacher Performance (Y).

386

The contribution of Learning Organization (X₁), Transformational Leadership (X₂) and Achievement Motivation (X₃) 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 (X₁), Transformational Leadership (X₂) and Achievement Motivation (X₃) variables together form a contribution of 63.3% to Teacher Performance (Y).

391

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.

395

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.

402

4. CONCLUSION

404

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.

410

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.

414

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.

419

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.

423

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

425

426 combination of strengthening Learning Organization and Transformational Leadership, as well as
427 Learning Organization and Achievement Motivation, can provide better results in improving teacher
428 performance.

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

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

439
440 Ethical Approval:

441 As per international standard or university standard written ethical approval has been collected and
442 preserved by the author(s).

443 Consent

444 As per international standard or university standard, respondents' written consent has been
445 collected and preserved by the author(s).

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452
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469 city area.

470 471 **COMPETING INTERESTS**

472
473 The author declares that there are no competing interests in relation to this research. There are no
474 financial or personal relationships with individuals or organizations that could potentially influence
475 the outcome of this study. This research has been conducted with a high degree of transparency
476 and impartiality, and there are no conflicts of interest that need to be disclosed.

477 478 **AUTHORS' CONTRIBUTIONS**

479
480 In this research, Author 1 Yulita Pujilestari conceptualized and designed the study, conducted the
481 data collection and analysis, formulated the research protocol, and drafted the initial manuscript.
482

483 Author 2 Bibin Rubini and Author 3 Widodo Sunaryo contributed to the management of data
484 analysis, while Author 3 Widodo Sunaryo oversaw the literature review process. All authors
485 collaboratively reviewed and approved the final manuscript, ensuring the research's comprehensive
486 and rigorous execution.
487
488

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