



## Improving Teacher Performance Through Strengthening Servant Leadership, Organizational Climate, Personality and Work Motivation (Path Analysis and Sitorem Study on SMP Negeri Bogor City)

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### Keywords

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### Abstract

Teacher performance becomes factor key in increase quality education, especially at the junior high school level. In Bogor City, the priority given For optimize teacher performance in use reach results Study optimal students. Research This aiming analyze influence leadership serving, climate organization, personality, and motivation Work to performance of junior high school teachers. Research methods use survey with approach correlation and analysis path analysis. Data collected through instrument questionnaire and analyzed use technique analysis path. Research results show that teacher performance can improved through leadership serving the supportive teacher welfare, climate conducive organization , good personality, and motivation high work. SITOREM analysis identified indicators important things to do reinforced , such as resilience to stress and system compensation. Implications study This give guide for stakeholders policy education For increase teacher performance through strengthening factors external and internal, in order to achieve quality more education both in Bogor City. Research This confirm the importance of a holistic strategy in management teacher performance..



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## 1 Introduction

Good learning planning, implementation of a good learning process to measurable and well-planned assessment and evaluation, will produce good graduates. Graduates who have good quality and noble character. Thus will produce better quality of education in the future. Therefore, good teacher performance is important to always be improved, because teachers are one of the most important components for achieving educational goals. The facts in the field are not like that, there are still teachers who are late and there are also teachers who have not made learning plans such as making lesson implementation plans (RPP) or Teaching Modules. There are still many teachers who have been certified and receive additional income as assistance to develop the competencies possessed by each teacher, but there are still many teachers who have not developed their competencies, such as continuing their studies to the master's level (S-2) or to a higher level.

In addition to the problems above, there are also problems based on the 2022 public education report card from the Ministry of Education, Culture, Research and Technology for the Bogor City area, West Java Province at the Junior High School level, showing that the output on the achievement of learning outcomes for students' literacy skills has mostly reached the minimum competency limit for reading literacy, but efforts are needed to encourage more students to become proficient. Students' numeracy skills are still below the minimum competency, namely less than 50% of students have reached the minimum competency limit for numeracy. The process of the quality of the student learning process as seen in the Teacher Reflection Index shows that the learning quality development activities carried out are not structured. Teachers have not consistently reflected on learning, explored new teaching references, and initiated new innovations.

Instructional leadership has not referred to the school's vision and mission, has not encouraged planning, practice and assessment of learning that is oriented towards improving student learning outcomes and has not developed programs, incentive systems and resources that support teachers in reflecting and improving learning. Based on the report card above, there needs to be an improvement in teacher performance to improve the quality of education in Indonesia. Research related to teacher performance has been conducted by several previous researchers, namely by (Hakim, 2020) in his research on improving teacher performance through strengthening organizational climate, servant leadership and compensation. Furthermore, research by Hakim, (2020) and other research by Wijiyono et al, (2018) in his research on improving teacher performance through developing decision making, integrity and organizational climate suggests that a very significant positive relationship between organizational climate and teacher performance can be identified. From several relevant and previous studies, the fact is that the main problem is that almost all schools have weaknesses in their teacher performance.

Based on observations of teachers in public junior high schools spread across the city of Bogor, information was obtained that teacher performance in public junior high schools spread across the city of Bogor is not yet optimal. This can be seen from the results of a preliminary survey conducted by the author on a number of teachers in several public junior high schools in the city of Bogor. The state of performance of public junior high school teachers in the city of Bogor can be seen from the results of a preliminary survey of 30 public junior high school teachers in the city of Bogor. The data obtained showed that teacher performance needs to be improved and improvements made towards a better direction. If this continues to be allowed to happen without any changes, it will hinder the educational goals that have been planned by the government. Therefore, research needs to be conducted to find ways and strategies to improve teacher performance.

Good teacher performance can be realized through several factors including external factors such as servant leadership factors, organizational climate and work motivation as part of improving teacher performance towards a better direction. Servant leadership is considered to contribute to improving teacher performance. In the context of schools, servant leadership implemented by the principal can improve teacher welfare and create a conducive work environment. This will ultimately encourage teachers to improve their performance. Research has shown that servant leadership has a positive relationship with teacher performance. This is stated by Purwani, (2017) in his research on organizational commitment to the relationship between servant leadership and employee performance. This study shows that Servant Leadership is related to employee performance.

Organizational climate can also contribute to improving teacher performance. A good organization is an organization that has a good organizational climate in it, because a good climate in the organization will make teachers comfortable in carrying out their responsibilities in teaching and educating in the classroom. Mulyadi, (2020) made a synthesis that organizational climate can influence individual attitudes in determining the quality of the work environment to achieve organizational goals. The better the organizational climate in the school, the better the teacher performance produced in the school. Yaphar, (2014) in his research stated that to achieve high performance in an organization, a good leader is needed. In addition, what can improve teacher

performance is the personality possessed by the teacher. To achieve educational success, a teacher must have adequate competence.

The personality of a teacher is an important factor and cannot be ignored for a teacher in carrying out his/her professional duties. Because the teacher's personality competency can determine whether he/she can be a good teacher for his/her students or not. A good teacher's personality will also provide a good color in every activity of the learning process, both in class and outside the class. This good personality is not only possessed and displayed in front of students, but must be shown in all of the teacher's life, both in class, in the family environment and in the community environment. The teacher's personality can also influence the personality of his/her students. Therefore, personality competency is one of the abilities that must be possessed by every teacher, because personality competency will have a major influence on the learning process in the classroom.

If this personality is possessed by all teachers, the teacher will not only succeed in teaching his students in class, but he will also succeed optimally in carrying out his duties as a professional teacher, namely being able to carry out all tasks given by the school. Teachers who have good personalities will be liked by many students and will produce better student achievement. In addition to the personality that teachers need to have, the process of improving teacher performance is thought to require work motivation. Work motivation is one of the main drivers in improving teacher performance. High motivation will encourage teachers to work harder and face challenges better. Conversely, lack of motivation can lead to decreased performance and have a negative impact on the quality of learning. Therefore, schools need to identify and manage factors that can affect teacher work motivation.

In order for work motivation to be optimized in school organizations, it is necessary to know the factors that can influence work motivation. These factors include internal factors that come from within the individual and external factors that come from outside the individual. Internal factors such as attitudes towards work, talents, interests, satisfaction, experience, and others as well as factors from outside the individual concerned such as supervision, salary, work environment and leadership. Based on the background of the problem above, researchers are interested in further developing factors that can provide a positive contribution to improving teacher performance in a study. And included in a research title, namely "Improving Teacher Performance Through Strengthening Servant Leadership, Organizational Climate, Personality and Work Motivation (Path Analysis Study and SITOREM on Junior High School Teachers in Bogor City).

## 2 Materials and Method

Study implemented throughout School Intermediate First (SMP) Negeri in the Bogor City area. Research done counted start October 2023 to with month October 2024. With details can seen in the table following This. The research method used is method survey with approach Correlation and Path Analysis. Approach study used with method quantitative For analyze between variable research that is variable independent variables, intervening variables and dependent variables bound. Population in study This is all ASN School teachers Intermediate First (SMP) Negeri which is located in the Bogor City area, West Java with amount as many as 681 teachers. Retrieval sample conducted in 6 sub-districts in Bogor City through technique proportional random sampling. What is used as sample in study This is 252 teachers, thing This based on results count with use Taro Yamane's formula. Data collection techniques in study This use instrument questionnaire. Data analysis techniques used is technique analysis path analysis. The process of analysis track covering theoretical model development , estimation coefficient path, and testing connection causal For identify influence direct and also No direct between variables (Hair et al., 2010).

### 3 Results and Discussions

#### Provide Results from Summary Table Linearity of Regression Equation

**Table 1. Summary Linearity Regression Equation**

Connection variable	Linearity Equality Regression		Mark P	Conclusion
	F count	F table		
Y above X1	0.953	3.88	0.081	Non significant, Linear. Can used For predict level performance Teacher Which influenced by leadership serve.
Y above X2	1,177	3.88	0.228	Non significant, Linear. Can used For predict level performance Teacher Which influenced by organizational climate.
Y on X3	1,528	3.88	0.069	Non significant, Linear. Can used For predict level performance Teacher Which influenced by personality.
Y on X4	1,167	3.88	0.077	Non significant, Linear. Can be used for predict level performanceTeacher Which influenced by motivation Work.
X4 on X1	0.845	3.88	0.085	Non significant, Linear. Can used Forpredict level motivationWork Which influenced by leadership serve.
X4 on X2	1,579	3.88	0.125	Non significant, Linear. Can used Forpredict level motivationWork Which influenced by climate organization.
X4 above X3	1,768	3.88	0.105	Non significant, Linear. Can used Forpredict level motivationWork Which influenced by personality.

#### Testing Hypothesis First

From the results calculation obtained mark coefficient track with  $\beta Y1 = 0.076$  while the calculated t value = 4.959 while the t table is at the level significance  $\alpha = 0.05 = 1.651$  and the value  $t_{count} > t_{table}$ , then  $H_0$  is rejected and  $H_1$  is accepted. With thus can concluded that leadership serving (X1) has an effect direct positive to teacher performance (Y).

#### Testing Hypothesis Second

From the results calculation obtained mark coefficient track with  $\beta Y2 = 0.087$  while the calculated t value = 2.581 while the t table is at the level significance  $\alpha = 0.05 = 1.651$  and the value  $t_{count} > t_{table}$ , then  $H_0$  is rejected and  $H_1$  is accepted. With thus can concluded that climate organization (X2) has an influence direct positive to teacher performance (Y).

#### Hypothesis Hypothesis Third

From the results calculation obtained mark coefficient track with  $\beta Y3 = 0.066$  while the calculated t value = 3.226 while the t table is at the level significance  $\alpha = 0.05 = 1.651$  and the value  $t_{count} > t_{table}$ , then  $H_0$  is rejected and  $H_1$  is accepted. With thus can concluded that climate organization (X3) has an influence direct positive to teacher performance (Y).

**Testing Hypothesis Fourth**

From the results calculation obtained mark coefficient track with  $\beta_{Y4} = 0.095$  while the calculated t value = 3.084 while the t table is at the level significance  $\alpha = 0.05 = 1.651$  and the value  $t_{count} > t_{table}$ , then  $H_0$  is rejected and  $H_1$  is accepted. With thus can concluded that motivation work (X4) has an effect direct positive to teacher performance (Y)

**Testing Hypothesis Fifth**

From the results calculation obtained mark coefficient track with  $\beta_{x4x1} = 0.159$  while the calculated t value = 3.946 while the t table is at the level significance  $\alpha = 0.05 = 1.651$  and the value  $t_{count} > t_{table}$ , then  $H_0$  is rejected and  $H_1$  is accepted. With thus can concluded that leadership serving (X1) has an effect direct positive to motivation work (X4).

**Testing Hypothesis Sixth**

From the results calculation obtained mark coefficient track with  $\beta_{x4x2} = 0.191$  while the calculated t value = 2.386 while the t table is at the level significance  $\alpha = 0.05 = 1.651$  and the value  $t_{count} > t_{table}$ , then  $H_0$  is rejected and  $H_1$  is accepted. With thus can concluded that climate organization (X2) has an influence direct positive to motivation work (X4).

**Testing Hypothesis Seventh**

From the results calculation obtained mark coefficient track with  $\beta_{x4x3} = 0.186$  while the calculated t value = 3.456 while the t table is at the level significance  $\alpha = 0.05 = 1.651$  and the value  $t_{count} > t_{table}$ , then  $H_0$  is rejected and  $H_1$  is accepted. With thus can concluded that personality (X3) has an influence direct positive to motivation work (X4).

**Testing Hypothesis Eighth**

Based on Sobel Test results appear that y value (0.986) > 0.324 then results hypothesis study leadership serve influential No direct positive to teacher performance through intervening variable motivation Work.

**Testing Hypothesis Ninth**

Based on Sobel Test results appear that y value (0.776) > 0.438 then results hypothesis study climate organization influential No direct positive to teacher performance Teacher through intervening variable motivation Work.

**Testing Hypothesis Tenth**

Based on Sobel Test results appear that y value (0.786) > 0.432 then results hypothesis study personality influential No direct positive to teacher performance Teacher through intervening variable motivation Work.

**Sobel Test**

Input:		Test statistic:	Std. Error:	p-value:
a	0.127	Sobel test: 0.77619857	0.02568801	0.43763175
b	0.157	Aroian test: 0.72786153	0.02739395	0.46669835
$s_a$	0.156	Goodman test: 0.83565155	0.02386042	0.40335096
$s_b$	0.061	Reset all	Calculate	

**Picture 1. Test sobel on analysis track use calculator Sobel on line**

Source: <http://quantpsy.org/sobel/sobel.htm>

Based on the results of the Sobel test using the Sobel calculator, obtained mark *sobel test* that is 0.776 Because (0.786>0.432) And (0.000<0.050) then the influence of personality on teacher performance through motivation Work is significant.

**Table 2. Results Analysis SITOREM**

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**SERVANT LEADERSHIP ( $\beta_{y1} = 0.284$ )**

**Ranking III**

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Early Indicators	Indicator after Evaluation Expert	Indicator Value
1. <i>Vision</i>	1 <sup>st</sup> <i>Serve</i> (14.29%)	4.24
2. <i>Listening</i>	2 <sup>nd</sup> <i>Humility</i> (13.45%)	4.25
3. <i>Healing</i>	3 <sup>rd</sup> <i>Empathy</i> (13.45%)	3.75
4. <i>Humility</i>	4 <sup>th</sup> <i>Listening</i> (12.61%)	3.69
5. <i>Empathy</i>	5 <sup>th</sup> <i>Vision</i> (11.76%)	4.18
6. <i>Serve</i>	6 <sup>th</sup> <i>Notice</i> (11.76%)	3.79
7. <i>Notice</i>	7 <sup>th</sup> <i>Wisdom</i> (11.76 %)	3.81
8. <i>Wisdom</i>	8 <sup>th</sup> <i>Healing</i> (10.92%)	4.21
<b>CLIMATE ORGANIZATION (<math>\beta_2 = 0.231</math>)</b>		
<b>Ranking IV</b>		
1. Support Management	1 <sup>st</sup> Support Management (17.50%)	4.26
2. Show justice in organization	2 <sup>nd</sup> Show connection Which Goodbetween individual (17.50 %)	3.79
3. Show connection Which Goodbetween individual	3 <sup>rd</sup> Participation in takingdecision (17.50 %)	3.89
4. Communication	4 <sup>th</sup> Show justice in organization (16.25 %)	4.15
5. Participation intaking decision	5 <sup>th</sup> Communication (16.25 %)	3.75
6. Trust	6 <sup>th</sup> Trust (15%)	3.85
<b>TEACHER PERFORMANCE</b>		
1. Planning learning	1 <sup>st</sup> Planning learning (18.99%)	4.35
2. Implementation activity Learning	2 <sup>nd</sup> Implementation activity Learning (17.72 %)	3.86
3. Implementation evaluation	3 <sup>rd</sup> Evaluation learning (16.46 %)	4.42
4. Evaluation learning	4 <sup>th</sup> Quality work (16.46 %)	4.15
5. The volume of work that produced	5 <sup>th</sup> Implementation evaluation (15.19 %)	3.79
6. Quality work	6 <sup>th</sup> Volume Work Which produced (15.19 %)	3.75

## DISCUSSION

### Leadership Serve Influential Direct positive on Teacher Performance

Leadership head school that can serving teachers at schools and residents school other is factor external needs be noticed because servant leader can influence teacher performance at school. If there are teachers who excel and succeed advance as well as to make it fragrant Name school said, then party school give Good That in the form of appreciation and also in the form of coaching money For give motivation to outstanding teachers so that in the future more Spirit Again in develop school as well as bring fragrant Name school to higher level Good Again.

A leader who has attitude serve his subordinates tend put interest his subordinates as priority main. The role of the leader in improvement performance and quality source Power man applied in a servant leadership model or servant leadership. With leadership high level of servant leadership from head school will encourage teachers to Work with more active and enthusiastic. On the contrary with low servant leadership the teacher will difficulty in work, less spirit , and easy give up .

Research result This supported as explained by Hakim, (2020) in his research about improvement teacher performance through strengthening climate organization, leadership service, and compensation explain that there is connection significant positive between leadership serve with teacher performance with mark coefficient correlation of 0.796 and the value coefficient determination by 63.36%. With thus the more tall leadership serve so the more the teacher performance produced is also high. Then also reinforced by research by Purwanto, (2020) in his research explain that Leadership serve own influence positive on teacher performance has mark coefficient 0.431 and p- value 0.001. The results of the p-value analysis <5% indicate influence positive and significant. This means that improvement Leadership serve own influence significant to improving Teacher Performance. Increasingly tall mark leadership the more tall Teacher Performance scores generated.

### **Organizational Climate Influential Direct positive on Teacher Performance**

Efforts to create environment healthy and comfortable work at least there are five things to do applied at school including ; a) creating place Work as comfortable as possible maybe , b) put the insider proper position and portion, c) building good communication, d) building togetherness and e) don't Embarrassed For each other give ideas. Atmosphere place good work very supportive For do discussion improvement quality education in schools. Conditions climate conducive organization , making they comfortable in carry out activity Study teach and help each other support One with others . Atmosphere comfortable and harmonious at school will also has an impact on the comfort of teachers in carrying out their work his job For reach vision and mission school.

The creation good climate by a organization can created by the teacher himself and his leadership who hold all policy. Teachers and leaders when each other give atmosphere work become comfortable Because each other believe One each other, then every work will implemented with Good without There is pressure from anyone. However on the contrary if the teacher works get pressure Good from Friend his peers and also from his leadership, then work produced No will well, maybe the result his job many things are wrong and not in accordance with time has passed determined. And the policies issued by the leadership especially those related with the welfare of teachers, if policies issued That can increase teacher welfare, then teacher performance produced will more good. Because with the welfare of teachers, he will Work with full Spirit No need think about Again wages or wages to be paid received. With thus the teacher's performance will also be produced Far more Good Again.

Research result This supported as explained by Wijiyono et al, (2018) in his research about improvement teacher performance through development taking decisions, integrity and climate organization explain that can identified strength connection very significant positive between climate organization with teacher performance with coefficient correlation ( $r_{y3}$ )=0.378 and coefficient determination ( $r^2$ )=0.143, meaning contribution climate organization to teacher performance by 14.29%. With thus the more tall climate organization so the more high teacher performance. From the results findings obtained in 2- stage research This can known that climate organization is teacher perceptions of capable organization provide a sense of comfort, which allows the occurrence communication between fellow member organization, existence support and fair action so that capable give contribution For increase teacher performance.

### **Personality Influential Direct positive on Teacher Performance**

Teacher personality can influence approach they in teach . For example , an open teacher to experience new (Openness) maybe more innovative in use method learning and technology new . Teacher with friendly personality tend more effective in build good relationship with students , who can increase participation student in class and results Study they . Research show that There is significant relationship between dimensions personality certain with teacher performance . For example , research find that the teacher with level high level of caution tend own more performance Good in matter preparation and implementation learning .

Personality own influence significant direct to teacher performance. Factors personality like easy sociable, assertive, able trusted, responsible answer, calm down in finish problems and desires in a way direct correlated with aspects certain from teacher performance, such as management class, interaction with students, and methods teaching.

Research result This supported as explained by Zamroni, (2020) in his research about improvement teacher performance with strengthening personality, culture organization and motivation achieve with results there is connection significant positive between personality with teacher performance with coefficient correlation  $r_{y1} = 0.611$  and coefficient determination of  $r_{y12} = 0.37$  (37.37%) through equality regression  $Y = 49.196 + 0.711 X_1$ . With thus that the more tall personality, the more the resulting teacher performance is also high

### **Motivation Work Influential Direct positive on Teacher Performance**

Motivation high work can increase teacher productivity. Motivated teachers tend more dedicated, working with more efficient, and capable manage time with good. They are also more enthusiastic For give the best in teaching, which has an impact positive on results Study students. Motivated teachers usually more creative and innovative in convey material lessons. They tend look for method more teaching effective and attractive for students. This is Can increase interest Study students and create a learning process more fun and meaningful.

Motivation good job can increase satisfaction teacher work. Satisfied teacher with his job usually own high spirits and more A little experience stress. satisfaction high work also has an impact on low level teacher absence and turnover. High motivation also contributes to teacher commitment and loyalty to school place they work. Motivated teachers tend own strong commitment For reach vision and mission school. They are also more loyal and try For give the best contribution for progress school. Teachers who have motivation Work tall usually own good relationship with colleague work, students, and parties management school. Harmonious relationship This can create environment positive and conducive work for the learning process.

Research result This supported as explained by Phoebe Triphena Viorenchea et al. (2022) in his research explain that motivation Work influential to performance employee. Test results show mark motivation beta coefficient Work to performance employee of 0.295 and the t-statistics are of 2,225. From the results testing proven that the t-statistics are significant, because  $> 1.96$  with p-values  $< 0.05$  so that hypothesis accepted. This is prove that motivation Work proven can significant influence to performance employee.

### **Leadership Serve Influential Direct positive to Motivation Work**

Leadership serve, or known as "servant leadership," that is approach leadership that emphasizes importance leader For serving others. Leadership serve focused on needs and development member team, and put welfare they as priority main. Approach This own influence significant to motivation Work member team. Servant leader more tend listen needs and aspirations employees. They give the necessary support, both in a way emotional and also practical, which in turn increase satisfaction and engagement employees. When employees feel listened to and supported, they more motivated For Work with Good.

Research result This in line with research conducted by Aprilliansyah, (2018) show results that Servant Leadership has an influence positive and significant to motivation work. In addition the researcher This is also supported by Reno Otniel, Ardi (2022) in his research Influence Leadership Waiter, Environment Work and Motivation Work on Christian Teacher Performance in Schools state that leadership waiter own influence to motivation work. The path coefficient value is 0.535, which means worth more big from 0 and accordingly with hypothesis. Can concluded that leadership waiter own influence to motivation Work by 54%, which means hypothesis second (H2) is supported. If there is improvement to variable leadership waiter so will happen increase in variables motivation Work.

### **Organizational Climate Influential Direct positive to Motivation Work**



Organizational climate is the state of being felt somebody about environment place He work that includes the atmosphere that occurs in the internal environment of the organization and influences attitude individual in determine quality environment Work For reach objective organization . Effective leadership is one of the factor key in create climate positive organization . Able leaders give clear vision , support development employees , and provide award on performance . can increase motivation work . Studies show that a leader who behaves fair , open and communicative tend create environment supportive work , so that increase passion and involvement employee .

Effective communication in organization is very important For create climate positive work . Open and transparent communication . allow employee feel appreciated and listened to . When information flow with good at all levels organization , employees feel more involved and motivated For contribute in a way maximum . In addition , good communication also helps reduce uncertainty and increase trust between employee . System fair and consistent rewards and recognition is element important in build motivation work . Employees who feel that effort and contribution they valued tend own motivation more work high . Awards can in the form of increase salary , bonus, or confession public on achievement . Research show that awards given appropriate time and appropriate with achievement employee can increase satisfaction work and motivation .

Research result This in line with research conducted by Tehubijuluw Zacharias ( 2019) in his research at the Public Works Department of Maluku Province showed that climate organization influential positive significant to motivation Work employees. This is seen from coefficient marked path positive of 0.231 with t value  $2.536 > 1.96$ . With thus hypothesis research that states that climate organization influential significant to motivation employee proven.

#### **Personality Influential Direct positive to Motivation Work**

Personality is emergent properties naturally from self individual well done with on purpose or not owned someone who can known through words and deeds when face a problem in his life. Individual with high openness usually more creative, innovative and open to changes. They tend more motivated For explore things new and found ways innovative in finish assignment. Teacher with level high awareness tend own discipline, responsibility answer, and orientation strong purpose. They more motivated For Work in a way structured and achieve maximum results.

This matter in accordance by Kusa et al. (2020) AGH University of Science and Technology, Faculty of Management, Gramatyka 30-067 Krakow, Poland, stated The analysis reveals that opportunity openness (in combination with proactiveness) and heterogeneity of motivation (in combination with innovativeness) can lead to performance, or when translated state analysis This disclose that openness opportunities and heterogeneity motivation can going to to performance

#### **Leadership Serve Indirect Impact positive On Teacher Performance Through Motivation Work**

Leadership Serve is behavior a leader who prioritizes the interests of others above interest personal the leader who became focus For give service for the realization objective organization. Motivation Work is encouragement somebody For do a series activities that lead to to achievement objectives , indicators from motivation Work is a. desire For work, b. sense of security , c. level tenacity and d. power stand to pressure.

Head schools that have quality leadership serve play a role important in his contribution to teacher performance. Leadership as a full leader believe self and consistent must capable give stimulate, inspire teachers as his subordinates , so that they believe self in realize the ideas he has. Support or attention given by the leader is also needed so that teachers can stand the test in face problem especially in the learning process teach . With thus allegedly there is influence No direct leadership serve to teacher performance through motivation Work .

Research result This in line with research conducted by Zamroni, (2020)the one explaining that leadership serve influential positive to teacher performance , as well as motivation teacher (Zamroni, 2020)work . Research results This show that leadership serve can increase motivation teacher's work , which in turn can increase Teacher performance . Fanny Eldiana Harahap et al. (2023) in his research Influence Leadership Head School , Culture School , and Motivation Work On

Teacher Performance in Schools Intermediate First State Junior High School (SMPN) 11 Jambi City explained that based on results testing sobel test conducted obtained t- statistic value influence mediation that is of 5,988. Therefore t value = 5.988 more big from t table value with level significant 0.05, namely 2.0003, then can concluded that coefficient mediation 0.526872 is significant which means that motivation Work capable mediate leadership head school to teacher performance . It means with existence support motivation work , then will the more increase teacher performance .

### **Organizational Climate Indirect Impact positive On Teacher Performance Through Motivation Work**

Organizational climate is the state of being felt somebody about environment place He work that includes the atmosphere that occurs in the internal environment of the organization and influences attitude individual in determine quality environment Work For reach objective organization .

Organizational climate play a role important to improvement teacher performance . Good organization is organization that has climate good organization in it , because good climate in the organization will make comfortable for teachers in carry out not quite enough the answer in teaching and educating in the classroom .(Mulyadi, 2020) say that climate organization can influence attitude individual in determine quality environment Work For reach objective organization . Getting better climate organization in school will also good teacher performance produced in schools . In addition climate good organization can can give impact good spirit for teachers at school so that the teacher will Spirit in teach students in class . Therefore that , allegedly there is influence No direct climate organization to teacher performance through motivation Work .

Based on Sobel Test results appear that z value (0.776)>0.438 then results hypothesis study climate organization in a way No direct influential positive on Teacher Performance through intervening variable motivation work . Research results This in line with research conducted by Zacharias (2019) in his research Influence Organizational Culture and Climate On Performance Through Organizational Commitment And Motivation Work Employees at the Public Works Department of Maluku Province explained that the magnitude influence No direct climate organization to performance lecturer through motivation Work that is by 12.3%. Findings study show that climate organization in a way No direct influence performance lecturer through motivation work , meaning with climate good organization then the lecturers will motivated in work that ultimately will influence performance in do his work . Viorenchea et al. (2022) in his research explain that climate organization influential to performance employee through motivation work . Test results show mark climate beta coefficient organization to performance employee through motivation Work of 0.217 and the t-statistics are of 2,371. From the results testing proven that the t-statistics are significant , because >1.96 with p-values <0.05 so that hypothesis accepted . This is prove that climate organization proven influential positive and significant to performance employee through motivation Work.

### **Personality Indirect Impact positive On Teacher Performance Through Motivation Work**

Personality is emergent properties naturally from self individual well done with on purpose or not owned someone who can known through words and deeds when face a problem in his life . An open teacher to experience new tend more motivated For try approach innovative teaching, which can increase motivation Work they. Teachers with level high awareness tend more motivated For Work in a way regular and disciplined, which contributes to the improvement motivation work. Teacher with stability high emotional tend more capable manage stress, so that they can maintain motivation high work although faced with challenges.

Personality influence motivation work, which then impact on teacher performance. As for example , teachers with high awareness Possible own motivation more work strong For finish tasks they with appropriate time and good quality, which ultimately increase performance they . If a teacher has level high awareness (for example, discipline and responsibility) answer ), they tend own strong motivation For manage class with well, planning lesson with be careful, and give bait constructive

feedback to students. Motivation This, in turn, increases performance they in teach and support achievement student.

Research result This in line with research that shows influence between personality with performance that is Potop, (2014) with results that found improvement performance known from existence improvement index in testing end because of existence influence personality to performance sports achievements during competition jump in case junior gymnasts aged 12 to 15 years. In addition found significant difference between index this and the scores achieved in vaulting events.

Furthermore in the Journal of Innovation & Knowledge entitled Explaining SME performance with fsQCA : The role of entrepreneurial orientation, entrepreneurial motivation and opportunity perception conducted by Rafat Kusa, Joanna Duda, Marcin Suder (2020) AGH University of Science and Technology, Faculty of Management, Gramatyka 30-067 Krakow, Poland, stated that The analysis reveals that opportunity openness (in combination with proactiveness) and heterogeneity of motivation (in combination with innovativeness) can lead to performance, or when translated state analysis This disclose that openness opportunities and heterogeneity motivation can going to to performance . Good personality If owned a teacher will influence motivation the teacher's work is ultimately will influence teacher performance.

#### 4 Conclusion

Teacher performance in Junior High Schools in Bogor City can be improved through various factors, including servant leadership, organizational climate, personality, and work motivation. Servant leadership has a positive influence on teacher performance, especially through attitudes that include vision, listening, empathy, and wisdom. In addition, a supportive, fair, and communicative organizational climate also improves teacher performance. Teacher personality, such as the ability to get along, assertiveness, and a sense of responsibility, contribute positively to performance, especially when balanced with strong work motivation. Work motivation, which is influenced by servant leadership, organizational climate, and personality, has also been shown to improve teacher performance. SITOREM analysis identified several indicators that need to be improved, such as resilience to pressure, compensation, and a sense of security, while other indicators such as the desire to work, persistence, and responsibility need to be maintained to maintain good teacher performance. This study provides important guidance for improving the quality of education in Junior High Schools in Bogor City through improving leadership and working conditions.

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