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IMPROVING TEACHER PERFORMANCE THROUGH STRENGTHENING TRANSFORMATIONAL LEADERSHIP, PERSONALITY, AND WORK MOTIVATION
(PATH ANALYSIS RESEARCH AND SITOREM ANALYSIS ON PUBLIC ELEMENTARY SCHOOL TEACHERS IN EAST JAKARTA)

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Abstract

This study aims to determine the efforts to improve teacher performance through an examination of the direct influence of transformational leadership, personality, and work motivation variables. The selected sample amounted to 170 people by proportional random sampling with the Slovin formula. This study used a survey method with a path analysis approach followed by Sitorem's analysis.

The results of this study concluded that: (1) There is a positive influence of transformational leadership on teacher performance with a value of $\beta_{y1} = 0.168$, (2) There is a positive influence of personality on teacher performance with a value of $\beta_{y2} = 0.494$., (3) There is a positive influence of personality on teacher performance with a value of $\beta_{y3} = 0.200$, (4) There is a positive influence of transformational leadership on work motivation with a value of $\beta_{31} = 0.241$, (5) There is a positive influence of personality on work motivation with a value of $\beta_{32} = 0.611$, (6) There is a positive influence transformational leadership towards personality with a value of $\beta_{21} = 0.677$.

The results of the SITOREM analysis show that the indicators that are still weak and need to be improved are; 1) Empowering subordinates, 2) Listening to conscience, 3) exerting energy, 4) Openness, 5) Attention to the individual, 6) Emotional stability, 7) Determining the direction of yourself at work, 8) The desire to work, 9) Effectiveness, 10) Quantity (amount), 11) Quality of work, 12) Problem solving.

A. Introduction

Each teacher has their own personality according to the personal characteristics they have. These characteristics are what differentiate a teacher from another teacher. Personality is actually an abstract problem, which can only be seen from appearance, action, speech, dress and in dealing with every problem. Personality will determine whether he becomes a good educator and coach for his students or will be a destroyer or destroyer for the future of students, especially for young students and those who are experiencing mental shock. Personality is a reflection of the image of a teacher and will affect the interaction between teacher and students. Therefore, personality is a factor that determines the level of teacher dignity. The teacher's personality will be reflected in his attitudes and actions in fostering and guiding students. The better the teacher's personality, the better their dedication in carrying out their duties and responsibilities as a teacher, this means that a high dedication of the teacher is reflected in carrying out their duties and functions as an educator.

Motivation is the driving factor that influences human behavior. Teachers who have high motivation in their work will certainly be motivated to do the best possible work effectively and efficiently, so that the initial goals of the teachers that have been planned can be implemented properly. Of course, this motivation has different levels for each individual. There are those who have high, low and medium work motivation, all of which will affect the performance that will be generated.

This research was conducted for all elementary school teachers, both subject teachers, classroom teachers, and non PNS teachers. Because all teachers have the same opportunity to perform well, so they can achieve maximum goals. Increasing the performance of teachers, both subject teachers, class teachers, teachers with civil servant and non-civil servant status is expected to improve the quality of learning, so as to create people who have high quality and quality of education (Maseleno et al., 2019).

The number of previous studies that have had an effect on teacher performance shows that there are still many problems regarding teacher performance that are not optimal. The problem of teacher performance that has not been maximized will directly or indirectly affect the quality and quality of education in Indonesia, so this problem needs to be researched.

B. Theoritical review
1. Teacher Performance

Christen, et.al. (2006: 137-150) states that performance is the productivity of employees against the workload given by the organization /

company. An important factor in performance is productivity. Good performance is indicated by the results of work that have been determined according to the targeted quality. Good performance is related to the level of productivity. The higher the productivity, the better the performance. The factors that affect employee performance are: ability (skills and knowledge), compensation, and job characteristics.

Wong, et.al. (2014: 1875-1883) states that performance is consistency in completing tasks that are assigned to work during a certain standard period of time. As for the benchmarks are task and contextual. An important factor in performance is consistency in completing tasks in the specified period. Performance is the achievement of tasks in accordance with the set time. Timeliness for completing tasks shows good performance. The more consistent in completing tasks, the better the performance.

Laiba, et.al. (2011: 6) states that performance is an obedience in completing a given task. Performance in the discipline of completing assigned tasks and time for 19 letion of tasks and compliance with predetermined quality. Important factors in performance are the quantity control of individual work activities, developing support systems, common goals and directions, problem solving, teamwork, and respect for the existence of employees.

Rothmann (2003: 68-74) states that performance is how well employees perform tasks, initiative in solving problems, completing tasks, how to utilize existing resources, time and energy in completing them. According to him, the ability to carry out and complete tasks, utilizing resources is an important factor in performance. The ability to carry out given tasks requires awareness. Awareness of the responsibilities given will encourage teachers to build commitment in completing assignments. Then the teacher's ability to complete assignments by utilizing resources will improve performance. The more capable of carrying out and completing tasks and being able to utilize resources, it can improve performance.

Bernadin and Russell (2000: 213) stated that performance is the result of the output produced at a certain function or work activity in a certain period. There are six primary criteria used to measure performance; a) Quality; is the extent to which the process or results of the implementation of activities are close to perfection or close to the expected goals. b) Quantity; is the amount generated, for example the amount of rupiah, the number of units, the number of activity cycles completed. c) Timeliness; is the extent to which an activity is completed at the desired time, taking into account the coordination of other outputs and the time available for other activities. d) Cost-effectiveness; namely the extent to which the use of organizational power (human, financial, technological, material) is maximized to achieve the highest results, or reduction in losses from each unit of resource use. e) Need for supervision; is the extent to which a worker can carry out a job function without requiring the supervision of a supervisor to prevent unwanted actions, and e) Interpersonal impact; is the degree to which employees maintain self-esteem, good name and cooperation between colleagues and subordinates.From the above theories, it can be synthesized that teacher performance is the teacher's performance in

completing tasks that are their responsibility within a certain time. The indicators of performance are: a) timeliness, b) effectiveness, c) problem solving, d) quality of work, e) quantity (amount).

2.   Transformational leadership
        One of the theories that emphasize a change and which is most comprehensively related to leadership is transformational leadership theory. Jason A. Colquit, Jefrey A. Lefine and Michel J. Wessor (2015: 487-492) reinforce the definition of transformational leadership with the statement that transformational leadership occurs when a leader can inspire his subordinates to commit to the vision by providing meaning to work and he acts as a model for his subordinates in developing their potential and problems from a new perspective. The following is an overview of the dimensions and indicators:

a.   Dimensions of ideal influence with indicators: 1) charisma, 2) respect, 3) trust.

b.   Inspirational motivation dimension with indicators: 1) excitement and 2) commitment to communicating the vision.

c.   Intellectual stimulation dimension with indicators: 1) challenges subordinates to innovate and be creative.

d.   Dimensions of individual attention with indicators: helping subordinates achieve high potential by directing, developing and monitoring.
        Bernard M. Bass & Ronald E. Riggio (2006: 3-6) defines transformational leadership as a behavior that is able to stimulate and inspire followers to achieve results and in the process of developing leadership abilities, the vision and goals given by the organization, challenges him to also innovating, solving problems, and developing leadership abilities towards their subordinates through direction, mentoring, and providing challenges and support. "Transformational leaders, on the other hand, are those who stimulate and inspire followers to both to achieve extraordinary outcomes and, in the process, develop their own leadership capacity ". The dimensions and indicators are described below:
a.   Dimensions of ideal influence with indicators: 1) behavior and 2) traits.
b.
c.   Inspirational motivation dimension with indicators: 1) enthusiasm and 2) optimism.

d.   Intellectual stimulation dimension with indicators: 1) innovative and 2) creative.

d. Dimensions of individual attention with indicators: 1) achievement and 2) growth.

Kreitner and Kinicki (2008: 66-68) assert that transformational leadership changes its subordinates by creating changes in their goals, values, beliefs and aspirations. The dimensions and indicators are described as follows:

a. Inspirational motivation dimension with indicators: 1) increasing intrinsic motivation, 2) goal achievement orientation.

b. Dimensions of ideal influence with indicators: 1) increase identification and trust

c. The dimensions of individual attention with the indicators: 1) increasing identification and cohesion with members of the work group

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d. The dimensions of intellectual stimulation with the indicators: 1) increasing self-esteem, eliminating self and personal interest in completing organizational goals, 2) increasing transformational leadership models.

Paul E. Spector (2008: 349-350) describes transformational leadership as a leader who is able to inspire others to accept the lofty goals of their organization and strive to achieve them. Leaders are able to express their vision and encourage them to achieve it. There are three related factors, namely: 1) charisma, 2) effectiveness and 3) influence.

From the above theories, it can be synthesized that transformational leadership is the behavior of leaders in fostering and increasing the trust of subordinates, friendly, open, inspiring, increasing commitment, changing personal values, and building organizational expectations through the sympathy given. The indicators of transformational leadership are: a) Ideal influence, b) Motivation to inspire, c) intellectual stimulation. D) Individual Attention.

3. Personality

Personality is the total number of ways individuals react and interact with others (Robbins; 2008: 126). Factors that influence personality according to Robbin, namely: Heredity, refers to the factors that are determined at conception; Environment, the factors that use pressure in the formation of our personality are raised; Situation, situation affects the impact of heredity and environment on personality.

Siagian (2004: 93) argues that personality is a dynamic organization of a psychological system contained within a person which ultimately determines the typical adjustments made to his environment. This means that personality can be interpreted as the whole way used by someone to react and interact with others.

Robbins and Judge (2013: 167) argue that personality is a characteristic of someone who is eternal in behavior. There are personality dimensions according to Robbins and Judge, namely: extraversion, agreeableness, conscientiousness, emotional stability, openess to experience. Extravesion is characterized by making friends easily, firm, sociable. Agreeableness is characterized by cooperation, warmth, and trustworthiness. Conscientiousness is characterized by responsibility, order, reliability, endurance. Emotional stability characterized by calm, confidence, security. Openness to experience is characterized by creativity, curiosity and style.

Based on the explanation above, it can be concluded that personality is a set of characteristic characteristics that are relatively stable in a person that shapes the way they feel, think, behave, react and interact with the environment. The indicators are (1) openness (openness to experience), (2) listening to conscientiousness, (3) extraversion, (4) agreeableness, (5) emotional stability.

4. Work motivation

In relation to this research, the teacher's motivation in learning can be done by providing intrinsic motivation, because he wants to gain knowledge, values or skills so that he can change his behavior, not for other purposes. Intrinsic motivations are inherent in the learning situations and meet pupil-needs and purpose. That is why intrinsic motivation can also be said to be a form of motivation in which learning activities are started and continued based on internal encouragement and are absolutely related to learning activities.

As for the intrinsic motivation that will be developed in this study from the opinion of Suharno and AM Sardiman (2011: 20) about intrinsic motivation, conclusions can be drawn about the elements or indicators of intrinsic motivation motivation as follows; a) Enjoy doing learning assignments; b) Shows an interest in deepening the material being studied further; c) Passionate and passionate for achievement; d) Feel the importance of learning; e) tenacious and diligent in dealing with learning problems; f) Have a desire to achieve goals by way of learning.

Meanwhile, Sardiman (2009: 90) states that extrinsic motivation is active motives and functions due to external stimuli. Meanwhile, Rosjidan, et.al. (2001: 51) consider extrinsic motivation to be motivation whose goals lie outside of knowledge, that is, they are not contained in the act itself. SobrySutikno (2007: 98) argues that extrinsic motivation is motivation that arises as a result of influence from outside the individual, whether it is due to invitations, orders or coercion from others so that in this situation someone wants to do something. From some of the opinions above, it can be concluded that extrinsic motivation is motivation that arises and functions due to external influences.

From the above theories, work motivation can be synthesized, which is a desire and movement from within as well as stimulation from outside a person that causes a person to be enthusiastic in carrying out their duties and functions because their needs are met in order to achieve satisfactory results.
As for the indicators are intrinsic motivation and extrinsic motivation. Intrinsic indicators consist of sub indicators: 1) The desire to work, 2) mobilize energy, 3) Determine the direction of yourself in work. Meanwhile, the extrinsic motivation indicator consists of sub indicators: 1) Environmental appreciation, 2) The creation of conducive working conditions.

C. Research methods

This research was conducted using quantitative methods with a path analysis approach. The way to collect the data needed in this study is done through questionnaires and tests that have been prepared in advance. This study will examine the relationship between research variables, and measure the effect of one variable on another. In this study, there are four variables to be studied, namely transformational leadership (X1), personality (X2), work motivation (X3) and teacher performance (Y).To get the respondent's perception of each research variable, constructs and indicators were built that serve as the basis for the preparation of a research instrument in the form of a questionnaire.

The research approach is used with quantitative methods to analyze between research variables, namely the independent variable and the dependent variable.

D. Results and Discussion

After carrying out the quantitative research stage through the process of analyzing the results of data processing, statistical calculations, hypothesis testing and discussion of research results, which was then followed by SITOREM analysis, To improve teacher performance and quality of education in elementary schools, research on the influence of transformational leadership, personality, and work motivation on the performance of Public Elementary School teachers in East Jakarta resulted in the following detailed conclusions:

1. Teacher performance can be increased through strengthening transformational leadership because there is a positive effect of transformational leadership on teacher performance with values $\beta_{y1}= 0.168$. Thus, the better the transformational leadership applied by the leader to a teacher which is manifested in showing ideal influence, inspirational motivation, intellectual stimulation, and individual attention, the higher the teacher's performance.

2. Teacher performance can be improved through personality because there is a positive influence of personality on teacher performance with grades $\beta_{y2}= 0.494$. Thus the better a teacher's personality is manifested in openness, listening to one's heart, extraversion, friendliness, emotional stability, the higher the teacher's performance.

3. Teacher performance can be increased through work motivation because there is a positive effect of work motivation on teacher performance with grades$\beta_{y3}= 0.200$. Thus the higher the work motivation of a teacher which is manifested in the desire to work, exert energy, determine self-direction in work, respect for the environment, and create conducive working conditions, the higher the teacher's performance.

4. Work motivation can be increased through transformational leadership because there is a positive effect of transformational leadership on teacher work motivation with values $\beta_{31} = 0.241$. Thus, the better the transformational leadership applied by the leader to a teacher which is manifested in showing self-confidence, attention to individuals, inspiring, and empowering subordinates, the higher the teacher's work motivation.

5. Work motivation can be increased through personality because there is a positive influence of personality on teacher work motivation with value $\beta_{32} = 0.611$. Thus the higher the personality of a teacher which is manifested in openness, listening to one's heart, extraversion, friendliness, emotional stability, the better the teacher's work motivation.

1. Transformational Leadership can be enhanced through Personality because tThereis a positive influence of transformationalleadership against the teacher's personality with value$\beta_{21} = 0.677$. Thus more and more both transformational leadership applied to a leader teachers who manifest in showing ideal influences, inspirational motivation, Intellectual stimulation, and individual attention, the higher it is the teacher's personality.

E.   Conclusion

This study aims to improve the performance of public elementary school teachers in East Jakarta. Based on the results of the analysis carried out in this study, there is an effect of transformational leadership, personality, and work motivation on teacher performance. Performance is closely related to what the teacher teaches at the time. Based on this view, what is meant by teacher performance is behavior related to teaching activities carried out by a teacher. The seriousness and maximum contribution of the teacher in carrying out the task will be seen very clearly in the learning outcomes of their students.

Based on the results of this study, performance can be improved through increasing transformational leadership, personality, and work motivation. Work motivation can also be increased through increasing transformational leadership and personality. Personality can be enhanced through increased transformational leadership enhancement. Thus it takes several efforts to improve performance through transformational leadership, personality, and work motivation. These efforts can be described as follows:

1. Efforts to improve performance through transformational leadership

Based on the results of data processing in this study, there is a positive direct effect of transformational leadership on performance, indicating that with the increase in the quality of transformational leadership applied by the leadership, teacher performance will also increase. Some of the efforts that can be made to improve performance by increasing the indicators of transformational leadership are by prioritizing improvements to indicators that have low scores, so that they can also increase the acquisition of high transformational leadership values.

Transformational leadership indicators that can be further developed in improving performance include the principal's efforts to give individual attention to subordinates fairly and responsibly, providing inspiring motivation for teachers to work.. With the increasing of these indicators, transformational leadership will increase and it is hoped that performance will increase as well.

2.   Performance improvement efforts through personality Based on the results of data processing in this study, there is a positive direct effect of personality on teacher performance, indicating that with an increase in the personality of a teacher, the teacher's performance will also increase. Some of the efforts that can be made to improve teacher performance by increasing indicators of personality are by prioritizing improvements to indicators that have low scores so that they can also increase the acquisition of high personality scores.
Personality indicators that can be further developed in improving teacher performance include: the teacher's efforts to improve the quality of his personality, have openness to colleagues, and do not fluctuate in emotional stability, and listen to his heart,Efforts that can be made are improving several aspects in accordance with personality indicators, namely openness, listening to one's heart, extraversion, friendliness, emotional stability. With the increasing of these indicators, the teacher's personality will increase and it is hoped that the teacher's performance will increase as well.

3.   Performance improvement efforts through work motivation
Based on the results of data processing in this study, there is a positive direct effect of work motivation on performance, indicating that with an increase in the work motivation of a teacher, the teacher's performance will also increase. Some of the efforts that can be made to improve performance by increasing the indicators of work motivation are by prioritizing improvements to indicators that have low scores, so as to increase the acquisition of high work motivation scores.

Work motivation indicators that can be further developed in improving performance include teacher efforts to increase the motivation for teachers to work with enthusiasm. Efforts that can be made include improving several aspects in accordance with work motivation indicators, namely increasing the desire to work, exerting energy, increasing the ability of teachers to determine the direction of work, and creating conducive working conditions. With the increasing of these indicators, work motivation will increase and it is hoped that the performance will also increase.

4.   Efforts to increase work motivation through transformational leadership
Based on the results of data processing in this study, there is a positive direct effect of transformational leadership on work motivation, shows that with increasing transformational leadership then work motivationwill increase too. Several attempts can be made to improvework motivation By increasing the indicators of transformational leadership is to prioritize improvements to

indicators that have low scores, so that it can also increase the acquisition of high transformational leadership values.

Efforts that can be made are that the leadership and teachers as well as managers and the education office are making conditions to continue to increase work motivation, among others by increasing transformational leadership that directs subordinates to use the values that exist today towards the vision and mission that has been set. Efforts that can be made include improving several aspects in accordance with the indicators of transformational leadership, namely the efforts of the principal in giving individual attention to subordinates fairly and responsibly, providing inspiring motivation for teachers to work.With the increasing of these indicators, the transformational leadership of teachers will increase and it is hoped that teacher work motivation will increase as well.

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