

## THE INFLUENCE OF PERCEIVED ORGANIZATIONAL SUPPORT, TRANSFORMATIONAL LEADERSHIP, AND WORK MOTIVATION ON TEACHER PERFORMANCE AT XYZ ELEMENTARY SCHOOL, NORTH JAKARTA

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### ABSTRACT

*A school is an organization that operates in the field of education as a place where the learning process occurs for students to obtain education from teachers. Teachers at the forefront have an important role in advancing and improving services in schools. To support optimal performance, it is very important for a school leader to have strong organizational support, good abilities in managing the school, and able to increase and maintain teacher motivation. Researchers conducted to find out how perceived organizational support, transformational leadership, and work motivation influence teacher performance at SD XYZ North Jakarta. This research uses a quantitative research approach using the PLS-SEM method to analyze the influence of path coefficients on the variables studied. The respondents of this research were all 118 teachers at SD XYZ North Jakarta who filled out a survey using saturated sample data collection via the Google Form application. The data obtained was analyzed using SEM (Structural Equation Modeling) with the PLS 3.0 application. The results of this research show that perceived organizational support, transformational leadership, and work motivation have a positive effect on teacher performance.*

### KEYWORDS

*Perceived Organizational Support, Transformational Leadership, Motivation, Job Performance*



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### INTRODUCTION

School is an official organization engaged in education as a place for the learning process to obtain education from teachers. The role of a teacher at school is not only limited as a facilitator in the process of transferring knowledge and skills, but is also needed to shape students into good social beings. Thus, creating human resources that are empowered in creating new things that are beneficial to the civilization of mankind. To create high-quality students, teachers are also required

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to have the same quality, both in knowledge, technological skills, and good attitudes. (Setiawan, 2021). Good character is reflected in behavior and spoken words, so that teachers are not only role models for their students, but also for fellow teachers.

Schools are expected to be able to realize the goals of education for all students. Not only as a place to pursue education, but also as a place to build spirituality, leadership character, and provide optimal support to educators. Schools must have adequate resources so that educational goals can be achieved optimally. Educators are the main resource at the forefront of advancing and improving services in schools. Strong organizational support, the ability to manage the school, and the ability to increase and maintain the work motivation of educators are very important for a leader.

Performance refers to the work produced by an individual or group that illustrates the extent to which tasks have been completed. An educator's performance is determined by the skills, efforts made, and character shown. Educators' performance is compared to the goals set by the school, so good performance opens up opportunities for school progress. SD XYZ is a school under an education agency that has a standardized teacher profile. Every year, this profile is measured through an internal survey. The survey results are used to design a program to improve low profile scores.

Based on the teacher profile survey for the 2021/2022 academic year at SD XYZ North Jakarta, the ability to learn is the lowest indicator with a score of 4.79. A teacher is expected to have adaptability skills, a lifelong learning spirit, and not give up in the face of difficulties. Teacher supervision in the 2022/2023 school year showed that 33.33% of 87 teachers experienced a decrease in supervision scores, while only 36% experienced an increase. SD XYZ made improvements through training in apperception, nurturant effect, learning models, character strengthening, and classroom management.

The assessment of teacher supervision at SD XYZ North Jakarta shows that some teachers have not implemented the teaching and learning process according to the supervision instrument, have not designed the classroom as needed, and have not been able to maintain a conducive classroom atmosphere. In addition, the use of English, materials, the application of learning models (PAIKEM), classroom management, educational learning strategies, and the application of pedagogical competencies need to be improved. Feedback from parents through the CSI questionnaire shows that the school does not value non-academic achievements and often changes the learning schedule.

Teachers who feel supported by the organization show greater enthusiasm in carrying out their duties. Based on the results of the teacher profile assessment for the 2021/2022 school year at SD XYZ North Jakarta, the job satisfaction indicator is the lowest with a score of 4.93. Frequent rotations or changes in principal leadership have an impact on the perceptions and performance of educators. Research shows that teacher performance is influenced by perceived organizational support, transformational leadership, and work motivation.

Perceived Organizational Support (POS) is important for teacher performance (Eisenberger et al., 2020). POS is the condition when teachers feel supported by school management through appreciation and attention to well-being

(Colquitt, Jason, LePine, 2018). (Colquitt, Jason, LePine, 2018).. Transformational leadership is also important in improving teacher performance. Principals have a vital role in developing teachers' abilities, especially in the face of changes in the industrial era 4.0. Work motivation is also an important factor that affects individual performance, both from external and internal factors. (Colquitt et al., 2018).

The importance of work motivation cannot be ignored in improving individual performance. High work motivation encourages a person to work with enthusiasm and achieve goals well. Low teacher work motivation can be caused by a lack of efforts to improve teaching knowledge and skills. The researcher found that teacher work motivation at SD XYZ North Jakarta has not been fully optimized, especially after the COVID-19 pandemic. Teacher attendance data shows an increase in absences due to illness, permission, and tardiness.

Research by Ishfaq, Munawar, and Sittar (2023) showed a positive and significant relationship between perceived organizational support (POS) and teacher performance with a correlation coefficient of 0.462. Research by Dewi & Wibawa (2023) at PT BPR Bank Kertiawan found that POS has a positive effect on employee performance with a coefficient of 0.389. Prabowo and Muafi (2021) also stated that transformational leadership and POS have a positive effect on employee performance. Oktapratama & Sudibjo (2023) revealed that transformational leadership has a positive impact on teacher performance at XYZ school in West Jakarta. Yani, Tunas, and Entang (2017) concluded that transformational leadership and work motivation have a positive and significant correlation with teacher performance. Albuni, Aslamiah, and Rizalie (2022) showed the direct influence of transformational leadership and work motivation on teacher performance in Banjarmasin. Evi and Tin (2022) stated that work motivation has a significant positive effect on employee performance, but transformational leadership has a negative effect in BRIN. Permana & Pracoyo's research (2022) showed that work motivation has a positive effect on employee performance at Bank PQR South Jakarta. These studies confirm the importance of organizational support, transformational leadership, and work motivation in improving employee and teacher performance.

This study identified several issues related to teacher performance at SD XYZ in North Jakarta, including low learning ability profiles and teacher job satisfaction, as well as insignificant supervision results. Job satisfaction with income, work environment and facilities was also rated low. The principal's leadership change affected teachers, who compared the old and new leadership styles. In addition, the Covid-19 pandemic increased teachers' attention to health and preference for working from home. For the focus of the study, researchers limited the variables that affect teacher performance to perceived organizational support, transformational leadership, and motivation. This study aims to analyze the positive effect of these three variables on teacher performance at SD XYZ North Jakarta, with the formulation of problems that include the effect of perceived organizational support, transformational leadership, and work motivation on teacher performance.

Based on this problem, researchers consider it important to conduct research on teacher performance or job performance. Researchers will discuss "The Effect

of Perceived Organizational Support, Transformational Leadership, and work Motivation on Teacher Performance at SD XYZ North Jakarta".

### **Research Hypothesis**

Hypothesis testing is carried out to determine the relationship between the independent variable and the dependent variable. The variables used in this study are *perceived organizational support*, *transformational leadership*, motivation, and teacher performance. The hypotheses proposed in this study are as follows:

1. Ho : There is no influence between *perceived organizational support* on teacher performance at SD XYZ North Jakarta.  
Ha : There is an effect of *perceived organizational support* on teacher performance at SD XYZ North Jakarta.
2. Ho : There is no influence between *transformational leadership* on teacher performance at SD XYZ North Jakarta.  
Ha : There is an influence between *transformational leadership* on teacher performance at SD XYZ North Jakarta.
3. Ho : There is no influence between work motivation on teacher performance at SD XYZ North Jakarta.  
Ha : There is an influence between work motivation on teacher performance at SD XYZ North Jakarta.

## **RESEARCH METHOD**

### **Research Design**

This study aims to analyze the effect of perceived organizational support, transformational leadership, and work motivation on teacher performance at SD XYZ North Jakarta. In this study, exogenous variables include perceived organizational support, transformational leadership, and motivation, while teacher performance is an endogenous variable. (Hardani et al., 2022). This study uses a quantitative approach with SEM (Structural Equation Modeling) analysis using PLS (Partial Least Square). Data were collected through questionnaires that were statistically analyzed.

### **Place, Time, and Subject of Research**

The research was conducted at SD XYZ North Jakarta in two different locations starting April 2024. The research subjects included the entire population of teachers working in the even semester of the 2023/2024 school year with a total of 118 teachers. The sample size from SD XYZ Kelapa Gading sub-district was 60 teachers, and from SD XYZ Penjaringan sub-district was 58 teachers.

### **Research Procedure**

The research procedure began with the formulation of problems based on relevant data and theories, then continued with the development of hypotheses. After obtaining a research permit, questionnaires were distributed to teachers as respondents. The collected data were analyzed using PLS-SEM to examine the relationship between perceived organizational support, transformational leadership, motivation,

and teacher performance. The results of the analysis were used to draw conclusions and provide suggestions for school development.

### **Population and Sampling**

The study population consisted of all teachers at SD XYZ North Jakarta, a total of 118 people. The census method was used to determine the sample because the population was relatively small and easy to reach. Thus, the type of sample is a saturated sample.

### **Data Collection Technique**

Data was collected through an online survey using a questionnaire distributed via WhatsApp and filled in via Google Form. The questionnaire uses a Likert Scale with five answer options to measure respondents' attitudes, opinions, and perceptions of certain phenomena. The collected data will be analyzed to test the research hypothesis (Azahra et al., 2023).

### **Research Instruments**

The research indicators are arranged in the form of statements or questions in the questionnaire. Research variables include perceived organizational support, transformational leadership, work motivation, and teacher performance. (Mumtaz et al., 2023).. Additional data regarding respondents' characteristics such as gender, age, and length of service were also collected. The following is a breakdown of some of the variables:

- **Teacher Performance:** Measured through the ability to develop lesson plans, implement learning, evaluate learning outcomes, and implement enrichment.
- **Perceived Organizational Support:** Measured through fairness, supervisor support, organizational rewards, and working conditions.
- **Transformational Leadership:** Measured through idealized influence, inspirational motivation, intellectual stimulation, and individual consideration.
- **Work Motivation:** Measured through responsibility in carrying out tasks, carrying out tasks with clear targets, having a sense of pleasure in working, enjoying getting praise, and working with the desire to get incentives / salary.

### **Data Analysis Technique**

Data analysis was carried out using quantitative methods including descriptive and inferential statistics, and hypothesis testing using SmartPLS 3.0 software. Descriptive analysis presents data in a concise manner based on questionnaire responses (Sekaran & Bougie, 2011). Inferential statistics are used to understand the cause-and-effect relationship between variables. Data validity and reliability were measured by the outer model and inner model, while hypothesis testing was used to evaluate research conjectures based on path coefficients.

## RESULT AND DISCUSSION

### Data Description

Data from the results of distributing questionnaires to teachers of SD XYZ North Jakarta as many as 118 respondents. Respondents consisted of subject teachers (44.1%) and classroom teachers (55.9%), with the majority being female (83.9%). The age of the respondents varied from 21-60 years old, with the age group of 31-40 years old being the largest (39.0%). Length of service also varied, with the majority working more than 15 years (29.7%), and the majority having a bachelor's degree (91.5%).

Data on the variables studied showed that most respondents agreed and strongly agreed with statements related to organizational support, transformational leadership, motivation, and teacher performance. Perceived Organizational Support shows that teachers feel valued and given opportunities for development, although there is a need for improvement in strategic planning. Transformational leadership in the school is rated as good, with the principal gaining respect and motivating teachers. Teachers' work motivation is high, although some aspects such as rewards and salaries still need attention. Teachers' performance is also rated as good, with a focus on lesson planning and feedback to students, but training on effective teaching needs to be improved.

### *Inferential Statistics*

Inferential statistics is an approach that uses statistical formulas and the results of the calculations are used as the basis for making general conclusions or generalizations. This method makes it possible to make predictions from existing data. Conclusions drawn after analysis and data presented based on samples obtained from a particular population are things that are done in inferential statistics. In this context, the study used 118 teachers from SD XYZ North Jakarta as a representative sample of a larger population.

This study utilizes inferential statistics using several analyses, namely measurement model analysis (*outer model*) and structural model (*inner model*). The measurement model is used to determine the validity and reliability of statement items that have been made by researchers, while to determine the relationship between variables, researchers use structural model analysis. This study uses SmartPLS 3.0 software in analyzing these two things.

### Measurement Model Test (Outer Model)

The measurement model test (*outer model* measurement) is a measurement consisting of indicators with paths that connect them to the variables under study. The analysis is carried out to see this relationship by conducting several tests. The validity test is carried out using the convergent validity test and discriminant validity test. Meanwhile, to see the level of *reliability* of the constructs that have been designed, *composite reliability* testing is carried out.

### *Convergent Validity Test (Convergent)*

Convergent validity is a subcategory for stable construct validity so that it can be the main component in building a variable construct. If the test results of the



convergent validity test show weak results, it illustrates that there is ambiguity in the meaning of the research being conducted. Convergent validity testing can be done in two ways, namely by paying attention to the *Average Variance Extracted* (AVE) value with a value above 0.50 and looking at the *loading factor* value above 0.70. Analyze the convergent validity test by looking at the *loading factor* value on each statement item.

Based on the results obtained, it is concluded that in general the value of the *loading factor* in each statement item is above 0.70. However, some statement items have a *loading factor* value below 0.70, such as in the *perceived organizational support* variable, namely statement items PO5 (0.332) and PO7 (0.589). Furthermore, in the *transformational leadership* variable there are no statement items below 0.70, while in the work motivation variable there is the MO36 statement item (0.346), and the performance variable is the KI49 statement item (0.443). This is as shown in the figure below.

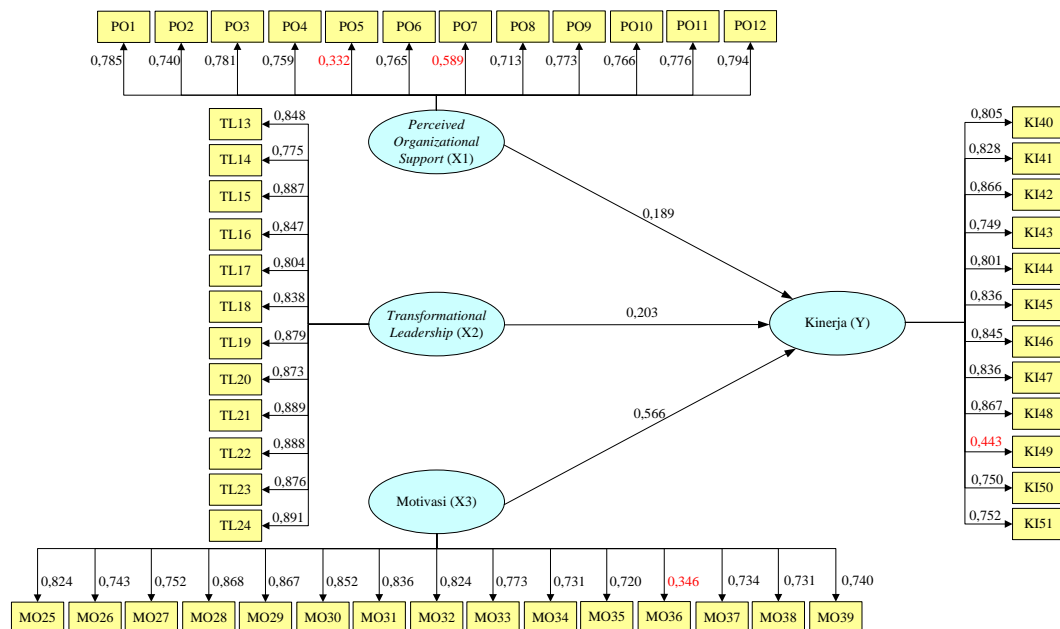


Figure 1. Convergent Validity Test Results with *Outer Loadings I*  
Source: Primary Data Processing Results (2024)

The 4 statement items that have a *loading factor* value below 0.70 and are declared invalid are then removed or not included in further calculations. After the 4 items are eliminated, convergent validity testing is then carried out again and all statement items have a *loading factor* value above 0.70 as shown in the figure below.

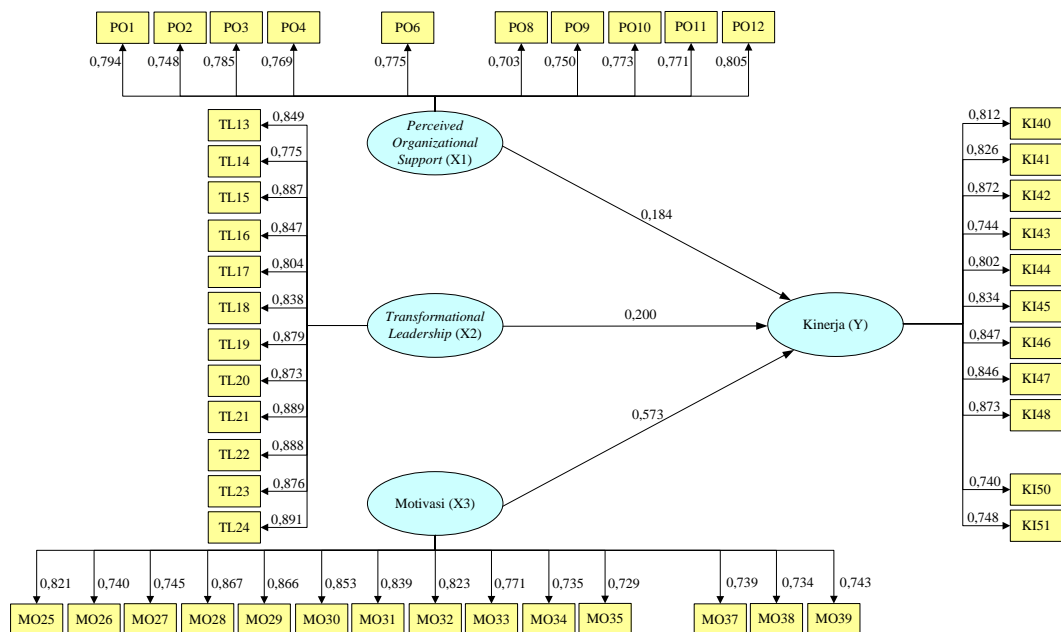


Figure 2. Convergent Validity Test Results with *Outer Loadings II*  
 Source: Primary Data Processing Results (2024)

Based on the results of the convergent validity test analysis by looking at the *loading factor* value on each statement item, it is known that of the 51 statement items, 47 statement items are declared valid (*loading factor* > 0.70), and 4 statement items are declared invalid (*loading factor* < 0.70). Invalid statement items were deleted and then data processing was carried out to obtain the *Average Variance Extracted (AVE)* value. If the AVE obtained is below 0.5, then the variable does not meet the *rule of thumb*.

Table 1. Convergent Validity Test Results with Average Variance Extracted (AVE)

Variables	AVE Value
<i>Perceived Organizational Support</i>	0,589
<i>Transformational Leadership</i>	0,737
Motivation	0,621
Performance	0,663

Source: Primary Data Processing Results (2024)

After the researcher conducts the analysis, it is obtained according to the table above that the AVE value on all research variables is above 0.50, thus it can be concluded that the 4 variables studied meet the requirements of convergent validity.

***Discriminant Validity Test***

Discriminant validity Fornell-Larcker Criterion is used to prove the correctness of the data from a measurement. The calculation of the Fornell-Larcker Criterion is done by comparing the AVE root of each latent variable to the correlation between other latent variables. If the results of the Fornell-Larcker



Criterion calculation show that the square root value of the AVE of each latent variable is greater than the correlation value between one latent variable and another latent variable, then discriminant validity is declared good or categorized as valid.

Table 2. Fornell-Larcker Criterion Discriminant Validity Test Results

	<b>Performance (Y)</b>	<b>Work Motivation (X3)</b>	<b>Perceived Organizational Support (X1)</b>	<b>Transformational Leadership (X2)</b>
Performance (Y)	0,814			
Work Motivation (X3)	0,724	0,788		
Perceived Organizational Support (X1)	0,744	0,732	0,768	
Transformational Leadership (X2)	0,661	0,580	0,701	0,859

Source: Primary Data Processing Results (2024)

The table shows that each variable in this study has met the discriminant validity requirements. This is supported by the cross loading value between the measure and the measured variable showing greater results than other variables. This can be explained as follows, the cross loading value of the work motivation variable is 0.788, where this value is greater when compared to the value of work motivation to performance, which is 0.724. The cross loading value of the perceived organizational support variable is 0.768, where the value is greater when compared to performance, which is 0.744, and work motivation is 0.732. The cross loading value of the transformational leadership variable is 0.859, where this value is the greatest when compared to performance, which is 0.661, work motivation is 0.580, perceived organizational support is 0.701.

### **Reliability Test**

Statement items made by researchers must have good reliability values. It is intended that researchers and respondents have the same understanding that both parties have, thus eliminating redundancy that may occur. In this reliability test, if the value of the composite reliability test results is > 0.70, the research instrument can be declared reliable.

Table 3. Reliability Test Results

<b>Variables</b>	<b>Composite Reliability</b>
<i>Perceived Organizational Support</i>	0,935
<i>Transformational Leadership</i>	0,971
Work Motivation	0,958
Performance	0,956

Source: Primary Data Processing Results (2024)

Based on table 3, it can be concluded that the results of the reliability test on the four variables studied. The results of the values listed in the table show that the Composite Reliability value is above 0.7. So it can be concluded that the variables of perceived organizational support, transformational leadership, motivation, and performance have consistent and accurate values.

### Structural Model Test (*Inner Model*) and Hypothesis Testing

In this study, the structural model was evaluated by testing collinearity, the significance of the path coefficient and the magnitude of the R value<sup>2</sup> through the SEM-PLS method with the following criteria:

Table 4. Structural Model Evaluation Criteria

Criteria	Description
<i>Collinearity</i>	VIF < 5 indicates that the model is free of collinearity.
<i>Path Coefficient</i>	-1 to 1, the value closest to 1 is the strongest.
<i>Coefficient of Determination (R)<sup>2</sup></i>	0.75 = substantial 0.50 = moderate 0.25 = weak

Source: Primary Data Processing Results (2024)

#### *Collinearity*

VIF values above 5 indicate the presence of collinearity in the research model. *Collinearity* test results are shown in the table below.

Table 5. *Collinearity Statistics (Inner VIF Value)*

	Performance (Y)
Performance (Y)	
Perceived Organizational Support (X1)	2,864
Transformational Leadership (X2)	2,003
Work Motivation (X3)	2,197

Source: Primary Data Processing Results (2024)

The table above shows that all variables in this study have a VIF value <5, which means that this study is free from collinearity symptoms.

#### *Path Coefficient*

At the next stage, the *path coefficient* value generated in this analysis is used to be the basis for answering the research hypothesis that has been formulated previously, as well as a reference in making conclusions in this study.

Table 6. *Path Coefficient*

	<i>Path Coefficient</i>	<i>T Statistics</i>	<i>P Value</i>
<i>Perceived Organizational Support (X1) -&gt; Performance (Y)</i>	0,184	2,205	0,028
<i>Transformational Leadership (X2) -&gt; Performance (Y)</i>	0,200	2,453	0,014

Work Motivation (X3) -> Performance (Y)	0,573	6,910	0,000
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Source: Primary Data Processing Results (2024)

The following are details of the results of the research hypothesis test analysis that has been carried out by researchers.

**Hypothesis 1: The effect of *Perceived Organizational Support* on Teacher Performance at SD XYZ North Jakarta.**

The path coefficient value obtained from the *perceived organizational support* hypothesis test on performance is 0.184 with a *P Value* of 0.028 <0.05. Based on this, it can be concluded that there is a significant effect of *perceived organizational support* on teacher performance at SD XYZ North Jakarta.

**Hypothesis 2: The effect of *Transformational Leadership* on Teacher Performance at XYZ Elementary School, North Jakarta.**

The path coefficient value obtained from the *transformational leadership* hypothesis test on performance is 0.200 with a *P Value* of 0.014 <0.05. Based on this, it can be concluded that there is a significant effect of *transformational leadership* on teacher performance at SD XYZ North Jakarta.

**Hypothesis 3: The Effect of Work Motivation on Teacher Performance at XYZ Elementary School, North Jakarta.**

The path coefficient value obtained from the work motivation hypothesis test on performance is 0.573 with a *P Value* of 0.000 <0.05. Based on this, it can be concluded that work motivation affects teacher performance at SD XYZ North Jakarta.

Thus the three independent variables have a significant relationship or correlation to performance (*P Value* <0.05), where the work motivation variable provides the strongest correlation to performance (0.573), followed by the *Transformational Leadership* variable (0.200) and the smallest variable *Perceived Organizational Support* (0.184).

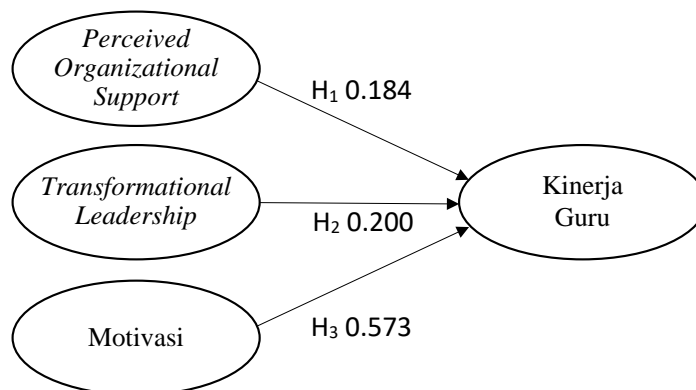


Figure 3. Structural Model  
 Source: Primary Data Processing Results (2024)

***Coefficient of Determination (R<sup>2</sup> value)***

The results of data processing through SmartPLS obtained the *R Square* value as follows:

Table 7. *R Square*

	<b><i>R Square</i></b>	<b><i>R Square Adjusted</i></b>
Performance (Y)	0,741	0,734

Source: Primary Data Processing Results (2024)

Based on this table, it can be concluded that the *R Square* value is 0.741, meaning that the effect of *perceived organizational support*, *transformational leadership*, and work motivation on performance is 0.741 or 74.1%, and the remaining 25.9% is influenced by other variables not examined in this study.

**Discussion**

The purpose of this study was to analyze the effect of *perceived organizational support*, *transformational leadership*, and work motivation on performance at SD XYZ North Jakarta. The following is a detailed discussion that researchers describe regarding the results of the research that has been conducted.

***The Effect of Perceived Organizational Support on Teacher Performance at SD XYZ North Jakarta***

The results of hypothesis testing from this study found that perceived organizational support influences teacher performance at SD XYZ North Jakarta. This is indicated by the T Statistics value of 2.205 and a p value of 0.028 which is smaller than the significant level ( $\alpha$ ) 0.05.

The results of this study are in line with Prabowo and Muafi's (2021) research where it is concluded that perceived organizational support has a positive effect on job performance. In addition, according to Ishfaq, Munawar, and Sittar's research (2023) which shows that there is a moderate positive and significant relationship between perceived organizational support and teacher performance. Research (Dewi & Wibawa, 2023) also shows that perceived organizational support has a positive and significant effect on employee performance.

Perceived organizational support can improve employee performance and provide benefits to the company. Employees who feel supported by the organization will have a positive view of the company because the company pays attention to employee needs, such as providing scholarships, attention to employee finances, and appreciating employee contributions through compensation and work rewards (Prabowo and Muafi, 2021: 81).

Perceived organizational support is the teacher's perspective on how the support provided by the school to teachers in achieving teachers' personal and professional goals. Based on the results obtained in this study, it shows that at SD XYZ North Jakarta, teachers feel that the school provides opportunities to participate in self-development training. The opportunity to freely build good relationships with parents is also provided through the courtesy call program, and provides opportunities for teachers to try new things in completing assigned tasks. When teachers feel supported by the school, they tend to be more motivated,

committed and feel more satisfied with their work. This finding is also supported by research results from other researchers, so it can be concluded that perceived organizational support in each school observed provides the same support to teachers for teacher contributions, cares about teacher welfare and teacher involvement in reciprocal relationships with schools, so that this can encourage work enthusiasm which will ultimately provide an increase in teacher performance.

***The Effect of Transformational Leadership on Teacher Performance at SD XYZ North Jakarta***

The results of hypothesis testing in the study concluded that transformational leadership has an influence on teacher performance at SD XYZ North Jakarta. This is indicated by the T Statistics value of 2.453 and the p value of 0.014 is smaller than the significant level ( $\alpha$ ) 0.05.

Based on this, the results of this study are in accordance with the research of Yani, Tunas, and Entang (2017) which proves that there is a positive and significant correlation between transformational leadership variables and teacher performance. Prabowo and Muafi's research (2021) also proves that transformational leadership has a positive influence on performance. Research by Albuni, Aslamiah, and Rizalie (2022), Evi and Tin (2022), and (Oktapratama & Sudibjo, 2023) also shows that transformational leadership has a positive effect on teacher performance.

Transformational leadership is a leader's style that can create conditions for mutual work motivation between leaders and employees, so that leaders can change employees for the better and create trust and improve performance. The positive relationship in transformational leadership is how to empower employees to be more potential and efficient for the organization, resulting in a good organization. Performance supported by solid employee performance is based on good awareness (Yani, Tunas, and Entang, 2017).

In addition, transformational leadership can be observed through a leader who has a leadership style that is able to create a friendly work environment, willing to be open with employees, and provide support and work motivation to them while providing opportunities to improve their abilities in the context of self-development. With a positive working atmosphere, it is expected that employees will have a feeling of being part of a big family where they work. Finally, it will improve employee performance so that employees work more than the organization expects (Prabowo and Muafi, 2021: 75).

The findings in this study show that leaders at SD XYZ North Jakarta are able to be inspirational leaders, provide good role models, and are able to motivate teachers. The principal at SD XYZ North Jakarta communicates the vision and mission of the school, this is indicated by routine activities carried out by the principal to deliver announcements or briefings in the morning or afternoon regularly. The results obtained from this study are also reinforced by the results of other researchers, so it can be concluded that the conditions of transformational leadership in each school observed have the same form of leadership in accordance with the accompanying environment, so that transformational leadership in the field is able to motivate the work enthusiasm of teachers so as to improve their performance.

***The Effect of Work Motivation on Teacher Performance at SD XYZ North Jakarta***

The results of hypothesis testing concluded that there is an effect of work motivation on teacher performance at SD XYZ North Jakarta. This is indicated by the T Statistics value of 6.910 and a p value of 0.000 which is smaller than the significant level ( $\alpha$ ) of 0.05.

The results of this study are in accordance with the research of Yani, Tunas, and Entang (2017) which shows that there is a positive and significant relationship between work motivation variables on teacher performance. When employees have work motivation, it will create a work spirit so that it can maximally support organizational goals.

In addition, this study is in accordance with the research of Albuni, Aslamiah, and Rizalie (2022), and Evi and Tin (2022) which shows that there is a direct effect of work motivation on teacher performance. It can be concluded that the greater a person's work motivation, the better the teacher's performance. Humans will work wholeheartedly and optimally, exerting all their abilities and skills when they have great work motivation. Work engagement is clear evidence of strong work motivation. Someone with high work motivation will be more actively involved than those with low work motivation.

Based on research (Permana & Pracoyo, 2022) it is proven that work motivation has a positive effect on employee performance. If employees have good motivation and work in a work environment that is also good, then the employee's performance will also be good. Work Motivation is something that has an influence on a person's performance. Therefore, if the organization wants its employees to achieve the best performance in accordance with organizational goals, the organization must be able to motivate its employees. This is because employees have different needs and expectations from one employee to another.

Humans will work optimally, exerting all their abilities and skills when they have great work motivation. This is the case with a teacher. Teachers will work professionally when they have high work motivation. When there is a certain motive or purpose behind an action taken, it can motivate teachers to complete their duties well and enthusiastically. What is a motive is a driver for teachers in giving strength to work hard. (Albuni, Aslamiah, and Rizalie, 2022).

In this study it was found that work motivation at SD XYZ North Jakarta is very good. Teachers always try to work well, seriously and concentrate in completing work, because for them the job of being a teacher is not just a profession but also a form of their vocation and service. Someone has a work spirit when they have work motivation which is a driver or moves them to be enthusiastic at work. Teachers will show a willing attitude to cooperate and exert all their power and efforts. The results found in this study are in line with the results of other studies, so it can be concluded that work motivation can improve teacher performance (Hafidulloh., et al, 2021).

### Research Limitations

Researchers found limitations in conducting research. The limitations in the research encountered include the following:

1. The results of the convergent validity test on descriptive analysis for the statement items of each variable found 4 statement items from the *perceived organizational support* variable as many as 2 items, work motivation there is 1 item, and performance is 1 invalid item because it has a *loading factor* of less than 0.70. Based on this, out of 51 statement items only 47 items were declared valid.
2. The use of Google Forms to distribute research questionnaires online can lead to the problem of Non Response Bias. This situation refers to a condition where people who do not participate in filling out the questionnaire have different views or opinions from the research respondents, which can affect the research results.
3. Respondents had difficulty in understanding the meaning of each statement in the research questionnaire. Researchers could not directly observe how respondents filled out the questionnaire

Time constraints in collecting online questionnaires and the busyness of respondents at the time of filling out the questionnaire can provide inaccurate results.

### CONCLUSION

This study aims to explore how perceived organizational support, transformational leadership, and work motivation affect teacher performance at SD XYZ North Jakarta. The results of the analysis show that all three factors have a significant influence on teacher performance. Perceived organizational support has a positive impact, where an increase in organizational support improves teacher performance. Transformational leadership also showed a positive influence, indicating that leadership that is able to inspire and support the development of teacher competencies improves their performance. Teacher motivation, both intrinsic and extrinsic, proved to have the greatest impact on their performance. The managerial implications of this study include the need for school management to strengthen perceived organizational support through training and rewards, practicing transformational leadership, and providing adequate external motivation. Suggestions include further testing by adding other independent variables, considering other aspects such as organizational commitment and organizational citizenship behavior, and ensuring the readiness of respondents in the study.

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