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Strategies to Improve Teacher Performance through Transformational Leadership, Personality, Job Satisfaction, and Trust: A Path Analysis and SITOREM Study

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ABSTRACT

Teacher performance remains a critical issue in improving the quality of education in Indonesia, particularly in private junior high schools. Previous studies have generally examined transformational leadership, personality, job satisfaction, and trust separately, with limited integration of these variables into a comprehensive model of teacher performance improvement. In addition, studies applying the Scientific Identification Theory to Conduct Operation Research in Education Management (SITOREM) approach to determine priority improvement indicators are still limited. Therefore, this study aims to analyze the influence of transformational leadership, personality, job satisfaction, and trust on teacher performance and to formulate strategies for improving teacher performance through SITOREM analysis. This study employed a quantitative survey method using path analysis and SITOREM analysis. The sample consisted of 114 permanent foundation teachers from 32 private junior high schools accredited at the “B” level across seven sub-districts in Bogor Regency, West Java. The results indicate that transformational leadership, personality, job satisfaction, and trust have significant direct effects on teacher performance. Job satisfaction and trust also function as mediating variables in strengthening the influence of transformational leadership and personality on teacher performance. The SITOREM analysis identified several indicators that should be maintained, including work quality, productivity, punctuality, responsibility, supervision, and integrity, while indicators such as work efficiency, promotion opportunities, emotional stability, and environmental trust require priority improvement. The novelty of this study lies in integrating organizational and psychological variables with the SITOREM approach to formulate priority-based strategies to improve teacher performance. The findings are expected to make theoretical contributions to educational management research and to offer practical recommendations for school principals, supervisors, and policymakers to improve teacher performance and educational quality.

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1. INTRODUCTION

Education plays a strategic role in improving the quality of human resources and supporting national development. In Indonesia, the importance of education is explicitly stated in the Preamble of the 1945 Constitution and Law Number 20 of 2003 concerning the National Education System, which emphasizes that national education aims to develop students into knowledgeable, creative, responsible, and morally upright citizens [1]. The achievement of these educational goals is strongly influenced by teacher performance because teachers act as educators, facilitators, mentors, and evaluators in the learning process. Therefore, improving teacher performance remains an important issue in educational management studies.

The quality of teacher performance in Indonesia remains a challenge. Results from the Programme for International Student Assessment (PISA) 2022, published by the OECD, indicate that Indonesian students' literacy, mathematics, and science scores remain below the OECD average, although Indonesia has shown a radical improvement compared to previous participation periods [2]. These findings indicate that strengthening educational quality remains necessary, particularly by improving teacher competence and professionalism. Teacher performance is closely related to the effectiveness of classroom management, lesson planning, instructional delivery, assessment practices, and student learning outcomes. In addition, the national average score on the Teacher Competency Test (UKG) in 2020 was 3.02, still below the expected standard score of 55 [3]. This condition demonstrates that teacher performance improvement continues to be a relevant concern in Indonesian education.

Teacher performance reflects the extent to which teachers fulfill their professional responsibilities. According to organizational behavior theory, performance refers to work achievement resulting from the effective and efficient execution of tasks and responsibilities [4]. In the educational context, teacher performance includes the quality and quantity of work, work productivity, punctuality, effectiveness, and efficiency in conducting teaching and learning activities. High teacher performance contributes to improved student achievement and institutional quality, whereas low performance may negatively affect educational outcomes.

Several organizational and psychological factors are theoretically associated with teacher performance. One important factor is transformational leadership. Transformational leadership theory, proposed by Bass and Riggio, holds that leaders who inspire, motivate, provide intellectual stimulation, and demonstrate individualized consideration can encourage employees to perform beyond expectations [5]. In schools, principals who apply transformational leadership can create a supportive organizational climate, strengthen teacher commitment, and encourage innovation in teaching practices. Previous studies have shown that transformational leadership positively influences teacher performance [6]. However, most previous studies have examined only direct relationships, without considering mediating variables such as trust and job satisfaction.

Another factor influencing teacher performance is personality. Personality reflects consistent patterns of thought, emotion, and behavior that influence how individuals respond

to their work environment [7]. Teachers with positive personality traits such as responsibility, persistence, sociability, and openness tend to demonstrate better teaching performance and adaptability in educational settings. Research conducted by Opoku et al. found that personality characteristics significantly influence educational behavior and work effectiveness [8]. Nevertheless, previous research generally focused on personality as an isolated predictor and rarely integrated it simultaneously with leadership, trust, and job satisfaction variables in a comprehensive model.

Job satisfaction also plays a significant role in improving teacher performance. According to Luthans, job satisfaction reflects a positive emotional response toward work experiences and work conditions [9]. Teachers who are satisfied with supervision, the work environment, promotion opportunities, and collegial relationships tend to be more motivated and productive. Similarly, trust is an important organizational factor influencing employee behavior. Trust refers to confidence in the integrity, competence, and reliability of others within organizational relationships [10]. In educational institutions, trust between teachers and school leaders can strengthen cooperation, communication, and organizational commitment, ultimately contributing to better performance.

Although previous studies have examined transformational leadership, personality, job satisfaction, trust, and teacher performance separately, several limitations remain. First, earlier studies generally analyzed these variables independently and focused only on direct effects. Second, limited research has simultaneously integrated transformational leadership and personality with trust and job satisfaction as mediating variables in explaining teacher performance. Third, studies applying the Scientific Identification Theory to Conduct Operation Research in Education Management (SITOREM) approach to determine priority improvement indicators for teacher performance remain limited, particularly in private junior high schools in Bogor Regency. Therefore, there remains a research gap regarding the development of integrated strategies to improve teacher performance, grounded in organizational and psychological variables supported by SITOREM analysis.

To strengthen the research problem, a preliminary survey was conducted involving 30 teachers and principals from private junior high schools in East Bogor Regency between March and May 2024. The findings revealed several performance-related problems, including deficiencies in lesson planning, instructional delivery, classroom management, punctuality, work efficiency, and teaching effectiveness. The highest proportion of problems was found in work quality (29%) and work productivity (22%), indicating that teacher performance improvement requires serious attention from educational stakeholders.

Based on these conditions, this study aims to analyze the direct and indirect effects of transformational leadership, personality, job satisfaction, and trust on teacher performance among private junior high school teachers in Bogor Regency. This study also seeks to formulate improvement strategies using the SITOREM method to identify indicators that need improvement and maintenance. The novelty of this study lies in integrating transformational leadership, personality, job satisfaction, and trust within a single path analysis model, combined with SITOREM analysis, to formulate practical recommendations for improving teacher performance.

The results of this research are expected to contribute theoretically to the development of educational management and organizational behavior studies, particularly regarding teacher performance improvement models. In practice, this study is expected to provide recommendations for school principals, supervisors, educational institutions, and policymakers on developing effective strategies to strengthen teacher performance and improve the quality of education in Indonesia.

2. METHOD

This research was conducted at a private junior high school accredited “B” in Bogor Regency, West Java Province. The research method used in this study is a survey method, with a data analysis model based on path analysis and Scientific Identification Theory to Conduct Operation Research in Education Management (SITOREM). The research approach uses quantitative methods to analyze the research variables, both dependent (endogenous) and independent (exogenous).

This research aims to develop strategies to improve teacher performance, specifically by strengthening the variables of transformational leadership, personality, job satisfaction, and trust.

Population and Sample

A population is a collection of generalized areas consisting of subjects or objects that possess certain qualities and characteristics determined by the researcher to be studied, and from which conclusions are drawn. Therefore, a population consists not only of humans, but also of objects and other natural objects. A population is not simply the number of objects or subjects; it encompasses all the characteristics of those objects or subjects [7].

Data from the Badan Pusat Statistik Kabupaten Bogor (2014) shows that the population of Bogor Regency in 2023 reached 5,627,021. Bogor Regency has an area of 2,991.78 km², comprising 40 Districts and 435 Subdistricts/Villages [8]. PINTER-Peta Invesatasi Antar Wilayah & Sektor (2020) divides Bogor Regency into three development areas, including: West, Central, and East Bogor development areas [9]. The population used in this study is the principal and all permanent teachers of Private Junior High School Foundations in one part of the Bogor Regency development area, namely the East Bogor development area, especially focused on Private Junior High Schools accredited B with Permanent Foundation Teacher (GTY) status according to Bogor Regency Dapodik data in 2025/2026 in the odd semester, namely 625 teachers.

The calculation of the accessible population in this study used multistage random sampling, which is a development of simple cluster sampling. Cluster sampling is used when the object of study or the data source is very broad, for example, the population of a country, province, or district. To determine which population will be used as the data source, sampling is based on a predetermined population area. This technique is often used in two stages: the first determines the sample area using stratified random sampling, and the second selects people in that area using random sampling. Multistage random sampling draws different samples from several clusters. The method first selects a large area, then progressively smaller areas. Finally, a sample of individuals emerges [10].

Table 1. Reachable Population

No.	District	Private Junior High Schools Accredited B	Number of Permanent Foundation Teachers (GTJ)
1	Cileungsi	8	37
2	Gunungputri	5	23
3	Jonggol	8	43
4	Klapanunggal	4	22
5	Sukamakmur	2	10
6	Cariu	2	8
7	Tanjung Sari	3	16
	TOTAL		32

Research Sample

A sample is a part of the whole and possesses characteristics of the population [11]. The sampling technique in this study used proportional random sampling. The proportional random sampling technique is a simple random sampling technique because the sample is drawn from a heterogeneous or dissimilar population [12].

The Slovin formula is a mathematical formula used to calculate the population of an object whose characteristics are not yet specifically known [13]. In using the Slovin formula in this study, the first step is to determine the Confidence Level (...%) of the results' truth, or the Significance Level of Error Tolerance (0, ...) that will occur. The level of confidence/Confidence Level of 95% of the truth of the results (meaning that it is certain that the research conducted is 95% correct) and the Significance Level of 0.05 (ensuring that only 5% of errors will occur).

The sample size, according to Slovin, is determined based on the following formula:

The sample size, according to Slovin, is determined based on the following formula:

$$n = \frac{N}{1 + Ne^2}$$

Description:

n : Sample Size

N : Population Size

e: : Percentage allowance for inaccuracy due to sampling error that is still tolerable or desired, for example, 5%.

So, if the calculation is carried out using the Slovin formula, the sample obtained in this study can be as follows: the limited population of permanent teachers at Private Middle School Foundations in Bogor Regency is 114.

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{159}{1 + 159 (0,05)^2}$$

$$n = \frac{159}{1 + 0,3975}$$

$$n = \frac{159}{1,3975}$$

$$n = 113,77 \text{ rounded up to } 114$$

The calculation results show that the sample size for this study is 114 Permanent Foundation Teachers. Furthermore, the sample size calculation was carried out using a proportional random sampling technique, meaning that the sample calculation for each B-accredited Private Junior High School and Permanent Foundation Teachers (GTY) was taken randomly using the equation formula:

$$n_1 = \frac{N_1}{N} \times n$$

Description:

N_1 : number of teachers per school
 N : Population
 n : Sample

3. RESULTS AND DISCUSSION

The standard error of the estimate was tested for normality using the Kolmogorov-Smirnov test in SPSS. The requirement for the standard error of the estimate to originate from a normally distributed population is a sig. value > 0.05. The results of the normality test are as follows:

The calculation results in the One-Sample Kolmogorov-Smirnov Test table (Asymp Sig. (2-tailed) obtained a Sig value = 0.079 at a significance value of $\alpha = 0.05$. Because the Sig value > $\alpha = 0.05$, then H_0 is accepted and H_1 is rejected, which means that the estimated error ($Y - \hat{Y}$) is normally distributed. Thus, it can be interpreted that the estimated error of Teacher Performance on Transformational Leadership is normally distributed. In other words, the estimated error of the regression equation $\hat{Y}$ on X_1 comes from a normally distributed population and the requirements for the normality of the estimated error distribution are met.

The calculation results in the One-Sample Kolmogorov-Smirnov Test table (Asymp Sig. (2-tailed) obtained a Sig value = 0.095 at a significance value of $\alpha = 0.05$. Because the Sig value > $\alpha = 0.05$, then H_0 is accepted and H_1 is rejected, which means that the estimated error ($Y - \hat{Y}$) is normally distributed. Thus, it can be interpreted that the estimated error of Teacher Performance on Personality is normally distributed. In other words, the estimated error of the regression equation $\hat{Y}$ on X_2 comes from a normally distributed population and the requirements for the normality of the estimated error distribution are met.

The calculation results in the One-Sample Kolmogorov-Smirnov Test table (Asymp Sig. (2-tailed) obtained a Sig value = 0.081 at a significance value of $\alpha = 0.05$. Because the Sig value > $\alpha = 0.05$, then H_0 is accepted and H_1 is rejected, which means that the estimated error ($Y - \hat{Y}$) is normally distributed. Thus, it can be interpreted that the estimated error of Teacher Performance on Job Satisfaction is normally distributed. In other words, the estimated error of the regression equation $\hat{Y}$ on X_3 comes from a normally distributed population and the requirements for the normality of the estimated error distribution are met.

The calculation results in the One-Sample Kolmogorov-Smirnov Test table (Asymp Sig. (2-tailed) obtained a Sig value = 0.099 at a significance value of $\alpha = 0.05$. Because the Sig value $> \alpha = 0.05$, then H_0 is accepted and H_1 is rejected, which means that the estimated error ($Y - \hat{Y}$) is normally distributed. Thus, it can be interpreted that the estimated error of Teacher Performance on Trust is normally distributed. In other words, the estimated error of the regression equation $\hat{Y}$ on X_4 comes from a normally distributed population and the requirements for the normality of the estimated error distribution are met.

The calculation results in the One-Sample Kolmogorov-Smirnov Test table (Asymp Sig. (2-tailed) obtained a Sig value = 0.850 at a significance value of $\alpha = 0.05$. Because the Sig value $> \alpha = 0.05$, then H_0 is accepted and H_1 is rejected, which means that the estimated error ($Y - \hat{Y}$) is normally distributed. Thus, it can be inferred that the estimated error in Job Satisfaction with respect to Transformational Leadership is normally distributed. In other words, the estimated error of the regression equation X_3 on X_1 comes from a normally distributed population and the requirements for the normality of the estimated error distribution are met.

The calculation results in the One-Sample Kolmogorov-Smirnov Test table (Asymp Sig. (2-tailed) obtained a Sig value = 0.169 at a significance value of $\alpha = 0.05$. Because the Sig value $> \alpha = 0.05$, then H_0 is accepted and H_1 is rejected, which means that the estimated error ($Y - \hat{Y}$) is normally distributed. Thus, it can be interpreted that the estimated error of Trust in Transformational Leadership is normally distributed. In other words, the estimated error of the regression equation X_4 on X_1 comes from a normally distributed population and the requirements for the normality of the estimated error distribution are met.

The calculation results in the One-Sample Kolmogorov-Smirnov Test table (Asymp Sig. (2-tailed) obtained a Sig value = 0.435 at a significance value of $\alpha = 0.05$. Because the Sig value $> \alpha = 0.05$, then H_0 is accepted and H_1 is rejected, which means that the estimated error ($Y - \hat{Y}$) is normally distributed. Thus, it can be interpreted that the estimated error of Job Satisfaction on Personality is normally distributed. In other words, the estimated error of the regression equation X_3 on X_2 comes from a normally distributed population and the requirements for the normality of the estimated error distribution are met.

The calculation results in the One-Sample Kolmogorov-Smirnov Test table (Asymp Sig. (2-tailed) obtained a Sig value = 0.089 at a significance value of $\alpha = 0.05$. Because the Sig value $> \alpha = 0.05$, then H_0 is accepted and H_1 is rejected, which means that the estimated error ($Y - \hat{Y}$) is normally distributed. Thus, it can be interpreted that the estimated error of Trust in Personality is normally distributed. In other words, the estimated error of the regression equation X_4 on X_2 comes from a normally distributed population and the requirements for the normality of the estimated error distribution are met.

Based on the overall results of the error normality test in this study, it can be seen in the summary of the table below:

Table 2. Recapitulation of Data Normality Test

No	Standard Error of Estimate	Sig.	Condition	Conclusion
1	Y on X ₁	0,079	0,05	Normally distributed
2	Y on X ₂	0,095	0,05	Normally distributed
3	Y on X ₃	0,081	0,05	Normally distributed
4	Y on X ₄	0,099	0,05	Normally distributed
5	X ₃ on X ₁	0,850	0,05	Normally distributed
6	X ₄ on X ₁	0,169	0,05	Normally distributed
7	X ₃ on X ₂	0,435	0,05	Normally distributed
8	X ₄ on X ₂	0,089	0,05	Normally distributed

The conditions for Normal Distribution are sig. > 0,05

The results of the Bartlett test for homogeneity were as follows: The Bartlett test statistic was 0.057, and the significance level was 0.05. The value of $0.057 > 0.05$; thus, the Teacher Performance variable (Y) on the Transformational Leadership variable (X₁) comes from a population with the same variance (homogeneous). Based on the Bartlett test results, a p-value of 0.123 was obtained, while the significance level used was 0.05. The value of $0.123 > 0.05$; thus, the Teacher Performance Variable (Y) on the Personality Variable (X₂) comes from a population with the same variance (homogeneous).

Based on the Bartlett test results, the significance value was 0.868, while the significance level used was 0.05. The value of $0.868 > 0.05$; thus, the Teacher Performance Variable (Y) on the Job Satisfaction Variable (X₃) comes from a population with the same variance (homogeneous). Based on the Bartlett test results, a p-value of 0.073 was obtained, while the significance level used was 0.05. The value of $0.073 > 0.05$; thus, the Teacher Performance Variable (Y) on the Trust Variable (X₄) comes from a population with the same variance (homogeneous).

Based on the Bartlett test results, a p-value of 0.083 was obtained, while the significance level used was 0.05. The value of $0.083 > 0.05$; thus, the Job Satisfaction Variable (X₃) on Transformational Leadership (X₁) comes from a population with the same variance (homogeneous). Based on the Bartlett test results, the significance value was 0.854, while the significance level used was 0.05. The value of $0.854 > 0.05$; thus, the Trust Variable (X₄) on Transformational Leadership (X₁) comes from a population with the same variance (homogeneous).

Based on the Bartlett test results, a p-value of 0.088 was obtained, while the significance level used was 0.05. The value of $0.088 > 0.05$; thus, the Job Satisfaction Variable (X₃) on Personality (X₂) comes from a population with the same variance (homogeneous). Based on the Bartlett test results, a p-value of 0.162 was obtained, while the significance level used was 0.05. The value of $0.162 > 0.05$; thus, the Trust Variable (X₄) on Personality (X₂) comes from a population with the same variance (homogeneous).

Table 3. Recapitulation of Data Variance Homogeneity Test

No	Group	Sig. (Bartlett's test)	Condition	Conclusion
1	X ₁ on Y	0,057	0,05	Homogeneous
2	X ₂ on Y	0,123	0,05	Homogeneous
3	X ₃ on Y	0,868	0,05	Homogeneous
4	X ₄ on Y	0,073	0,05	Homogeneous
5	X ₁ on X ₃	0,083	0,05	Homogeneous
6	X ₁ on X ₄	0,854	0,05	Homogeneous
7	X ₂ on X ₃	0,088	0,05	Homogeneous
8	X ₂ on X ₄	0,162	0,05	Homogeneous

The conditions for a homogeneous population are sig. > 0,05

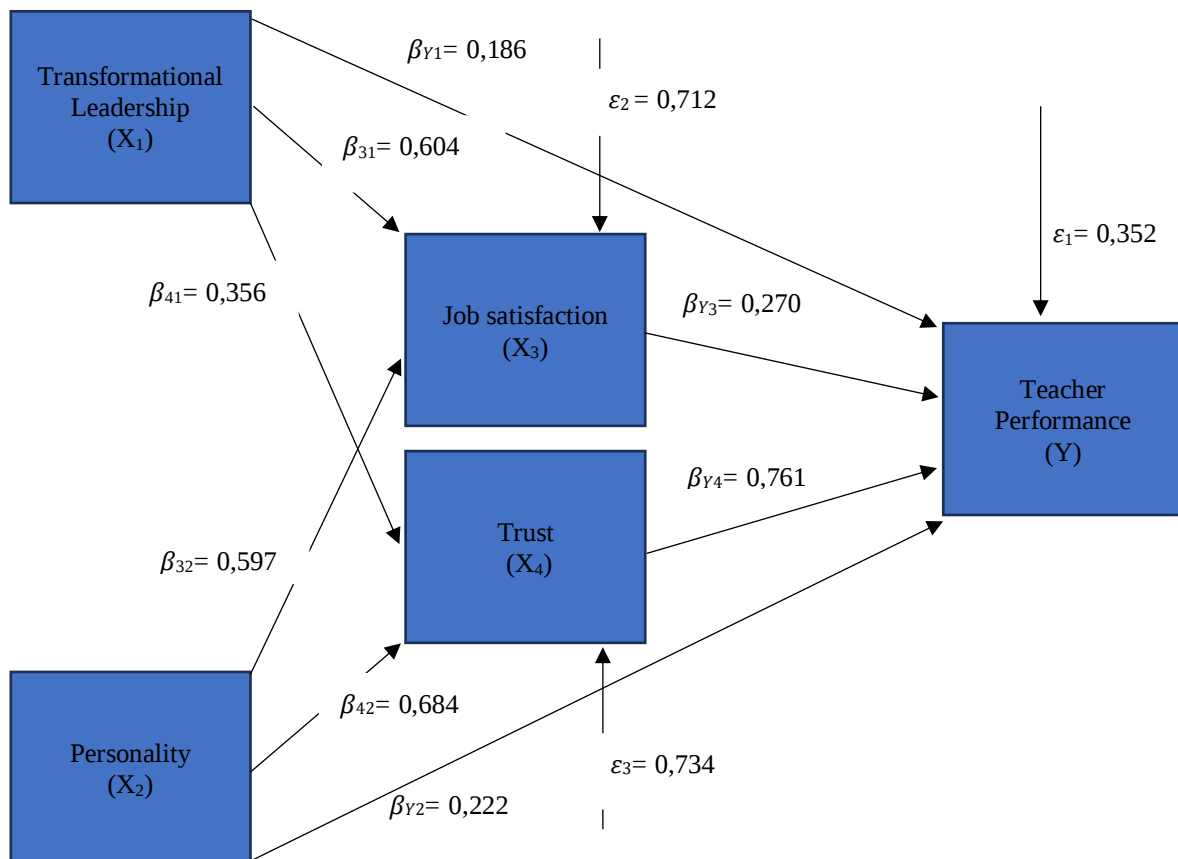


Figure 1. Path Coefficient of Transformational Leadership, Personality, Job Satisfaction, and Trust in Teacher Performance

After conducting analysis using a structural model, the results are used to test the hypothesis and further determine the direct and indirect influences of each variable. Based on the calculation results, the path coefficient value is obtained with $\beta_{Y1} = 0.186$. The results of the coefficient significance test indicate $t_{count} = 1.989$ and $t_{table} (df = 110, \alpha = 0.05) = 1.659$. Based on the calculation results as seen in the table above, $t_{count} > t_{table}$, so H_0 is rejected, and H_1 is accepted. Thus, it can be concluded that Transformational Leadership (X₁) has a direct positive and significant effect on Teacher Performance (Y). Based on the calculation results, the path coefficient value is obtained with $\beta_{Y2} = 0.222$. The results of the coefficient significance test indicate $t_{count} = 2.410$ and $t_{table} (df = 110, \alpha = 0.05) = 1.659$. Based on the calculation results as seen in the table above, $t_{count} > t_{table}$, so H_0 is rejected, and

H_1 is accepted. Thus, it can be concluded that Personality (X_2) has a direct positive and significant effect on Teacher Performance (Y).

Based on the calculation results, the path coefficient value is obtained with $\beta_{y3} = 0.270$. The results of the coefficient significance test indicate a t-count of 2.969 and a t-table ($df = 110$, $\alpha = 0.05$) of 1.659. Based on the calculation results as seen in the table above, $t_{count} > t_{table}$, so H_0 is rejected, and H_1 is accepted. Thus, it can be concluded that Job Satisfaction (X_3) has a direct positive and significant effect on Teacher Performance (Y). Based on the calculation results, the path coefficient value is obtained with $\beta_{y4} = 0.761$. The results of the coefficient significance test obtained t_{count} of 2.808 and t_{table} ($dk = 110$, with $\alpha = 0.05$) of 1.659. Based on the calculation results as seen in the table above, $t_{count} > t_{table}$, so H_0 is rejected, and H_1 is accepted. Thus, it can be concluded that Trust (X_4) has a direct positive and significant effect on Teacher Performance (Y).

Based on the calculation results, the path coefficient value is obtained with $\beta_{31} = 0.604$. The results of the coefficient significance test obtained t_{count} of 7.992 and t_{table} ($dk = 110$, with $\alpha = 0.05$) of 1.659. Based on the calculation results as seen in the table above, $t_{count} > t_{table}$, so H_0 is rejected, and H_1 is accepted. Thus, it can be concluded that Transformational Leadership (X_1) has a direct positive and significant effect on Job Satisfaction (X_3). Based on the calculation results, the path coefficient value is obtained with $\beta_{41} = 0.356$. The results of the coefficient significance test obtained t_{count} of 4.019 and t_{table} ($dk = 110$, with $\alpha = 0.05$) of 1.659. Based on the calculation results as seen in the table above, $t_{count} > t_{table}$, so H_0 is rejected, and H_1 is accepted. Thus, it can be concluded that Transformational Leadership (X_1) has a direct positive and significant effect on Trust (X_4).

Based on the calculation results, the path coefficient value is obtained with $\beta_{32} = 0.597$. The results of the coefficient significance test obtained t_{count} of 7.873 and t_{table} ($dk = 110$, with $\alpha = 0.05$) of 1.659. Based on the calculation results shown in the table above, $t_{count} > t_{table}$, so H_0 is rejected, and H_1 is accepted. Thus, it can be concluded that Personality (X_2) has a direct positive and significant effect on Job Satisfaction (X_3). Based on the calculation results, the path coefficient value is obtained with $\beta_{42} = 0.684$. The results of the coefficient significance test obtained t_{count} of 9.927 and t_{table} ($dk = 110$, with $\alpha = 0.05$) of 1.659. Based on the calculation results as seen in the table above, $t_{count} > t_{table}$, so H_0 is rejected, and H_1 is accepted. Thus, it can be concluded that Personality (X_2) has a direct positive and significant effect on Trust (X_4).

Based on the calculation results, the path coefficient value $\beta_{y31} = 0.05$ was obtained. The test results obtained a $Z_{statistic}$ of 2.191 and a Z_{table} of 1.96. Based on the calculation results, as seen, the $Z_{statistic} > Z_{table}$ was obtained. Thus, it can be concluded that Job Satisfaction functions effectively as an intervening variable in the indirect influence of Transformational Leadership on Teacher Performance. Based on the calculation results, the path coefficient value $\beta_{y41} = 0.142$ was obtained. The test results obtained a $Z_{statistic}$ of 2.223 and a Z_{table} of 1.96. Based on the calculation results, as seen, the $Z_{statistic} > Z_{table}$. Thus, it can be concluded that trust functions effectively as an intervening variable in the indirect influence of Transformational Leadership on Teacher Performance.

Based on the calculation results, the path coefficient value $\beta_{y32} = 0.06$ was obtained. The test results obtained a $Z_{statistic}$ of 2.532 and a Z_{table} of 1.96. Based on the calculation

results, as seen, the $Z_{\text{statistic}} > Z_{\text{table}}$ was obtained. Thus, it can be concluded that Job Satisfaction functions effectively as an intervening variable in the indirect influence of Personality on Teacher Performance. Based on the calculation results, the path coefficient value $\beta_{y42} = 0,169$ was obtained. The test results obtained a $Z_{\text{statistic}}$ of 1.965 and a Z_{table} of 1.96. Based on the calculation results, as seen, the $Z_{\text{statistic}} > Z_{\text{table}}$ was obtained. Thus, it can be concluded that trust functions effectively as an intervening variable in the indirect influence of Personality on Teacher Performance. Analysis of the contribution of independent variables to the dependent variable, namely by using the beta coefficient calculation formula. Based on the research design in this study, the contribution analysis can be designed as described in the table below.

Table 4. Contribution Analysis

No	Relationship Between Variables	Beta Coefficient	Contribution (%)
1	The Direct Influence of Transformational Leadership on Teacher Performance	0,186	18,6%
2	The Direct Influence of Personality on Teacher Performance	0,222	22,2%
3	The direct influence of job satisfaction on teacher performance	0,270	27%
4	The Direct Influence of Trust on Teacher Performance	0,761	76,1%

Based on the results of the analysis of research indicators for indicator scores on the Teacher Performance variable (Y), on the Quantity of Work indicator with an average of 4.54; Quality of Work with an average of 4.59; Work productivity with an average of 4.25; Work Effectiveness with an average of 4.39; Work Efficiency with an average of 3.55; and Punctuality with an average of 4.54. Indicator scores on the Transformational Leadership variable (X_1) on the Idealized Influence indicator with an average of 4.61; Motivating Inspiration with an average of 4.60; Intellectual Stimulation with an average of 4.56; and Individual Consideration with an average of 4.53. Indicator scores on the Personality variable (X_2) on the Sociable indicator with an average of 4.53; Dare to Appear with an average of 3.83; Cooperative with 3.94; Responsible with an average of 4.42; Persistent with 4.42; Not Worried with 3.66; Relaxed with 3.07; and Broad-Minded with an average of 4.42. Indicator scores on the Job Satisfaction variable (X_3), on the Salary indicator with an average of 3.76; Promotion Opportunities with an average of 3.79; Supervision with an average of 4.34; The Work Itself with an average of 4.04; Coworkers with an average of 4.27; and Security with an average of 4.35. Indicator scores on the Trust variable (X_4) on the Belief in Good Human Nature indicator with an average of 4.54; Experience from Education and Environment with an average of 3.99; Belief in the Abilities of Others with an average of 4.10; Belief in Integrity with an average of 4.21; Having Strong Emotional Bonds with an average of 4.05; and Respect/Appreciating Others with an average of 4.30.

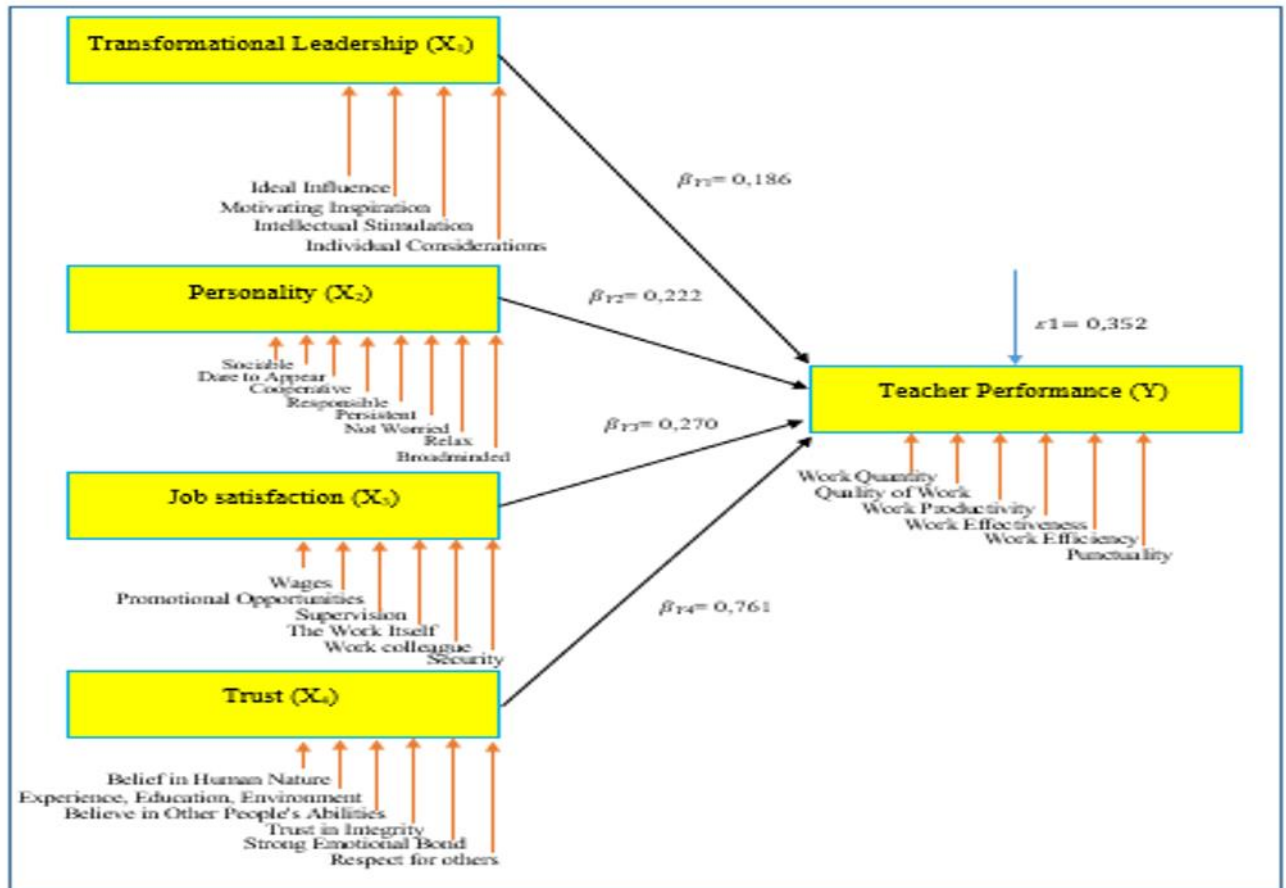


Figure 2. SITOREM Analysis, Research Constellation and Statistical Models

4. CONCLUSION

This study concludes that transformational leadership, personality, job satisfaction, and trust are important factors in improving teacher performance in private junior high schools in Bogor Regency. The findings indicate that trust and job satisfaction strengthen the relationship between leadership, personality, and teacher performance. Through the SITOREM analysis, this study also identified several indicators that require priority improvement, particularly work efficiency, emotional stability, promotion opportunities, and trust derived from educational and environmental experiences.

This study contributes to the development of educational management and organizational behavior literature by integrating transformational leadership, personality, trust, and job satisfaction into a single analytical model of teacher performance. In addition, the use of the SITOREM approach provides a more comprehensive framework for identifying priority indicators that need improvement and those that should be maintained to strengthen teacher performance.

The findings provide practical implications for school principals, supervisors, and education policymakers in designing strategies to improve teacher performance. Strengthening transformational leadership practices, creating supportive work environments, improving teacher welfare and promotion systems, and fostering organizational trust may enhance teacher productivity and professionalism. These strategies are expected to support broader improvements in educational quality.

This study is limited to private junior high schools accredited “B” in Bogor Regency, which may limit the generalizability of the findings to other educational contexts. In addition, the study employed a quantitative survey approach, which may not fully capture the deeper behavioral and organizational dynamics that influence teacher performance. Future studies are recommended to include a broader range of educational levels and regions to yield more comprehensive findings. Further research may also employ mixed-methods or longitudinal approaches to examine changes in teacher performance over time. In addition, future researchers may examine other variables such as organizational culture, work motivation, digital competence, and teacher commitment to enrich the development of teacher performance models in educational institutions.

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