TEACHER PERFORMANCE REVIEWED FROM SERVING LEADERSHIP STYLE AND ACHIEVEMENT MOTIVATION OF PRIMARY SCHOOL PRINCIPALS IN BOLAANG MONGONDOW SOUTH DISTRICT, NORTH SULAWESI PROVINCE

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Abstract

This research aims to examine teacher performance in terms of the service leadership style and achievement motivation of school principals in South Bolaang Mongondow Regency, North Sulawesi Province. This research uses a quantitative research approach. The population in this study was 476 teachers. The data source sample was determined using an area sampling technique with the results being 202 teachers as the sample. The data collection techniques used were questionnaires and interviews. The data analysis technique used is multiple regression analysis. Test the hypothesis using SPSS version 25.00 for Windows. The research results show that there is an influence of servant leadership (X_1) on teacher performance (Y) which is 84.4% and there is an influence of achievement motivation (X_2) on teacher performance (Y) which is 71.8%. Then together the influence of Servant Leadership (X_1) achievement motivation (X_2) on teacher performance (Y) is 85%. This study is very important for school principals and teachers to improve teacher performance. As a leader, school principals need to apply a servant leadership style and teachers need to increase their achievement motivation. Further efforts of researchers can be focused on developing and analyzing the effectiveness of servant leadership style and achievement motivation on teacher performance.

Keywords: teacher performance, servant leadership style and achievement motivation.

Introduction

Teacher performance is one indicator that describes the quality of education of an educational institution or even a picture of the quality of education nationally. The performance of elementary school teachers has a very important role as laying the foundation for abilities to be developed at the next level of education and even determining a child's quality of life in the future and their role as servants of the state and society. Thus, teacher performance has become an area of study that deserves to be researched on an ongoing basis in order to obtain valid findings to be used as a guide to formulate policies to improve and realize the quality of teacher performance professionally. The quality of education has only become a grandiose slogan because all forms of policies and programs will ultimately be determined by the performance at the forefront, namely teachers and teachers are the most determining component, because it is in the hands of teachers that the curriculum, facilities and infrastructure, and the learning climate become something that matters to students' lives (Masrum, 2021).

Performance is seen in the work results achieved by an employee in carrying out his duties. Good teacher performance depends on various factors that influence it. Performance is a combination of three factors consisting of (1) Knowledge, especially related to work that is responsible for work, (2) Experience, which does not just mean the amount of time or length of work, but also regarding the substance of what is done, (3) Personality, in the form of conditions within a person facing his field of work, such as interests, talents, work motivation and work discipline (Nawawi, 2004). In fact, many efforts have been made to improve teacher professional competence so that it leads to quality teacher performance, but there are facts showing at the national level that show the need to improve teacher performance.

The quality of education in Indonesia at the ASEAN level is still considered to have not reached what was expected, even compared to neighboring countries, namely Malaysia and Brunei Darussalam. Based on data reported by *the Program for International Student Assessment* (PISA) in 2018, Indonesian education is in fifth position in ASEAN (Saputro & Hadi, 2022). Furthermore, the results of a survey regarding the secondary education system in the world in 2018 issued by PISA (*Program for International Student Assessment*) in 2019, Indonesia was in a low position, namely 74th out of 79 other countries in the survey. In other words, Indonesia is in the 6th lowest position compared to other countries (Nurhuda, 2022). At the same time, the Indonesian nation is facing a very dramatic phenomenon, namely low competitiveness as an indicator that education has not been able to produce quality human resources (HR), where improving the quality of education must start from teachers and end with teachers.

Regarding the empirical reality explained previously, it is clear that our challenge is how to ensure that the performance of elementary school teachers is of high quality according to the demands of the profession. Various factors determine or influence teacher performance, namely: 1) *Personal factors* : indicated by the level of skill, competence possessed, motivation and individual commitment 2) *Leadership factors* : determined by the quality of encouragement, guidance and support provided by managers and *team leaders* 3) *Team factors* : shown by the quality of support provided by co-workers 4) *System factor* : shown by the work system and facilities provided by the organization 5) *Contextual/situational factor* : shown by the high level of pressure and changes in the internal and external environment(Amstrong & Baron dalam Wibowo & Phil, 2007) (Hartanti & Yuniarsih, 2018).

From the previous ideas, it can be concluded that there are two factors determining teacher performance, namely leadership and motivation. Interesting leadership to study is related to the servant leadership style *and* achievement motivation of elementary school principals.

There is a view that states that the principal's leadership and achievement motivation greatly determine the quality of teacher performance. According to the better the teacher's work motivation and performance, the more opportunities there will be for achieving optimal educational goals at school, and vice versa, the lower the teacher's work motivation and performance, the more difficult it will be to achieve optimal educational goals. The performance achieved by a person is the result of whether a person has achieved the guidelines desired by the

organization or not in terms of quality and quantity. To achieve the desired performance, a teacher must really understand what the principal wants. Teachers must also have the will and skills to complete the tasks given by the principal teacher(Utami et al., 2019)(Awaru, 2015) (Paizal et al., 2019) (Gusman, 2020).

The concept of *Servant Leadership* was first introduced in the field of management and literature by Robert K. Merton (Greenleaf, 1977). Servant Leadership is: (1) a leadership style characterized by a leadership interest that goes beyond and pays more attention to its followers to help its followers to further grow and develop within the organization, (2) primarily serving and encouraging good relationships by developing an atmosphere of *dignity* (dignity) and *respect* , building community and teamwork, and listening to colleagues and employees. It is important to note that from a practical perspective, servant leaders not only seek to increase the productivity and profitability of their organizations, but also utilize a service orientation to motivate others and achieve their goals (3), to achieve an organization's goals, also has a primary focus on moral responsibility in serving subordinates when leading an organization. (4) aims to emphasize increasing service to others, creating a sense of family and increasing a high sense of sharing within an organization.(Robbins & Judge, 2017) (Greenleaf, 2002) (Eva et al., 2019) (Tran & Spears, 2020).

Several experts *suggest* that servant leaders have the following characteristics: (1) individuals who have a tendency to always serve, as natural servants who tend to be more diligent and civilized in terms of serving the highest priority needs of other people than the person who first leads and then force conscience with normative expectations. It is an interaction between a leader and his followers where the leader provides influence by first serving, listening and seeing the needs of his followers to grow and develop to reach their highest potential together in an effort to achieve common goals in a society or organization, (2) there are six main characteristics *servant leadership* , namely, *empowerment, accountability, standing back, humility, authenticity, courage, interpersonal acceptance, and stewardship* and (3) Individuals who successfully adapt to other people and groups, have the opportunity to build relationships with other people in a better way. good social adjustment, (4) a leadership style that originates from sincere feelings arising from the heart that desires to serve, namely being the first to serve and (5) a *practical altruistic philosophy which supports people who choose to serve first, and then leads as a way of expanding service to individuals and institutions. Servant leadership encourages collaboration, trust, foresight, listening, and the ethical use of power and empowerment* . This means *Servant Leadership* as a practical altruistic philosophy that supports people who choose to first serve, and then lead as a way to extend service to individuals and institutions. *Servant Leadership* encourages collaboration, trust, foresight, listening, and the ethical use of power and empowerment.(Greenleaf, 1979) (Van Dierendonck, 2011) (Hurlock, 1993) (Waddell, 2006) (Correia de Sousa & Van Dierendonck, 2010).

There are various aspects that should be carried out as a servant leader, including: (1). *Listening* . Leaders must meet with their members regularly and listen to the aspirations of their

group members to then absorb them and use them as material for self-reflection and performance evaluation, (2). *Empathy* . Leaders must be able to understand the conditions that other people are feeling. (3). *Healing* . Leaders must be able to resolve emotional problems experienced by themselves and others. (4). *Awareness* . Leaders must be sensitive to capturing important things that arise around their environment. (5). *Persuasion* . Leaders must be able to make their members trust their leadership and believe in the decisions they take. (6). *Conceptualization* . Leaders must be able to combine concepts and practical applications well, (7). *Foresight* . Leaders must be able to take lessons from the past and present to use as evaluation and anticipatory steps in facing the future. (8), *Stewardship.* Leaders must foster a sense of mutual trust in the team that is based on ethics, *(9), Commitment to the growth of people* . Leaders must be able to see the positive potential of each member for further development so that everyone can contribute optimally in achieving team goals and (10) *Building community* . Leaders must be able to build togetherness between members through various internal communities and also establish good relationships with parties outside the organization. This can be done by supporting communities that are in line with their interests (Spears, 2004).

Regarding the contribution of achievement motivation to teacher performance, it is studied as follows. The concept of achievement motivation was first formulated by Henry Alexander Murray in the 1960s. Murray (1960) used the term need *for achievement* for achievement motivation, abbreviated as (*N'Ach*), which is defined as the desire or tendency to do something difficult as quickly and as well as possible. Achievement Motivation, is the driving force to achieve the highest possible level of learning achievement for the sake of one's own expectations (Murray dalam Winkel, 2004)).

The need *for achievement* is the power contained in the human mind to be able to carry out an activity better, faster, more effectively and more efficiently than before. Achievement motivation is the urge to do the best possible, in order to obtain the best results in accordance with the expected conditions, by trying hard, and outperforming others based on certain quality standards. Achievement motivation according to several experts means: (1) one of the important things for leaders to encourage subordinates to achieve high performance, because motivation provides enthusiasm, direction and persistence of behavior, (2) can develop activity and initiative, direct and maintain perseverance in carrying out learning activities, (3) is the most important thing in a teaching and learning process, because achievement motivation is the encouragement or driving force for individuals to achieve success, (4) encourages the growth of behavior or actions and (5) all the driving force within students who give rise to learning activities that ensure the continuity of learning activities that provide direction to learning activities so that the goals desired by the learning subject can be achieved.(Santrock, 2011) (Sardiman, 2011) (Djaali, n.d. 2008) (Riza & Masykur, 2015) (Hamalik, 2002) (Sardiman, 2013).

A study found that "high achievement motivation in students will direct students to behave according to their abilities in developing knowledge, leadership and skills (Moore et al., 2010a). Individuals who have high achievement motivation will pay attention to the mistakes they make

(Mc Clelland, dalam Hawadi, 2001). Thus, without motivation, an activity such as learning will not arise. Achievement motivation functions as a director, meaning that it moves actions towards achieving the desired goals and as a driving force, like a machine, where the size of achievement motivation will determine how fast an activity, including learning activities, will go.

There are various factors that influence a person's achievement motivation, including: (1) Experience in the first years of life, (2) differences in past experiences for each person causing variations in the level of a person's tendency to achieve, cultural background where someone grew up. If raised in a culture that emphasizes the importance of tenacity, hard work, initiative and competitive attitudes, as well as an atmosphere that always encourages individuals to solve problems independently without being haunted by feelings of fear of failure, a person will develop a high desire for achievement, (3) Imitation. behavior (modeling). Children take or imitate many characteristics of the model, including the need for achievement if the model has a certain degree of motivation and (4) The environment in which the learning process takes place. A learning climate that is pleasant, non-threatening, provides enthusiasm and an optimistic attitude for students in learning, tends to will encourage someone to be interested in learning, have tolerance for a competitive atmosphere and not worry about failure (McClelland dalam Firmansyah et al., 2020).

Research methodology

This research uses a quantitative research approach . Research activities were carried out from January to June 2023. The data source population in this research were all State Elementary School (SDN) teachers in Bolaang UKI District, Posigadan District and Pinolosian District, South Bolaang Mongondow Regency (BOLSEL) North Sulawesi Province as many as 476 teachers . The data source sample was determined using *area sampling techniques* . The number of sample data sources according to schools in each sub-district is presented in table 1 below:

Table 1. Population and Sample

No	District name	Total Population	Number of Kindergarten Samples (5%)
1	Posigadan District	165 teachers	70 teachers
2	Bolaang Uki District	199 teachers	84 teachers
3	Pinolosian District	112 teachers	48 teachers
	Amount	**476 teachers**	**202 Teachers**

This research uses 3 (three) variables, namely the Servant Leadership variable (X_1), the Achievement Motivation variable (X_2) and the Teacher Performance variable (Y). The form of relationship between variables in this research is:
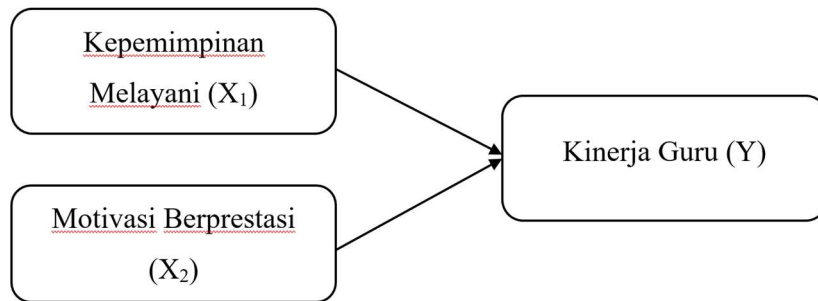

Figure 1. Form of Relationship Between Research Variables

The data collection techniques used were questionnaires and interviews. The data analysis technique used is multiple regression analysis. Test the hypothesis using SPSS version 25.00 for Windows.

Based on the validity test carried out on the Servant Leadership instrument variable (X_1), the Achievement Motivation variable (X_2) and the Teacher Performance variable (Y) it can be seen that the overall item value $r\_0 < r\_t$, or the $_{calculated\ r}$ is greater than the r_{table} (0.312). So the item can be said to be valid.

After carrying out the validity test, a reliability test is carried out on each variable. The results of this reliability test can be seen in table 2 below:

Table 2. Reliability test

Reliability Statistics			
Variable	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Servant Leadership	,936	,937	35
Achievement motivation	,917	,920	35
Teacher Performance	,937	,939	35

Based on the results of the reliability tests carried out, *the Cronbach's Alpha values* for the scale of service ability, achievement motivation and teacher performance were 0.936, 0.917 and 0.937. So the research instrument on these variables was declared very reliable, so the research instrument was suitable for use in collecting research data.

Research result

A. Test Analysis Prerequisites

Analysis prerequisite testing is carried out before carrying out multiple linear regression analysis. The prerequisites used in this research include normality tests, linearity tests, multicollinearity tests using the SPSS 25 for Windows computer program. The results of the analysis prerequisite tests are presented below:

1. Normality test

Table 3. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residuals
N		202
Normal Parameters [a, b]	Mean	.0000000
	Std. Deviation	2.39395818
Most Extreme Differences	Absolute	,052
	Positive	,052
	Negative	-.052
Statistical Tests		,052
Asymp. Sig. (2-tailed)		,200 [c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the results of the normality test above, the significance value is 0.200. This figure shows a significant figure because it is higher than the 5% significance level (0.05). This gives an idea that the data from all variables are normally distributed.

2. Linearity Test

Table 4. Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Unstandardized Residual * Unstandardized Predicted Value	Between Groups	(Combined)	828,091	60	13,802	6,009	,000
		Linearity	,000	1	,000	,000	1,000
		Deviation from Linearity	828,091	59	14,035	6.111	,000
	Within Groups		323,847	141	2,297		
	Total		1151.938	201			

From the results above, it can be said that the two variables have a linear relationship, based on a *linearity* score of 1,000 > 0.05 , making it possible to continue the data analysis process.

3. Multicollinearity Test

Table 5. Multicollinearity Test

Variable	Tolerance	VIF	Conclusion
Servant Leadership	,223	4,493	Multicollinearity did not occur
Achievement motivation	,223	4,493	Multicollinearity did not occur

Based on the table above, it can be seen that each independent variable has a tolerance value > 0.1 and VIF < 10. So it can be concluded that there is no multicollinearity between independent variables in this regression model.

B. Hypothesis testing

1. Partial Test

Below we will discuss the results of multiple regression analysis carried out using the SPSS 25 for Windows program. A summary of the results of multiple regression analysis can be seen in table 4:

Table 6. T Test Results

Variable	Regression Coefficient (b)	t-count	Sig.	Information

Servant Leadership	,941	32,870	,000	Significant
Achievement motivation	,934	22,581	,000	Significant

The results of the SPSS calculation of the leadership variable on teacher performance, the calculated t value = 32,870 with a significant t of 0.000. By using significance and α 0.05, the t table value with df = nk = 202-3 = 199 produces a t table of 1.972. So we get t count (32,870) > t table (1.972). So it is concluded that servant leadership has a positive and significant effect on teacher performance.

The results of the SPSS calculation of the achievement motivation variable on teacher performance, the calculated t value = 22,581 with a significant t of 0.000. By using significance and α 0.05, the t table value with df = nk = 202-3 = 199 produces a t table of 1.972. So we get t count (22,581) > t table (1.972). So it is concluded that servant leadership has a positive and significant effect on teacher performance.

Table 7. Partial Model Summary Results

Variable	R	R Square
Servant Leadership	,919 [a]	,844
Achievement motivation	.848 [a]	,718

Dependent Variable: Teacher Performance

Based on the results of the table above , it is known that the R Square value of the servant leadership variable on teacher performance is 0.844. This value means that the influence of servant leadership ($X1$) on teacher performance (Y) is 84.4% . Meanwhile, the R Square value of the achievement motivation variable on teacher performance is 0.718. This value means that the influence of achievement motivation (X_2) on teacher performance (Y) is 71.8%.

2. F Test Results

To measure the influence of Servant Leadership and Achievement Motivation on Teacher Performance using the F Test.

Table 8. F Test Results

ANOVA [a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6534.898	2	3267.449	564,459	,000 [b]

Residual	1151.938	199	5,789		
Total	7686.837	201			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Achievement Motivation, Servant Leadership

$_{calculated}$ f value = 564,459 with a significant f of 0.000. By using significance and α 0.05, the f $_{table\ value}$ with df = nk = 202-3 = 199 produces an f $_{table}$ of 3.04. So we get $_{calculated\ f}$ (564,459) > $_{table\ f}$ (3.04). So it is concluded that servant leadership and achievement motivation have a positive and significant effect on teacher performance.

Table 9. Model Summary

Model Summary ^{b}

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,922 ^{a}	,850	,849	2,406	2,063

a. Predictors: (Constant), Achievement Motivation, Servant Leadership

b. Dependent Variable: Teacher Performance

Based on the results of the table above, it is known that the R Square value is 0.850. This value means that the influence of servant leadership (X_1) achievement motivation (X_2) on teacher performance (Y) is 85%.

Discussion

The results of the research found that there was an influence of the servant leadership style on the performance of elementary school teachers in South Bolaang Mongondow Regency of 84.4%, meaning that 15.6% of teacher performance was determined by other factors not examined in this research. Regarding the results of this research, a question was asked to be answered, namely: why servant leadership or servant leadership by school principals in South Bolaang Mongondow Regency, North Sulawesi Province, contributes to the performance of elementary school teachers.

This is possible because, as a leader, he shows the mindset to serve the highest priority needs of the people he leads. Several characteristics are defined by (Greenleaf, 1979)describing a servant as a Leader. Greenleaf states that a leader is an inspiration to guide the course of an organization, this is the essence of a leader as a servant. Leaders must also have plans that include big visions and dreams. Leaders must have confidence, expertise and enthusiasm to motivate their followers

to achieve their dreams (Greenleaf, 1979). According to (Kim & Frick, 2011) another aspect that a leader must have is the ability to listen and the ability to understand. Learning to be a listener is a practice of discipline. A leader must be able to practice acceptance and have empathy and show tolerance for other people's imperfections and must be creative to explore things into the unknown through a pattern that allows a person to generalize based on past events (Greenleaf, 1979). The intuition possessed by leaders has more value and conceptual trust as stated by Greenleaf. The greater gift of intuition that a leader has is the fundamental understanding of being able to make decisions(Weaver et al., 2014) (Greenleaf, 1979)conveyed that leadership ethics is the main thing to guide. That the leader must play the role of a historian, able to analyze current conditions and also as a teacher simultaneously. One must have the confidence that experience, expertise and intuition are necessary to achieve optimal performance in a given situation. A prerequisite for leadership is tolerance for things. Effective leaders are very aware and concerned and have a calmness that allows creativity to develop(Greenleaf, 2002) (Roksa & Keith, 2008) (Sipe & Frick, 2015) (Spears, 2004) (Keradjaan et al., 2021)

One of the signs of a servant leader is having persuasive actions. The preferred method of motivation is a gentle, clear, persistent and non-coercive attitude, in addition to the ability to conceptualize the main characteristics or talents of the leader. Highly creative individuals conceptualize the appropriate role to play, have an idea of their strengths, decide on the right things and at the right time where they are because leadership is situational, study specific situations and can provide valuable lessons.

Servant Leadership emphasizes serving people as the main task, being a skilled communicator by being a listener, giving feedback, collaborating, trusting, empathy, systems thinking and using ethics in its power with the aim being to increase individual growth in the organization and improve teamwork and his involvement (Sipe & Frick, 2015). Research linking *servant leadership* to organizational commitment found that (1) there is an influence between the *servant leadership variable* on organizational commitment, but the level of significance is still low and (2) job satisfaction is closely related to *servant leadership* , especially among factory workers. (Meyer et al., 1993)(Herawati, 2001).

There are ten characteristics possessed by a servant leader, namely the ability to listen, have empathy, heal, awareness, have good conceptualization, have a view of the future, persuasiveness, service, commitment to growth and building society. Servant leaders must be able to empower and nurture their followers to grow professionally and personally. The most effective leaders will strive to make a difference in the lives of others and not seek fame and fortune and have power to use as a means to help the lives of others (Spears, 2002; (Roksa & Keith, 2008).

servant leadership dimensions on employee performance in a company. The results of the analysis show that *love, empowerment, vision, humility, and trust* were found to have a positive and significant influence on employee performance (Greenleaf, 2002). Other research (Jaya, 2022)aimed at analyzing the influence of *servant leadership* on teacher performance found the

following: the results of a review of scientific articles prove that *servant leadership* has a positive effect on teacher performance, however, there are a small number of leadership research results that show an indirect effect and no positive effect on teacher performance. .

Apart from that, several previous studies explain that many positive results emerge from leadership style. The results of the research in question are as follows: leadership style: (1) influences employee performance, (2) has a positive effect on OCB (*Organizational Citizenship Behavior*), (3) determines success in an organization, (4) influences employee performance motivation. and (5) is a step to persuade employees to be motivated,(Schriesheim, 1982) (Podsakoff et al., 1990) (Fiedler, 1996) (Heidjrachman & Husnan, 2002) (Akinboye, 2001).

Based on the discussion, it can be concluded that the findings in this study are relevant to the results in previous research. The results of previous research show that the servant leadership style influences teacher performance. Teacher Performance can increase depending on the servant leadership style, where increasing the servant leadership style will have an impact on increasing teacher performance.

The results of subsequent research found that Achievement Motivation had an influence on the performance of elementary school teachers in South Bolaang Mongondow Regency by 71.8%, meaning that 28.2% of teacher performance was determined by other factors not examined in this research. Regarding the results of this research, a question was asked to be answered, namely: why does teacher achievement motivation in South Bolaang Mongondow Regency, North Sulawesi Province, contribute to the performance of elementary school teachers.

This is possible because high achievement motivation will have great enthusiasm, desire and energy within the individual to work as optimally as possible. High achievement motivation in teachers will have a positive impact on the teaching and learning process in schools and increase teacher competitiveness. The results of research by several experts concluded the following: that there is a positive relationship between achievement motivation and performance achievement. This means that leaders, managers and employees who have high achievement motivation will achieve high performance, and conversely those whose performance is low is due to low work motivation.(McClelland 1961; Edward Murray 1957; Miler dan Gordon W, 1970 dalam Mangkunegara, 2006) (Wardana, 2013). This is reinforced by Suarni's opinion in (Rismawan, 2015)detailing the characteristics of individuals who have high achievement motivation, namely: (1) strong will to try to achieve success, (2) success-oriented, (3) innovative and creative, (4) responsible, (5) anticipate.

Keith Davis in (Mangkunegara, 2006). Motivational factors are defined as an attitude *of* leaders and employees towards the work situation (situation *)* in their organizational environment. In the world of work, motivation is the most important element that employees must have. Because motivation is the ability of effort made by a person to achieve goals and is accompanied by the individual's ability to satisfy his needs. People who have a strong drive to succeed, they pursue

personal achievement more than the rewards of success. They are passionate about doing things better and more efficiently than previous results. (Munandar dalam Wardana, 2013).

A research on achievement motivation from(Moore et al., 2010b) found that "high achievement motivation in students will direct students to behave according to their abilities in developing knowledge, leadership and skills. According to(Wardana, 2013) states that high teacher achievement motivation in working at a school will have a positive impact on both the individual and the school, and vice versa. High achievement motivation can improve teacher performance, school management, in this context, must provide the best way, by paying more attention to teachers so that they can work effectively. High achievement motivation will have great enthusiasm, desire and energy within the individual to work as optimally as possible. High achievement motivation in teachers will have a positive impact on the teaching and learning process in schools and increase teacher competitiveness.

The results of research conducted (Khairunnisa, n.d. 2015)state that teacher achievement motivation has a positive and significant effect on teacher performance. Agree with Khairunnisa (Fadri et al., 2021) found that there is a positive and significant relationship between achievement motivation and job satisfaction and teacher performance in junior high schools in Bangkinang District, Kampar Regency City. This shows that if achievement motivation is increased then teacher performance will also increase.

Based on the discussion above, it can be concluded that the findings in this study are relevant to the results in previous research. The results of previous research show that achievement motivation influences teacher performance. Teacher Performance can increase depending on achievement motivation, where increasing achievement motivation has an impact on increasing teacher performance.

The results of subsequent research found that, there was an influence of the Servant Leadership Style and Achievement Motivation which together had an influence on the performance of elementary school teachers in South Bolaang Mongondow Regency by 85%, meaning that 15% of teacher performance was determined by other factors which were not examined in the research. This.

This is in accordance with the results of research from(Kholidah et al., 2023) which aims to determine the performance of early childhood education teachers in terms of the school principal's leadership style and work motivation. The research results show that the leadership style of the school principal and the work motivation of Early Childhood Education (PAUD) teachers together have a positive and significant effect on teacher performance. The more appropriate the leadership style applied, the better the teachers' performance will be. Teacher performance can be improved when teachers have better work motivation. This is the same as research conducted by(PUTRA et al., 2013) Transformational leadership style, achievement motivation and principal supervision

have a significant effect on the performance of high school teachers in Karangasem Regency, both separately and simultaneously.

Based on the discussion above, it can be concluded that the findings in this study are relevant to the results in previous research. The results of previous research show that servant leadership style and achievement motivation influence teacher performance. Teacher Performance can increase depending on the servant leadership style and achievement motivation, where increasing the servant leadership style and achievement motivation will have an impact on increasing teacher performance.

Conclusion

Servant leadership style influences teacher performance by 84.4% and Achievement Motivation influences teacher performance by 71.8%. Servant leadership style and achievement motivation together have a positive effect on teacher performance by 85%. This study is very important for school principals and teachers to improve the performance of elementary school teachers. As a leader, the principal needs to apply a servant leadership style and achievement motivation to improve teacher performance. Further efforts from researchers can be focused on developing and analyzing the effectiveness of servant leadership style and achievement motivation on elementary school teacher performance.

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