

The Effects of Servant's Leadership and Work Loyalty on Teacher's Performance

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Abstract: This study's objective is to investigate the impact of servant leadership and work loyalty on teacher's performance. This research employs a quantitative method of verification. Instrument in this investigation, a Likert scale-based questionnaire was used. The questionnaire, which contained 14 affirmative and negative statements for each variable, was distributed to 100 elementary school teachers in the Ciwandan subdistrict who were chosen using accidental sampling techniques (convenient sampling). The data collection procedure was conducted over the course of two months, beginning with the distribution of a questionnaire. Using version 3.0 of the Smart PLS software, each variable's data was analysed. The results of the study show that servant leadership has a significant effect on teacher's performance ($p < 0.05$), work loyalty has a significant effect on teacher's performance ($p < 0.05$), and servant leadership mediated by work loyalty has a significant effect on teacher's performance ($p < 0.05$). further study will yield a blueprint for expanding school-based leadership development programs.

Keywords: Servant's Leadership, Teacher's Performance, Work Loyalty

A. Introduction

Teacher's performance focus on the ways in which teachers might actively raise their students' academic outcomes. This includes going above and beyond in terms of basic commitments such as topic knowledge, pedagogical expertise, and the ability to effectively manage and assess student progress in the classroom (Skourdoumbis, 2019). The effectiveness of a teacher can be measured by how much their students improve in school and how much responsibility they take for their students' education. As a result, educators are ultimately responsible for determining the educational outcomes (such as the success or failure of the learning process and the attainment of educational and learning goals) (Ishak & Suyatno, 2020).

The teacher's performance can be gauged based on the fulfilment of the necessary competencies. It consists of pedagogical, personality, social, and professional competence. The performance of teachers is a significant factor in determining the learning quality that will be in sync with the output of education after school has

ended (Andriani et al., 2018). Teachers who are both skilled and enthusiastic about their work can help their students reach their full potential (Suyatno et al., 2019). There are many factors influencing teacher's performance, including the principal's leadership factor. One of the principal's leadership style factors that is thought to influence teacher's performance is servant leadership. A servant leadership style prioritizes the well-being of others by minimizing destructive interpersonal conflicts and fostering a sense of community. As the servant leader's primary objective is to strengthen relationships with subordinates, this leadership style inspires greater levels of active trust among subordinates (Saleem et al., 2020).

Leaders that practice servant leadership put their followers' needs before their own and work to bring out the best in them (Liao et al., 2021). Focusing on others' needs, encouraging their development, and maximizing their contribution to the group are hallmarks of servant leadership (Liden et al., 2015). When compared to other types of leaders, servant leaders stand out due to their dedication to their followers' personal development (Aboramadan et al., 2020). In the context of leadership and performance Better knowledge of the methods by which servant leaders influence their followers' performance and counterproductive behavior can be gained by examining the correlations between servant leadership, levels of engagement, and resulting behaviors (Yagil & Oren, 2014).

According to the findings of a preliminary study conducted by researchers at public elementary schools in the Ciwandan subdistrict, there are still a number of teachers with subpar performance. This is evident from the teacher's lack of mastery of the subject matter and the absence of administration of learning and learning media. On the other hand, there are still many elementary school teachers in the Ciwandan subdistrict who lack work loyalty when it comes to completing classroom teaching assignments and learning administration. Loyalty is an attitude that is shown to something with a sense of affection; therefore, a person with a strong sense of loyalty does not feel the need to be rewarded for doing something for other people, companies, or institutions to whom they give their loyalty (Simatupang, 2022).

Previous research has demonstrated that servant leadership significantly influences teacher's performance. This influence occurs when the principal is able to position himself as a facilitator, mentor, and instructor for the development of teachers' skills in the performance of their responsibilities (Saepurohman & Satori, 2021). Moreover, work loyalty can impact teachers' careers and performance. Loyalty is the acceptance of, and commitment to, the principles and goals of an organisation, as well as the willingness to remain a member of that organisation in order to further those values and goals (Marsadina & Jabar, 2022).

This study's objective is to investigate the impact of servant leadership and work loyalty on teacher's performance. In contrast to previous studies, this investigation employs servant leadership and work loyalty to determine teacher's performance. Consequently, the purpose of this investigation is to address the following issues:

1. Is there any influence of servant leadership on teacher's performance?
2. Is there an effect of teacher work loyalty on teacher's performance?
3. Does servant leadership and teacher work loyalty affect teacher's performance?

Literature Review

Servant Leadership

Leadership is the ability to inspire others inside an organization to work passionately towards shared goals (Parris & Peachey, 2013). Selflessly, servant-leaders invest in their subordinates and keep in mind the potential good that their actions may bring to those who follow them. The research shows that servant leadership improves the satisfaction, commitment, and productivity of subordinates (Grobler & Flotman, 2020). A servant leader is someone who puts the needs of others above their own, with the goal of building stronger organisations and a more compassionate world (Ma et al., 2021).

Servant leadership, sincerity, a focus on others, authority, and community building are all hallmarks of servant leaders (Howladar & Rahman, 2021). In addition, the tenets of servant leadership are decentralisation, absence of ego, responsibility, forgiveness, bravery, honesty, modesty, and stewardship (Van Dierendonck & Nuijten, 2011). Furthermore, leadership based on serving others is distinct from leadership based on transformation or charisma. As an illustration, transformational leaders advocate for growing their followers, whose performance boosts organisational performance, whereas servant leaders put followers as a priority by serving them (Van Dierendonck et al., 2014). It has been stated that servant leadership, as opposed to other leadership styles, is more indicative of positive outcomes for both employees and the company as a whole (Hoch et al., 2018).

Work Loyalty

Dedicated teachers learn to recognise their own strengths and use them to the benefit of the schools where they work (Simatupang, 2022). Teachers who are committed to their roles as teachers are more likely to take pride in their work, experience professional satisfaction, and inspire their students to learn (Suwardi et al., 2015). Loyalty is an individual's loyalty to his job, position, or organization (Arnawa & Darsana, 2021). Loyalty is trust and service provided to an individual or organisation that cares about its reputation, treats its customers well, and makes an

honest effort to satisfy them (Ramadhanty et al., 2020). Loyal teachers exhibit characteristics such as going above and above in their work, being completely on board with the leader's decisions, and being committed to the organization's overall objective (Suhartati et al., 2022).

Work loyalty is influenced by personal characteristics, job characteristics, organisational design characteristics, and work or organisational experience, including a positive attitude towards the organisation, confidence in a positive attitude towards the organisation, and a sense of security. The concept of loyalty can encompass loyalty to the organisation, the position, and the vision, mission, and objectives of the organisation (Rizki et al., 2020).

Teacher's Performance

The performance of a teacher can be evaluated on the basis of their pedagogical, interpersonal, social, and professional skills. The ability to organise lessons, monitor progress, evaluate performance, and take charge of individual students constitutes pedagogical competence. The work ethic and sense of obligation to one's career are intertwined with a teacher's level of personal competency. Mastery of pedagogically-relevant resources, frameworks, concepts, and scientific ways of thinking are all part of what it means to be professionally competent in education. Communicating with other educators, principals, and school administrators, as well as parents and community members, is an essential part of developing social competency (Suprayitno et al., 2022).

Teaching is not just about imparting information (cognitive), but also about shaping students' personalities and values. However, there appear to be several obstacles on the path to achieving this national education goal (Isdaryanti et al., 2018). The performance of a teacher can be measured in part by how well they are able to help their students learn and grow via the cycles of lesson preparation, instruction, and assessment (Mutohar & Trisnantari, 2014; Steinberg & Garrett, 2016). The educator has the obligation to fulfil the requirements of the profession. Teacher professionalism can be gauged through formal evaluations of their classroom effectiveness. To determine whether or not the instructor has actually been performing teacher's job responsibilities, a systematic, periodic, and ongoing performance assessment is carried out in an open and accountable manner (Kagama & Irungu, 2018).

B. Methods

This research employs a quantitative method of verification to investigate the influence of servant leadership and work loyalty on teacher's performance.

Instrument in this investigation, a Likert scale-based questionnaire was used. The questionnaire, which contained 14 affirmative and negative statements for each variable, was distributed to 100 elementary school teachers in the Ciwandan subdistrict who were chosen using accidental sampling techniques (convenient sampling). The accidental sampling method involves sampling based on sample availability, with the sample being deemed appropriate as a data source (Ali et al., 2016). The data collection procedure was conducted over the course of two months, beginning with the distribution of a questionnaire. Using version 3.0 of the Smart PLS software, each variable's data was analysed. In this study, the first independent variable was servant leadership (X1), which comprised four indicators: love, humility, altruism, and empowerment (Dennis et al., 2010). This study's second independent variable is work loyalty (X2), which consists of four indicators: regulation observance, responsibility, genuine thought and energy donation to the organization, and honesty (Syadam, 2005).

The dependent variable (Y) is teacher's performance, which consists of work quality, work speed or accuracy, work initiative, work ability, and communication skills (Uno, Hamzah B. & Nina Lamatenggo., 2012). This research not only measures how much X1 and X2 affect Y directly, but also how much X1 affects Y indirectly, through the medium of X2 (indirect effect). The analytical model thinking framework is depicted in Figure 1.

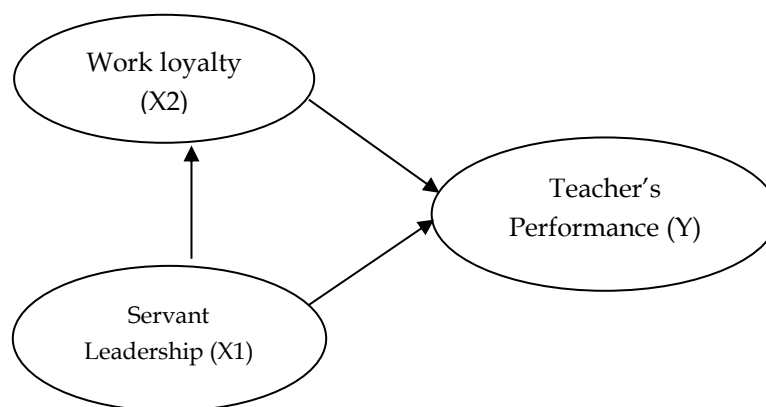


Figure 1. The Framework of Study

C. Result and Discussion

Validity and Reliability

Validity and reliability of indicators measuring each latent variable are examined during instrument indicator testing. R= 0.300 is the bare minimum needed to establish validity. In other words, the items in the instrument are deemed invalid if

the overall score of the item-to-item correlation is less than 0.300 (Sugiyono, 2022). The split-half method was employed in the reliability test. A reliable instrument is one that has a reliable coefficient value in excess of 0.700, or 70%, and the higher this value is, the more consistent the instrument is likely to be. Table 1. displays the outcomes of the validity and reliability tests of the instrument.

Table 1. Validity and Reliability Test Results

Item	Servant leadership		Work loyalty		Teacher's performance	
	Validity	Reliability	Validity	Reliability	Validity	Reliability
1	0,650		0,660		0,672	
2	0,817		0,742		0,744	
3	0,536		0,686		0,600	
4	0,741	0,777	0,686		0,829	0,793
5	0,459		0,551	0,746	0,853	
6	0,578		0,536		0,810	
7	0,527		0,586		0,787	
8	0,442		0,613		0,751	
9	0,479		0,596		0,708	
10	0,671		0,553		0,695	
11	0,376		0,420		0,746	
12	0,224		0,369		0,579	
13	0,243		0,343		0,585	
14	0,336		0,415		0,554	

Source: Results of data analysis using SPSS version 26

Results from validity and reliability testing indicate that the servant leadership instrument, employee loyalty, and teacher's performance all above the minimum acceptable threshold of $r = 0.300$, indicating that the instrument is valid. It may be inferred that the instruments employed meet the value established validity and reliability because the reliability value, which is based on the value Cronbach's alpha, is in the high category.

Path Analysis

The next stage, after determining the instrument's validity and reliability, is to conduct a path analysis using the framework model created in Figure 1. The connections between the various latent variables in light of the substantive theory are depicted in Figure 1 of the framework. With the help of Smart PLS version 3.0, researchers can get the path test's value from the path coefficient. The value of the route coefficient characterises the closeness of the association between the constructs or variables depicted in Figure 2.

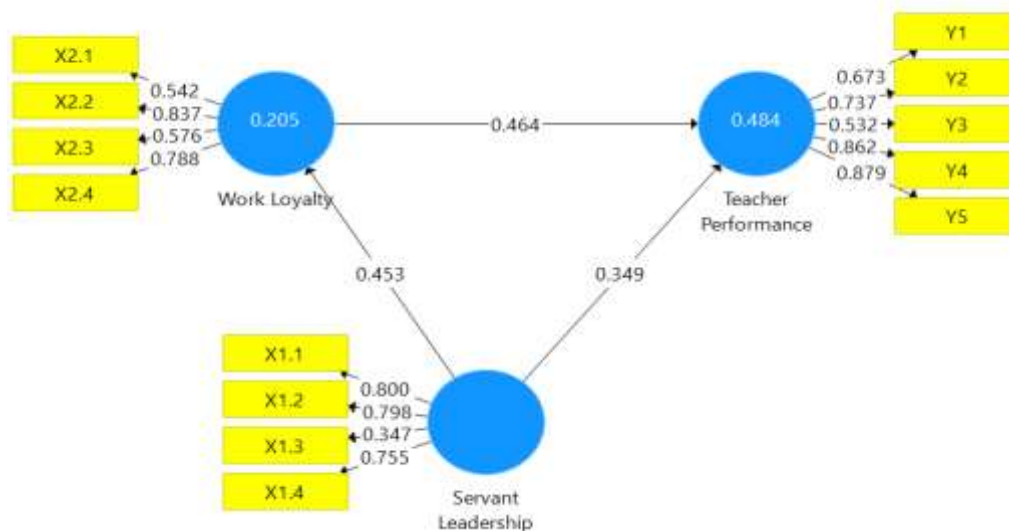


Figure 2. Path analysis model

Source: Results of data analysis using SMART PLS

The value of the R square of the correlation between the latent variables is displayed in Figure 2. using the structural equation model (SEM). Given that a correlation of 0.349 (34.9%) exists between servant leadership (X1) and teacher’s performance (Y). The correlation between teacher’s performance (Y) and work loyalty (X2) is 0.464 (46.4%), and the correlation between servant leadership (X1) and work loyalty (X2) is 0.453 (45.3%). Each of the latent variables was found to have an effect on the other latent variables in this research. The sum of the direct and indirect impacts is compared to the results of the R square analysis. It’s important to distinguish between the independent variable’s direct influence and the indirect influence it provides to the dependent variable via other factors. These supplementary factors may be extraneous or interfering (Muller & Judd, 2014). Direct effects are provided by X1 on Y and X2 on Y, whereas indirect effects are provided by X1 on Y via X2. Table 2. displays the results of an investigation of both direct and indirect influence.

Table 2. The Impact of The Independent Factors on The Dependent Variable, Both Immediately and Indirectly

Variable	Effects	Mean	SD	T statistic	p
X1→Y	direct	0.354	0.101	3.465	0.001
X2→Y	direct	0.464	0.075	6.007	0.000
X1→X2→Y	Indirect	0.217	0.057	3.669	0.000

Table 2 demonstrates that there is a statistically significant ($p < 0.05$) direct effect of X1 on Y. What this means is that servant leadership has a major impact on how well teachers do their jobs. Consistent with prior studies, this one concludes that servant

leadership has a substantial impact on teachers' performance in the classroom (Saepurohman & Satori, 2021). The principle might set himself up as a leader who helps instructors grow in their abilities as educators and administrators. With this power, the administrator is also in a position to fulfil the specific needs of each teacher in the school, making it easier for them to foster an environment that is optimal for student learning. The findings of this study provide evidence that servant leadership does, in fact, influence teacher's performance, answering the first research question.

Meanwhile, there is a statistically significant impact of X2 on Y through its direct influence ($p < 0.05$). This demonstrates the tremendous impact that job loyalty has on a teacher's performance in the classroom. The findings shown are consistent with prior studies (Widayati et al., 2020). A teacher's work loyalty to work affects the teacher's actions in carrying out his work activities; if a teacher has a strong work loyalty to his work, the teacher will, of course, carry out his responsibilities as a member of the teaching staff and educator in the school in which he is employed with a high degree of seriousness and dedication (Suwardi et al., 2015). Work loyalty does have an effect on teacher's performance, as shown by the results of this study, which addresses the second research question.

Table 2. also demonstrates the indirect impact of servant leadership on educator effectiveness through the medium of employee loyalty. This secondary impact is statistically significant ($p < 0.05$). This demonstrates the good impact of servant leadership through its intermediary, workplace loyalty. This indicates that in the Ciwandan subdistrict, public elementary school teachers' performance is significantly affected by servant leadership as mediated by work loyalty. Previous studies have found that servant leadership improves morale in the workplace by making people feel valued by their leaders. In return for this type of leadership, employees demonstrate steadfast dedication to their employers and volunteer for additional community service. In addition, servant leaders can improve the atmosphere in their organizations (Howladar & Rahman, 2021).

D. Conclusion

The findings and discussions led us to the conclusion that public elementary school teachers in Ciwandan District's servant leadership and teacher work loyalty significantly effect on teacher's performance. School principals who can effectively oversee their staff and transform into facilitators for learning might pave the way for increased teacher effectiveness. Strong leadership training is essential. It provides novel approaches, ideas, and expectations for classroom instruction and the effectiveness of educators. It is hoped that further study will yield a blueprint for expanding school-based leadership development programs.

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