

## **The Effect of School Principal's Servant Leadership of Vocational Schools in Temanggung Regency**

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### **ABSTRACT**

This research aims to examine the effect of school principal's servant leadership, discipline, work motivation, and teacher's commitment on the performance of vocational school teachers in Temanggung Regency. The findings show that (1) servant leadership has no significant positive effect on performance; (2) servant leadership has a significant positive effect on discipline by 25%, 18% on work motivation, and 20% on commitment; (3) discipline, work motivation, and commitment significantly have positive effect on performance by 71%; and (4) servant leadership has a significant positive effect on performance through discipline, work motivation, and commitment. Significant performance improvement is not influenced by servant leadership. However, servant leadership has a significant positive effect through mediation of discipline, work motivation, and commitment.

**Keywords:** Commitment, Discipline, Performance, Servant Leadership, Work Motivation

### **INTRODUCTION**

Schools are educational institutions performing their function as education implementor. Vocational high schools are one of the secondary levels of educational institutions prepared to produce work-ready graduates in various fields according to the needs of the community. They have important roles in providing skilled human resources to support the national economy. Various developed countries such as China, America, Korea, Hong Kong, could achieve their recent success since they built vocational education as a basic fulfillment resource of reliable and skilled workforce in their business world.

Current rapid development creates considerable impacts on demands for products, services, and educational services. This indicates that the quality of educational products and services should be consistently improved. An institution could soundly work only if a group of people (human resources) work as a team to achieve preset common goals. These human resources are the determinant factor of organization's success in achieving its goals.

Teachers are the human resources of schools with a crucial role to achieve the expected educational goals as quality education requires professional teachers. According to recent legislation (Law No. 14 of 2005), teachers are professional educators with their main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education.

Teacher's four competencies reflect their teaching performance. Withmore (1997, p. 107) defined performance as an expression of people's potential to fulfill their responsibilities in accordance with certain standards. This is in line with Law No. 14 of 2005 concerning teachers and lecturers, Article 10, that teacher competencies include pedagogical, personal, professional, and social competencies. Teacher competency test (UKG) is used to measure these four competencies. However, the national 2015 UKG revealed low score of 53.02 with a national minimum completeness criterion (KKM) of 55.00.

In 2019, the government set a UKG limit score to 80.00. However, Temanggung Regency's vocational school teachers got 64.61 score which was far from the limit score. This obviously implies that the national minimum teacher qualifications were not optimally reached. In 2018, 11.98% out of 2,769,203 teachers failed to meet the minimum qualifications. Out of 6,134 Temanggung Regency's teachers in 2018, 8.7% of them failed to meet the minimum educational qualifications (Ministry of Education and Culture, 2019).

There are several factors influencing teacher's performance and one of them is leadership. According to Smith and Piele (2006, p. 5), leadership in schools is the activity of mobilizing and empowering others to serve the academic and is related to the needs of students with utmost skill and integrity. Quinn (2005) argued that the most influential factor in organization's performance lays in the leadership. Performance refers to quality and quantity achievement, either positive and negative, in accordance with the received responsibilities. In line with Quinn, Anilasari (2018) argued that the principal's leadership influences teacher's performance.

Among several leadership styles, the best to represent human desire is servant leadership (Shekari & Nikooparvar, 2012). It is a leadership which starts from a sincere feeling arising from a heart wishing to serve (Greenleaf, 2002). Servant leadership pays attention to the welfare of subordinates and increases the involvement of subordinates in decision-making or policy in an organization allowing them to feel positive and satisfied in their jobs. Goh, et al. (2020) argued that servant leadership culture, such as compassion to employees, could encourage them practice the same way to customers.

Based on observations in several state vocational schools which were the object of research, higher level of teacher's discipline in performing their tasks and responsibilities was not completely reached. There were some teachers coming late to school or to give classical lessons in the school hours. There were also teachers who came to the school only when they were teaching. Leonard and Trusty (2016, p. 561) defined discipline as a condition of orderliness, to which organizations members act properly and observe the expected standards of behavior. Terry (1993, p. 43) stated that teacher's discipline could be judged from their compliance with applicable school rules. Hurit (2014) found that there is a significant influence of teacher's discipline on teacher's performance.

Sulaiman (1979, p. 128) highlighted teachers' vital role in the success of school education since they are role models for their students and other communities. Therefore, if teachers can maintain discipline, students and other school members will likely do the same. Parayuda (2018) contended that principals' leadership influences teacher's discipline. This leads to a conclusion that teacher's performance is influenced by teacher's discipline and teacher's discipline is influenced by a leader (principal).

The second factor is teacher's work motivation. Robbins and Coulter (2013, p. 459) stated that motivation refers to the process in which efforts are energized, directed, and sustained to attain the goals. Sadiman in Setiyati (2014, p. 201) believed that school principals could motivate their employees in different ways by adjusting their individual needs.

Highly-motivated teachers are one of the goals of schools. They will optimally work to complete their assignments and to carry out their responsibilities (Asterina, 2019). This concludes that teacher's performance is improved by their work motivation, and the work motivation is increased by principal effective leadership.

The next factor is commitment, or level of loyalty. Lee et al. (2011) argued that school success in improving student learning outcomes could simply be met by teachers' active commitment to their students. School leaders or school principals occupy vital roles in improving on teacher's commitment. Pramudjono (2015) argued that leadership style affects teacher's commitment implying that an increase in leadership style will increase teacher's commitment. This is consistent with Arbain (2013) contending that there is an influence of servant leadership on teacher's commitment.

By these previous researches and their findings, this study suggests the hypotheses that:

- a. H<sub>1</sub>: There is a relationship between principal's servant leadership and teacher's performance;
- b. H<sub>2</sub>: There is a relationship between principal's servant leadership and teacher's discipline;
- c. H<sub>3</sub>: There is a relationship between principal's servant leadership and teacher's work motivation;
- d. H<sub>4</sub>: There is a relationship between principal's servant leadership and teacher's commitment;
- e. H<sub>5</sub>: There is a relationship between teacher's discipline and teacher's performance;
- f. H<sub>6</sub>: There is a relationship between teacher's work motivation and teacher's performance;
- g. H<sub>7</sub>: There is a relationship between teacher's commitment and teacher's performance; and
- h. H<sub>8</sub>: Teacher's discipline, teacher's work motivation, and teacher's commitment mediate the relationship between the principal's servant leadership and teacher's performance.

## RESEARCH METHOD

Leaders who apply a leadership style are not only used to lead their institutions, but must have a leadership style that prioritizes the interests of their followers and the interests of the organization they lead. Among several existing leadership styles, the best which represents human desires is servant leadership (Shekari & Nikooparvar: 2012). Musakabe (2004) stated that servant leadership is a leadership style developed to solve problems of leadership quality.

Quality teachers are the key to improving the quality of education (Goe & Leslie, 2008: 2; Guerriero, 2014: 2; Hightower et al., 2011: 2). The performance of good teachers will certainly have an impact on increasing customer satisfaction. Teacher performance can be improved through the role of a leader, who in this context is the school's principals.

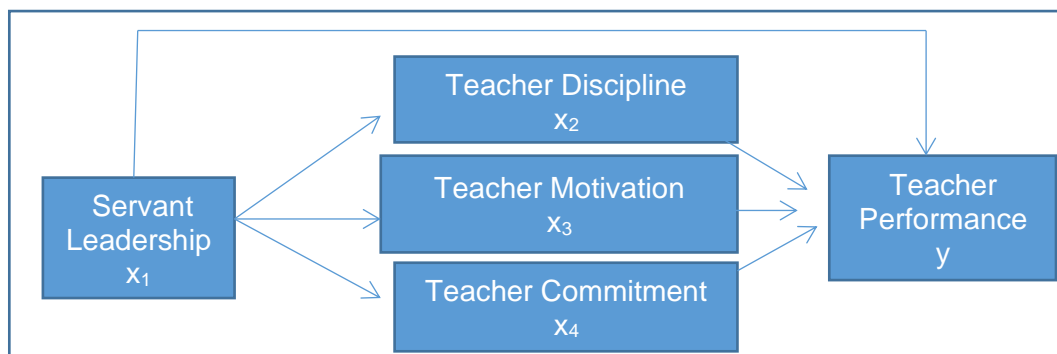
Sapengga (2016), and Dumatubun (2018) contended that servant leadership had a positive and significant effect on the performance of subordinates/employees. Thus, it is believed that there is a relationship between servant leadership of school principals and teacher performance.

Furthermore, Dumatubun (2018) added that servant leadership has a positive and significant effect on work motivation and employee commitment. This is in line with Parayuda (2018) arguing that the leadership of a principal has a positive and significant effect on teacher's discipline. Thus, it is assumed that there is a relationship between servant leadership of school principals and teacher discipline.

Nasrun and Nasution (2016) contended that principal's leadership have a significant effect on teacher work motivation and performance. It is asserted that there is a relationship between principal servant leadership and teacher motivation. Furthermore, Pramudjono (2015) argued that leadership style affects teacher commitment.

Asterina (2019) highlighted the effects of principal leadership on teacher performance, work motivation on teacher performance, teacher discipline on teacher performance, and joint effect of principal leadership, work motivation, and teacher discipline on teacher performance. This arises the assumption of this research that that there is a relationship between teacher discipline and teacher performance, and between teacher motivation and teacher performance. Figure 1 presents the research paradigm for a wide structure of the description above.

**Figure 1. Research Paradigm**



Additionally, this study utilized a quantitative explanatory research for its design. The study population were all 277 teachers of six state vocational schools in Temanggung Regency. The samples were 164 teachers selected by probability sampling techniques.

For data collection, this study used a closed questionnaire with four-answer categories, namely 1 = Strongly Disagree (STS), 2 = Disagree (TS), 3 = Agree (S), and 4 = Strongly Agree (SS). The collected data were then analyzed by Structural Equation Modeling (SEM), which is a multivariate analysis technique. The data processing was performed using SmartPLS v.2.0, carried out in two stages, including (1) the measurement model evaluation or outer model evaluation to assess the validity and reliability of the construct or research variables; and (2) structural model evaluation or inner model evaluation after the construct validity and reliability meet the predetermined criteria.

Arikunto (1998, p. 225) stated that data collection techniques are conscious efforts to systematically collect desired data carried out with standard procedures. Ary (2011, p. 274) suggested that the category scale consists of several categories arranged in an ordered sequence.

## RESULTS AND DISCUSSION

The hypothesized research model with Structural Equation Modelling was tested with SmartPLS v.2.0. To test the validity and reliability of all measures used in this study, confirmatory factor analysis was conducted as presented in Table 1 and Table 2.

**Table 1. Test Results for Convergent Validity (AVE Value) and Reliability Test (Composite Reliability and Cronbach's Alpha)**

Variable	AVE > 0.5	Composite Reliability > 0.7	Cronbach's Alpha 0.7
Servant Leadership	0.5197	0.9448	0.9374
Teacher's Discipline	0.5053	0.9606	0.9570
Teacher's Commitment	0.5039	0.9167	0.8989
Teacher's Work Motivation	0.5094	0.9534	0.9479
Teacher's Performance	0.5079	0.9663	0.9635

*Source: SmartPLS Outputs*

**Table 2. R-Square Values (R<sup>2</sup>)**

No.	Construct	R Square (R <sup>2</sup> )
1	Servant Leadership → Teacher's Discipline	0.2514
2	Servant Leadership → Teacher's Commitment	0.2025
3	Servant Leadership → Teacher Motivation	0.1843
4	Teacher's Discipline, Teacher's Commitment, and Teacher Motivation → Teacher's Performance	0.7071

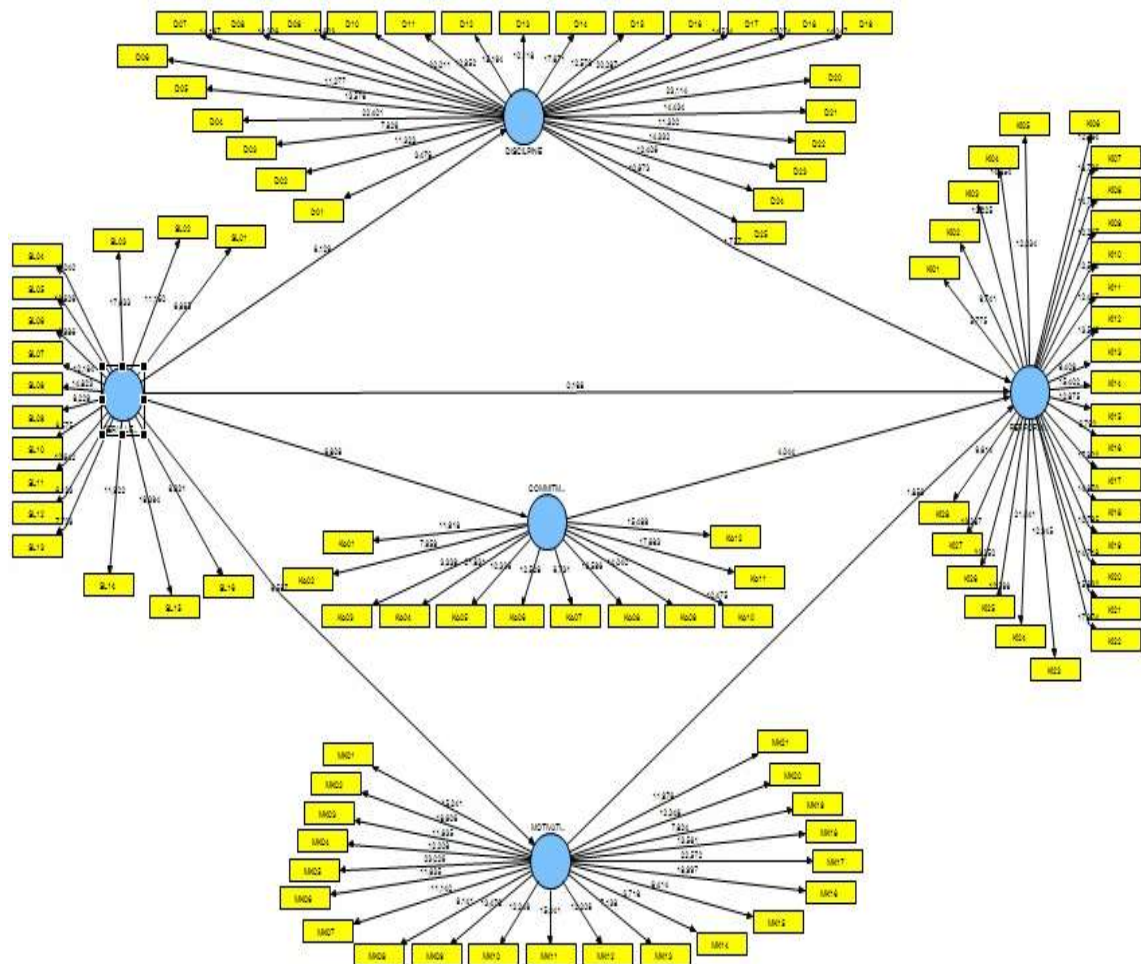
*Source: SmartPLS Outputs*

Table 2 signifies that servant leadership has a significant positive effect on discipline by 25%, 18% on work motivation, and 20% on commitment. In addition, discipline, work motivation, and commitment show significant positive effect on performance by 71%.

For more comprehensive description of direct effect of variables in this study assumed to be the explanation of other variables' effect, Figure 2 presents the path coefficient and t-statistics value.



**Figure 2.** Path Coefficient and t-statistics Value



Source: SmartPLS Outputs

Table 3 shows the results of PLS Algorithm and Bootstrapping for t value determination to figure out its significance level.

**Table 3. Results of PLS Algorithm and Bootstrapping (5,000) Structural Models**

Inner Path	Original Sample (O)	T Statistics (IO/STERRI)	Significant (T>2.57)
Discipline->Performance	0.209	4.361	Yes
Commitment->Performance	0.505	8.861	Yes
Work Motivation->Performance	0.206	3.757	Yes
Servant Leadership->Discipline	0.501	14.230	Yes
Servant Leadership->Performance	0.010	0.330	No
Servant Leadership->Commitment	0.450	15.902	Yes
Servant Leadership->Work Motivation	0.429	13.666	Yes

Source: SmartPLS Output Recapitulation

Consonantly, based on these values (see Table 3), this study discusses its hypotheses as follows.

1. *There is a relationship between principal's servant leadership and teacher's performance of vocational schools in Temanggung Regency.*

The results of PLS Algorithm and Bootstrapping indicate that there is an insignificant influence of principal's servant leadership on teacher's performance as path coefficient ( $\beta$ ) value of servant leadership effect on teacher's performance is 0.010 and the t-statistics value on the relationship of servant leadership to teacher's performance is 0.330 ( $<1.96$ ) which means the effect of servant leadership on teacher's performance is proven to be positively insignificant.

This is in contrast with Sapengga (2016), investigating the influence of servant leadership on employee performance, and Dumatubun (2018) examining the influence of servant leadership on work motivation, employee performance, and organizational commitment. Both studies contended that the indicators of servant leadership, including love, empowerment, vision, humility, and trust, have a positive and significant effect on employee performance.

Nevertheless, this finding is in agreement with Lisbijanto and Budiyanto (2014), and Kamanjaya et al (2017) suggesting that servant leadership has no significant effect on performance.

2. *There is a relationship between principal's servant leadership and teacher's discipline of vocational schools in Temanggung Regency.*

The results of PLS Algorithm and Bootstrapping indicate that servant leadership has a positive and significant influence on teacher's discipline since the path coefficient ( $\beta$ ) value of the influence of servant leadership on teacher's discipline is 0.501 and the t-statistics value on the relationship between principal's servant leadership and teacher's discipline is 14,230 ( $>1.96$ ), which means there is a positive and significant influence.

This is in line with Parayuda (2018) studying the influence of teacher's work motivation, school principal leadership, and school culture on the work discipline of high school teachers in Depok, Sleman, Yogyakarta. The study argued that principal's leadership contributes positively and significantly to teacher's discipline level.

This study found that principal's servant leadership of has a significant positive effect on teacher's discipline. Compassion, empowerment, vision, humility, and trust of school principals are indicators of servant leadership affecting teacher's discipline of the vocational schools in Temanggung Regency.

3. *There is a relationship between principal's servant leadership and teacher's work motivation of vocational schools in Temanggung Regency.*

The PLS Algorithm and Bootstrapping shows the value of path coefficient ( $\beta$ ) of the influence of servant leadership on teacher's work motivation is 0.429. The t-statistics value of the relationship of servant leadership and teacher's work motivation is 13.666 ( $>1.96$ ). This indicates that the influence of servant leadership on teacher's work motivation is proven significant. In other words, principal's servant leadership of vocational schools in Temanggung Regency has a positive and significant influence on teacher's work motivation

This result is in accordance with Dumatubun (2018) examining the influence of servant leadership on work motivation, employee performance, and organizational commitment in the Education and Teaching Office of Mappi-Papua Regency. The study concluded that servant leadership has a positive and significant effect on work motivation. This implies that servant leadership is a major factor to increase work motivation. Ehrhart and Kuenzi (2015) confirmed that employee's motivation is the most effective means for completing their tasks with the support of servant leadership. Therefore, it is necessary to increase their work motivation by the principal's servant leadership.

*4. There is a relationship between principal's servant leadership and teacher's commitment of vocational school in Temanggung Regency.*

Additionally, the PLS Algorithm and Bootstrapping indicates that there is a significant positive effect of principal's servant leadership on teacher's commitment of vocational schools in Temanggung Regency. The path coefficient ( $\beta$ ) value signifies the influence of servant leadership on teacher's commitment by 0.450, and the t-statistics value of the relationship of servant leadership to teacher's commitment is 15.902 ( $>1.96$ ), implying that the influence of servant leadership on teacher's commitment is proven to be significant. Thus, increasing the intensity of principal's servant leadership will increase the intensity of teacher's commitment of the vocational schools in the regency.

Educating, as teachers' duties and responsibilities, requires teachers' total and consistent commitment. This study underlines the intensity of teacher's commitment is significantly positive and is influenced by the principal's servant leadership. This is in accordance with Pramudito and Yunianto (2009) contending that leadership has a significant positive effect on organizational commitment. Furthermore, Dumatubun (2018) proving that servant leadership has a positive and significant effect on organizational commitment. This suggests that servant leadership is a main factor to increase organizational commitment. Harwiki (2016) added that there is a significant positive effect of servant leadership on commitment.

*5. There is a relationship between teacher's discipline and teacher's performance of vocational schools in Temanggung Regency.*

The PLS Algorithm and Bootstrapping above also implies that there is an effect of teacher's discipline on teacher's performance of state vocational schools in Temanggung Regency as the path coefficient ( $\beta$ ) value of the effect of teacher's discipline on teacher's performance is 0.209. Moreover, the t-statistics value of the relationship of teacher's discipline and teacher's performance is 4.361 ( $>1.96$ ). This means that the influence of teacher's discipline on teacher's performance is proven to be significant.

The first variable affecting teacher's performance is teacher's discipline for it creates balance and peace in a school environment. Punctuality, discretion, professionalism, orderliness, and responsibility are closely related to the performance of the vocational schools' teachers.

This is in line with Asterina (2019) examining the influence of school principal leadership, work motivation, and teacher's discipline on teacher's performance in state elementary schools in Pagelaran District, Lampung. She found that there is an effect of teacher's discipline on teacher's performance. Purwoko (2018) also emphasized that there is a significant positive effect between teachers' work discipline and their performance.



6. *There is a relationship between teacher's work motivation and the teacher's performance of vocational schools in Temanggung Regency*

As the path coefficient ( $\beta$ ) value of the influence of teacher's work motivation on teacher's performance is 0.206, this indicates that there is a significant positive effect of teacher's work motivation on teacher's performance. The t-statistics value of the relationship of teacher's work motivation and teacher's performance is 3.757 ( $>1.96$ ), which implies the effect of teacher's work motivation on teacher's performance is proven significant.

This result proves the second variable affecting teacher's performance is work motivation. This is consistent with Nasution (2013) and Asterina (2019) stating that there is an effect of work motivation on teacher's performance. George and Jones (2002, p. 183) argued that motivation is one of the factors influencing performance. Hamzah (2016, p. 71) added that work motivation is one determinant of a person's performance. How far motivation could influence performance highly depends on how much motivation is provided. Nelson (2013, p. 61) mentioned that motivation greatly influences individual performance since all individuals' problems could be identified from their performance, and can be recognized by how often they motivate themselves to understand situations and conditions of their work environment.

7. *There is a relationship between teacher's commitment and the teacher's performance of vocational schools in Temanggung Regency.*

The PLS Algorithm and Bootstrapping shows the path coefficient ( $\beta$ ) value of the effect of teacher's commitment to teacher's performance is 0.505. This implies that there is a significant positive effect of teacher's commitment to teacher's performance. The t-statistics value of the relationship of teacher's commitment and teacher's performance of 8.861 ( $>1.96$ ) confirms the significant effect of teacher's commitment on teacher's performance.

This implies that the third variable affecting teacher's performance is teacher's commitment. Commitment is a voluntary act to accomplish someone's tasks due to a sense of duty. Teachers who are committed to the school will be fully and consistently occupy their roles and fulfill their responsibilities based on sincerity and support for achieving the goals.

This is in keeping with Suriansyah (2014) contending that commitment has a relationship with teacher's performance. Pramudito and Yuniarto (2009) added that organizational commitment gives significant positive effect on performance. Furthermore, Purwoko found a significant positive effect between teacher's commitment and teacher's performance.

8. *Teacher's discipline, teacher's work motivation, and teacher's commitment mediate the relationship between the principal's servant leadership and teacher's performance of vocational schools in Temanggung Regency.*

Lastly, the results of mediation test show that the variables of teacher's discipline, teacher's work motivation, and teacher's commitment are included as indirect-only mediation. Baron and Kenny (1986) identify three types of mediation, namely (1) complementary mediation: indirect and direct effects are equally significant and point in the same direction; (2) competitive mediation: indirect and direct effects and their opposite direction; and (3) indirect-only mediation: the indirect effect is significant but not the direct effect. The test results show that to improve teacher's performance, the variables of teacher's discipline, teacher's work motivation, and teacher's commitment

as a mediator is highly important in strengthening the influence of principal's servant leadership on teacher's performance.

Kamanjaya, et al (2017) stated that commitment is a mediating variable of servant leadership influence on employee performance. Pramudito and Yunianto (2009) argued that leadership influences the performance through mediation of organizational commitment. Wahyuni (2015) suggested that there is a positive influence of leadership style on employee performance through work motivation. Hamzah (2014) contended that work motivation partially mediates the relationship between the leadership variable and employee performance. Finally, Harianto, et al. (2014) argued that servant leadership through work discipline has a positive and significant effect on work performance.

### CONCLUSIONS

The above tests and discussions point to the conclusion that principal's servant leadership has no significant effect on teacher's performance, however it has a significant positive effect on teacher's discipline, work motivation, and commitment. Additionally, teacher's discipline, motivation, and commitment have a significant positive effect on teacher's performance. In conclusion, servant leadership gives significant positive effect on teacher's performance through mediation of teacher's discipline, motivation, and commitment.

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