



The Impact of Servant Leadership, Supervision Competence, and Teacher Performance on School Quality

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ABSTRACT

Objective: This study examines the correlation between servant leadership, supervisory competency, and teacher performance in school quality. **Method:** The results of this investigation were confirmed by employing a statistical survey approach. The structural equation model's PLS-SEM method for prediction was used to generate the values of the latent variables. The research sample comprised nineteen principals and two hundred thirty-one elementary school teachers from the Ciwandan sub-district of Cilegon City in Banten Province. **Results:** Structural model statistical studies show a positive relationship between servant leadership and supervisory competence. Supervision competency and school quality are not positively correlated. Servant leadership is positively correlated with teacher performance, and teacher performance is positively correlated with school quality. **Novelty:** The novelty of this research is that there are differences in emphasis, research participants, and integration of research components compared to other research. This study introduces novel research integrating servant leadership, supervisory competency, and teacher performance in school quality. This innovative research integrates multiple variables into a single unit for investigation and analysis.

INTRODUCTION

Analyzing the educational outcomes or the quality of education offered is one way to assess the efficacy of the educational system. The relentless pursuit of excellence in academia makes this field so interesting (Fauzi et al., 2023). It is difficult to determine the exact impact of the principal on student achievement, making it difficult to evaluate the efficacy of school leadership (Agasisti et al., 2020). The principal's leadership indirectly affects the growth of professional learning communities, the accessibility of resources for students, and the general quality of education in the educational environment. The administrative and pedagogical strategies of the school are overseen and put into action by the principal. With the principal at the helm, the school has a good chance of reaching its goals in a short amount of time (Atun et al., 2024; Bayangkari et al., 2024; Dami et al., 2022; Purnomo et al., 2021; Riyadi et al., 2023).

The quality of the school's facilities and infrastructure supports the effective implementation of an educational program. Influential leaders create a work atmosphere that promotes cooperation and collaboration by consistently building relationships with employees, particularly in difficult times. Exhibiting enthusiasm, honesty, perseverance, objectivity, humility, and self-confidence are all ways to achieve this goal (Al Rasyid et al., 2020; Mohzana et al., 2024). The principal's Leadership has a significant impact on the quality of the school and the caliber of its graduates.

According to the researchers' observations at public elementary schools in the Cilegon sub-district, three schools do not have certified teachers, six schools are in the early stages of implementing new teaching methods, ten schools are working on improving their management practices, and two schools have incomplete managerial data. All elementary school instructors in the Cilegon District demonstrate high competence, exceptional. Evaluating the essential requirements of students yields valuable observations regarding instructional efficacy—the analytical results on the quality of education function as benchmarks for the educational programs of each institution. The 2021 report on elementary education in public elementary schools in Cilegon City indicates that the children's reading and writing proficiency is 1.73, while their mathematical skills are 1.58. These ratings are compared to other cities and districts in Banten Province, specifically Cilegon City. Improving pupils' numerical literacy is essential and requires active development. The Cilegon City Public Elementary School has restricted capacities. Researchers hypothesized that the inadequate performance of teachers and principals might cause the low quality of public elementary schools in Cilegon City, based on data on children's numeracy and literacy.

The effectiveness of teachers has a crucial role in determining the consistent level of academic success that students will achieve after graduation. Proficient and enthusiastic educators can support students in achieving their highest level of capability (Suyatno et al., 2019). The principal's leadership style is one of several aspects that affect teachers' performance. Servant leadership positively affects the principal's leadership style, affecting the instructors' performance. By minimizing destructive conflicts and encouraging a feeling of community unity, servant leadership puts the welfare of others ahead of one's own. Improving relationships with subordinates and encouraging more active trust among them is the primary focus of a servant leader (Cibro et al., 2024; Saleem et al., 2020). Leaders prioritizing servant leadership place their followers' needs and well-being above their own and actively strive to achieve optimal team performance (Liao et al., 2021). Servant leadership is defined by its emphasis on fulfilling the needs of individuals, promoting their professional development, and optimizing their influence within the team. Servant leaders set themselves apart from other leaders by prioritizing the development and advancement of their subordinates (Aboramadan, 2021; Demeke et al., 2024). Research investigating the link between servant leadership, engagement levels, and subsequent behaviors could help understand how leaders motivate their people to perform better and avoid wasteful behaviors (Yagil & Oren, 2014).

Leadership within an organization motivates individuals to be excited about achieving shared goals. Servant leaders place the needs of their followers as a higher priority than their own rather than concentrating on their interests. Studies have shown that when employees are led by servant leaders, their satisfaction, dedication, and productivity generally increase (Grobler & Flotman, 2020). Servant leaders prioritize the needs of others over their own in order to promote enhanced organizations and a more empathetic society (Ma et al., 2021). Servant leaders exhibit unique qualities, including genuineness, placing the needs of others as a priority, exercising power, and cultivating a sense of community (Howladar & Rahman, 2021). The fundamental elements of servant leadership encompass

decentralization, lack of ego, accountability, forgiveness, bravery, integrity, humility, and stewardship.

Furthermore, leadership that focuses on helping others differs from charismatic or transformational leadership. Transformational leaders are more concerned with their followers' growth as individuals and the company's performance, whereas servant leaders put their followers' needs first. The results that employees and the firm get from servant leadership are better than those from other management styles. Followers experience personal and professional benefits and stronger ties with their leaders, including enhanced loyalty and trust. Servant leadership focuses on the growth and happiness of followers rather than on the leaders themselves (Krumrei-Mancuso & Rowatt, 2023). Servant leadership is a leadership style that prioritizes the well-being and development of individuals. Ultimately, we want to see our people succeed in their professional and personal endeavors (Greenleaf, 1977). Leaders who demonstrate servant leadership put the needs of the organization's stakeholders first and prioritize ethical behavior. These leaders inspire their followers to reach their full potential by involving them on various emotional, relational, and moral levels (Eva et al., 2019). Instead of putting all of their focus on themselves, leaders should prioritize building connections with employees and other stakeholders who are loyal, trustworthy, and committed. Humility, concern for others, a focus on personal development, attention, involvement in decision-making, ethical behavior, and the creation of a feeling of community are attributes exhibited by servant leaders.

The primary purpose of supervision is to increase the efficiency and effectiveness of subordinates so that the organization can reach its objectives. This theory classifies direct, collaborative, and non-directive supervision into three categories. The subordinates have direct control over the supervisor's actions, ensuring they are justified or improved. Experienced and skilled personnel generally agree with their superiors and adhere to their directives. Non-directive supervision places greater emphasis on workers who are being supervised. Supervisors typically demonstrate empathy and provide support. The best parts of authoritarian and participative management approaches can be found in a collaborative supervision model. Managers and those under them are responsible for actively carrying out their supervisory duties (Wiyono et al., 2020). A principal must have strong supervision skills since it directly impacts how well teachers do in the classroom (Rifky & Farihin, 2024; Trinh et al., 2019; Yasin & Mustafa, 2020). Students' chances of academic success increase when they have a favorable learning experience with a highly competent instructor. Academic supervision is the principal's hands-on involvement in guiding and supervising students. One indicator of a principal's skill in academic supervision is their ability to motivate teachers to raise student achievement. Academic supervision supports educators in aiding the process of student learning. The supervised component comprises educational materials and instructor supervision (Nurlaili et al., 2021).

Competence of supervision is crucial in facilitating a school's attainment of its educational objectives by serving as the unifying factor that ensures all aspects of a school operate harmoniously. Supervision is generally understood as a method of overseeing teachers. The leadership of a school serves as the cohesive force that unites and holds it together. Ensuring that all learning activities maximize the use

of facilities is the primary objective of supervision. Principals carry out their responsibilities by supervising the actions of classroom instructors and offering positive feedback and guidance to promote the development of students and staff (Sumirah, 2020). Supervision involves the meticulous observation, assessment, provision of feedback, and execution of necessary adjustments. Program planning, execution, evaluation, and planning for the subsequent year's program are the four consecutive steps in the process. Although "supervision" is often used in education, its significance extends beyond monitoring and ensuring adherence to a program or plan. Accountability to a supervisor includes the tasks of identifying the required individuals and materials, evaluating their performance, and implementing them to achieve a desired outcome (Nurhasyim et al., 2021).

Research has demonstrated that servant leadership significantly affects teachers' efficiency. This happens when an administrator becomes a coach, mentor, or guide to help instructors improve their teaching and fulfill their duties (Saepurohman & Satori, 2021). Efficient leadership is crucial for people, teams, and organizations to achieve their objectives. The principal's servant leadership strategies improved teacher engagement, extra-role behavior, and overall performance. Work involvement positively impacts teacher performance, as demonstrated by the research by Hermanto and Srimulyani (2022). Enforcing academic supervision by a principal is crucial for an effective educational system and can potentially enhance teacher performance and student outcomes (Wiyono et al., 2020).

The novelty of this research is that it differs from other research in emphasis, research participants, and integration of research components. This study introduces novel research integrating servant leadership, supervisory competency, and teacher performance in school quality. This innovative research integrates multiple variables into a single unit for investigation and analysis. This study examines the correlation between servant leadership, supervisory competency, and teacher performance in school quality. Researchers develop hypotheses by identifying correlations between variables that align with the established objectives.

1. There is a positive correlation between servant leadership and competency in supervision.
2. The competency of supervision is positively correlated with the quality of schools.
3. Servant leadership and teacher performance have a positive correlation.
4. There is a direct correlation between teachers' performance and the school's quality.

RESEARCH METHOD

A statistical survey method was applied to validate the findings of this inquiry. The values of the latent variables were generated using the structural equation model's PLS-SEM prediction approach (Dami et al., 2022). Provide support for this strategy. Structural equation modeling (SEM) was employed in the investigation with the help of unique PLS research models.

This study occurred at a public elementary school in the Ciwandan subdistrict of Cilegon City, Banten Province, Indonesia. Nineteen different public primary schools serve the Ciwandan subdistrict's student body. A total of 231 elementary school teachers and 19 principals from the Ciwandan sub-district of Cilegon City,

Banten Province, made up the research sample. A questionnaire survey was used to analyze data-gathering strategies in the random sample procedure. The researcher contacted school administrators via WhatsApp; they distributed the Google Form questionnaire to the selected schools' teachers.

The data for this investigation will be collected via the questionnaire. Researchers distributed surveys to gather data and information. Information gathered from a survey using a Likert scale was used in the study. One approach to conducting surveys using the Likert scale is to have respondents rate their degree of agreement on a scale from 1 to 5. Surveys can be distributed to respondents via online mediums such as WhatsApp groups, Google Forms, or email. An estimated 250 people made up the study's sample. Answers to questions regarding each evaluated quality are included in the questionnaire, including the respondents' names.

We utilized partial least squares (PLS) route modeling to look at the data since, unlike regression, it can estimate all the model parameters separately. (Riyadi et al., 2023). This study utilizes PLS-SEM to assess consistency, reliability (both substantial and composite), discriminant, and concept validity. We tested our hypothesis using exact PLS bootstrapping and smart PLS multiple regression analysis. Based on the findings of the scale trial, the subsequent phase involves conducting research by disseminating the scale to participants. The collected data is analyzed in order to deduce study findings. Figure 1 depicts the flowchart utilized in this investigation.

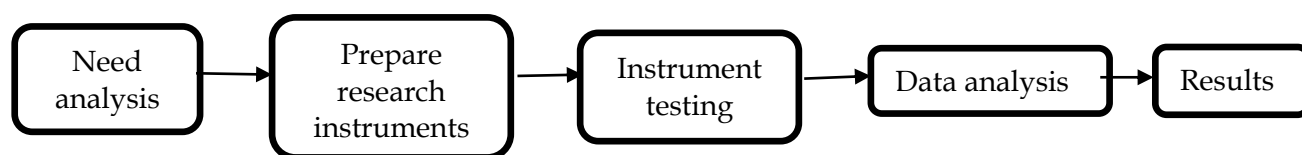


Figure 1. Flowchart of research procedure (Mulyana et al., 2024)

RESULTS AND DISCUSSION

Results

The research sample consisted of 231 elementary school teachers and 19 principals from the Ciwandan subdistrict in Cilegon City, Banten Province, Indonesia. The profiles detail each respondent's gender, service length, and education level. Table 1 displays the participants' demographic data.

Table 1. Profile of the respondent.

Information		N		Percentage	
Gender					
Male			100		60.0%
Female			150		100.0%
	Total		250	Total	100.0%
Teachers					
Male		31	31		12.4%
Female			200		80.0%
	Total	Total	231	Total	92.4%

Information	N	Percentage
Principals		
Male	9	3.6%
Female	10	4.0%
Total	19	7.6%
Education (Principals)		
Bachelor	15	6.0%
Master	4	1.6%
Total	19	7.6%
Education (Teachers)		
Bachelor	31	12.4%
Master	200	80.0%
Total	81	92.4%
Age (Principals)		
23-30		
31-40	10	4.0%
41-55	9	3.6%
Total	19	7.6%
Age (Teachers)		
23-30	10	4.0%
31-40	90	36.0%
41-55	131	52.4%
Total	231	92.4%
Working Period (Principals)		
< 5 Years		
10-20 Years	8	3.2%
20-30 Years	11	4.4%
Total	19	7.6%
Working Period (Teachers)		
< 5 Years		
10-20 Years	90	36%
20-30 Years	141	56.4%
Total	231	92.4%

Examining descriptive statistics and assessments of normality

The information provided in the questions is only given in numerical form. A dataset is considered to have a normal distribution if its skewness and kurtosis statistics' absolute values are less than 2 and 7, respectively. Table 2 displays various descriptive statistics and metrics of normality, such as the average, variability, asymmetry, and peakedness, for each construct at the individual item level. The descriptive data show that the SL2 variable had the lowest average value of 3.9 and a standard deviation of 1.2 for SL. Conversely, the SL1 variable exhibited the most excellent mean value of 4.440 and a standard deviation of 0.875. The elementary schools in the Ciwandan district of Cilegon City have implemented a servant leadership style. The SC1 variable exhibited a standard deviation (SD) of 1.1 and a mean of 3.9. The SC2 variable exhibited a mean of 4.2, notable, and a standard deviation of 0.9, which was comparatively more minor. These findings emphasize the significance of a school principal's supervisory abilities as the head of the school. The TP3 dimension had the lowest average and variability, with values of 3.9 and 1.0, respectively.

On the other hand, the TP4 dimension within the TP5 dimensions had the highest values of 4.0 and 1.0. Enhancing the quality of education can be accomplished by nurturing the capabilities of stakeholders, such as teachers. The SQ dimension, mean, and standard deviation exhibit a range of values. The SQ dimension, mean, and standard deviation have a range of values. The lowest values for the SQ dimension, mean, and standard deviation are 3.9 and 1.2 (SQ3), while the highest are 4.4 and 0.8 (SQ1). These findings indicate that implementing more stringent standards for teacher performance will enhance the effectiveness and excellence of teaching in schools. This is because skilled educators produce exceptional results for their students.

Table 2. Descriptive statistic and normality assessment.

Construct	Item	Statistic Descriptive			Normality Indicator		
		Mean	Min	Max	Standard Deviation	Excess Kurtosis	Skewness
SL	SL1	4.440	1.000	5.000	0.875	2.293	-1.630
	SL2	3.990	1.000	5.000	1.277	-0.389	-0.976
	SL3	4.000	1.000	5.000	1.275	-0.051	-1.074
	SL4	4.050	1.000	5.000	1.203	-0.341	-0.972
	SL5	4.210	1.000	5.000	1.098	0.904	-1.349
SC	SC1	3.960	1.000	5.000	1.122	0.072	-0.913
	SC2	4.250	1.000	5.000	0.921	0.553	-1.069
	SC3	4.020	1.000	5.000	1.157	-0.275	-0.904
	SC4	4.140	1.000	5.000	1.010	0.348	-0.996
	SC5	4.050	1.000	5.000	1.220	-0.405	-0.970
TP	TP1	4.050	1.000	5.000	1.226	0.361	-1.082
	TP2	4.020	1.000	5.000	1.049	-1.098	-0.780
	TP3	3.980	1.000	5.000	1.039	0.196	-0.828
	TP4	4.050	2.000	5.000	1.062	-0.842	-0.712
	TP5	4.060	2.000	5.000	1.047	-0.829	-0.705
SQ	SQ1	4.440	1.000	5.000	0.875	2.293	-1.630
	SQ2	3.990	1.000	5.000	1.277	-0.389	-0.976
	SQ3	3.960	1.000	5.000	1.122	0.072	-0.913
	SQ4	4.250	1.000	5.000	0.921	0.553	-1.069
	SQ5	4.050	1.000	5.000	1.126	0.361	-1.082
	SQ6	4.020	1.000	5.000	1.049	-1.098	-0.780
	SQ7	4.050	2.000	5.000	1.062	-0.842	-0.712
	SQ8	4.060	2.000	5.000	1.047	-0.829	-0.705

Note: SL: Servant leadership; SC: Supervision competence; TP: Teacher performance; SQ: School quality

The outer model, or measurement model, evaluates the reliability and validity of the measurements.

The measuring model evaluates both discriminant and convergent validity concurrently. Outer loadings, average variance extracted (AVE), and composite reliability are metrics of convergent validity (CR). The reliability of the measurement data is demonstrated in Table 3 and Figure 2. The outer loadings of all sixteen items range from 0.700 to 0.955, surpassing the significance limit of 0.50 and demonstrating statistical significance at the 0.05 level. Goods with outer loadings below 0.50, namely SL3, SL5, SC3, SC5, TP3, SQ3, and SQ4, have been eliminated. The findings also indicated that the AVE values exceeded the threshold

of 0.50, with a range of 0.613 to 0.786. It is recommended that both the CR (composite reliability) and Cronbach's alpha coefficients should exceed 0.70. Table 3 shows that all constructs have Cronbach's alpha and CR values greater than 0.70. The Fornell-Larcker Criterion was used to evaluate the discriminatory power of the test. This technique compares the connection between latent concepts to the square root of the AVE. A latent construct should better explain an indicator's variability than other latent constructs. It is reasonable to expect the square root of the AVE for each construct to be higher than the AVE correlations between latent constructs. Since the construct is distinct from reality, it has sufficient discriminant validity. Overall, the convergent and discriminant validity evaluations show that the construct is sufficiently valid and reliable in the study model (Fornell & Larcker F., 1981).

Table 3. Convergent validity.

Construct	Item Code	Outer Loading	Cronbach's Alpha	CR	AVE
SL	SL1	0.855	0.725	0.833	0.626
	SL2	0.808			
	SL4	0.704			
SC	SC1	0.822	0.701	0.826	0.613
	SC2	0.755			
	SC4	0.770			
TP	TP1	0.951	0.904	0.935	0.786
	TP2	0.700			
	TP4	0.916			
	TP5	0.955			
SO	SO1	0.722	0.935	0.949	0.760
	SO2	0.942			
	SO5	0.928			
	SO6	0.732			
	SO7	0.934			
	SO8	0.939			

Table 4. Discriminant validity: Fornell-Larcker criterion.

	SC	SL	SQ	TP
SC	0.783			
SL	0.764	0.791		
SO	0.617	0.504	0.872	
TP	0.602	0.487	0.887	0.993

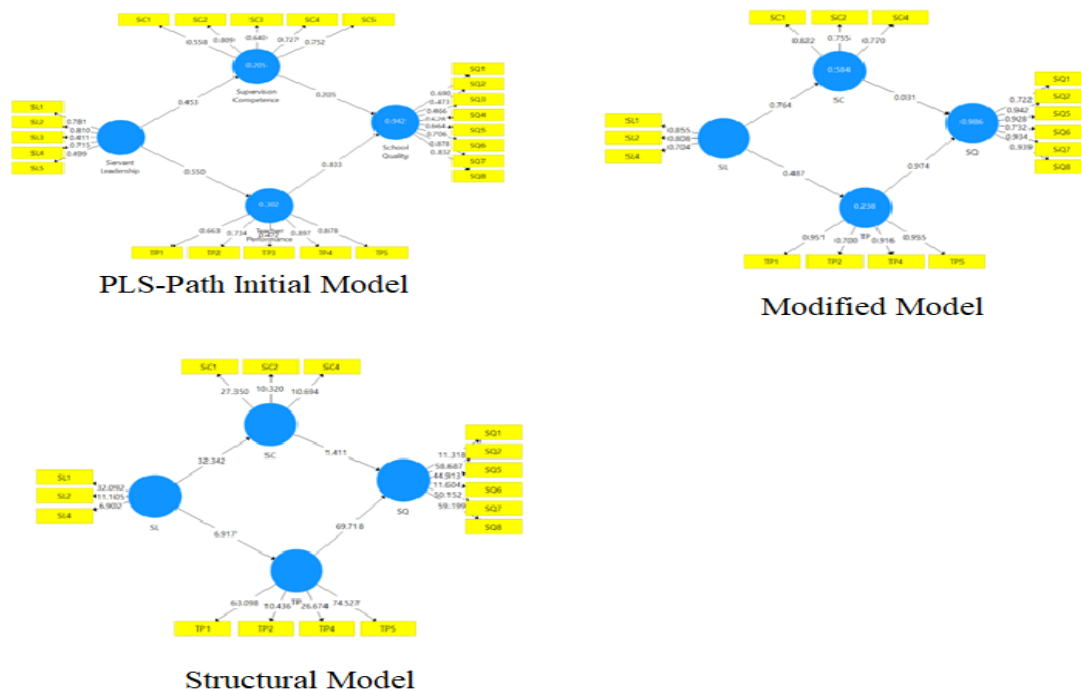


Figure 2. PLS-path initial model, modified model, and structural model.

Structural Model (Inner Model): Analysis of the effect of Interaction

Structural model evaluations attempt to validate assumptions by analyzing the correlation between endogenous and exogenous variables (R^2), t -values (statistical significance), and confidence interval precision. Bootstrapping, which comprises creating 5,000 random samples and averaging the results, was used to obtain T -values and standard errors. Figure 2 and Table 5 show a confidence interval ranging from 0.702 to 0.798 for the association between SL and SC. The connection was significant, with a $\beta = 0.764$ and a $t = 32.077$. These findings indicate a correlation between SL and SC, suggesting that SC increases for every standard deviation rise in SL since H_1 cannot be rejected.

Table 5. Hypothesis.

	Hypotheses Path	Std. Beta	Std. Error	t-Value	Bias	Bias Corrected 2.5%	Decision
H_1	SL \rightarrow SC	0.764	0.024	32.077	0.011	0.702	Accepted
H_2	SC \rightarrow SQ	0.031	0.022	7.398	0.002	0.012	Accepted
H_3	SL \rightarrow TP	0.487	0.071	6.193	0.008	0.340	Accepted
						0.615	
H_4	TP \rightarrow SQ	0.974	0.014	69.354	0.002	0.947	Accepted

Note: $p < 0.05$ (two-tailed test)

Furthermore, the t -value of 7.398 is deemed statistically significant; hence, SC and SQ had a positive correlation. The association's confidence interval ranged from 0.074 to 0.012, as seen in Table 4 and Figure 2. This proves that an SQ of 0.031 results from a one-standard-deviation decrease in SC. Therefore, H_2 is not supported by the evidence. The positive correlation between SL and TP is

supported by a standardized β of 0.487 and a significant t-value ($t = 6.193$). Table 4 and Figure 2 show that the confidence intervals for the association range from 0.340 to 0.615. This means that TP grows by 0.487 for every one standard deviation increase in SL.

Statistical evidence supports H3: A teacher's efficacy grows in tandem with the significance level of the SL. The findings provide support for H4, indicating that there is a positive correlation between TP and SQ ($\beta = 0.974$, $t = 69.354$), with confidence intervals ranging from 0.947 to 1.002. Findings indicate a correlation between TP and SQ of 0.947 for every one standard deviation rise in TP. As evaluated by R2 (modified PLS-path model), the dependent variable is not the only component that explains the variance in the dependent variable. The structural model's standard errors suggest that SL may account for 58.4% of the potential SC variants. Weak SL accounts for about 23.8% of TP changes. Even more impressively, SL and TP explain 98.6% of the significant category differences. The models can adequately predict the quantitative values of the endogenous variables SC (0.308), TP (0.179), and SQ (0.740) according to the predictive significance (Q2) of the blindfold test. When Q2 is greater than 0, the model's predictive significance is good (Hair et al., 2017).

Discussion

The present study investigates the influence of servant leadership, supervisory competency, and teacher performance on school quality overall. The statistical study of the structural model reveals a substantial and positive association between servant leadership and supervisory ability. There is a positive correlation between supervisory competency and school quality. There is a positive association between servant leadership and teacher performance. A clear and direct relationship exists between teachers' performance and the school's quality.

This study presents four research hypotheses. The initial hypothesis posits that there exists a noteworthy and affirmative correlation between servant leadership and supervisory competency. The results align with prior studies (Atun et al., 2023; Samsu, 2022; Tursina & Rudiansyah, 2024), demonstrating servant leadership's and supervisory competence's beneficial effects. The findings of this study offer evidence to support the notion that there is a correlation between Servant Leadership and the capacity to oversee capabilities efficiently. Supervision entails the act of overseeing, evaluating, offering comments, and implementing remedial measures as needed. The approach comprises four consecutive stages: program planning, implementation, assessment, and program planning for the subsequent year.

The second research shows a unidirectional relationship between supervisory competence and a positive correlation with school quality. Research findings show a strong correlation between supervisor competency and school quality. This research's findings align with previous research's results (Nurhayati et al., 2020), which show a direct, positive, and significant influence of the principal's supervisory competence on school quality. However, this research contradicts research findings (Atun et al., 2023), which state that the supervisory competence of school principals on school quality could be more positively and significantly correlated. The quality of schools, which encompasses various aspects such as

curriculum, teaching staff, learning process, facilities, infrastructure, tools, materials, school management, environment, and student employment, directly impacts the quality of the students who graduate from those schools. This impact is influenced by several factors, including the school principal's leadership, the organizational culture and climate, and the quality of the learning process (Rasyid et al., 2020).

The third study shows a clear and direct positive relationship between servant leadership and teacher performance. Research findings show a direct relationship between servant leadership and teacher performance. This research's findings align with previous research results (Asih et al., 2023; Atun et al., 2024; Bayangkari et al., 2024), which show that servant leadership directly influences teacher's performance. Servant leadership is a method to observe and serve its subordinates, mobilize, and is committed to advancing the body it guides to achieve identity by observing, empathy, treatment, attention, persuasion, conceptualization, the role of caring, commitment to community development, and community development (Bayangkari et al., 2024).

The fourth study shows a correlation between teachers' performance and school quality. Empirical evidence directly correlates teachers' performance and school quality. The results of this research are in line with previous research (Gistituati, 2020; Tabroni et al., 2022; Zulkarnain et al., 2024), which shows that optimal teacher performance will improve the effectiveness and quality of education in schools because teachers who perform well will provide good results, both in quantity and quality.

CONCLUSION

Fundamental Finding: In light of prior research and discussion, four crucial and statistically significant results emerged from the study: A favorable correlation between competent supervision and servant leadership, according to structural model statistical research. There is no positive correlation between supervision competency and school quality. There is a positive correlation between servant leadership and teacher performance, which is a positive correlation between teacher performance and school quality. **Implication:** This research aims to enhance the quality of schools by focusing on three areas: competent supervision, teacher performance, and servant leadership. The school's performance is expected to improve due to the principal's competency and servant leadership, which should increase teacher performance. As a result of this study, the principal will be more equipped to lead the school community in a way that raises student achievement and, by extension, the school's overall quality. **Limitation:** For financial and logistical reasons, the study could only include elementary school students from a public school in Indonesia's Ciwandan subdistrict of Cilegon City, Banten Province. This study focuses on a subset of Cilegon City, Indonesia. **Future Research:** Researchers in Indonesia want to use a wide range of factors and approaches to perform studies at all levels of schooling.

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