



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

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DOI: <https://doi.org/10.46245/ijorer.v5i4.629>

### Sections Info

#### Article history:

Submitted: June 8, 2024

Final Revised: July 3, 2024

Accepted: July 4, 2024

Published: July 31, 2024

#### Keywords:

School Quality;

Servant Leadership;

Supervision Competence;

Teacher Performance.



### 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.

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