



Pengaruh Kepemimpinan Melayani, Kompetensi Supervisi, dan Loyalitas Kerja Terhadap Kinerja Guru

Waldatun Thai' Atun^{1*}, M. Syadeli Hanafi², Nandang Faturohman³, Fajar Erlangga⁴

Student Doctoral Degree Program in Education, Sultan Ageng Tirtayasa University, Banten, Indonesia ¹

Doctoral Degree Program in Education, Sultan Ageng Tirtayasa University, Banten, Indonesia ^{2,3}

English Department of Education, Indraprasta University, Indonesia⁴

7782210008@untirta.ac.id*

Abstrak: Penekanan utama kinerja guru terletak pada strategi yang digunakan oleh para pendidik untuk secara proaktif meningkatkan prestasi akademik siswanya. Tujuan penelitian adalah untuk menguji hubungan kepemimpinan melayani, kompetensi pengawasan, dan loyalitas kerja guru terhadap kinerja guru. Penelitian ini menggunakan metodologi survei, sampel penelitiannya adalah 19 kepala sekolah dan 81 guru SD Negeri di Kecamatan Ciwandan, Provinsi Banten, Indonesia. Teknik pengambilan sampel dilakukan dengan cara random sampling. Instrumen pengumpulan data untuk penyelidikan ini adalah kuesioner. Data dianalisis menggunakan pemodelan jalur PLS. Hasil penelitian menunjukkan bahwa kepemimpinan pelayan berpengaruh signifikan ($p < 0,05$) terhadap kompetensi supervisi, kompetensi supervisi tidak berpengaruh signifikan ($p > 0,05$) terhadap kinerja guru, kepemimpinan pelayan berpengaruh signifikan ($p < 0,05$) terhadap guru kinerja, dan loyalitas kerja berpengaruh signifikan terhadap kinerja guru. Penelitian selanjutnya diharapkan dapat menghasilkan paradigma kepemimpinan melayani untuk mendorong pertumbuhan kinerja guru untuk kepentingan sekolah. Implikasi dari temuan penelitian ini dapat memberikan sarana yang berguna bagi kepala sekolah untuk melakukan refleksi diri terhadap kepemimpinan mereka, sehingga meningkatkan kualitas lembaga kepemimpinan pendidikan mereka secara keseluruhan.

Kata kunci: Kepemimpinan melayani; kompetensi supervisi; loyalitas kerja; kinerja guru.

The Effects of Servant Leadership, Supervision Competence and Work Loyalty on Teacher Performance

Abstract: The primary emphasis of teacher performance lies in the strategies employed by educators to proactively enhance the academic achievements of their students. The aim of the research is to examine the relationship between servant leadership, supervisory competence, and teacher work loyalty on teacher performance. This research uses survey methodology, the research sample is 19 school principals and 81 public elementary school teachers in Ciwandan District, Banten Province, Indonesia. The sampling technique was carried out by random sampling. The data collection instrument for this investigation was a questionnaire. Data were analyzed using PLS path modeling. The results of the research show that servant leadership has a significant effect ($p < 0.05$) on supervision competence, supervision competence has no significant effect ($p > 0.05$) on teacher performance, servant leadership has a significant effect ($p < 0.05$) on teacher performance, and work loyalty have a significant effect on teacher performance. Future research is expected to produce a servant leadership paradigm to encourage the growth of teacher performance for the benefit of the school. The implications of this research finding may provide a useful means for principals to self-reflect on their leadership, thereby improving the overall quality of their educational leadership institutions.

Keywords: Servant Leadership; Supervision Competence; Work Loyalty; Teacher Performance.

1. Introduction

The quality of a country's educational system is a major factor in that system's ability to develop and improve. Teachers' performance in their responsibilities as educators also has a significant impact on students' learning outcomes and the overall quality of education (Kanya et al., 2021). Teacher performance is influenced by the following: personal qualities and commitment, professional growth, pedagogical competence, communication skills, community relations, discipline, well-being, and the work environment (Bumay et al., 2023; Pratiwi et al., 2021; Rachmawati & Daryanto, 2013;

Saondi & Suherman, 2010). The performance of teachers generally pertains to their capacity to effectively fulfil their obligations, encompassing teaching, mentoring, and classroom administration (Hidayat & Zaini, 2017).

The effectiveness of a teacher's performance is undeniably influenced by the degree of involvement or guidance provided by school principals or educational leadership inside schools (Joo, 2020). In the context of educational institutions, leadership can be conceptualised as a dynamic process whereby individuals exert influence on teachers and students by means of pedagogical practises,

facilitating the transmission of knowledge, skills, values, culture, and ideas (Amankwah & Guo-Hua, 2020). The primary emphasis of teacher performance lies in the strategies employed by educators to proactively enhance the academic achievements of their students. This encompasses beyond the fundamental obligations related to subject matter proficiency, pedagogical competence, and the capacity to proficiently handle and evaluate students' advancement within the educational setting (Skourdombis, 2019). The performance of teachers can be assessed by the extent to which their pupils demonstrate academic progress and the degree of accountability they assume for their students' learning. According to Ishak & Suyatno (2020), teachers bear the ultimate responsibility for deciding educational outcomes, encompassing the overall efficacy of the learning process and the achievement of educational and learning objectives.

The evaluation of a teacher's performance can be determined by assessing their demonstration of essential competencies. The framework encompasses instructional, personality, social, and professional competencies. The impact of instructors' performance on the quality of learning outcomes post-graduation is a crucial determinant (Andriani et al., 2018). Teachers who possess both expertise and a strong passion for their profession have the ability to facilitate the realisation of their students' maximum capabilities. Numerous factors exert influence on the effectiveness of teachers, with one such aspect being the leadership exhibited by the principal (Suyatno et al., 2019). Servant leadership is considered to be one of the key components of the principal's leadership style that is believed to have an impact on teacher performance. The servant leadership style places emphasis on prioritising the welfare of individuals by actively reducing detrimental interpersonal disputes and cultivating a strong sense of community. The major goal of the servant leader is to enhance connections with their subordinates, which in turn fosters higher levels of active trust among subordinates (Saleem et al., 2020).

Based on the findings of researcher observations at public elementary schools in the Cilegon sub-district, data on certified teachers is still lacking at three schools; 6 schools are still in the pioneering stage pedagogically; 10 schools are still in the development phase managerially; and two schools lack managerial data. The competence of all elementary school teachers in the Cilegon District is either lacking or very lacking, and a certain number of teachers continue to exhibit below-average performance. This is apparent from the instructor's inadequate knowledge of the material and the failure to administer learning materials and resources. Conversely, a considerable number of elementary school educators within the Ciwandan

subdistrict continue to exhibit a deficiency in dedication towards fulfilling their responsibilities pertaining to learning administration and classroom instruction. The results of the quality of education analysis serve as values for each school's educational programs. According to the 2021 elementary school education report for public elementary schools in Cilegon City, the students' literacy competency score is 1.73, and their numeracy level is 1.58 compared to cities/districts in Banten Province, Indonesia, Cilegon City. Students' numeracy literacy still needs to improve. The Cilegon City Public Elementary School has limited capabilities. Based on data on students' numeracy literacy at public elementary schools in Cilegon City, researchers suspected that school quality was still low, which was thought to be caused by a lack of teacher performance and principal leadership factors.

Multiple research investigations have revealed that the leadership exerted by principals holds considerable sway over the performance of teachers (Erlangga et al., 2015; Gumilar & Munzir, 2018; Jamma, 2016; Setiyati, 2016). Meanwhile, several previous studies on school principal supervision have an impact on the quality of teachers' academic performance, which is directly influenced by the principal's supervisory skills, so supervisory skills are an essential competency that school principals must have (Trinh et al., 2019; Yasin & Mustafa, 2020). In contrast, prior studies have established a correlation between servant leadership and enhanced leader-follower relationships, characterised by heightened levels of trust and loyalty, as well as personal and professional benefits for the followers. Servitor leadership is the most people-oriented style of leadership. Supporting employees in the pursuit of their individual and occupational objectives is its principal aim (Greenleaf, 1977; Krumrei-Mancuso & Rowatt, 2023; Van Dierendonck et al., 2014; Van Dierendonck & Nuijten, 2011).

This study distinguishes itself from prior research by addressing a specific gap in the existing literature. It accomplishes this by examining the interplay between variables pertaining to the serving leadership of school principals, supervisory competence, and work loyalty in relation to teacher performance in elementary schools located in Cilegon, Banten, Indonesia. This study distinguishes itself from prior studies by emphasising the incorporation of serving leadership traits exhibited by principals, the supervisory competency of principals, and teacher job loyalty as factors influencing teacher performance. The aim of the research is to examine the relationship between servant leadership, supervisory competence, and teacher work loyalty on teacher performance. The hypothesis therefore guiding this investigation is as follows: 1) H1: Servant leadership has a positive relationship with Supervision competence; 2) H2:

Supervision competence has a positive relationship with teacher performance; 3) H3: Servant leadership has a positive relationship with teacher performance; 4) H4: Teacher work loyalty has a positive relationship with teacher performance.

2. Research Method

The present study used a statistical survey methodology to validate its findings. In this inquiry, the Partial Least Squares-Structural Equation Model (PLS-SEM) method was employed to produce latent variable values for the purpose of prediction (Dami et al., 2022; Hair et al., 2017). The analysis was conducted using structural equation modelling (SEM) and research models in Smart PLS. The research sample and methodology encompass public elementary schools located in the Ciwandan subdistrict of Cilegon City, situated inside the Banten Province of Indonesia. The Ciwandan District region encompasses a total of 19 public primary schools. The study sample comprised 19 individuals serving as school principals and 81 individuals serving as public elementary school teachers in Ciwandan District, Cilegon City, Banten Province. The sampling technique was conducted in a random sampling. The data gathering approach employed in this study is the administration of a questionnaire survey. The researcher distributed an online questionnaire, namely a Google Form, to school principals over the messaging platform WhatsApp. Subsequently, the principals transmitted the questionnaire to teachers within the researcher's selected school.

The data collection instrument for this investigation is the questionnaire. For information and data collection, researchers distributed questionnaires. Data obtained from a Likert scale survey was utilised in the investigation. Participants are requested to indicate their degree of agreement on a Likert scale ranging from one to five, which functions as a type of survey. By means of Google Form connections or WhatsApp Group media, respondents can be directed to complete questionnaires. The purported composition of the study's sample was one hundred individuals. In addition to inquiries or statements regarding each of the variables under investigation, the questionnaire comprises a roster of participants' names.

The data were analysed using PLS path modelling. This technique was chosen primarily because simultaneous estimation of all model parameters is a feature that distinguishes SEM from regression (Iacobucci et al., 2007; Riyadi et al., 2023). In this study, researchers employ PLS-SEM to evaluate the construct validity,

convergent validity, composite reliability, and discriminant validity of the instruments. Multiple regression analysis in Smart PLS with robust PLS bootstrapping was used to test the hypothesis. In order to elucidate the interconnectedness among the diverse components, it is feasible to formulate a conceptual framework that is developed from empirical study findings, as outlined below.

Table 1. Respondent Profile

Information	N	Percentage
Gender		
Male	79	79%
Female	21	21%
Total	100	100%
Teachers		
Male	70	70%
Female	11	11%
Total	81	81%
Principals		
Male	9	9%
Female	10	10%
Total	19	19%
Background of Education (Principals)		
Bachelor	15	15%
Magister (Master)	4	4%
Total	19	19%
Background of Education (Teachers)		
Bachelor	70	70%
Magister (Master)	11	11%
Total	81	81%
Age (Principals)		
23-30		
31-40	10	10%
41-55	9	9%
Total	19	19%
Age (Teachers)		
23-30	8	8%
31-40	50	50%
41-55	23	23%
Total	81	81%
Working Period (Principals)		
< 5 Years		
10-20 Years	8	8%
20-30 Years	11	11%
Total	19	19%
Working Period (Teachers)		
< 5 Years		
10-20 Years	70	70%
20-30 Years	11	11%
Total	81	81%

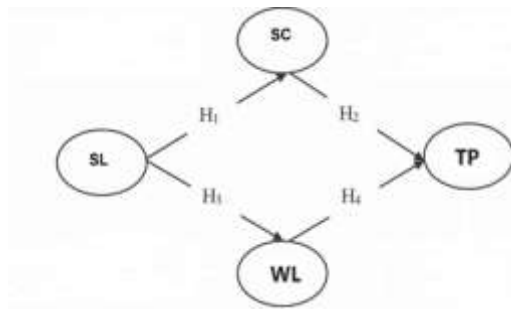


Figure 1. Model of the Conceptual Framework

SL = Service Leadership;
SC = Supervision Competence;
WL = Work Loyalty;
TP = Teacher Performance

3. Result and Discussion

The present study encompassed a sample of 81 teachers and 19 principals who were actively engaged in their professional roles within 19 public elementary schools located in the Ciwandan sub-district of Cilegon City, situated in the Banten Province of Indonesia. The responder profile encompasses the demographic characteristics of gender, duration of service, and educational background pertaining to school principals and teachers. The demographic profile of responders is presented in Table 1.

The entirety of the data within the questions is supplied in numerical form. According to Curran et al. (1996), data is deemed to have a normal distribution when the absolute values of skewness and kurtosis statistics are less than 2 and 7, respectively. The item-level descriptive statistics for all constructs are included in Table 2, including the mean, standard deviation, skewness, and kurtosis. These statistics give information about the normalcy of the constructs. The analysis of descriptive statistics indicated that (SL2) condition had the lowest mean and standard deviation for SL, with values of 3.990 and 1.227, respectively. Conversely, the (SL1) condition had the highest mean and standard deviation, with values of 4.440 and 0.875, respectively. The implementation of a servant leadership model has been observed at elementary schools located inside the Ciwandan area of Cilegon City. The supervision competence (SC) variable had a mean of 3.960 and a standard deviation (SD) of 1.122 for (SC1), whereas for (SC2), it reached a maximum value of 4.250 with an SD of 0.921. The aforementioned findings underscore the significance of a school principal's aptitude in supervisory abilities within the context of their position as a leader in the educational institution. The WL dimensions (WL5) exhibited a range of mean and standard

deviation values. The smallest mean and standard deviation were seen in WL3, measuring 3.980 and 1.039, respectively. Conversely, the biggest mean and standard deviation were found in WL4, measuring 4.060 and 1.047, respectively. Enhancing work loyalty can be attained, to some extent, by cultivating the potential of stakeholders, such as teachers. Finally, it is worth noting that the TP dimension with the lowest values for mean, standard deviation, and TP dimension 3 is 3.960 and 1.122, respectively. Conversely, the TP dimension with the highest values for mean, standard deviation, and TP dimension 1 is 4.440 and 0.875, respectively. The results of this study indicate that implementing higher standards for teacher performance has the potential to enhance the effectiveness and calibre of instruction inside educational institutions. Competent educators are responsible for generating favourable academic results for their students.

The measuring model assesses the validity of both convergent and discriminant constructs. Three major markers of convergent validity, including outer loadings, average variance extracted (AVE), and composite reliability (CR), must be taken into account when evaluating the validity and reliability of a measurement model. Indicators in Table 3 and Figure 2 show that the findings of the measurements can be trusted. The outer loadings, which measure the relationship between the observed variables and their underlying constructs, range from 0.700 to 0.955 across the 16 items. These outer loadings above the threshold of 0.50 and are statistically significant at the 0.05 level. Seven items, namely SL3, SL5, SC3, SC5, WL3, TP3, and TP4, have been excluded from the analysis due to their outer loadings falling below the threshold of 0.50. Moreover, the findings indicated that the Average Variance Extracted (AVE) values exceeded the threshold of 0.50, with a range between 0.613 and 0.786. Calculated to assess the internal consistency of a measurement scale. Both CR and Cronbach's alpha are commonly used reliability coefficients in the field of psychometrics (Adeleke et al., 2018). According to Henseler et al. (2016), the value exceeds 0.70. According to the data shown in Table 3, it can be observed that all structures exhibit. The Cronbach's alpha and CR values above the established threshold of 0.70.

Table.2 Descriptive Statistic and Normality Assessment

Statistic Descriptive					Normality Indicator		
Construct	Item	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
WL	WL1	4.050	1.000	5.000	1.226	0.361	-1.082
	WL2	4.020	1.000	5.000	1.049	-1.098	-0.780
	WL3	3.980	1.000	5.000	1.039	0.196	-0.828
	WL4	4.050	2.000	5.000	1.062	-0.842	-0.712
	WL5	4.060	2.000	5.000	1.047	-0.829	-0.705
TP	TP1	4.440	1.000	5.000	0.875	2.293	-1.630
	TP2	3.990	1.000	5.000	1.277	-0.389	-0.976
	TP3	3.960	1.000	5.000	1.122	0.072	-0.913
	TP4	4.250	1.000	5.000	0.921	0.553	-1.069
	TP5	4.050	1.000	5.000	1.126	0.361	-1.082
	TP6	4.020	1.000	5.000	1.049	-1.098	-0.780
	TP7	4.050	2.000	5.000	1.062	-0.842	-0.712
	TP8	4.060	2.000	5.000	1.047	-0.829	-0.705

Source: Authors' findings

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			
WL	WL1	0.951	0.904	0.935	0.786
	WL2	0.700			
	WL4	0.916			
TP	WL5	0.955	0.935	0.949	0.760
	TP1	0.722			
	TP2	0.942			
	TP5	0.928			
	TP6	0.732			
	TP7	0.934			
	TP8	0.939			

The Fornell-Larcker Criterion was utilised to assess the discriminant validity of the test. This approach involves the comparison of the square root of the average variance extracted (AVE) with the correlation between latent ideas. A latent construct should possess the capacity to account for a greater proportion of the variability observed in its own indicator compared to other latent constructs. Hence, it is logical for the square root of the average variance extracted

(AVE) for each construct to exhibit higher values compared to the AVE correlations observed between latent constructs, as proposed by (Fornell & Larcker F., 1981). Hence, the construct demonstrates sufficient discriminant validity as it exhibits empirical distinctiveness. Overall, the study model exhibits satisfactory levels of validity and reliability for the construct, as evidenced by the outcomes of assessments conducted to evaluate convergent and discriminant validity.

Tabel 4. Discriminant Validity: Fornell-Larcker Criterion

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

The present study used a structural model, namely an inner model, to examine the impact of interaction. The purpose of conducting structural model evaluations is to validate hypotheses pertaining to the significance of variables (as indicated by t-values), the width of confidence

intervals, and the relative relevance of exogenous and endogenous variables (measured by R²). The bootstrapped approach was employed to calculate t-values and standard errors. This method entails generating 5,000 random samples and computing the average of the obtained data.

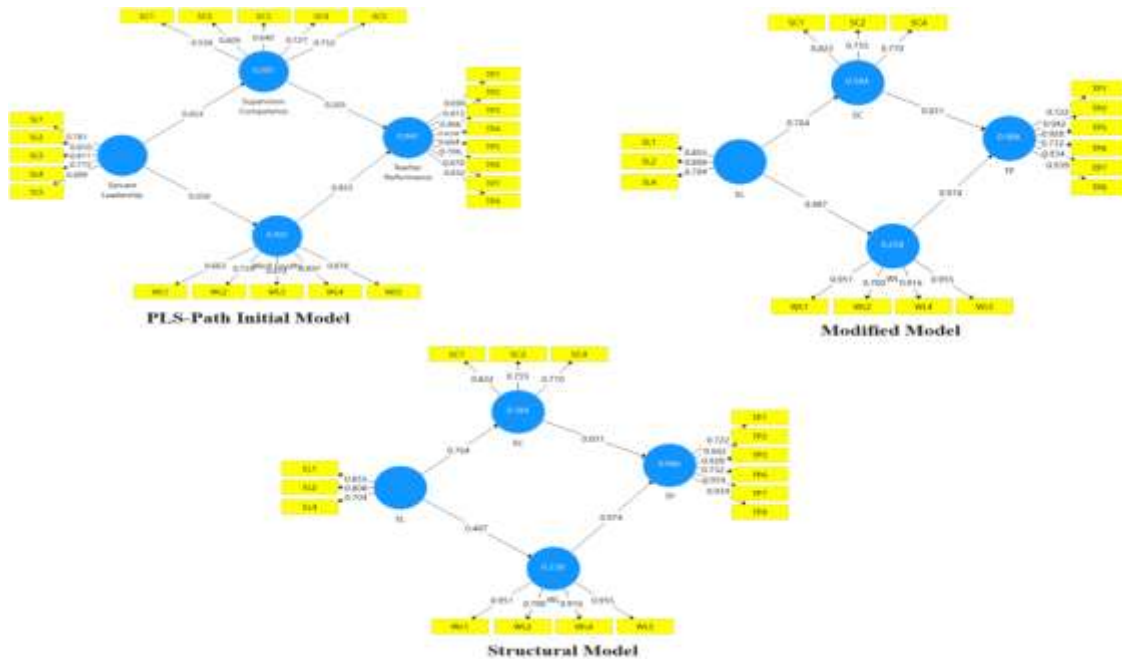


Figure 2. PLS-Path Initial Model, Modified Model and Structural Model (Riyadi et al., 2023)

Figure 2 and Table 5 present confidence intervals pertaining to the correlation between SL and SC, with values ranging from 0.702 to 0.798. The statistical analysis revealed a strong link between the variables, as indicated by the high

significance levels ($\beta = 0.764$, $t = 32.077$). The findings of this study indicate that a rise in SL by one standard deviation is correlated with a corresponding increase in SC.

Table 5. Summary of Hypotheses Testing

Hypotheses Path	Std. Beta	Std. Error	t-Value	Bias	Confidence Interval		Decision	
					Bias Corrected			
					2.5%	97.5%		
H1	SL ->	0.764	0.024	32.077	0.011	0.702	0.798	Accepted
H2	SC ->	0.031	0.022	1.398	-0.002	-0.012	0.074	Not Accepted
H3	SL -> TP	0.487	0.071	6.193	0.008	0.340	0.615	Accepted
H4	WL -	0.974	0.014	69.354	0.002	0.947	1.002	Accepted

Furthermore, the t value of 1.398 does not reach statistical significance, indicating that there is no significant positive association between SC and SQ. The findings given in both Figure 2 and Table 4 reveal that the confidence interval for the association ranges from -0.012 to 0.074. This finding illustrates that a decrease in SC by one standard deviation is associated with a TP of 0.031. Consequently, the evidence does not provide support for H2. In addition, it is worth noting that the standardised beta coefficient of 0.487, accompanied by a statistically significant t-value of 6.193, provides evidence of a positive correlation between SL and WL. The confidence intervals for the association, as depicted in Figure 2 and Table 4, span from 0.340 to 0.615. This finding indicates that there is a positive relationship between TP and SL, with a coefficient of 0.487. Specifically, for every one standard deviation rise in SL, TP increases by 0.487 units.

Consequently, the statistical analysis supports the acceptance of hypothesis H3, indicating that there is a positive correlation between the teacher's performance and the servant leadership (SL). Ultimately, the data provides support for Hypothesis 4 (H4), as it reveals a statistically significant positive correlation between WL and TP ($\beta = 0.974$, $t = 69.354$). The confidence intervals, spanning from 0.947 to 1.002, further reinforce this finding. The data demonstrate that there is a correlation between an increase of one standard deviation in WL and a TP of 0.947. R2 quantifies the degree to which exogenous factors account for the variability observed in the dependent variable inside the PLS-path modified model. Based on the standard errors of the structural model, it can be observed that SL is responsible for approximately 58.4 percent of the potential SC variations, indicating a moderate relationship. In a similar vein, it can be observed that SL has the capacity to account for around 23.8% of the fluctuations in WL, indicating a weak relationship between the two variables. Furthermore, the combined influence of SL and WL encompasses a

significant majority of 98.6% when considering all forms of TP (strong). The predictive validity of the blindfold test (Q2) also suggests that the models had the capability to forecast endogenous variables. The quantitative values for the variables SC, WL, and TP are 0.308, 0.179, and 0.740, respectively. According to Hair et al. (2017), when the Q2 value exceeds 0, the model demonstrates a favourable level of predictive significance.

This study presents four research hypotheses. The main aim of this research is to examine the relationship between servant leadership, supervisory competency, and teacher work loyalty in connection to teacher performance. The present study has generated a number of significant findings. The empirical evidence about the influence of servant leadership on the supervisory proficiency of school principals reveals a significant association between the implementation of a leadership approach centered on service and the principal's efficacy in carrying out their supervisory duties. This finding aligns with previous research conducted by (Prasetyono et al., 2018; Samsu, 2022). This study's results provide support for the concept that a link can be drawn between Servant Leadership and the ability to effectively supervision competence. Second, we hypothesis that competent supervision has a favourable effect on the performance of teachers. The study's findings imply no statistically significant connection between Servant Leadership and supervision competence. Findings from this study do not support the hypothesis that an inverse connection exists between supervisor competence and teacher performance. Although prior studies found that increased supervision helped teachers improve their performance, these data contradict those studies (Ampofo et al., 2019; Darishah et al., 2017; Jabar & Susilo, 2021).

The findings related to the third research hypothesis demonstrate a significant positive association between servant leadership and teacher performance. This finding is consistent with previous scholarly investigations that have

demonstrated the influential impact of servant leadership in enhancing teacher performance (Achmadi et al., 2023; Afjur et al., 2023; Arokiasamy et al., 2016; Baykal et al., 2018; Meilani & Riyanto, 2022; Rambe et al., 2020; Silalahi et al., 2022). The concept of servant leadership has a significant impact on the performance of teachers. This phenomenon arises when the principal assumes the role of a facilitator, mentor, and instructor in order to enhance the skills and capabilities of teachers in carrying out their instructional duties (Larasati et al., 2022; Saepurohman & Satori, 2021; Waruwu, 2019).

The findings of the final hypothesis indicate a positive correlation between teacher work loyalty and teacher performance. The aforementioned findings are corroborated by prior studies, which indicate a noteworthy impact of teacher job loyalty on teacher (Nento & Abdullah, 2021; Suwardi et al., 2015; Widayati et al., 2020). The leadership of school principals is continually subject to scrutiny as a result of the imperative to provide accountability for all performance outcomes. It is not infrequent for principals to fall short in fulfilling their professional obligations or exhibit an incapacity to navigate unwanted consequences, such as potential reassignment or professional termination. The transfer of leadership within a school is expected to exert a substantial influence on multiple dimensions, encompassing the efficacy of school leadership, teacher commitment, and overall teacher effectiveness, hence yielding favourable consequences for the enduring maintenance of educational excellence.

The servant leadership style has garnered significant interest in recent years within the field of leadership studies due to its emphasis on prioritising the service of others (Saleem et al., 2020). Servant leaders are intrinsically driven to engage in acts of service, foster personal growth among individuals, and consistently prioritise the welfare and requirements of the broader community. The aforementioned ideals exhibit both ethical and effective characteristics within the context of servant leadership. In order to enhance the ethical standards and operational efficiency of organizations, it has been suggested by (Gultekin & Dougherty, 2021). This study distinguishes itself from prior research by emphasising the integration of servant leadership variables, principal supervision competence, and teacher work loyalty in relation to teacher performance. In contrast, previous studies have primarily focused on examining the relationships between servant leadership and supervisory

competency variables, servant leadership variables and teacher performance, supervisory competency variables and teacher performance, as well as teacher work loyalty and teacher performance.

The present study examines the implications of research findings pertaining to teacher performance and principal leadership within primary schools situated in the Banten province of Indonesia. This study aims to give a comprehensive examination of the role of school administrators' leadership in fostering work loyalty and enhancing teacher performance, ultimately contributing to the production of high-quality school graduates. Moreover, the findings of this study can serve as a valuable tool for school principals to engage in self-reflection regarding their leadership practises in order to enhance the overall quality of their educational institutions. This study is anticipated to make a valuable contribution towards enhancing the educational standards in Indonesia. By conducting this research, all key players in the education sector in Indonesia will have the opportunity to address and resolve issues pertaining to teacher performance, with a specific focus on elementary school teachers in the country.

Based on the discussion of the findings, this research provides new highlights regarding the integration of servant leadership, supervision competence, and teacher work loyalty on teacher performance. The results of this research should also remind school principals to improve teacher performance with a servant leadership style in facing global competition and provide more opportunities for teachers to develop their own competencies so that they are able to educate students and produce competent graduates.

4. Conclusion and Suggestions

The primary objective of this study is to investigate the correlation between servant leadership, supervisory competency, and teacher job loyalty in relation to teacher performance, as determined by the findings and deliberations. The findings derived from hypothesis testing indicate that there exists a favourable correlation between servant leadership and supervision ability. The correlation between supervision competency and teacher performance is not good. The concept of servant leadership is found to have a good correlation with the performance of teachers. The loyalty of teachers to their work is positively correlated with their performance. School principals who possess the capacity to encourage learning and efficiently monitor their staff members have the potential to establish an

environment that is conducive to enhanced teacher performance. The importance of leadership development cannot be overstated. This publication presents novel ideas, approaches, and predictions pertaining to pedagogical practises and the effective performance of educators. Moreover, leadership predicated on the act of serving others can be differentiated from leadership grounded in transformation or charisma. Principals who adopt a servant leadership approach demonstrate a focus on the various constituents within the organisation, including teachers, school staff, and other stakeholders. This is achieved through the cultivation of qualities such as empathy, trust, and appreciation for the accomplishments of teachers. Additionally, these principals strive to ethically nurture and support their members by fostering positive interpersonal relationships. The application of servant leadership is expected to enhance the ability of principals to cultivate teacher performance in their role as educational professionals who deliver services to attain school objectives.

The role of school principals in shaping policies and enhancing teacher performance is crucial. Therefore, it is imperative for principals to actively engage in leadership tasks, as well as supervise instructors, learning processes, and other school activities. In the context of education, it is imperative to establish sustainable teacher competency development initiatives. This approach is crucial in fostering a sense of loyalty among teachers towards their respective educational institutions, while simultaneously enhancing their performance as educators. It is the job and obligation of teachers to impart knowledge and skills to students, ensuring that they are equipped to compete effectively on a global scale upon graduation. Additional investigation on the impact of the correlation between principal leadership, supervisory competency, and teacher work loyalty on teacher performance can be conducted across many educational levels in Indonesia, encompassing not only elementary schools.

The present study is subject to various constraints. One prominent limitation pertains to the sample size, which is constrained by the relatively brief timeframe of the study and exclusively focuses on public elementary school education. The scope of this study is restricted to a total of nineteen public elementary schools situated inside the Ciwandan sub-district of Cilegon City, located in the province of Banten, Indonesia. The findings may lack generalizability to other public schools. The scope of this study is

restricted to educators and administrators employed at public primary schools situated in the Ciwandan District of Cilegon City, located in the province of Banten, Indonesia.

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