

Servant Leadership, Supervision Competence, Teacher Performance and School Quality: Based on the Principal's Leadership Perspective

Waldatun Thai' Atun^A, M. Syadeli Hanafi^B, Nandang Faturrohman^C,
Suryadi^D

Abstract

The objective of this study was to investigate the correlation between the principal's use of servant leadership, their competency in supervision, the performance of teachers, and the overall quality of the school. This study employs multiple regression analysis utilising the consistent partial least squares (PLS) method. The findings of the study indicate a significant correlation between servant leadership and both supervision competency and teacher performance, ultimately impacting the overall quality of the school. There exists a positive correlation between the performance of teachers and the overall quality of schools. There exists an inverse correlation between the level of supervision competency and the quality of schools.

Keywords: *Servant Leadership, Supervision Competence, Teacher Performance and School Quality.*

INTRODUCTION

The educational system's effectiveness can be evaluated by looking at its output or quality of education (Fauzi et al., 2023). In this light, the educational sector is exciting because of the emphasis on increasing quality. School leadership evaluation is challenging because of the challenge of isolating the principal's effect on student performance (Agasisti et al., 2020). The capacity of professional learning communities to expand, the resources available to students, and the quality of education provided are all aspects of the educational environment that are indirectly impacted by the leadership of the principal (Dami, Imron, et al., 2022; Purnomo et al., 2021; Riyadi et al., 2023). The principal guides the school and determines how lessons will be taught. With the principal's robust, interactive, and successful leadership, the school can accomplish its goals more quickly.

Regarding school buildings and infrastructure, the quality of schools becomes an additional factor that aids in implementing a successful educational program. Effective leadership can foster an environment of business and cooperation among its personnel by maintaining relationships with them despite challenges and displaying

^ASultan Ageng Tirtayasa University, Indonesia, Email: 7782210008@untirta.ac.id

^BSultan Ageng Tirtayasa University, Indonesia, Email: nandangfaturrohman2107@gmail.com

^CSultan Ageng Tirtayasa University, Indonesia, Email: nandangfaturrohman2107@gmail.com

^DSTKIP Situs Banten, Indonesia, Email: suryadi@stkipsitusbanten.ac.id

qualities such as excitement, integrity, toughness, fairness, humility, and self-confidence (Rasyid et al., 2020). The principal's leadership makes a huge difference in this regard, both for the quality of the schools and the graduates they produce.

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 good or very good, and evaluating students' minimum field requirements provides insight into the quality of education. 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.

Teachers' performance is a significant determinant of the learning quality that will be consistent with the education output after school (Andriani et al., 2018). Teachers who are competent and passionate about their work can assist their students in reaching their maximum potential (Suyatno et al., 2019). Numerous factors influence teacher performance, including the leadership of the principal. Servant leadership is believed to be one factor in the principal's leadership style that influences teacher performance. A servant leadership style emphasizes the welfare of others by minimizing destructive interpersonal conflicts and nurturing a sense of community. As the primary objective of the servant leader is to strengthen relationships with subordinates, this leadership style inspires higher levels of active trust among subordinates (Saleem et al., 2020). Serve-first leaders put the needs of their followers ahead of their own and strive to bring out the best in their teams (Liao et al., 2021). Servant leadership is characterized by putting people first, helping them grow professionally, and maximizing their impact on the team (Liden et al., 2015). Servant leaders are distinguished from other leaders by focusing on their followers' growth (Aboramadan, 2021) Analyzing the links between servant leadership, levels of engagement, and subsequent behaviors can shed light on how leaders can shape their followers' performance and discourage unproductive actions (Yagil & Oren, 2014).

Previous research revealed a positive relationship between servant leadership has a significant effect on teacher performance. This effect occurs when the principal can position himself as a facilitator, mentor,

and guide for teachers in developing skills and carrying out their responsibilities (Saepurohman & Satori, 2021). Leadership is crucial to achieving goals by individuals, teams, and organizations. Teacher engagement, extra-role behavior, and overall performance were all found to improve due to the principal's servant leadership practices. Work involvement has a significant and favorable effect on teacher performance (Hermanto & Srimulyani, 2022). Teacher performance and student outcomes can benefit from a principal's application of academic supervision, which is crucial to a successful educational system (Maskur et al., 2018; Wiyono et al., 2020). In addition, the school principal's leadership has a good impact on the quality of graduates through the quality of the school (Rasyid et al., 2020).

Through using the principal's leadership perspective, this study fills a gap in the literature by analyzing the interplay of variables related to leadership serving principals, supervision competence, teacher performance, and school quality in Elementary schools in Cilegon, Banten, Indonesia, which have benefited from this study's insights on the dynamics between school leadership, teacher performance, and school quality. This research aims to analyze the interrelationships between servant leadership, supervision competence, teacher performance, and school quality.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

The Principal's Leadership Perspective in Indonesia

According to Minister of National Education Number 28, 2010, all candidates for the principal position must meet the educational and training requirements and obtain certifications. Education and training are completed in 100 hours, while field practice lasts three months. Moreover, principals should possess five core competencies: personality, management, supervision, entrepreneurship, and social. Education and training concentrate primarily on enhancing leadership skills, which principals include in managerial skills (Department of National Education 2010). Principals are provided with an in-service education program while carrying out their duties. The program is primarily administered through educational supervision. The principal's leadership is crucial to the success of any school. The principal's leadership is crucial to the success and growth of the school (Zheng et al., 2017). The school principal's leadership is tied to that of the principal, which affects student achievement and classroom conditions (Annisya & Ramadan, 2021).

The success of a school is profoundly impacted by the decisions made by its principal (Daniëls et al., 2019; Navaridas-Nalda et al., 2020). Principals' abilities significantly impact student achievement and the efficiency with which teachers and administrators carry out their duties (Piaw et al., 2014). Teachers have been more productive due to their approval of the principal's leadership (Amin et al., 2013; Aydin et al., 2013). Students' success is influenced by the quality of their principals (Coelli & Green, 2012; Grissom et al., 2015). Students' academic

performance will suffer due to the new principal (Wills, 2016). Leadership from the principal can inspire educators to do their best work (Kara & Ertürk, 2015). A principal's ability to lead effectively will have a direct bearing on student learning. The principal's expertise, attitude, and performance are all necessary ingredients for success (Liu et al., 2016). However, more work needs to be done to address the prevailing issues in the role of principal, particularly concerning to the development of appropriate attitudes and skills (Cohen, 2015). An attitude of superiority on the part of the principal can have a negative impact on student achievement since it manifests itself in a blame-the-teacher chain of command (Wijania, 2017). Both the low performance of teachers and the low performance are directly attributable to the principal's failure to adequately support teachers in the school (Koswara & Rasto, 2016; Pramesti & Muhyadi, 2018). Education is affected by this disease. Because the principal's leadership affects the attainment of learning in both direct and indirect ways, we cannot say that the current student learning outcomes are successful because of the principal's leadership (Liu et al., 2016).

The principal's direction delegated authority and responsibilities. The principal keeps a close eye on teachers to ensure that they follow protocol when handing out assignments or conducting activities. Everything that the teacher did, both inside and outside of instructional time, was directed by the principal. Principals were responsible for monitoring their teachers' actions inside and outside the classroom (Annisya & Ramadan, 2021). When instituting and sustaining institutional shifts, like inclusiveness, the role of the school principal as the primary "change agent" cannot be overstated. The change agents mediate between those who create and implement the changes and the customers who benefit from them. Principals' efforts lend the move the necessary legitimacy and offer teachers emotional and logistical assistance throughout the transition (Cohen, 2015; Fullan, 1991).

Servant Leadership

Leadership is the art of getting people inside an organization excited about achieving shared goals (Parris & Peachey, 2013). Rather than looking out for their interests, servant leaders put their followers' needs ahead of theirs. Studies suggest that subordinates' happiness, dedication, and output increase under servant leaders (Grobler & Flotman, 2020). To create better organizations and a more caring world, servant leader prioritizes the needs of others over their own (Ma et al., 2021). Characteristics of servant leaders include genuineness, putting others first, authority, and community building (Howladar & Rahman, 2021). Decentralization, lack of ego, accountability, forgiveness, boldness, honesty, modesty, and stewardship are also central elements of servant leadership (Van Dierendonck & Nuijten, 2011).

Moreover, leadership centered on serving others differs from transformational or charismatic leadership. For instance, transformational leaders stress the importance of their followers' personal development, improving the organization's productivity, while servant leaders prioritize

their followers' needs (Van Dierendonck et al., 2014). In contrast to alternative management approaches, there is a contention that servant leadership is more inclined to yield favorable outcomes for both personnel and the organization (Hoch et al., 2018). Additionally, servant leadership is associated with stronger relationships between leaders and their followers, including increased trust and loyalty and personal and professional advantages for followers (Krumrei-Mancuso & Rowatt, 2023). The most people-focused leadership style is servant leadership. Its primary objective is to assist workers in achieving their personal and professional goals (Greenleaf, 1977). The guiding principle of servant leadership is for leaders to act morally, demonstrating great concern for the company's stakeholders (Shirin, 2014), and engage their followers on multiple levels (emotional, relational, ethical) in order to bring out the best in them and empower them to develop into their full potential (Eva et al., 2019). Instead of looking out for themselves, leaders should make an effort to build trusting, loyal, and committed connections with their organization's employees and other stakeholders. Humbleness, care for others, a focus on growth, attentiveness, participation in decision-making, moral behavior, and the promotion of a feeling of community are all hallmarks of servant leaders (Chandra et al., 2014).

Supervision Competence

Supervision's primary objective is to enhance subordinates' performance, hence facilitating the achievement of organizational goals. Based on this theory, there are three distinct styles of supervision: directive, collaborative, and non-directive. Direct supervision emphasizes the supervisor's actions by way of justification or enhancement. Qualified and experienced workers tend to agree with their superiors and do what they say. Supervised workers are given more attention in non-directive supervision. Supervisors are typically sympathetic and supportive. Collaborative supervision combines the best features of both authoritative and participative management styles. The subordinate employee and their superiors should actively participate and fulfill essential functions in the supervisory process (Wiyono et al., 2020). The quality of teachers' academic performance is directly impacted by the supervisory skills of the principal, rendering it an essential competency for the principal to possess (Trinh et al., 2019; Yasin & Mustafa, 2020). If the teacher does a good job, students will have a positive experience learning, and they will be more likely to succeed academically.

Academic supervision is another name for the principal's direct supervision. The capacity of a principal to encourage classroom educators to raise student achievement is a measure of his or her academic supervisory competency (Arman et al., 2016). Academic supervision is to support educators as they facilitate student learning. The instructional resources and teacher oversight constitute the supervised element (Nurlaili et al., 2021). Supervision is crucial to a

school's ability to fulfill its educational objective as the glue that holds the numerous moving pieces of a school together. Most people think of supervision as an effort to maintain tabs on teachers. The glue that ties a school together is its leadership. The purpose of supervision is to guarantee that all learning experiences make optimal use of the school's facilities. Principals serve students and staff by monitoring classroom instructors' efforts and offering constructive criticism and guidelines for improvement (Glickman et al., 2009; Sumirah, 2020). Supervision means keeping close tabs, performing assessments, providing feedback, and taking corrective measures as needed. The process consists of four sequential steps: program planning, implementation, evaluation, and planning for the following year's program (Maskur et al., 2018). The word "supervision" is frequently used in education, but its meaning goes beyond simply making sure everything is proceeding according to the plan or program. Determining what people and materials are needed to produce an outcome, evaluating those resources' efficacy, and putting them into action are all tasks that report to a supervisor (Nurhasyim et al., 2021).

Teacher Performance

The effectiveness of a teacher's performance becomes apparent through their active engagement in classroom teaching and learning interactions, as well as their meticulous preparation for semester programs and effective delivery of instruction (Karsiyem & Wangid, 2015). According to Khoeriyah (2015) there exists a strong correlation between the effectiveness of teachers in fulfilling their responsibilities and their level of competence and motivation. The quality of education can be improved by enhancing teachers' performance. The evaluation of teacher effectiveness can be determined by assessing their performance in various areas, including the development and implementation of a comprehensive learning plan, the execution of instructional strategies, the assessment of student learning outcomes, and the implementation of appropriate measures based on the results of student assessments. The teacher's success in achieving the goal and demonstrating exceptional performance depends on the leadership displayed by the principle (Andani et al., 2017; Leniwati & Arafat, 2017). The efficacy of teacher performance can be assessed by evaluating their ability to formulate a comprehensive learning plan, execute the learning process, evaluate student learning outcomes, and implement appropriate measures based on the assessment results. Hence, the teacher's ability to successfully accomplish the work and exhibit exceptional performance relies on the leadership of the principal (Annisya & Ramadan, 2021). Several studies have found that the impact of principal leadership and teacher motivation on task completion has a substantial effect on teacher performance (Erlangga et al., 2015; Gumilar & Munzir, 2018; Jamma, 2016; Setiyati, 2016).

Teachers' performance in delivering a comprehensive education can be gauged through their adeptness in designing, implementing, and evaluating student learning experiences (Afandi et al., 2021). Performance refers to the acts undertaken by individuals or

organizations to self-motivate and achieve personal or organizational objectives. Teachers possess expertise in their field and play a vital role in improving the educational setting they establish for their students (Early et al., 2007). Consequently, the evaluation of a teacher's level of professionalism takes into account student outcomes as a significant aspect. The evaluation of a teacher's performance can be conducted by examining the strategies employed by the instructor in carrying out their duties (Afandi et al., 2021). Teachers' performance is evaluated by their aptitude in developing instructional plans, delivering lessons, and implementing assessments customized to meet specific educational objectives (Bakar, 2018; Muin et al., 2020).

Teacher performance evaluation can be conducted based on effectively utilizing their educational, interpersonal, social, and professional competencies within the classroom. Pedagogical competence encompasses effectively preparing lessons, assessing students, and controlling their behavior. The level of skill teachers exhibit is inherently connected to their work ethic and professional commitment. Proficiency in education entails acquiring contemporary tools, conceptual frameworks, and scientific modes of thinking. Effective communication with school administration, professors, parents, and community members plays a significant role in fostering the social competency of students (Suprayitno et al., 2022).

Education encompasses the transmission of factual knowledge and statistical information (cognitive domain), as well as the cultivation of the character and ethical values of those under one's guidance. Nevertheless, certain obstacles hinder the achievement of this overarching educational goal at the national level (Isdaryanti et al., 2018). The teacher's performance is predominantly affected by their ability to effectively promote the learning and growth of their students through a series of iterative processes, including lesson planning, delivery, and evaluation (Mutohar & Trisnantari, 2014; Steinberg & Garrett, 2016). The teacher is responsible for meeting the standards of the field. Evaluations of teachers' performance in the classroom provide valuable insight into their level of professionalism. A transparent and responsible system of systematic, periodic, and continuous performance assessment establishes whether teachers genuinely fulfill their job responsibilities (Kagama & Irungu, 2018). This study focused exclusively on assessing teacher effectiveness via the lens of school principals. Moreover, the data that was acquired solely provided a description of instructional performance without offering any further elucidation on internal and external factors. The effectiveness of teachers will be closely associated with the leadership provided by the principal of the school. When a school is effectively managed, it fosters a sense of inspiration among its teachers, resulting in enhanced dedication and commitment to enhancing student academic achievement.

School Quality

A school's quality is enhanced by a systematic, ongoing effort to better the teaching and learning process and all associated variables. Schools that excel have vibrant, distinctive cultures (Ohlson, 2009). The National Education Standards (NES/SNP) in Indonesia, as outlined in Government Regulation No. 32 of 2013, provide a framework for improving the quality of education in the country's schools. The following are the criteria: 1). the Graduate Competency Standards define what knowledge, abilities, and attitudes graduates must have to be awarded a passing grade. 2). Standards for the breadth and depth of subject knowledge required to produce competent graduates, as laid forth in textbooks, courses, and learning plans. 3). Standards for Achieving Graduate Competency Standards: Procedures and the Organization of Learning Experiences. 4). Educator and Education Personnel Qualification Standards are the minimum criteria educators and education staff must meet nationally. 5). Minimum requirements for physical facilities necessary to realize graduate competency criteria, i.e., standards for facilities and infrastructure. 6). Management Standards, or national standards for efficient and effective education administration through planning, implementation, assessment, reporting, and monitoring. Costs associated with implementing educational programs. 7). Standards for financing. 8). Educational Assessment Standards or National Standards for Assessment Methods and Resources in Education (State Secretariat of the Republic of Indonesia. Government Regulation No. 32 of 2013, Provide a Framework for Improving the Quality of Education in the Country's Schools, 2013).

The performance of teachers has a significant influence on the quality of an educational institution (Hidayat, 2017). 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, has a direct impact on the quality of the students who graduate from those schools. This impact is influenced by several factors, including the leadership of the school principal, the organisational culture and climate, and the quality of the learning process (Al Rasyid et al., 2020).

Servant Leadership, Supervision Competence, and School Quality

Positive and substantial effects of serving leadership on teacher performance have been found. The conclusions of the conversation indicate that every teacher should place a premium on the servant leadership role. This is because leaders who place a premium on service, beginning with the innate desire to serve, would voluntarily bring hope and encouragement to leading others (Silalahi et al., 2022). According to earlier studies, servant leadership There was a strong connection between principle leadership, online learning supervision, and teacher performance (Samsu, 2022).

This study expanded on previous research by examining the impact of a servant leader's management style alongside that of a practical principal on school quality. Furthermore, this study

investigates how principals' views on school leadership affect various factors contributing to education quality in Indonesia. This justification leads to the following proposal:

H₁: Servant leadership has a positive relationship with supervision competence.

H₂: Supervision competence has a positive relationship with school quality.

Servant Leadership, Teacher Performance, and School Quality

According to prior research, principals enhanced teachers' performance by employing a personal approach. The principal contacted the teachers and listened to their feedback. Their sharing experience included obstacles and opportunities for teachers, such as personal problems, difficulty creating learning plans, class management, and teachers' weaknesses that required improvement (Waruwu, 2019). Meanwhile, other studies on servant leadership's impact on school quality have highlighted three factors that contribute to a school's quality (Imaduddin et al., 2022), regardless of whether it is public or private. The first is that schools are dedicated, concerned, and conscious of the significance of quality; the second is that they take the initiative and employ innovative methods to enhance quality; and the third is that they are led by capable individuals and enjoy the backing of concerned parents (Fatchurochman, 2021). Hypotheses can be derived from the connection between variables:

H₃ : Servant leadership has a positive relationship with teacher performance.

H₄ : Teacher performance has a positive relationship with school quality.

To highlight the connections between the components, a conceptual framework may be developed based on hypotheses:

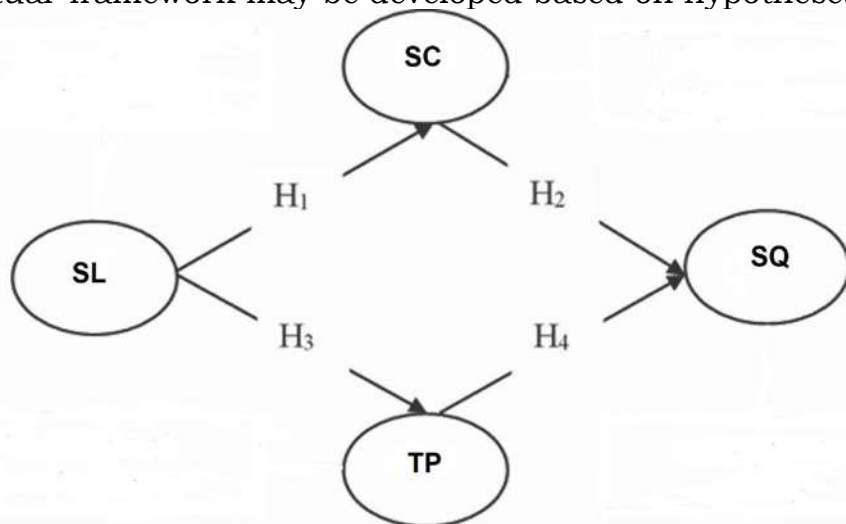


Figure 1. Model of the Conceptual Framework

- SL: Service Leadership;
- SC: Supervision Competence;
- SQ: School Quality;
- TP: Teacher Performance

METHOD

This study uses a statistical survey method to confirm its findings. Latent variable values were generated for use in prediction using the Partial Least Squares-Structural Equation Model (PLS-SEM) method for this investigation (Dami, Wiyono, et al., 2022; Hair et al., 2017). The analysis was conducted using Structural Equation Modelling (SEM) using research models in Smart PLS.

Samples and Procedures

A public elementary school in the Ciwandan subdistrict of Cilegon City, Banten Province, Indonesia, is the site of this study. 19 state elementary schools are located within the Ciwandan subdistrict. The study population consisted of 19 school principals and 81 state elementary school teachers in the sub-district of Ciwandan, Cilegon City, Banten Province. The sampling procedure was conducted at random. Examine methods of data collection through the use of a questionnaire survey. The online questionnaire (Google Form) was distributed to all school principals via WhatsApp; they subsequently distributed it to the instructors in the schools that were selected by the researcher.

Instruments

The questionnaire serves as the data collection tool for this study. Researchers distributed questionnaires to gather information and data. The investigation relied on data gathered from a Likert scale survey. The Likert scale is a sort of survey in which participants are asked to rate their level of agreement on a scale from one to five. Direct questionnaires can be sent to responders via Google Form links or WhatsApp Group media. The study's sample was thought to consist of 100 persons. The questionnaire includes a list of respondents' names as well as questions/statement about each of the variables being measured.

Data Analysis

The data was analysed using PLS path modelling, which was chosen primarily because it allows for simultaneous estimation of all model parameters, unlike regression. This choice is supported by previous studies (Iacobucci et al., 2007; Riyadi et al., 2023). This research employs PLS-SEM to evaluate substantial validity, composite reliability, discriminant validity, and construct validity. The hypothesis was tested using Smart PLS multiple regression analysis with reliable PLS bootstrapping.

RESULTS

Respondent Profile

The sample for this study consisted of 81 teachers and 19 principals who were actively fulfilling their roles in 19 public elementary schools located in the Ciwandan subdistrict of Cilegon City, Banten Province, Indonesia. The respondents' profiles encompass their

gender, length of service, and educational background. Table 1 presents the demographic characteristics of the participants.

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%
Education (Principals)		
Male	15	15%
Female	4	4%
TOTAL	19	19%
Education (Teacher)		
Master	11	11%
TOTAL	81	81%
Age (Principals)		
23-30	10	10%
31-40	9	9%
41-55	19	19%
TOTAL		
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%

Source: *Descriptive Statistics and Normality Measurements*

All of the data in the questions is represented numerically. Data is assumed to be regularly distributed if the skewness and kurtosis statistics have values of less than 2 and 7, respectively, in absolute terms (Curran et al., 1996). Table 2 presents several descriptive statistics and measures of normality, including but not limited to the mean, standard deviation, skewness, and kurtosis, for each item-level construct.

The descriptive statistics indicate that the SL2 variable had the lowest mean of 3.990 and standard deviation of 1.227 for SL. On the other hand, the SL1 variable had the greatest mean of 4.440 and standard deviation of 0.875. Elementary schools in the Ciwandan

District of Cilegon City have adopted a servant leadership model. The SC ranged from a mean of 3.960 and an SD of 1.122 (SC1) to a high of 4.250 and an SD of 0.921 (SC2). These findings highlight the importance of a school principal's supervision skills in their role as school leader. The smallest mean and standard deviation was 3.980 and 1.039 (TP3), and the largest was 4.060 and 1.047 (TP4) in the TP dimensions (TP5). Improving education quality can be achieved in part through fostering the potential of stakeholders, including teachers. Last but not least, the lowest SQ dimension, mean, and standard deviation are all 3.960 1.122 (SQ3), while the highest are all 4.440 and 0.875. (SQ1). These findings suggest that raising the bar for teacher performance will increase the efficiency and quality of education in schools. This is because competent teachers produce high-quality outcomes 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

Source: Authors' findings

SL: servant leadership;
 SC: supervision competence;
 TP: teacher performance;
 SQ: school quality.

Measurement Model (Outer Model): Validity and Reliability

The measuring model assesses both convergent and discriminant kinds of validity. The outer loadings, the average variance extracted (AVE), and the composite reliability are the three convergent validity indicators (CR). Measurement results are reliable, as shown in Table

3 and Figure 2, with outer loadings ranging from 0.700 to 0.955 over 16 items (outer loadings exceeding 0.50 and statistically significant at a significance level of 0.05). Seven items, including SL3, SL5, SC3, SC5, TP3, SQ3, and SQ4, are omitted because their outer loadings are less than 0.50. Furthermore, the results demonstrated that AVE values were above the cutoff of 0.50, ranging from 0.613 to 0.786. (Adeleke et al., 2018). According to Henseler et al. (2016), the composite reliability (CR) and Cronbach's alpha should both exceed 0.70. According to the data presented in Table 3, Cronbach's alpha and CR values for all constructs surpass the critical value of 0.70.

Table 3. Convergent Validity

Construct	Item Code	Outer	Cronbach's	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			
SQ	SQ1	0.722	0.935	0.949	0.760
	SQ2	0.942			
	SQ5	0.928			
	SQ6	0.732			
	SQ7	0.934			
	SQ8	0.939			

Source: Authors' findings

N = 100.

CR : composite reliability;

AVE : average variance extracted;

SL : servant leadership;

SC : supervision competence;

TP : teacher performance;

SQ : school quality.

The Fornell-Larcker Criterion were applied to examine the ability of the test to discriminate. In this method, the square root of the AVE is compared to the correlation between latent concepts. A latent construct should be able to explain more of the variation in its own indicator than other latent constructs. That's why it makes sense for the square root of the AVE for each construct to be greater than the AVE correlations between latent constructs (Fornell & Larcker F., 1981). Therefore, the construct has adequate discriminant validity because it is empirically distinct. In sum, the study model demonstrates sufficient validity and reliability of the construct according to the findings of assessments of convergent and discriminant validity.

Table 4. Discriminant Validity: Fornell-Larcker Criterion

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

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

The objective of structural model evaluations is to validate hypotheses concerning the relative importance of endogenous and exogenous variables (R²), the significance (t-values), and the width of confidence intervals. T-values and standard errors were calculated using the bootstrapped method, which involves taking 5,000 random samples and averaging the results.

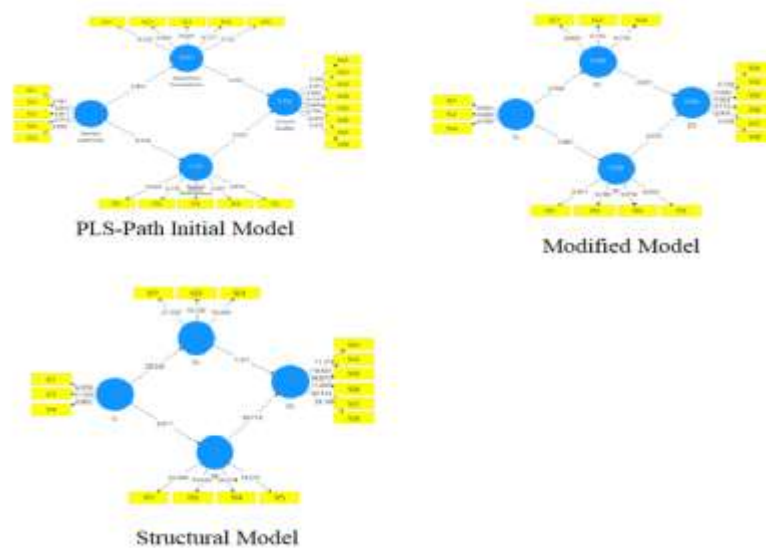


Figure 2. PLS-Path Initial Model, Modified Model and Structural Model

Figure 2 and Table 5 display confidence intervals for the correlation between SL and SC in the range 0.702–0.798. The significance levels of this relationship were high ($\beta = 0.764$, $t = 32.077$). These results suggest that an increase of one standard deviation in SL was associated with an increase of SC. We can't reject H1 thus.

Table 5. Summary of Hypotheses Testing

Hypotheses Path	Std.	Std. Error	t-Value	Bias	Bias Corrected	Confidence Interval Decision
H1	0.764	0.024	32.077	0.011	0.702	Accepted
H2	0.031	0.022	1.398	-0.002	-0.012	Not Accepted
H3	0.487	0.071	6.193	0.008	0.340	Accepted
H4	0.974	0.014	69.354	0.002	0.947	Accepted

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

In addition, the t value of 1.398 is not statistically significant, hence there was no positive correlation between SC and SQ. The confidence interval for the connection was shown to be between -0.012 and 0.074 in both Figure 2 and Table 4. This demonstrates that a one-standard-deviation decrease in SC results in a SQ of 0.031. Therefore, H2 cannot be supported by the data. Moreover, a standardised β equal to 0.487 and a

significant t-value indicate a positive correlation between SL and TP ($t = 6.193$). Confidence intervals for the connection, shown in Figure 2 and Table 4, range from 0.340 to 0.615. This means that there is a 0.487 increase in TP for every one standard deviation increase in SL. Therefore, H3 is accepted statistically; the greater the SL, the better the teacher's performance. Finally, H4 is supported by the data, as 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. An increase of one standard deviation in TP is associated with a SQ of 0.947, as shown by the results.

R^2 measures the extent to which exogenous factors explain variation in the dependent variable (PLS-path modified model). According to structural model standard errors, SL accounts for around 58.4 percent of the possible SC variants (moderate). Similarly, SL can characterise around 23.8% of TP variations (weak). In addition, SL and TP together account for 98.6% of all SQ (strong) variations. The blindfold test's predictive relevance (Q^2) also implies that the models are adequately equipped to anticipate endogenous variables. Quantitative values for SC (0.308), TP (0.179), and SQ (0.740) When the Q^2 value is more than 0, as stated by Hair et al. (2017), the predictive significance of the model was good.

DISCUSSION

This research examines how a principal's servant leadership, supervision competency, and teachers' performance all play into the overall quality of a school from the principal's vantage point. The structural model's statistical analysis confirms that servant leadership is correlated with higher levels of teacher performance and better school quality. Comparatively, whereas the competency of supervisors does not affect school quality, teacher performance does. Study results also suggest that a principal's leadership has a significant impact on servant leadership, which in turn enhances supervisory competence and teacher performance and, thus, the quality of the school as a whole.

The results of this study align with the conclusions drawn by (Al Rasyid et al., 2020; Pujiyati, 2020), which state that the principal's leadership plays a crucial role in shaping the direction and approach to education inside the school. Successful attainment of the school's objectives relies on the principal's robust, cooperative, and efficient leadership. The principal's leadership has a crucial role in enhancing the school's quality and the success of its graduates. The quality of a school is greatly influenced by the leadership of its principal. The principal's leadership role has a profound influence on the calibre of educational services. Therefore, servant leadership has a substantial and beneficial influence on teacher performance. The servant leadership role is crucial for every educator. This is because leaders who prioritise service, beginning with the natural desire to serve, will consciously bring aspirations and encouragement when leading others (Silalahi et al., 2022). Moreover, this study's findings are consistent

with those of (Larasati et al., 2022; Saepurohman & Satori, 2021; Waruwu, 2019), which indicate that servant leadership substantially affects teacher performance. This influence occurs when the principal is able to position himself as a facilitator, mentor, and instructor for the development of teachers' skills and abilities in the performance of their teaching responsibilities. The tenets of servant leadership can empower teachers, create a shared vision for the school, foster self-assurance, and inspire teachers' motivation. The study also contrasted with research from (Arman et al., 2016), which confirmed that educational supervision is a means of improving the educational process.

The results indicate a significant correlation between servant leadership, supervision of online learning, and teacher effectiveness, aligning with the outcomes of the present study (Samsu, 2022). The achievement of an educational institution is inherently linked to the guidance and management provided by the principle. According to Zheng et al. (2017), the principal's leadership is widely acknowledged as a crucial factor in enhancing the efficacy and advancement of educational institutions. The impact of strong principal leadership on the quality of education is unquestionable. In order to attain this objective, it is imperative for the principal to possess competence, a positive attitude, and exhibit exemplary performance (Annisa & Ramadan, 2021). Numerous research has been undertaken examining the impact of Principal leadership styles on changes in teacher performance (Arokiasamy et al., 2016). The leadership of the headmaster is consistently under scrutiny due to the necessity of providing accountability for all performance outcomes. It is not commonplace for principals who fail to fulfil their professional duties or exhibit incompetence to face repercussions, potentially including professional reassignment or termination. The transition of leadership within a school will undoubtedly have a significant impact on various aspects, including the effectiveness of the school's leadership, teacher performance, and overall school quality.

CONCLUSION

The purpose of this study was to investigate the relationship between principal servant leadership, supervision competence, teacher performance, and school quality in Indonesia from the perspective of principal leadership: 1) There was a positive relationship between the leadership of the school principal, supervision competence, and school quality, as demonstrated by the study's findings; 2) Positive correlation exists between servant leadership, teacher effectiveness, and school quality; and 3) There was no correlation between competence in supervision and school quality. This study demonstrates that school principal leadership intervention in Indonesia has a significant impact on school principal servant leadership, supervision competence, teacher performance, and school quality. This study is limited to elementary public schools in Indonesia; it is anticipated that additional research will be conducted at all levels of education in Indonesia.

REFERENCES

- Aboramadan, M. (2021). Servant leadership and followers' creativity: does climate for creativity matter? *Evidence-Based HRM*, 9(1), 78–94. <https://doi.org/10.1108/EBHRM-01-2020-0012>
- Adeleke, A. Q., Bahaudin, A. Y., Kamaruddeen, A. M., Bamgbade, J. A., Salimon, M. G., Khan, M. W. A., & Sorooshian, S. (2018). The Influence of Organizational External Factors on Construction Risk Management among Nigerian Construction Companies. *Safety and Health at Work*, 9(1), 115–124. <https://doi.org/10.1016/j.shaw.2017.05.004>
- Afandi, M., Wahyuningsih, S., & Mayasari, L. I. (2021). Does elementary school teacher performance matter? *Cakrawala Pendidikan*, 40(1), 242–252. <https://doi.org/10.21831/cp.v40i1.35284>
- Agasisti, T., Falzetti, P., & Soncin, M. (2020). School principals' managerial behaviours and students' achievement: An empirical analysis of Italian middle schools. *International Journal of Educational Management*, 34(5), 937–951. <https://doi.org/10.1108/IJEM-11-2018-0350>
- Al Rasyid, H., Zainal, V. R., Arafah, W., Subagja, I. K., & Saad, R. A. J. (2020). Effect of effectiveness of principal leadership and implementation of teacher quality improvement strategies on school quality and quality of graduates in Junior high school tourism hospitality accommodation west Java-Indonesia. *Journal of Critical Reviews*, 7(4), 50–56. <https://doi.org/10.31838/jcr.07.04.11>
- Amin, M., Shah, S., & Tatlah, I. A. (2013). Impact of Principals / Directors' Leadership Styles on Job Satisfaction of the Faculty Members: Perceptions of the Faculty Members in a Public University of Punjab, Pakistan. *Journal of Research and Reflections in Education*, 7(2), 16.
- Andani, Y. S. B., Yulianto, A., & Murwatiningsih. (2017). Model Supervisi Klinis Berbasis Teknologi Informasi dan Komunikasi Untuk Meningkatkan Kinerja Guru Produktif di SMKN 1 Kota Bima. *Educational Management*, 6(2), 163–169.
- Annisya, A., & Ramadan, Z. H. (2021). The Principal's Leadership and Performance Result. *Jurnal Ilmiah Sekolah Dasar*, 5(2), 186. <https://doi.org/10.23887/jisd.v5i2.35486>
- Arman, Thalib, S. B., & Manda, D. (2016). The effect of school supervisors competence and school principals competence on work motivation and performance of Junior High School teachers in Maros Regency, Indonesia. *International Journal of Environmental and Science Education*, 11(15), 7309–7317.
- Arokiasamy, A. R. A., Abdullah, A. G. K., @ Shaari, M. Z. A., & Ismail, A. (2016). Transformational Leadership of School Principals and Organizational Health of Primary School Teachers in Malaysia. *Procedia - Social and Behavioral Sciences*, 229, 151–157. <https://doi.org/10.1016/j.sbspro.2016.07.124>
- Aydin, A., Sarier, Yi., & Uysal, Ş. (2013). The Effect of School Principals'

- Leadership Styles on Teachers' Organizational Commitment and Job Satisfaction. *Journal Articles; Reports - Research*, 13(2), 806–811.
- Bakar, R. (2018). The influence of professional teachers on Padang vocational school students' achievement. *Kasetsart Journal of Social Sciences*, 39(1), 67–72. <https://doi.org/10.1016/j.kjss.2017.12.017>
- Chandra, R. J., Sharma, S., & Kawatra, M. (2014). Servant leadership and conflict resolution: a qualitative study. *International Journal of Conflict Management*, 25(2), 304–321. <https://doi.org/http://dx.doi.org/10.1108/IJCMA-12-2015-0086>
- Coelli, M., & Green, D. A. (2012). Leadership effects: School principals and student outcomes. *Economics of Education Review*, 31(1), 92–109. <https://doi.org/10.1016/j.econedurev.2011.09.001>
- Cohen, E. (2015). Principal Leadership Styles and Teacher and Principal Attitudes, Concerns and Competencies regarding Inclusion. *Procedia - Social and Behavioral Sciences*, 186(2002), 758–764. <https://doi.org/10.1016/j.sbspro.2015.04.105>
- Curran, P. J., West, S. G., & Finch, J. F. (1996). The Robustness of Test Statistics to Nonnormality and Specification Error in Confirmatory Factor Analysis. *Psychological Methods*, 1(1), 16–29. <https://doi.org/10.1037/1082-989X.1.1.16>
- Dami, Z. A., Imron, A., Burhanuddin, B., & Supriyanto, A. (2022). Servant leadership and job satisfaction: The mediating role of trust and leader-member exchange. *Frontiers in Education*, 7(December), 1–18. <https://doi.org/10.3389/educ.2022.1036668>
- Dami, Z. A., Wiyono, B. B., Imron, A., Burhanuddin, B., Supriyanto, A., & Daliman, M. (2022). Principal self-efficacy for instructional leadership in the perspective of principal strengthening training: work engagement, job satisfaction and motivation to leave. *Cogent Education*, 9(1). <https://doi.org/10.1080/2331186X.2022.2064407>
- Daniëls, E., Honddeghem, A., & Dochy, F. (2019). A review on leadership and leadership development in educational settings. *Educational Research Review*, 27(December 2018), 110–125. <https://doi.org/10.1016/j.edurev.2019.02.003>
- Early, D. M., Maxwell, K. L., Burchinal, M., Alva, S., Bender, R. H., Bryant, D., Cai, K., Clifford, R. M., Ebanks, C., Griffin, J. A., Henry, G. T., Howes, C., Iriondo-Perez, J., Jeon, H. J., Mashburn, A. J., Peisner-Feinberg, E., Pianta, R. C., Vandergrift, N., & Zill, N. (2007). Teachers' education, classroom quality, and young children's academic skills: Results from seven studies of preschool programs. *Child Development*, 78(2), 558–580. <https://doi.org/10.1111/j.1467-8624.2007.01014.x>
- Erlangga, E., Sugiyo, & Supriyo. (2015). Kepemimpinan Kepala Sekolah, Kompetensi Profesional Berpengaruh Terhadap Kinerja Guru BK melalui Motivasi Kerja. *Jurnal Bimbingan Konseling*,

- 04(02), 72–79. <https://doi.org/10.15294/JUBK.V4I2.9847>
- Eva, N., Robin, M., Sendjaya, S., van Dierendonck, D., & Liden, R. C. (2019). Servant Leadership: A systematic review and call for future research. *Leadership Quarterly*, 30(1), 111–132. <https://doi.org/10.1016/j.leaqua.2018.07.004>
- Fatchurochman, N. (2021). Improving the Performance of Administrative Employees in Madrasah Aliyah Negeri 1 Serang. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 6(2). <https://doi.org/https://doi.org/10.31538/ndh.v6i2.1505>
- Fauzi, A., Suryapermana, N., Wahyuni, A., & Gofur, R. (2023). Indonesian Education Services Quality: The Influence of Leadership and Total Quality Management. *Pedagogika*, 149(1), 105–122. <https://doi.org/10.15823/p.2023.149.5>
- Fornell, C., & Larcker F., D. (1981). Evaluating Structural Equation Models with Unobservable Variables and Measurement Error. *Journal of Marketing Research*, XVIII(February), 39–50. <https://doi.org/https://doi.org/10.1177/002224378101800104>
- Fullan, M. (1991). *The New Meaning of Educational Change*. New York: Teachers College Press, Columbia University.
- Glickman, C., Gordon, S., & Ross-Gordon, J. (2009). *SuperVision and Instructional Leadership: a Developmental Approach* (10th ed.). Pearson Education, Inc.
- Greenleaf, R. K. (1977). *Servant Leadership: a Journey into the Nature of Legitimate Power and Greatness*. Paulist Press, New York, NY.
- Grisson, J. A., Kalogrides, D., & Loeb, S. (2015). Using Student Test Scores to Measure Principal Performance. *Educational Evaluation and Policy Analysis*, 37(1), 3–28. <https://doi.org/10.3102/0162373714523831>
- Grobler, A., & Flotman, A. P. (2020). The validation of the servant leadership scale. *SA Journal of Industrial Psychology*, 46, 1–12. <https://doi.org/10.4102/SAJIP.V46I0.1754>
- Gumilar, G. G., & Munzir, T. (2018). Pengaruh Gaya Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru SMA Global Indoasia Batam. *Dimensi*, 7(2), 255–266. <https://doi.org/https://doi.org/10.33373/dms.v7i2.1710>
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2017). *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)* (Second). SAGE Publications.
- Henseler, J., Hubona, G., & Ray, P. A. (2016). Using PLS path modeling in new technology research: Updated guidelines. *Industrial Management and Data Systems*, 116(1), 2–20. <https://doi.org/10.1108/IMDS-09-2015-0382>
- Hermanto, Y. B., & Srimulyani, V. A. (2022). The role of servant leadership and work engagement in improving extra-role behaviour and teacher performance. *International Journal of Productivity and Quality Management*, 35(1), 57–77. <https://doi.org/10.1504/IJPQM.2022.120711>
- Hidayat, E. (2017). Faktor-Faktor Yang Mempengaruhi Mutu Sekolah

- (Pengaruh Dari Faktor Kinerja Mengajar Guru Dan Pemanfaatan Sumber Belajar). *Jurnal Administrasi Pendidikan*, 11(1), 81–88. <https://doi.org/10.17509/jap.v21i1.6663>
- Hoch, J. E., Bommer, W. H., Dulebohn, J. H., & Wu, D. (2018). Do Ethical, Authentic, and Servant Leadership Explain Variance Above and Beyond Transformational Leadership? A Meta-Analysis. *Journal of Management*, 44(2), 501–529. <https://doi.org/10.1177/0149206316665461>
- Howladar, M. H. R., & Rahman, M. S. (2021). The Influence of Servant Leadership on Organizational Citizenship Behavior: The Mediating Effect of Organizational Commitment. *South East European Journal of Economics and Business*, 16(1), 70–83. <https://doi.org/10.2478/jeb-2021-0006>
- Iacobucci, D., Saldanha, N., & Deng, X. (2007). A Meditation on Mediation: Evidence That Structural Equations Models Perform Better Than Regressions some arguing that experimental methods still reign supreme in the establishment of causality. *Journal of Consumer Psychology*, 17(2), 139–153. [https://doi.org/https://doi.org/10.1016/S1057-7408\(07\)70020-7](https://doi.org/https://doi.org/10.1016/S1057-7408(07)70020-7)
- Imaduddin, I., Putra, H., Tukiyo, T., Wahab, A., & Nurulloh, A. (2022). The Effect of Servant Leadership on the Quality of Education Through the Characteristics of Millennial Teachers. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 6(4), 1092–1102. <https://doi.org/10.33650/al-tanzim.v6i4.4069>
- Isdaryanti, B., Rachman, M., Sukestiyarno, Y. L., Florentinus, T. S., & Widodo, W. (2018). Teachers' performance in science learning management integrated with character education. *Jurnal Pendidikan IPA Indonesia*, 7(1), 9–15. <https://doi.org/10.15294/jpii.v7i1.12887>
- Jamma, H. (2016). Hubungan Gaya Kepemimpinan Dan Kinerja Dengan Etos Kerja Guru Sekolah Dasar Di Kota Padang Panjang. *Al-Fikrah: Jurnal Manajemen Pendidikan*, 1(1), 89. <https://doi.org/10.31958/jtm.v1i1.323>
- Kagama, J., & Irungu, C. (2018). an Analysis of Teacher Performance Appraisals and Their Influence on Teacher Performance in Secondary Schools in Kenya. *International Journal of Education*, 11(1), 93. <https://doi.org/10.17509/ije.v11i1.11148>
- Kara, S. B. K., & Ertürk, A. (2015). Mental Models of the School Principals on "Leadership." *Procedia - Social and Behavioral Sciences*, 174, 2145–2152. <https://doi.org/10.1016/j.sbspro.2015.02.014>
- Karsiyem, K., & Wangid, M. N. (2015). Pelaksanaan Supervisi Akademik Dalam Peningkatan Kinerja Guru Sekolah Dasar Gugus III Sentolo Kulon Progo. *Jurnal Akuntabilitas Manajemen Pendidikan*, 3(2), 201–212. <https://doi.org/10.21831/amp.v3i2.6337>
- Khoeriyah, S. W. (2015). Pengaruh Supervisi Akademik Terhadap Kinerja Guru SMP IT Yaspida Sukabumi. *Ta'dibi*, 5(2), 34–38.

- <https://doi.org/https://doi.org/10.30997/jtm.v4i2.344>
- Koswara, K., & Rasto, R. (2016). Kompetensi Dan Kinerja Guru Berdasarkan Sertifikasi Profesi. *Jurnal Pendidikan Manajemen Perkantoran*, 1(1), 61. <https://doi.org/10.17509/jpm.v1i1.3269>
- Krumrei-Mancuso, E. J., & Rowatt, W. C. (2023). Humility in novice leaders: links to servant leadership and followers' satisfaction with leadership. *Journal of Positive Psychology*, 18(1), 154–166. <https://doi.org/10.1080/17439760.2021.1952647>
- Larasati, E., Karnati, N., & Muhab, S. (2022). The Effect of Servant Leadership, Compensation, Professional Development on the Performance of State Elementary School Teachers in West Jakarta. *International Journal of Social Science Research and Review*, 5(3), 260–270. <https://doi.org/10.47814/ijssrr.v5i3.220>
- Leniwati, & Arafat, Y. (2017). Implementasi Supervisi Akademik Kepala Sekolah untuk Meningkatkan Kinerja Guru. *Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan*, 2(2), 290–303.
- Liao, C., Lee, H. W., Johnson, R. E., & Lin, S. H. (2021). Serving You Depletes Me? A Leader-Centric Examination of Servant Leadership Behaviors. *Journal of Management*, 47(5), 1185–1218. <https://doi.org/10.1177/0149206320906883>
- Liden, R. C., Wayne, S. J., Meuser, J. D., Hu, J., Wu, J., & Liao, C. (2015). Servant leadership: Validation of a short form of the SL-28. *Leadership Quarterly*, 26(2), 254–269. <https://doi.org/10.1016/j.leaqua.2014.12.002>
- Liu, S., Hallinger, P., & Feng, D. (2016). Supporting the professional learning of teachers in China: Does principal leadership make a difference? *Teaching and Teacher Education*, 59, 79–91. <https://doi.org/10.1016/j.tate.2016.05.023>
- Ma, Y., Faraz, N. A., Ahmed, F., Iqbal, M. K., Saeed, U., Mughal, M. F., & Raza, A. (2021). Curbing nurses' burnout during COVID-19: The roles of servant leadership and psychological safety. *Journal of Nursing Management*, 29(8), 2383–2391. <https://doi.org/10.1111/jonm.13414>
- Maskur, Haryono, & Hidayah, I. (2018). Contribution of Supervision of School Supervisor and School Quality Culture on Primary School's Managerial Competence. *Education Management Journal*, 7(1), 25–32.
- Muin, J. A., Riyanto, & Wibowo, S. B. (2020). Teacher competencies for dyslexia students. *Universal Journal of Educational Research*, 8(3), 904–908. <https://doi.org/10.13189/ujer.2020.080322>
- Mutohar, P. M., & Trisnantari, H. E. (2014). The Effectiveness of Madrasah: Analysis of Managerial Skills, Learning Supervision, School Culture, and Teachers' Performance. *Malaysian Online Journal of Education*, 2(1), 48–61.
- Navaridas-Nalda, F., Clavel-San Emeterio, M., Fernández-Ortiz, R., & Arias-Oliva, M. (2020). The strategic influence of school principal leadership in the digital transformation of schools. *Computers in Human Behavior*, 112(July).

- <https://doi.org/10.1016/j.chb.2020.106481>
- Nurhasyim, N., Arafat, Y., & Wardiah, D. (2021). The effect of principal supervision competence and teacher motivation on teacher performance in primary schools. *JPGI (Jurnal Penelitian Guru Indonesia)*, 6(2), 581. <https://doi.org/10.29210/021092jjpgi0005>
- Nurlaili, N., Warman, W., & Raolah, R. (2021). Improvement of principals' supervision competence through accompaniment in principal working groups. *Cypriot Journal of Educational Sciences*, 16(4), 1704–1720. <https://doi.org/https://doi.org/10.18844/cjes.v16i4.6033>
- Ohlson, M. (2009). Examining Instructional Leadership: A Study of School Culture and Teacher Quality Characteristics Influencing Student Outcomes. *Florida Journal of Educational Administration & Policy*, 2(2).
- Parris, D. L., & Peachey, J. W. (2013). A Systematic Literature Review of Servant Leadership Theory in Organizational Contexts. *Journal of Business Ethics*, 113(3), 377–393. <https://doi.org/10.1007/s10551-012-1322-6>
- Piaw, C. Y., Hee, T. F., Ismail, N. R., & Ying, L. H. (2014). Factors of Leadership Skills of Secondary School Principals. *Procedia - Social and Behavioral Sciences*, 116, 5125–5129. <https://doi.org/10.1016/j.sbspro.2014.01.1085>
- Pramesti, D., & Muhyadi. (2018). Faktor-faktor yang mempengaruhi kinerja guru. *Harmoni Sosial: Jurnal Pendidikan IPS*, 5(1), 43–56. <https://doi.org/10.21831/hsjpi.v5i1.11854>
- Pujiyati, W. (2020). Strengthening of School Quality Through School Principal Leadership. *International Journal of Educational Management and Innovation*, 1(2), 151. <https://doi.org/10.12928/ijemi.v1i2.1685>
- Purnomo, E. N., Supriyanto, A., Mustiningsih, & Dami, Z. A. (2021). The effectiveness of principal leadership styles in crisis management. *Pedagogika*, 141(1), 5–25. <https://doi.org/10.15823/p.2021.141.1>
- Rasyid, H. Al, Zainal, V. R., Arafah, W., Subagja, I. K., & Saad, R. A. J. (2020). Effect of effectiveness of principal leadership and implementation of teacher quality improvement strategies on school quality and quality of graduates in Junior high school tourism hospitality accommodation west Java-Indonesia. *Journal of Critical Reviews*, 7(4), 50–56. <https://doi.org/10.31838/jcr.07.04.11>
- Riyadi, A., Bafadal, I., Burhanuddin, & Timan, A. (2023). Instructional Leadership, Differentiated Instruction, Community of Practice, and Student Wellbeing: Based on the Perspective of the Principal Strengthening Training Policy. *Pedagogika*, 149(1), 5–34. <https://doi.org/10.15823/p.2023.149.1>
- Saepurohman, L., & Satori, D. (2021). The Effect of Servant Leadership on Teacher Performance. *Proceedings of the 4th International Conference on Research of Educational Administration and*

- Management (ICREAM 2020)*, 526, 189–192.
<https://doi.org/10.2991/assehr.k.210212.040>
- Saleem, F., Zhang, Y. Z., Gopinath, C., & Adeel, A. (2020). Impact of Servant Leadership on Performance: The Mediating Role of Affective and Cognitive Trust. *SAGE Open*, 10(1).
<https://doi.org/10.1177/2158244019900562>
- Samsu, S. (2022). Principal Leadership, E-Learning Supervision, Teacher Performance Within Learning Transformation At Madrasah Aliyah Negeri in Jambi Province. *INNOVATIO: Journal for Religious Innovation Studies*, 22(1), 65–79.
<https://doi.org/10.30631/innovatio.v22i1.138>
- Setiyati, S. (2016). Pengaruh Kepemimpinan Kepala Sekolah Terhadap Motivasi Kerja dan Kinerja Guru. *Ilmu Pendidikan: Jurnal Kajian Teori Dan Praktik Kependidikan*, 1(2), 63–70.
<https://doi.org/10.17977/um027v1i22016p063>
- Shirin, A. V. (2014). Is Servant Leadership Inherently Christian? Leader as Therapist. *Journal of Religion and Business*, 3(13), 1–25.
- Silalahi, M., Romy, E., Candra, V., & Sudirman, A. (2022). The Involvement Locus of Control , Servant Leadership , and Innovative Work Behavior to Improve Teacher Performance. *Jurnal Pendidikan Progresif*, 12(2), 751–763.
<https://doi.org/10.23960/jpp.v12.i2.202227>
- Steinberg, M. P., & Garrett, R. (2016). Classroom Composition and Measured Teacher Performance: What Do Teacher Observation Scores Really Measure? *Educational Evaluation and Policy Analysis*, XX(X), 1–25.
<https://doi.org/10.3102/0162373715616249>
- Sumirah. (2020). Principal Supervision, Work Dicipline, and Pedagogical Competence. *International Journal of South East Asia*, 1(December), 9.
<https://doi.org/https://doi.org/10.47783/journijsa.v1i1.86>
- Suprayitno, H., Su'ad, & Sukirman. (2022). Teacher Performance in Terms of Principal Leadership Behaviour and Teacher Training. *ICCCM Journal of Social Sciences and Humanities*, 1(4), 65–70.
<https://doi.org/10.53797/icccmjssh.v1i4.4.2022>
- Suyatno, Jumintono, Pambudi, D. I., Mardati, A., & Wantini. (2019). Strategy of Values Education in the Indonesian Education System. *International Journal of Instruction*, 12(1), 607–624.
- Trinh, T. P. T., Van Pham, T., Cao, H. T., Nguyen, T. T., Nghiem, T. T., & Tran, T. (2019). The profile of professional standards for secondary school principals in Vietnam. *International Journal of Education and Practice*, 7(4), 310–323.
<https://doi.org/10.18488/journal.61.2019.74.310.323>
- Van Dierendonck, D., & Nuijten, I. (2011). The Servant Leadership Survey: Development and Validation of a Multidimensional Measure. *Journal of Business and Psychology*, 26(3), 249–267.
<https://doi.org/10.1007/s10869-010-9194-1>
- Van Dierendonck, D., Stam, D., Boersma, P., de Windt, N., & Alkema, J.

- (2014). Same difference? Exploring the differential mechanisms linking servant leadership and transformational leadership to follower outcomes. *Leadership Quarterly*, 25(3), 544–562. <https://doi.org/10.1016/j.leaqua.2013.11.014>
- Waruwu, M. (2019). The Implementation of Servant Leadership in Improving Teachers' Performance at Elementary School (Study Case at Catholic Elementary Schools in Bandung). *Advances in Social Science, Education and Humanities Research (ASSEHR) 2nd 2nd International Conference on Research of Educational Administration and Management (ICREAM 2018) The*, 258(Icream 2018), 261–264. <https://doi.org/10.2991/icream-18.2019.53>
- Wijania, I. W. (2017). Kontribusi Kepemimpinan Pelayan Kepala Sekolah, Motivasi Kerja Dan Disiplin Kerja Terhadap Kinerja Guru. *Jurnal Ilmiah Pendidikan Dan Pembelajaran PPs Universitas Pendidikan Ganesha*, 1(4), 176–184. <https://doi.org/https://doi.org/10.23887/jipp.v1i3.11983>
- Wills, G. (2016). Principal leadership changes and their consequences for school performance in South Africa. *International Journal of Educational Development*, 51, 108–124. <https://doi.org/10.1016/j.ijedudev.2016.08.005>
- Wiyono, B. B., Burhanuddin, & Maisyaroh. (2020). Comparative effect of the supervision of the principal and quality of organizational management in school education. *Utopia y Praxis Latinoamericana*, 25(Extra10), 1–13. <https://doi.org/10.5281/zenodo.4155681>
- Yagil, D., & Oren, R. (2014). Servant Leadership, Engagement, and Employee Outcomes: The Moderating Roles of Proactivity and Job Autonomy. *Journal of Work and Organizational Psychology*, 30(2), 75–81. <https://doi.org/https://doi.org/10.5093/jwop2021a1>
- Yasin, B., & Mustafa, F. (2020). The Correlation between school principal leadership competence and teachers' social behaviours. *Indonesian Research Journal in Education*, 4(1), 151–170. <https://doi.org/10.22437/irje.v4i1.9093>
- Zheng, Q., Li, L., Chen, H., & Loeb, S. (2017). What Aspects of Principal Leadership Are Most Highly Correlated With School Outcomes in China? *Educational Administration Quarterly*, 53(3), 409–447. <https://doi.org/10.1177/0013161X17706152>