

## Transforming Servant Leadership and CEO Competency Excellence: Driving Vocational Teacher Performance Through Sustainable Motivation

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### Abstract

This study aims to investigate the impact of service-based leadership transformation and Chief Executive Officer (CEO) competency excellence on vocational teacher performance. The study also considers sustainable motivation as a driving factor, focusing on efforts to encourage the performance of vocational teachers. Through this approach, this study seeks to understand how leadership transformation and CEO competencies can positively influence ongoing motivation to improve vocational teacher performance. This research method uses quantitative methods with descriptive and predictive analysis. The research was conducted at the Maarif Education Institute with a sample of 100 productive teachers of Vocational High Schools. Data collection techniques by distributing questionnaires, with the Likert scale. Hypothesis testing in this study using Path Analysis. The results of this study are (1) The influence of servant leadership and CEO competence on motivation by 65.7%. (2) The influence of servant leadership, CEO competence, and motivation on vocational teacher performance by 97.7%. Serving leadership and CEO competence have a significant direct effect on motivation, Serving leadership and CEO competence do not directly affect teacher performance, Motivation directly affects teacher performance, and servant leadership and CEO competence affect teacher performance through motivation. By integrating elements of Maslow and McClelland's motivation theory, as well as strengthening leadership strategies and CEO competency development, the results of the study are expected to provide new insights into developing leadership strategies and CEO competencies to support sustainable motivation and, in turn, improve the performance of vocational teachers so that they will contribute more optimally to the improvement of SMK Center of Excellence.

**Keywords:** *Servant Leadership, CEO Competencies, Motivation, Vocational Teacher Performance .*

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## INTRODUCTION

### Background

Vocational education plays a central role in producing reliable human resources who are ready to compete in the world of work. Therefore, the leadership role and competence of the Chief Executive Officer (CEO) in educational institutions are very important to improve the quality of vocational teacher performance ( Besar et al., 2022). One approach that is developing is a servant leadership policy that can create a conducive work climate and CEO competencies that can bring innovation and understand the dynamics of vocational education (Ariana, 2016). Changes in the global environment and rapid technological developments demand continuous improvement in the qualifications and skills of vocational teachers (Hsu, 2022). Motivation is considered a key factor that can encourage vocational teachers to continue to improve themselves (Planer, 2019). Vocational education has a crucial role in preparing a qualified workforce and by market demands (Mutoharoh et al., 2023). In this context, the performance of vocational teachers plays a central role in shaping students' competence and motivation, so that they can successfully integrate into the world of work (Tribus, 2010). However, challenges in improving the quality of vocational education are often related to leadership aspects at the school level and in educational organizations (Khan & Khan, 2015). Servant leadership transformation is an approach that emphasizes empowerment and service to subordinates, to create a work environment that motivates and supports professional development (van Dierendonck et al., 2023). In addition, the competence excellence of the Chief Executive Officer (CEO) has a significant impact on the direction and strategy of organizations, including vocational schools ( Peng et al., 2023). The integration of serving leadership transformation and CEO competency excellence can be key to overcoming challenges and improving vocational teacher performance (Ren & Shen, 2023). Continuous motivation becomes an important factor in the context of vocational education, as it affects teacher involvement and, in turn, the quality of student learning (Wahyuni et al., 2014). Therefore, it is important to investigate how the combination of servant leadership transformation and CEO competency excellence can motivate vocational teachers on an ongoing basis, thus creating a dynamic and productive learning environment (Taufiq & Rokhman, 2020). To improve the effectiveness of vocational education, this study will delve deeper into the impact of service leadership transformation and CEO competency excellence on vocational teacher performance, focusing on efforts to encourage sustainable motivation. Through a deep understanding of these dynamics, it is hoped that policy recommendations and leadership practices can be produced that can improve the overall quality of vocational education.

### Problem Statement

How does service-based leadership transformation impact vocational teacher performance? What is the role of CEO competency excellence in improving the performance of vocational teachers? How can sustainable motivation be a driving factor in encouraging the performance of vocational teachers?

## Research Objectives

The purpose of this study is to investigate and understand the positive impacts that may arise from the implementation of service-based leadership transformation and Chief Executive Officer (CEO) competency excellence on vocational teacher performance. This study also aims to explore the role of sustainable motivation as a driver of vocational teacher performance in the context of leadership transformation and CEO competencies. With a focus on the interaction between these factors, this research seeks to contribute to our understanding of how leadership strategies and the highest leadership competencies can be effective catalysts for encouraging sustainable motivation and, ultimately, improving vocational teacher performance. The purpose of this study is expected to provide in-depth and relevant insights for policy development, leadership practices, and the implementation of motivational programs that can improve the quality of vocational education in Maarif educational institutions at SMK Center of Excellence.

## Research Benefits

This research makes an important contribution in understanding the relationship between service-based leadership transformation and Chief Executive Officer (CEO) competency excellence with efforts to encourage vocational teacher performance through sustainable motivation. By exploring these factors, the research can provide deep insights into how service-focused leadership and CEO competency levels can be key drivers in creating an educational environment that motivates vocational teachers on an ongoing basis. The results of this study are expected to provide practical guidance for education leaders and policy makers to develop effective leadership strategies and enhance CEO competencies to empower sustainable motivation among vocational teachers. In addition, the benefits of this research can also open up opportunities for the development of more effective education policies that focus on the welfare of vocational teachers, which in turn can improve the overall quality of vocational education.

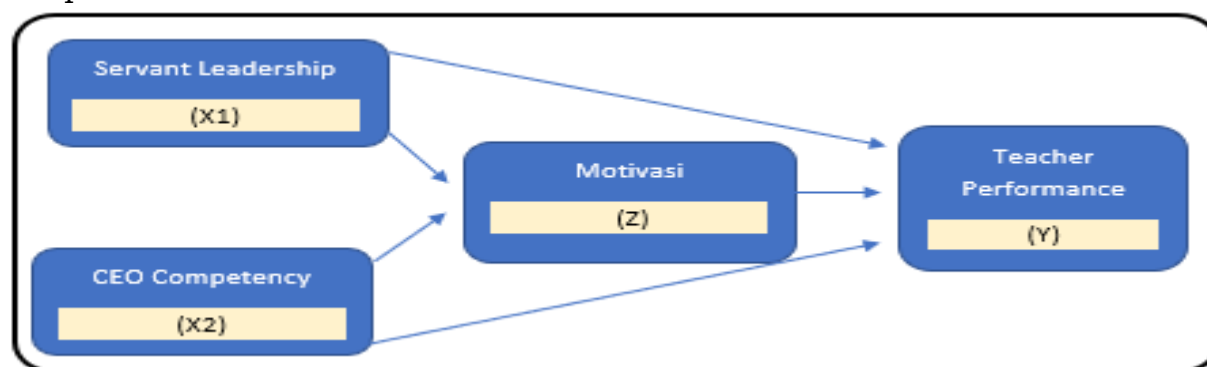
## Research Significance

This research has great significance in the context of leadership development and improving the performance of vocational teachers. Through an in-depth understanding of service-based leadership transformation and CEO competency excellence, this research can make important contributions to the educational leadership and management literature. By exploring how

sustainable motivation can be a driver in applying the concept of servant leadership and optimizing CEO competencies, the study also offers a new look at the factors that influence vocational teacher performance. The results of this study are expected to provide practical guidance for educational institutions and policy makers in designing effective leadership strategies and relevant CEO competency development programs, with the main objective of improving the quality of vocational education and the contribution of vocational teachers to the progress of students and industry. Thus, this research is not only an academic contribution, but also has a real impact in improving the effectiveness of the vocational education system.

## Conceptual Framework

The conceptual framework in this study involves three critical dimensions: servant leadership, CEO competency excellence, and continuous motivation, with a focus on efforts to encourage vocational teacher performance. First, service leadership becomes a theoretical foundation, understanding that leaders who prioritize service can have a positive impact on the work environment. Second, the excellence of CEO competence is considered a factor influencing the direction and success of the organization, with emphasis on the role of the CEO in the context of vocational education. Third, continuous motivation is core in stimulating the performance of vocational teachers, taking into account factors that can continue to encourage them to make maximum contributions. The integration of these three dimensions is expected to provide a holistic picture of how leadership transformation serves and CEO competency excellence can be a powerful driver in creating sustainable motivation, which will ultimately improve the performance of vocational teachers.



This framework aims to analyze the direct influence of motivation on vocational teacher performance and the indirect influence of serving leadership and CEO competence on vocational teacher performance through motivation. Also analyze the direct influence of serving leadership and chief executive officer competence on vocational teacher performance and indirect influence of serving leadership and chief executive officer competence through motivational factors on productive teacher performance in Vocational High Schools.

## Hypothesis Formulation

### 1. Serving Leadership Transformation Hypothesis:

- a. Zero Hypothesis (H0): There is no significant effect between the transformation of servant leadership and the performance of vocational teachers.
- b. Alternative Hypothesis (H1): There is a positive and significant influence between the transformation of servant leadership and the performance of vocational teachers.

### 2. CEO Competency Excellence Hypothesis:

- a. Zero Hypothesis (H0): There is no significant effect between the superiority of CEO competence on the performance of vocational teachers.
- b. Alternative Hypothesis (H1): There is a positive and significant influence between the excellence of CEO competence on the performance of vocational teachers.

### 3. The Hypothesis of Continuous Motivation as a Mediator:

- a. Zero Hypothesis (H0): There is no continuous motivational mediating role between the transformation of serving leadership and the performance of vocational teachers.
- b. Alternative Hypothesis (H1): Sustained motivation mediates the positive relationship between the transformation of servant leadership and the performance of vocational teachers.
- c. Zero Hypothesis (H0): There is no continuous motivational mediating role between CEO competency excellence and vocational teacher performance.
- d. Alternative Hypothesis (H1): Continuous motivation mediates the positive relationship between CEO competency excellence and vocational teacher performance.

## LITERATURE REVIEW

Vocational education in Vocational High Schools (SMK) has a strategic role in preparing the younger generation to enter the workforce. The focus of this research is on the influence of serving leadership and Chief Executive Officer (CEO) competencies on vocational teacher performance through motivation, with key theoretical foundations derived from Maslow's hierarchy of needs and David McClelland's achievement needs theory.

## Servant Leadership

Servant leadership is known as a leadership approach that places service to its subordinates as a top priority (Russell, 2001). Understanding this concept will be the basis for understanding the positive influence of servant leadership on vocational teacher motivation (Von Fischer & De Jong, 2017). The literature review will explore current studies of the concept of servant leadership, its impact on teacher performance, and its relevance in the context of vocational education. Starting from trait leadership, behavioral leadership, situational,

transformational and transactional leadership to servant leadership changing the leadership paradigm by emphasizing service to others as the core of leadership (Lee, 2022). The failure or limitation of leadership theory before the emergence of Servant Leadership theory, such as Trait Leadership Theory, tended to focus on the individual traits of leaders without considering the context or relationship with subordinates (Pangawira Kurnia, 2020). Lack of attention to interpersonal and situational relationships makes it difficult to explain the success or failure of leaders in a variety of situations. Unsustainability of Early Theories: Trait's Leadership Theory has been criticized for not being able to consistently identify traits that all successful leaders have (Tanno & Banner, 2018). Behavioral Leadership Theory also has limitations because it is unable to explain situational differences that can affect leader behavior. Later earlier leadership considered a lack of attention to contextual factors: Some early theories did not pay enough attention to the role of context or situation in leadership. Situational Leadership Theory is a step towards understanding the role of context, but it is still limited in response to the complexity of organizational dynamics (Choudhary et al., 2013). The emergence of the Servant Leadership Theory can be seen as a response to these shortcomings. This theory offers a different approach, emphasizing service and attention to the needs of subordinates (Tanno, 2017). In the context of the research "Transforming Servant Leadership and CEO Competency Excellence: Driving Vocational Teacher Performance Through Sustainable Motivation," serving leadership is a leadership paradigm that focuses on service to others as the core of leadership itself (Ren & Shen, 2023). Servant leadership emphasizes the importance of the leader to support and advance the interests of his subordinates, help them reach their maximum potential, and foster collective development (Quinteros-Durand et al., 2023). The basic concept of this leadership theory is that effective leaders are those who are willing to serve, listen, and understand the needs and aspirations of their team members (Rachmawati & Lantu, 2014). By prioritizing service to others, servant leadership is expected to create a positive work environment, motivate team members, and ultimately, improve the performance of vocational teachers through continuous motivation. Leadership theory serves as a foundation for understanding how leadership transformation can be a catalyst in achieving the objectives of this study.

## **Chief Executive Officer (CEO) competency**

The role of the CEO in an educational institution has a significant impact on the success of the institution. Leadership skills, industry knowledge, and appropriate policies can motivate and guide vocational teachers towards achieving optimal performance. The literature will discuss various aspects of CEO competence and how its implementation can improve the performance of vocational teachers. CEO competency excellence reflects the exceptional level of expertise, knowledge, and skill possessed by a Chief Executive Officer (CEO) in

managing the organization. In the context of servant leadership transformation, CEO competency excellence is a concept that describes leadership capabilities that transcend routine tasks and include a deep understanding of industry dynamics, innovation, and organizational strategy. The basic concept of CEO competency excellence lies in their ability to identify opportunities, manage risk, and make informed decisions to achieve the organization's long-term goals. With a focus on the title of this study, the excellence of CEO competence is believed to have a crucial role in encouraging the performance of vocational teachers through continuous motivation. This can involve the CEO's strategic discretion in designing motivational programs relevant to the vocational education environment, as well as their ability to provide inspiring direction to achieve employee education and development goals.

The role of a Chief Executive Officer (CEO) in the context of vocational education can be understood through two main aspects, namely administrative roles and important functions that include six elements, as explained by Coates et al. (2012). First, envisioning is one of the main roles of the CEO, which involves formulating a long-term vision of the company. These capabilities include future prediction, industry trend identification, and long-term strategy planning. This requires making significant decisions regarding the company's direction, innovation, growth, and selection of appropriate strategies. Second, nominating is the CEO's responsibility in the nomination process and appointment of board members and other key executives. This includes the search for individuals who match the company's goals. This process is crucial to ensure that the company's leadership is held by competent individuals and in line with the company's vision and mission. Third, enabling involves the CEO's duty to ensure the availability of sufficient resources, including human, financial, and technological resources, to achieve the company's vision and goals. This includes the development of effective operational strategies, risk management, and the creation of a work environment that supports maximum employee growth and contribution. Fourth, managing crises involves the CEO's readiness to face various types of crises that can occur within the company. The ability to identify, respond to, and address crises quickly and effectively is essential. The CEO must lead the executive team in taking the necessary actions to overcome the crisis and protect the interests of the company. Overall, CEOs have a broad strategic role in guiding companies to long-term success, requiring strong vision, leadership, management, and crisis handling capabilities to execute these tasks efficiently.

Meanwhile, the academic role or duties that are specific to school principals in the context of educational institutions are divided into two main aspects. This role is related to the five dimensions of competency development of school principals, as stipulated in Permendiknas No. 13 of 2007 concerning Standards of Qualifications and Competencies of School Principals. The five dimensions include Personality, Managerial, Supervision, Entrepreneurship, and Social Competencies (Law number 43, 2007). First, in the Personality

Competency dimension, the principal is expected to have good character, ethics, integrity, and positive leadership attitude as an example for all school members and the community. Second, the Managerial Competency dimension involves the principal's ability to manage school resources, including budgets, facilities, and educators. This includes planning, organization, and supervision of the school's daily operations, including time management, policy development, and effective decision-making. Furthermore, the Supervision Competency dimension emphasizes the principal's ability to supervise and improve the performance of educational staff, provide constructive feedback, support professional development, and ensure that the learning process conforms to established standards. The fourth dimension, Entrepreneurial Competence, includes the principal's ability to identify and develop opportunities to improve educational resources and services in schools. Lastly, the Social Competence dimension involves the principal's ability to interact effectively with all stakeholders, build good relationships, handle conflicts, and promote social values, justice, and diversity in the school. By developing competencies in these five dimensions, a principal can help create an effective, inclusive, and achievement-oriented school environment. Overall, a principal's leadership competencies include skills, attitudes, and knowledge that combine administrative and academic aspects to achieve organizational goals and lead teams effectively.

## **Motivation in the Context of Vocational Education**

Maslow's hierarchy of needs theory will be the basis for understanding the motivation of vocational teachers. Previous research on motivation in the educational context will be reviewed to identify factors influencing vocational teacher motivation. An in-depth analysis of physical, social, and self-recognition needs will provide insight into how these needs motivate teacher performance.

## **Definition and Basic Concepts of Motivation Theory:**

Motivation refers to internal or external forces that drive individuals to act, achieve goals, and maintain behaviors directed toward positive outcomes. In the context of psychology, motivation is a mechanism that moves individuals to achieve satisfaction and success in various aspects of life (Anshori et al., 2023). Motivation theory involves an understanding of the factors that trigger, maintain, and direct a person's behavior, both in the personal and professional spheres.

## **Motivation in the Context of Education and Vocational Teacher Performance:**

In education, motivation plays a key role in shaping student learning behavior and teacher performance. Student motivation includes drive for learning, achievement, and personal development. On the other hand, teacher motivation is the key to creating an inspiring learning environment. In the context of vocational teacher performance, motivation includes not only aspects

of teaching, but also the tendency to continuously improve their skills and knowledge in order to make a maximum contribution in supporting the development of learners towards vocational expertise (Nguyen et al., 2020). This research explores how servant leadership transformation and CEO competency excellence can play an important role in stimulating sustainable motivation among vocational teachers. By understanding motivation theory, this study seeks to identify the key factors that motivate vocational teachers and how CEO leadership and competence can be key drivers in realizing sustainable motivation and, therefore, improving their performance.

### **The Relationship of Servant Leadership to Motivation based on Maslow's theory:**

Servant leadership, which focuses on service to subordinates, can have a positive impact on individual motivation based on Maslow's motivation theory (Maslow, 1950). In this context, servant leaders pay attention to subordinates' needs such as support, listening, and facilitating their personal growth. By focusing on social needs, rewards, and self-fulfillment, servant leadership can create an intrinsically motivating work environment. For example, when a leader encourages skill development and provides space for subordinates to reach their maximum potential, this can satisfy self-actualization needs in Maslow's hierarchy of needs (Navy, 2020). Previous research, such as Greenleaf's (1977) work on servant leadership and studies examining the application of Maslow's theory of motivation in the context of leadership, such as that conducted by Alderfer (1969), provided a relevant basis for supporting the relationship between servant leadership and motivation based on Maslow's theory.

### **The Relationship of Servant Leadership to Teacher Performance based on Maslow's theory:**

Servant leadership, which focuses on service and team member development, can have a positive impact on teacher performance through the perspective of Maslow's theory of motivation. Servant leadership promotes individual needs and growth, according to Maslow's hierarchy of needs, which includes physical, security, social, self-esteem, and self-actualization needs. Servant leaders who understand and support meeting these needs can create a positive work environment, motivating teachers to make maximum contributions to learning (Tanno, 2017). Previous research, such as studies by Greenleaf (1970) and Spears (1996), has linked servant leadership to improved performance and job satisfaction in a variety of contexts, providing a solid foundation for explaining this relationship in educational contexts.

### **The Relationship of Chief Executive Officer Competence to Motivation based on Maslow's theory:**

The Chief Executive Officer (CEO) has a crucial role in influencing employee motivation in an organization, in line with Maslow's theory of

motivation. According to Maslow's hierarchy of needs, individual motivation develops hierarchically from basic needs to high-level needs. CEOs who possess high competencies, such as effective leadership, communication skills, and strategic vision, can create a work environment that supports meeting the needs of employees at various levels of Maslow's hierarchy. Earlier research, such as McGregor's study of Theory X and Theory Y in the 1960s, supported the concept that leadership that supports individual needs can improve employee motivation and performance. Overall, CEO competencies that understand and accommodate Maslow's hierarchy of needs can have a positive impact on employee motivation and organizational effectiveness.

### **The Relationship of Chief Executive Officer Competence to Motivation based on Maslow's theory:**

The relationship between Chief Executive Officer (CEO) competence and teacher performance can be explained using Maslow's Theory of Motivation. A competent CEO has the ability to create a work environment that supports meeting the needs of Maslow's hierarchy of teachers. For example, CEOs who understand the importance of basic needs like decent pay and job security will create policies that support them. Conversely, high-level needs such as recognition and fulfillment of teachers' potential can be addressed through professional development policies and recognition of achievements (Tanno & Banner, 2018).

### **The Relationship of Motivation to Teacher Performance based on Maslow's theory:**

The relationship between motivation and teacher performance can be explained by Maslow's Theory of Motivation. According to Abraham Maslow, individual needs can be sorted in a hierarchy of five levels, ranging from basic needs to higher needs. Teachers who feel fulfilled in their basic needs, such as salary and job security, are more likely to be more motivated to achieve higher needs, such as recognition and self-development through academic achievement. In this context, teacher motivation can be key to improving their performance, as motivated teachers tend to be more dedicated and innovative in teaching. Some relevant earlier research, such as the study by Deci and Ryan (1985) on Self-Effectiveness Theory, suggests that intrinsic motivation, such as job satisfaction, positively impacts teacher performance. These research sources can provide a solid theoretical foundation for understanding the relationship between motivation and teacher performance.

## **METHODS**

This study uses a quantitative approach to investigate the relationship between servant leadership transformation, CEO competency excellence, and continuous motivation to vocational teacher performance in vocational secondary schools. The study population consisted of 100 teachers who taught

in various vocational secondary schools. In sample selection, purposive sampling techniques are used to select respondents who have diverse teaching experience and are representative of the population. The research instrument used in this study was a questionnaire developed by considering key concepts related to the transformation of servant leadership, excellence of CEO competence, motivation, and performance of vocational teachers. The collected data will be analyzed using path analysis to identify the extent to which leadership transformation serves and CEO competency excellence directly or indirectly affects motivation and, in turn, vocational teacher performance. This pathway analysis aims to provide a deep understanding of the mechanism of relationships between variables, by measuring the significance of path coefficients and direct and indirect effects (Ghozali, 2015). The results of this analysis will provide relevant insights in supporting understanding of the role of leadership transformation in serving and excellence of CEO competence in improving vocational teacher motivation and performance. Data processing and evaluation involves the use of calculations based on statistical principles on information obtained from the variables measured in this study. Such statistical principles help in making analyses and drawing conclusions based on assumptions applied to existing data. In this study, the data analysis technique applied was a path analysis technique. Previously, ordinal data from questionnaires were converted into interval data using the Successive Interval (MSI) Method according to the approach described by Sarwono in 2018. Path analysis using SPSS version 26. Kerlinger (1990) explains that path analysis is a form of application of multiregression analysis that involves the use of complex path diagrams. The goal is to calculate the direct influence of independent variables on a dependent variable. Path analysis is characterized as a multivariate dependency analysis method aimed at testing the hypothesis of asymmetric relationships based on certain theories. The main focus is to evaluate the direct and indirect influence of a group of causal variables on the outcome variables. Supardi (2012) identified the requirements for conducting path analysis, namely: (1) the data for each variable must be in the form of interval or ratio data, (2) the relationship between two variables must be linear and additive, (3) the relationship between each pair of variables must be recursive or one-way, and (4) residual or residual variables must not have a correlation between each other nor with other variables in the system. The mediator variable, as explained by Tuckman (in Sugiyono, 2007), refers to a variable that theoretically affects the relationship between the independent variable and the dependent variable, so that the relationship becomes indirect. This variable acts as an intermediary between the independent variable and the dependent variable. The approach proposed by Baron and Kenny (in Ghazali, 2011) states that a variable is considered a mediator if it also affects the relationship between the predictor variable (independent) and the criterion variable (dependent).

## Data Processing Steps

The information processing step in this study involves statistical analysis using the original data matrix obtained from the questionnaire collection. The process of providing and collecting data consists of two stages, namely: 1) Distribution of research instruments and data acquisition for initial trials, and 2) Distribution and acquisition of data using instruments that have met validity and reliability. The collected data is then further processed to produce the final results of hypothesis testing.

## Classical Assumption Test

The classical assumption test in path analysis testing has several important objectives. Path analysis is a statistical method used to test cause-and-effect relationships between variables in a model. Classical assumptions are a group of basic assumptions that need to be met in order for the results of statistical analysis to be considered valid. Some of the objectives of the classical assumption test in path analysis testing include:

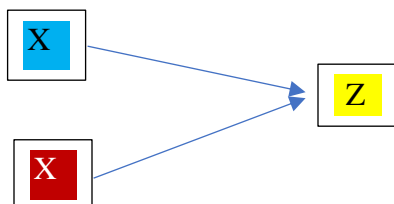
- a. Normality: The normality test is used to check whether the data distribution of the variables in the model follows the normal distribution. The assumption of normality is important because many inferential methods, including hypothesis testing and confidence intervals, require a normal distribution.
- b. Multicollinearity: This test aims to detect whether there is a high linear relationship between two or more independent variables. Multicollinearity can complicate the interpretation of regression coefficients, and can result in instability of estimated results.
- c. Heteroscedasticity: This test is performed to ensure that the variance of the error is not constant across the levels of the predictor value. Heteroscedasticity can lead to inaccuracies in variance estimation and can affect the validity of hypothesis tests.

Testing classical assumptions is an important step to ensure the validity of the results of statistical analysis, and their infulness can affect the interpretation and conclusions drawn from the model. If these assumptions are not met, it may require modification of the model or the use of alternative analytical methods.

## RESULTS AND DISCUSSION

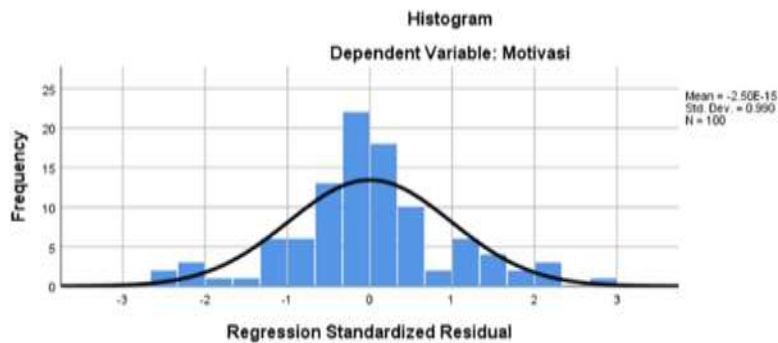
### Classical Assumption Test Results

#### Sub Struktural 1



## Sub-Structural Test Results 1

### Normality Test



### Multicollenierity Test

#### Sub structural Multicollenierity Test Results 1

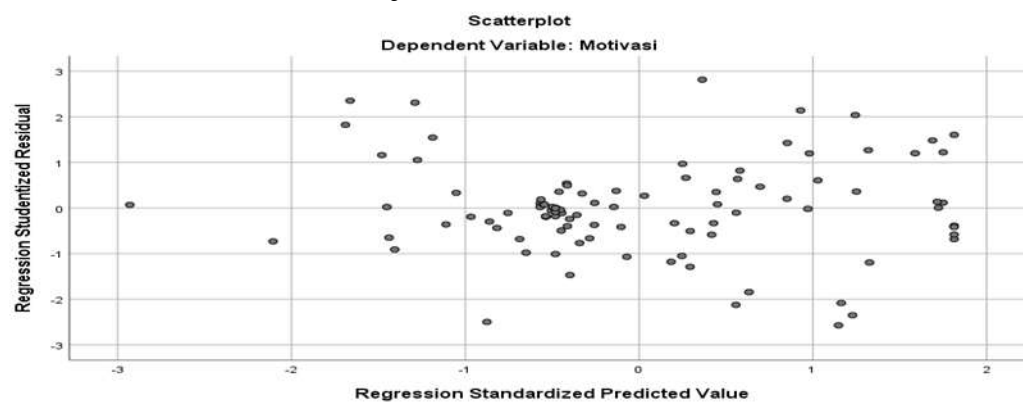
**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	57.500	8.641		6.654	.000		
	Kepemimpinan Melayani	.904	.292	.432	3.099	.003	.211	4.746
	Kompetensi CEO	.489	.186	.367	2.634	.010	.211	4.746

a. Dependent Variable: Motivasi

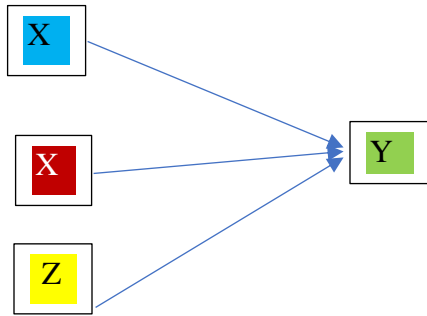
### Heteroscedasticity Test

#### Substructural Heteroscedasticity Test Results 1



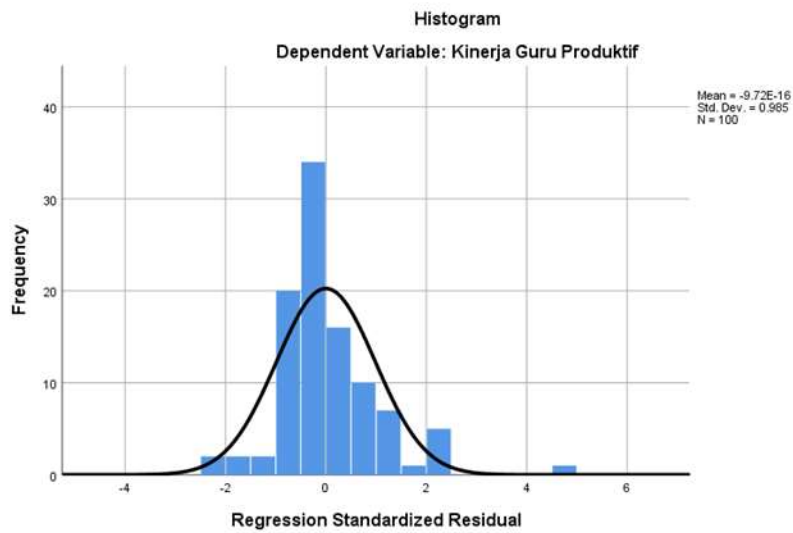
## Sub Structural 2

### Structural 2



## Sub-Structural Test Results 2

### Normality Test



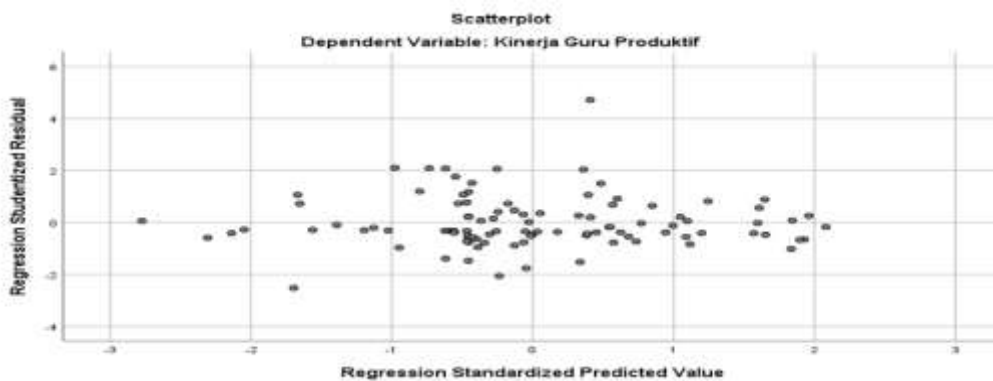
### Multicollenierity Test

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.	Collinearity Statistics	
		B	Std. Error	Beta	t		Tolerance	VIF
1	(Constant)	39.172	4.518		8.670	.000		
	Kepemimpinan Melayani	.021	.133	.036	.155	.877	.192	5.215
	Kompetensi CEO	.007	.083	.020	.085	.932	.197	5.085
	Motivasi	-.006	.044	-.021	-.128	.899	.397	2.519

a. Dependent Variable: Kinerja Guru Produktif

## Heteroscedasticity Test



It can be concluded from the results of the classical assumption test which includes 4 sub-structural modeling that:

1. All sub-structures have met the normality test, it can be seen in the test results of this study when the bell-shaped line then the data is normally distributed.
2. All substructures have met the multicollenierity test can be interpreted if the tolerance value is greater than or equal to  $\geq 0.10$  can be interpreted that multicollenierity does not occur. If the VIP value is below or equal to  $\leq 10.0$ , it can be interpreted as meeting or not multicollenierity.
3. All sub-structures have been freed from heteroscedasticity, it can be seen that the points are evenly distributed and do not form a certain orderly pattern. The diffuse points are also above and below the number 0 on the y-axis. So that data processing using path analysis can be continued

## Path Analysis Test Results

### Analysis Line 1

## Model 1 path coefficient

(Servant Leadership and CEO Competence towards motivation)

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	69.234	7.160		9.670	.000
	Kepemimpinan Melayani	.988	.224	.566	4.419	.000
	Kompetensi CEO	.303	.146	.265	2.068	.041

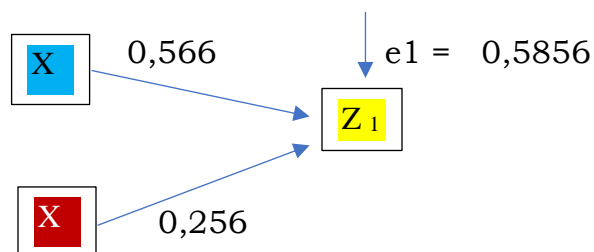
a. Dependent Variable: Motivasi

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.811 <sup>a</sup>	.657	.650	12.82810

a. Predictors: (Constant), Kompetensi CEO, Kepemimpinan Melayani

1. Significance value to two variables  $X_1 = 0,000 < 0,05$   $X_2 = 0,041 < 0,05$  then this result concludes that regression of model 1, namely variables  $X_1$  and  $X_2$  has a significant effect on  $Z$ .
2. The magnitude of the R Square value contained in the "Model Summary" table is 0.657. This shows that the contribution of the influence of  $X_1$  and  $X_2$  on  $Z$  is 65.7%, while the remaining 34.3% shows the contribution of other variables that are not included in this research variable. Meanwhile, the value of  $e_1$  can be found with the formula  $e_1 = \sqrt{1-0.657} = 0.5856$



## Model 2 Line Coefficients

(Servant leadership, CEO competence and motivation towards vocational teacher performance)

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.806	3.180		1.825	.071
	Kepemimpinan Melayani	-.141	.078	-.066	-1.816	.072
	Kompetensi CEO	.052	.047	.037	1.101	.274
	Motivasi	1.237	.032	1.012	38.443	.000

a. Dependent Variable: Kinerja Guru Produktif

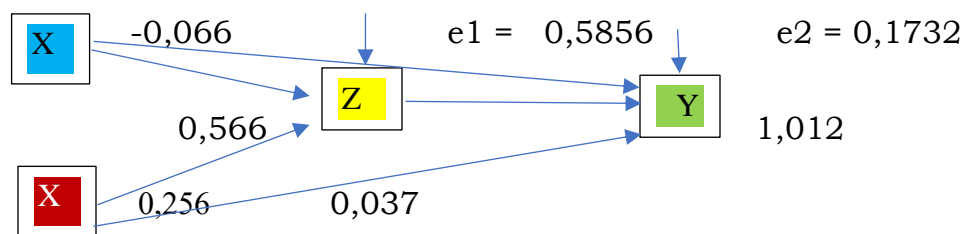
**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.989 <sup>a</sup>	.977	.976	4.06605

a. Predictors: (Constant), Motivasi, Kompetensi CEO, Kepemimpinan Melayani

1. Significance value to three variables  $X_1 = 0.72 > 0.05$   $X_2 = 0,274 > 0.05$   $Z_1 = 0.000 < 0.05$  For  $X_1, X_2$  is greater than 0.05 and  $Z$  is smaller than 0.05. These results conclude that regression model 2, namely  $X_1, X_2$  does not have a significant effect on  $Y$  while  $Z$  has a significant effect on  $Y$ .

2. The magnitude of the R Square value contained in the summary model table is 0.977, this shows that the contribution of  $X_1, X_2$  and  $Z$  to  $Y$  is 97.7% while the remaining 2.3% is a contribution from other variables that are not studied. As for the value of  $e_2 = \sqrt{(1-0.977)} = 0.17320$ . Thus obtained the path diagram of model 2 as follows:



Hypothesis test and conclusion making phase:

1. Analysis of the effect of  $X_1$  on  $Z$

The significance value of  $X_1$  is  $0.000 < 0.05$  so that it can be concluded that there is a direct significant influence of  $X_1$  on  $Z$

2. Analysis of the effect of  $X_2$  on  $Z$

- The significance value of X2 is  $0.041 < 0.05$  so that it can be concluded that there is a direct significant effect of X2 on Z.
3. Analysis of the effect of X1 on Y  
The significance value of X1 is  $0.072 > 0.05$  so that it can be concluded that there is no direct influence on Y.
  4. Analysis of the effect of X2 on Y  
X2 significance values of  $0.274 > 0.05$  can be concluded that there is no direct effect of X2 on Y.
  5. Analysis of the effect of Z on Y  
The significance value of  $0.000 < 0.05$  directly has a significant effect of Z on Y.
  6. Analysis of the effect of X1 through Z on Y  
The direct effect X1 exerts on Y is  $-0.066$ . While the indirect influence of X1 on Y through Z is the multiplication of the beta value X1 against Y with the beta value Z1 against Y, namely:  $0.566 \times 1.012 = 0.572792$  So the total influence given by X1 on Y is a direct influence coupled with an indirect influence, namely:  $-0,066 + 0,572792 = 0,506792$

Based on the results of the calculation above, it is known that the value of direct influence is  $-0.066$  and indirect influence is  $0.572792$ , which means that the value of indirect influence is greater than the value of direct influence. These results show that indirectly X1 through Z on Y has a significant influence on Y.

7. Analysis of the influence of X2 through Z on Y, it is known that the direct influence given by X2 on Y is  $0.037$ . While the indirect influence of X2 through Z on Y is the multiplication between the beta value of X2 against Z with the beta value of Z against Y, namely:

$0.265 \times 1.012 = 0.26818$ , then the total influence given by X2 on Y is a direct influence coupled with an indirect influence of  $0.037 + 0.26818 = 0.30518$ . Based on the results of the calculation above, a direct influence value of  $0.037$  and an indirect influence of  $0.26816$  is obtained, which means that the value of indirect influence is greater than the value of direct influence. These results show that indirectly X2 through Z have a significant influence on Y.

### Confirmation or Rejection of the Hypothesis:

The results of this study provide confirmation of the hypothesis that the transformation of serving leadership and the excellence of CEO competence significantly positively affect sustainable motivation and, ultimately, encourage the performance of vocational teachers. Analysis of the data revealed a strong positive relationship between these aspects, supporting the hypothesis proposed in the study.

## **Implications of Research Results:**

The implications of the results of this study create a foundation for the development of serving leadership strategies and the development of CEO competencies in supporting sustainable motivation among vocational teachers. These findings contribute significantly to the practical understanding of the factors that can improve the performance of vocational teachers through the application of leadership approaches and competency enhancement at the highest levels of leadership.

## **Research Limitations:**

Although the results of this study provide valuable insights, it is necessary to acknowledge some limitations. First, the generalizability of findings may be limited by the scope of respondents who may not reflect the full diversity of the vocational teacher population. In addition, time and resource constraints might affect the depth of analysis in some aspects.

## **Advanced Research Directions:**

For follow-up research, it is advisable to involve a wider sample and may involve different vocational education contexts. Further research may also explore other factors that may strengthen or moderate the relationship between leadership transformation, CEO competence, sustainable motivation, and vocational teacher performance. In addition, research can be expanded to explore the long-term impact of leadership strategy implementation and CEO competency development on achieving vocational education goals.

## **Research Finding**

In this study, we ran a type of quantitative research by collecting data from 100 vocational high school teachers as a population and research sample. Data analysis was conducted through path analysis methods to investigate the relationship between servant leadership transformation, CEO competency excellence, and continuous motivation for vocational teacher performance. The results of the quantitative analysis revealed a number of significant findings. First, in terms of service leadership transformation, it was found that the presence of this leadership style was positively correlated with higher levels of motivation among vocational teachers. Service-focused leadership can provide a positive impetus in shaping intrinsic and extrinsic motivation among teachers. Second, CEO competency excellence has also been shown to have a strong impact on the ongoing motivation and performance of vocational teachers. Highly competent CEOs are able to provide clear direction and empower vocational teachers to achieve better results. Furthermore, pathway analysis shows that sustained motivation mediates the relationship between service

leadership transformation, CEO competency excellence, and vocational teacher performance. That is, motivation serves as the main driver within this chain of causality. Overall, the study's findings provide a deeper understanding of how serving leadership transformation and CEO competency excellence can synergize to drive sustainable motivation among vocational teachers, which in turn, has a positive impact on their performance. The implications of these findings can help develop leadership strategies and human resource management in vocational secondary schools to improve the quality of education and empower vocational teachers.

## CONCLUSION

Based on the results and discussion above, it can be concluded as follows: The results of this study are (1) The influence of serving leadership and CEO competence on motivation is 65.7%. (2) The influence of servant leadership, CEO competence and motivation on vocational teacher performance by 97.7%. Serving leadership and CEO competence have a significant effect on motivation, which in turn has a positive and significant effect on teacher performance. Servant leadership and CEO competencies have an indirect influence on teacher performance through motivation. This is consistent with McClelland's theory which emphasizes individual internal motivation, where CEO leadership and competence can trigger teachers' intrinsic motivation, which then contributes to better performance. High R square values in both steps of the analysis showed that the contribution of these variables (servant leadership, CEO competence, and motivation) to teacher performance was significant, amounting to 0.977. This supports the idea that internal factors have a big role in improving teacher performance. By integrating elements of Maslow and McClelland's motivation theory, as well as strengthening leadership strategies and CEO competency development, it can create a more positive and supportive environment for vocational teacher motivation and performance through effective performance empowerment so that it will contribute more optimally to the improvement of SMK Center of Excellence.

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