

The Effect of School Principals' Servant Leadership on Teachers' Work Motivation in Public High Schools in Payakumbuh City

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ABSTRACT

This study aims to analyze the influence of servant leadership of school principals on the work motivation of teachers in public high schools in the city of Payakumbuh. The main problem raised is the effort to increase the work motivation of teachers through the right leadership style. This study uses a quantitative approach with correlational methods. The study population included 241 teachers, with a sample of 76 people determined using the Cochran formula (10% error rate) and the stratified proportional random sampling technique. Data collection instruments are Likert scale questionnaires that have met the validity and reliability tests. The Data were analyzed using a simple linear regression technique with the help of SPSS version 27. The results showed that: (1) the work motivation of teachers is in the category of very high with the achievement rate of 92.82%; (2) servant leadership principals are in the category of very good with the achievement of 93.20%; and (3) there is a significant influence between servant leadership on teacher work motivation of 68,3%. This finding concluded that the more effective the application of servant leadership by the principal, the higher the motivation of teachers. These results recommend the importance of strengthening the servant leadership style for school principals to maintain and increase the productivity of educators.

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1. INTRODUCTION

Education is the key to improving Indonesia's superior human resources, so the teaching profession is very important as the spearhead of quality human resource development. The government as a regulator must print high-quality teachers to realize high-quality human resources (Rismawan, 2015). In the context of achieving the national education goals mandated by National Education Law No. 20 of 2003, the learning process is designed consciously and planned. The goal is to encourage learners to actively develop their potential. This potential includes the spiritual dimension, self-control, personality, intelligence, noble character, as well as skills that are essential for themselves, society, nation, and state (Lubis 2020).

Teachers are the most influential component in the creation of quality educational processes and outcomes. This is because the main task of teachers is in direct contact with students and is a crucial component in the entire education system (Asih et al., 2020). Therefore, any improvement efforts made to improve the quality of Education will not make a significant contribution without the support of professional and qualified teachers. In other words, the improvement of the quality of education must stem from the teacher and lead to the teacher as well (Wardana, 2013).

The context of Indonesian education shows that teachers' work motivation still faces complex challenges. These challenges include aspects of well-being, professional development, working conditions, and reward systems that have not been evenly distributed throughout Indonesia. Highly motivated teachers tend to be more proactive in developing competencies, innovative in learning methods, and consistent in providing quality educational services. (Hizbul Muflih, 2024).

Teachers as implementers of National Education is a key factor. In addition to the teacher's competence factor, the teacher's motivation to work plays a role in the learning process. According to (Suswati, 2022) motivation is a determinant of performance and is based on the assumption that without encouragement, work becomes lazy and boring, without motivation, work ethic will fluctuate. Motivation is an important factor for all human resources. Work motivation is related to the impulse that arises from within a person to perform a task as a whole based on their individual responsibilities (Hasan, 2023).

This is in line with what was said (Adinda et al., 2023) work motivation is an impulse or passion that moves a person to do a job with all efforts and work effectively to achieve company goals. Teacher work motivation has a close relationship with the teaching process. According to Bagas et al., (2020) one of the factors that influence teachers' work motivation is the principal's servant leadership. Servant Leadership is an approach to leadership that places the interests and needs of followers above the personal interests of the leader (Hasra et al., 2024).

In line with the opinion of Sendjaya (2004) that serving leadership is leadership that builds teamwork and leadership that develops moral aspects. Serving leadership is based on trust and concern for others. The point is to serve with dignity and provide opportunities for them to develop. Principal leadership is the ability that must be possessed by a principal to influence, move, and direct others with full understanding, awareness, and gladly willing to follow his will, in order to achieve the goals set (Sulastri et al., 2017).

The principal plays a crucial role in improving the quality and progress of Education. The quality of the principal is seen from his leadership, is a determining factor in the success of education and organization. Effective leadership skills influence individuals or groups to be able to move and work together maximally and wholeheartedly according to the situation in order to achieve the goals that have been set (Hutahaean & SE, 2021:2). Darma (2019) argues that the central role of leadership and the process of adjusting to existing changes is the biggest challenge. The principal as a leader is responsible for the achievement of educational goals by moving his subordinates towards the achievement of the educational goals that have been set.

Serving leadership is based on trust and concern for others. The point is to serve with dignity and provide opportunities for them to develop. Leadership in the modern era is very different from before. Today's leaders must be able to adapt to a variety of circumstances and conditions (Anggun Surya Agung et al, 2024).

At Payakumbuh City Public High School, a number of symptoms of low work motivation were found, such as a number of teachers who did not fully show dedication to their duties, teachers who were less active in school activities, teachers who were still late, teachers who were less enthusiastic in carrying out their duties, a lack of opportunities for teachers to be involved in decision-making, and communication between the principal and teachers tended to be formal. Personal interaction between the principal and teachers is not very intense, and the school's information system and task distribution are not well organized.

Based on these phenomena, this study aims to examine the influence of the principal's servant leadership on teacher work motivation in public high schools in Payakumbuh City. This location was chosen based on the need to determine the extent to which leaders, in this case principals, carry out their roles in increasing teacher work motivation. Therefore, this study is expected to contribute to increasing teacher work motivation through encouragement and support from the principal.

2. METHOD, DATA, ANALYSIS

This type of research uses quantitative methods with correlational research techniques that attempt to examine the influence of servant leadership on teacher work motivation in public high schools in Payakumbuh City. Abdul Mukhyi (2023:32) states that correlational research is a type of research that aims to measure and analyze the statistical relationship between two or more variables, without manipulating those variables. This study specifically aims to determine the extent of the influence between servant leadership of the principal as an independent variable and teacher work motivation as a dependent variable in public high schools in Payakumbuh City. The population in this study was all teachers in public high schools in Payakumbuh City. The population consisted of 241 teachers. The sampling technique used in this study is stratified proportional random sampling, with the characteristics considered in this sampling being length of service and education. The sample size in this study was determined using the Slovin formula based on a 10% margin of error and 90% confidence level, resulting in a sample size of 73 teachers at public high schools in Payakumbuh City.

3. RESULT AND DISCUSSION

Result

Description of Teacher Work Motivation Data

Data collection on teacher work motivation was conducted by distributing questionnaires to 73 teachers (respondents) consisting of 40 items. From the questionnaire results collected, the maximum score for the teacher work motivation variable was 190 and the minimum score was 181. From the result of data processing using SPSS 27, the average score = 185.59, median = 186, mode = 187, and standard deviation = 1.964.

Table 1. Description of Teacher Work Motivation Data

No	Indicator	Average	TCR	Category
1	Recognition of work results	4,53	90,53%	Very High
2	Responsibility in Performing Duties	4,7	94,08%	Very High
3	Confession	4,61	92,50%	Very High
4	Opportunities for Development	4,71	94,18%	Very High
Total		4,64	92,82%	Very High

Based on the table above, it can be concluded that the indicator of recognition of work results is in the very high category with an achievement score of 90.53%. The indicator of responsibility in performing duties is in the very high category with an achievement score of 94.08%. The indicator of confession is in the very high category with an achievement score of 92.50%. The indicator of opportunities for development is in the very high category with an achievement score of 94.18%. Overall, when all indicators of teacher work motivation are added together, they are in the very high category with a total achievement score of 92.82%.

Description of Servant Leadership School Principals

Data collection on the servant leadership of the principal was obtained by distributing a questionnaire containing 40 items to 76 teachers (respondents). From the results of the questionnaire collected, the score obtained by respondents with the highest score was 191, and the lowest score was 181. From the results of data processing using SPSS 27, the average score = 186.44, median = 187, mode = 187, and standard deviation = 2.192.

Table 1. Description of Servant Leadership School Principals

No	Indicator	Average	TCR	Category
1	Empowerment	4,87	97,39%	Very Good
2	Vision	4,7	94,13%	Very Good
3	Humanity	4,65	92,97%	Very Good
4	Trust	4,42	88,47%	Good
Total		4,66	93,20%	Very Good

Based on the table above, it can be concluded that the empowerment indicator is in the excellent category with an achievement score of 97.39%. The vision indicator is in the excellent category with an achievement score of 94.13%. The humility indicator is in the excellent category with an achievement score of 92.97%. The trust indicator is in the good category with an achievement score of 88.47%. Overall, when all the principal's servant leadership indicators are added up, they are in the excellent category with a total achievement score of 93.20%.

Discussion

Based on the results of data analysis that the work motivation of teachers in public high schools in the city of Payakumbuh has been carried out with "very good" with a percentage of 92.82%. From several indicators of teacher work motivation, it can be seen that the highest average score indicator is in the indicator of responsibility in duty is in the very high category of 4.7 with a percentage of 94.08%, while the lowest average score is in the indicator of feedback on the results of work is in the very high category of 4.42 with a percentage of 90.53%.

Based on the results of the study, of the four indicators of work motivation of teachers, including the presence of recognition of work results, responsibility in duty, confession and opportunities to develop indicators of recognition of work results obtained the lowest score. The Thai'atun and Hanafi (2024) study revealed that weaknesses in academic supervision often appear at the evaluation stage, especially when the principal does not provide specific and constructive comments on teacher performance. In addition, the results of Shula's research (2023) show that the one-way communication factor is the cause of the decrease in the effectiveness of feedback.

In line with Cerit's (2009) findings, teachers who do not receive recognition for their achievements or constructive feedback from their superiors tend to feel neglected and lose direction in their self-development. Von Fischer & De Jong (2017) explained that there are several strategic steps that can be taken to improve the low feedback indicators on duty, including: the implementation of coaching-based supervision, the preparation of a transparent and sustainable performance evaluation system, strengthening two-way communication, the use of digital technology, and giving awards and recognition.

The principal's Servant leadership in this case was also carried out "very well" with a percentage of 93.20%. From several indicators of servant leadership principals, it can be seen that the highest average score indicator is found in the empowerment indicator with a very good category of 4.87 with a percentage of 97.39%, while the lowest average score is found in the confidence indicator with a good category of 4.42 with a percentage of 88.47%.

The results showed that of the four indicators of servant leadership principals including empowerment, vision, humility, and trust, trust indicators obtained the lowest score. This indicates that although the principal has been able to implement a leadership style that serves, there are still gaps in building mutual trust with teachers in the school environment. Sendjaya & Pekerti (2010) explain that trust in servant leadership is formed through a combination of moral orientation, empathy, and consistency in the leader's actions. Research Uslukaya et al. (2024) found that the relationship between teacher trust and work engagement is strongly influenced by the leadership style of the principal.

The Kuykendall & Slater (2020) study confirms that the lack of honest and open communication is the main cause of weak trust. Shula (2023) adds that the misalignment between the principal's personal values and the teacher's professional expectations play a role in undermining trust. Nurlaila et al. (2024) explained that there are several solutions that can be applied including: building open and participatory communication, enforcing the principle of transparency in school policies, implementing coaching-based supervision, developing an appreciative and collaborative culture, and improving the psychological well-being of teachers.

Statistically, there is a positive and significant influence between servant leadership and teacher work motivation. The results showed a correlation coefficient (R) of 0.821 and the value of determination (R²) of 0.683 which implies that the amount of significant influence between variable X to variable Y is 68.3%.

This is in line with the opinion of Surnani & Sultoni (2023) that servant leadership significantly increases teacher job satisfaction and motivation, especially when supported by a

positive and collaborative organizational culture. In this context, leadership that places teachers as equal partners instead of subordinates makes them more motivated to develop themselves and provide the best performance.

4. CONCLUSION

Based on the results of research and data analysis using simple linear regression analysis techniques that have been carried out in this study, several things can be concluded, namely the work motivation of teachers in public high schools in the city of Payakumbuh are in the category of very high, that is, with a total score achievement rate of 92.82%. Servant leadership principals are in the very good category with a total score of 93.20%, and there is a positive and significant influence between servant leadership of school principals on teacher work motivation by 68.3%. This means that the better the servant leadership of the principal, the higher the work motivation produced by a teacher.

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