



The Effect Of Servant Leadership, Compensation, Motivation, And Professional Development On Performance Among Private Vocational High School Teachers

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Abstract: This study aims to examine the effect of servant leadership, compensation, motivation, and professional development on performance among teachers in private vocational high schools. The research method used was a survey by distributing questionnaires to teachers in some private vocational high schools in various regions. The results of the study indicate that servant leadership has a positive and significant effect on performance. Compensation also contributes positively to teacher performance, demonstrating that financial rewards can motivate them. Teacher motivation also has a positive effect on teacher performance. Furthermore, teacher professional development has a positive impact on performance, highlighting the importance of investments in improving teacher qualifications and skills. The findings of this study offer valuable insights for the management of private vocational high schools in enhancing teacher performance through the implementation of servant leadership, improving compensation, increasing motivation, and enhancing professional development. This step can help create a more effective learning environment and positively impact the quality of education in private vocational high schools.

Keyword: Servant Leadership, Teacher Compensation, Educator Motivation, Professional Development, Private Vocational School Performance.

INTRODUCTION

Education is one of the most crucial areas for national development. Teachers, as the spearhead of the education system, play a key role in transmitting knowledge and skills to the younger generation. Besides teachers, Private Vocational High Schools are among the most important elements in the education system in many countries, including Indonesia. Private vocational high schools educate students in a variety of disciplines, preparing them to become skilled workers and eventually contribute to the economic development of the country. However, the quality of learning in private vocational high schools relies on the

quality of their teachers. Teacher performance becomes a determining factor in achieving the desired educational goals. Therefore, understanding the factors that affect teacher performance in private vocational schools is highly necessary. One of the leadership concepts that has attracted attention among education experts is "servant leadership". This concept was first coined by Robert K. Greenleaf in 1970. Servant leaders put the needs of others before their own needs. They focus on serving their subordinates and strive to improve their well-being (Greenleaf, 2002). In the educational context, servant leadership has been seen as an effective leadership style that creates a positive learning environment and improves teacher performance (Greenleaf, 2002). Teacher compensation is also an important factor that drives teachers to provide the best during the class. Teachers' commitment to providing learning quality is often associated with the financial rewards they receive. In many cases, teachers who feel appreciated and compensated properly tend to have higher motivation and performance in carrying out their tasks. Teacher motivation is another crucial factor that can significantly affect teachers' performance. It can affect the extent to which a teacher will be engaged in their teaching, their drive to innovate, and their efforts to achieve the best possible results in the learning process. The other factors that shape teacher motivation such as recognition of their performance and support from school management can have a substantial effect on the quality of learning they deliver. Apart from the above factors, teacher professional development is also a key aspect in improving teacher performance. Teachers who continuously improve their knowledge and skills will be more prepared to deal with changes in the curriculum and increasingly complex learning demands. Teacher professional development can also increase their self-confidence and motivation (Gibbons et al., 2021). As for education in Indonesia, private vocational high schools meet some challenges. They often have very limited resources, including limited budgets. Therefore, it is important to understand the extent to which factors such as servant leadership, compensation, motivation, and professional development can affect teacher performance in private vocational high schools in Indonesia. Previous studies may have provided initial insights, but deeper and more detailed research is necessary to understand the dynamic factors that underly teacher performance in this context.

The present study aims to fill this knowledge gap by investigating the effect of the aforementioned factors on teacher performance in private vocational high schools in Indonesia. Therefore, this research will provide deeper insight into how servant leadership, compensation, motivation, and professional development can contribute to improving the quality of education in private vocational high schools in Indonesia. To achieve this research objective, a survey research method was used. The survey was conducted by distributing questionnaires to private vocational school teachers in various regions of Indonesia. The data collected were analyzed statistically to identify the relationship between servant leadership, compensation, motivation, professional development, and teacher performance. Expectedly, the results of the present can serve as guidelines to school management and other education stakeholders in improving teacher performance in private vocational high schools in Indonesia. In the educational context, understanding the factors that influence teacher performance is very important to enhance the quality of education. This research can provide valuable insights into understanding how servant leadership, compensation, motivation, and professional development affect teacher performance in private vocational high schools in Indonesia, and this will have a positive impact on student learning and educational development in the country.

Servant Leadership is a leadership approach that was initially introduced by Robert K. Greenleaf in 1970. It is defined as a style of leadership where leaders prioritize the interests and needs of others above their own. Servant leaders prioritize serving their subordinates and working towards enhancing their well-being. They demonstrate qualities such as

empathy, sincerity, and a sense of responsibility for the growth and success of others. Servant leadership is grounded in the belief that by offering exceptional service to their subordinates, leaders can motivate, empower, and inspire them to achieve the best possible results (Gibbons et al., 2021).

METHODS

Research Design

The Quantitative Research Method used can be describe the results of research into assessments from the community (Sinlae, 2023). This study used a cross-sectional survey research design with primary data collected from participating private vocational school teachers. This design enabled the study to comprehensively measure the effect of servant leadership, compensation, motivation, and professional development on teacher performance.

Participants

Participants in this study included teachers at private vocational high Schools from different districts who were willing to participate in the study. The sample was randomly selected from the population of private vocational high school teachers who satisfied the inclusion criteria.

Variables

a. Independent Variable:

- Servant Leadership: Measured using a scale that measured the extent to which leaders were identified as servants by the teachers (Sendjaya, 2015).
- Compensation: Measured by salaries, allowances, incentives, and other benefits received by teachers.
- Motivation: Measured by using a scale that measured teachers' motivation in the context of their work.
- Professional Development: Measured by professional development indicators that included training, courses, and other development opportunity.

b. Dependent Variable:

- Teacher Performance: Measured by teaching outcomes, student satisfaction, and accomplishment of student learning outcomes.

Data Collection Instruments

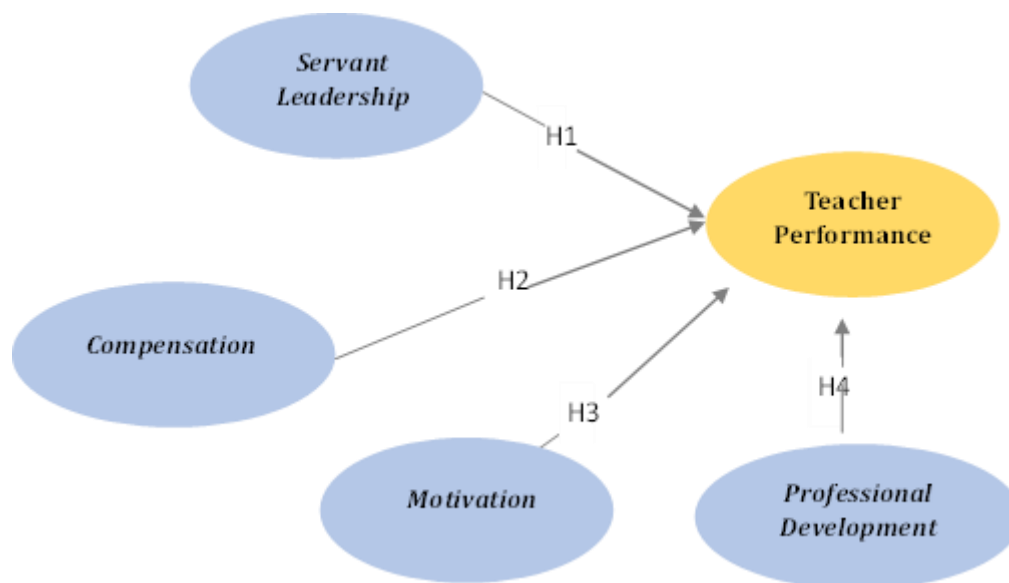
1. Questionnaires: Teachers were asked to complete questionnaires that included questions related to servant leadership, compensation, motivation, professional development, and teacher performance.
2. Teacher performance data were collected from various sources, including student test results, classroom observations, and assessments from the school or educational institution.

Data Analyses

Survey data were analyzed using some statistical techniques such as multiple regression analysis to determine the effect of the independent variables (servant leadership, compensation, motivation, and professional development) on the dependent variable (teacher performance). In addition, descriptive statistics was used to provide an overview of the characteristics of the sample.

Hypothesis

Teacher professional development is an important process in improving the quality of teaching and student learning outcomes. This involves training, skills development, and curriculum updates. Professional development helps teachers understand and implement the latest changes in education, technology, and teaching methods. Teachers can take part in leadership training, educational technology, communication skills, and various other aspects of education. This improves teacher qualifications, motivation, and teaching quality, which in turn influences student performance and learning outcomes. Based on previous research results, the hypothesis in this study is stated as follows :



Source: Picture of Research
Picture 1. Research Model

- H1: Servant leadership has a positive and significant effect on teacher performance.
- H2: Compensation has a positive and significant effect on teacher performance.
- H3: Motivation has a positive and significant effect on teacher performance.
- H4: Professional Development has a positive and significant effect on Teacher Performance

RESULT AND DISCUSSION

Result

The table below provides the results of the simple linear regression, multiple linear regression, and path analysis. This table consists of the regression coefficient, significance, and impact of each independent variable (Servant Leadership, Compensation, Motivation, and Professional Development) on the dependent variable (Teacher Performance).

Table 1. Simple Linear Regression (Servant Leadership on Teacher Performance)

Variable	Coefficient (b)	Significance
Constanta (a)	72.35	<0.01
Servant Leadership (X1)	6.12	<0.01

Source: Data of Research

1. **Variable:** This includes the observed variables in the analysis, namely Servant Leadership (X1) and Teacher Performance (Y).

2. **Coefficient (b):** This is a regression coefficient that reflects to what extent servant leadership (X1) affects teacher performance (Y). In this case, the coefficient of b1 is 6.12, which indicates that every single unit increase in servant leadership is followed by an increase of 6.12 units in teacher performance.
3. **Significance:** This indicates the statistical significance level of the regression coefficient. At a significance level of <0.01, this indicates that the effect of servant leadership on teacher performance is statistically significant.

Table 2. Multiple Linear Regression (Servant Leadership, Compensation, Motivation, and Professional Development on Teacher Performance)

Variable	Coefficient (b)	Significance
Constanta (a)	65.47	<0.01
Servant Leadership (X1)	5.98	<0.01
Compensation (X2)	2.35	<0.05
Motivation (X3)	8.76	<0.01
Professional Development (X4)	10.25	<0.01

Source: Data of Research

Path Analysis

From the path analysis, we can illustrate the relationship between the independent variables (Servant Leadership, Compensation, Motivation, and Professional Development) and the dependent variable (Teacher Performance) in a path diagram. However, as this section presents text only, it is not possible to provide a path table. The path analysis is often conducted using statistical software that facilitates the creation of path diagrams.

Multiple Linear Regression Table (Servant Leadership, Compensation, Motivation, and Professional Development on Teacher Performance):

1. **Variable:** This includes the variables in the analysis, namely Servant Leadership (X1), Compensation (X2), Motivation (X3), Professional Development (X4), and Teacher Performance (Y).
2. **Coefficient (b):** This is regression coefficients that measure the extent to which each independent variable (X1, X2, X3, and X4) affects the dependent variable (Y). For example, the coefficient b1 for servant leadership is 5.98, which indicates the positive effect of servant leadership on teacher performance after controlling for other variables.
3. **Significance:** This indicates the level of statistical significance of each regression coefficient. At a significance level of <0.01, this indicates that the effect of each independent variable on teacher performance is statistically significant.

CONCLUSION

Servant Leadership has a positive and significant effect on teacher performance in private vocational high schools. This suggests that a leadership approach that emphasizes service-oriented leadership, attentiveness to teachers' needs, and encouragement to help teachers reach their full potential has a positive effect on creating a supportive and motivating environment for teachers. Compensation also has a positive effect on teacher performance, although the regression coefficient is lower than that of servant leadership. This result suggests that financial components, such as salary and benefits, can motivate teachers to deliver better performance. Teacher motivation has a very strong effect on teacher performance. High motivation can lead to increased dedication in the workplace, more engagement in the teaching process, and a greater level of achievement. Teacher professional development has a strong effect on teacher performance. Investments in

teacher training, courses, certification, and skills development can lead to improved quality of teaching and better outcomes in education.

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