



The Effect of Servant Leadership, Compensation, Professional Development on the Performance of State Elementary School Teachers in West Jakarta

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Abstract

Teacher performance is one of the factors in developing the potential of participants as a form of improving the quality of education. The quality of education and the development of students in Indonesia cannot be separated from Indonesia's positioning with other countries in the world as a mirroring indicator of the quality of education. This study aimed to determine the effect of Servant leadership, compensation, and professional development as variables on teacher performance. This study uses a qualitative approach with the method used is a survey method with the AMOS type SEM technique. The research was conducted at a Public Elementary School in Region II West Jakarta, DKI Jakarta Province, Indonesia. The population in this study used Random Sampel Random obtain, a population of 745 PNS teachers who were certified educators. As for data collection techniques using questionnaires and questionnaires. The data results show an influence of Servant leadership, compensation, and professional development as variables on teacher performance.

Keywords: *Servant Leadership; Compensation; Professional Development; Performance Teacher; Elementary School*

Introduction

Teacher performance is one of the factors in developing the potential of participants as a form of improving the quality of education (Zubair, 2017). The quality of education and the development of students in Indonesia cannot be separated from Indonesia's positioning with other countries in the world as a mirroring indicator of the quality of education, especially now that the world is in the era of globalization revolution 4.0 and is moving into the 5.0 era (Azmy et al., 2022). Teacher performance with improving the quality of education and developing students' potential is relevant as one of the benchmarks for developing students' potential and the quality of education. An individual teacher performance evaluation system, is used to evaluate teacher performance (Sari et al., 2022). Teacher performance assessment includes a teacher's ability to master and apply competencies. But unfortunately, 65% of education units do not have a report on administrative order supervision, 37% of education units do not have a teacher performance assessment team. This is not under what is required in implementing and evaluating teacher performance assessments that are valid, reliable, and practical (Ningrum et al., 2022).

In teacher performance assessment, there is a missing principle in teacher performance assessment in the form of procedures and references to applicable rules, documentation base, and implementation that is objective, fair, accountable, helpful, transparent, goal and process-oriented, and sustainable (Aningsih et al., 2022).

To improve the quality of teacher performance, the government organizes education and training, namely PLPG. Several factors that can improve teacher performance are managerial functions directly under the leadership (Setiawan et al., 2021). Quoting from the Ministry of Education and Culture's website, the Minister of Education and Culture of the Republic of Indonesia, S. Sapengga, said that Greenleaf (1977) explained that outstanding leadership is a Servant Leader who can encourage or motivate others to continue to work. It can be interpreted that there is an effort made by a leader who uses Servant leadership to boost the performance of his employees through the dimensions that arise (Sapengga, 2016). S. Sapengga quotes Handoyo (2010), stating that this leadership style has not received special attention. Servant leadership is not too familiar and is only used in companies, especially for companies operating in the profit-oriented sector. Servant leadership is still used as an alternative to a leader's style to create performance motivation for his employees (Sapengga, 2016).

Based on observations in several schools in West Jakarta, it was found that the leadership paradigm revolves around instructional leadership and military leadership styles (Utomo et al., 2021). This is motivated by a deep-rooted bureaucratic culture. In instructional leadership, teachers concentrate on being loyal and obedient to the leader, reducing the focus on public services. Very few leaders then refer to transformational leadership. This is motivated to respond to changes in the era of disruption. The peculiarity of the changes that are so fast and based on the autonomy and context of the DKI Jakarta Province with all its potential is oriented to public services. Servant leadership is part of its realization (Irawan & Iasha, 2021).

On the other hand, compensation is a form of motivation to work well and maximally. Compensation can spur employees to perform well be enthusiastic in carrying out their duties and responsibilities quickly and correctly (Najoan et al., 2018). However, in reality, based on the salary scheme in DKI Jakarta, the form of injustice lies in the standard of providing structural allowances compared to available subsidies. At TKD, the lower functional positions of teachers indicate that the concept of granting allowances still prioritizes structural positions and subordinates' operational positions (Nurjanah et al., 2021). In addition, compensation, namely the Regional Performance Allowance (TKD) among teachers, has a gradation adjusted for several things, namely TKD according to position, TKD based on attendance, and variable TKD based on employee performance (Wahyudiana et al., 2021).

Compensation that motivates high-performing teachers is also based on non-financial compensation. Non-financial compensation includes work and works environment (Harsanti, 2018). The problem is that teachers' work in public elementary schools tends to be exceeded by administrative work. Documentation in the form of teacher administration in the form of making annual work programs, semesters, syllabus, lesson plans, and others as a form of bills takes up a lot of time. It defeats the main task of teachers in teaching educating students. Statements for making administrations with repeated formats are deemed ineffective and inefficient. This ultimately closes the room for teacher creativity in further exploring learning and improving student performance (Mujiati, 2020).

Another problem is that the working hours of public elementary school teachers are congested because state elementary school teachers act as homeroom teachers, and there is no teacher system in the field of study that makes teachers have to deal with students from the beginning to the end of the students learning. After that, the teacher completes administrative tasks with the remaining working time. The tight schedule of working for elementary school teachers reduces the creativity of teachers to develop

learning innovations and other things that impact their actual Performance, which is expected to be under national education goals.

Efforts in the context of building the capacity and ability of teachers to provide optimal quality performance are carried out continuously for school initiation in the form of teacher professional development. Bureaucracy outside the school plays a role in providing a forum and supporting instruments. In this context, the development of the teaching profession must improve the quality and appreciation for achievement needs to be developed (UPI Education Lecturer Team, Education Management, (Bandung: Alfabeta, 306-307).

Sprott (Sprott 2019) states, "teacher professional development (PD) must instill the skills and dispositions needed to respond to the challenges of 21st-century educational contexts." The development of the teaching profession, in this case, aims to teach abilities and character.

Bautista stated, "Nations worldwide are currently embarked on deep reforms of their education systems. There is widespread agreement among policymakers, scholars, and educators that one of the keys for success during these reforms is promoting the professional development (PD) of in-service teachers." (Bautista & Oretga-Ruiz, 2017). Countries in various parts of the world implement education systems by initiating reforms by providing teacher professional development by supporting education and training. In Indonesia, the central and local governments implement education and training to fulfill human resource development and empowerment needs, in this case, teachers. Various profit and non-profit organizations also meet the needs of teacher professional development.

To improve the quality of teacher performance, the central government organizes training to fulfill teacher professional development, namely PLPG and PPG. Under the mandate of Law no. 14 of 2005 concerning teachers and lecturers to obtain professional teacher legalization, provision of education and training through the Ministry of Education and Culture's GTK (Teachers and Education Personnel) program. The DKI Jakarta government organizes teacher professional development through P2KPTK2 training institutions in each region. In the procurement of activities, one of the targets is DKI Jakarta teachers who work in the area. The teacher professional development program, organized by both the central and regional governments, is currently developing a reflection in the form of bills, follow-up, or monitoring of product results or performance results from education and training in the context of teacher professional development. Currently, the development of the teaching profession is more oriented towards providing certificates for career development and promotion.

Performance or work performance itself is the most critical dependent variable studied for a long decade (Jankingthong & Rurkkhum, 2012). During that decade, empirical research has also been carried out, although relatively few observations on teacher performance are available (Dee & Wyckoff, 2013). Study on Performance is fascinating because achieving high levels of employee performance is considered a common goal for many organizations (Yvonne, Rahman, & Long, 2014).

Departing from all these problems and based on several research results in this international journal, the researchers see that these problems lead to teacher performance. The researcher tried to do this research in West Jakarta at the elementary school level because the researcher saw that some of these events occurred in West Jakarta. Many variables affect teacher performance. Therefore, researchers chose Servant leadership, compensation, and professional development as variables that affect teacher performance.

Research Method

This study uses a qualitative approach with the method used is a survey method with the AMOS type SEM technique. Defines qualitative research methods as an approach or search to explore and understand a central phenomenon. The researcher interviewed the research participants or participants by asking general and rather broad questions to understand the significant phenomenon. Information is then collected in the form of words or text. This collection of information is then analyzed. From the analysis results, the researcher then describes it with the studies of other scientists made previously. The final results of qualitative research are stated in a written report (Creswell, 2008). The research was conducted at a Public Elementary School in Region II West Jakarta, DKI Jakarta Province, Indonesia. The population in this study used Random Sampling to obtain a population of 745 PNS teachers who were certified educators. As for data collection techniques using questionnaires and questionnaires.

Result and Discussion

There is a direct positive influence of Servant Leadership (X1) on Professional Development (X3)

From the results of the calculation of the Structural Equation Modeling the direct influence of Servant Leadership (X1) on Professional Development (X3), the path coefficient value of p_{21} is 0.362 and CR (count) is 5.564 because the value of CR (5.564) $>$ 1.96, then reject H_0 , accept H_1 and can be interpreted that there is a significant positive direct effect of Servant Leadership (X1) on Professional Development (X3).

From the results of the calculation of Structural Equation Modeling on the direct influence of Servant Leadership (X1) on professional development (X3), the path coefficient value $_{31}$ is 0.362. The results of the first hypothesis analysis provide a finding that Servant Leadership (X1) has a direct positive effect on Professional Development (X3). This can be interpreted that the higher Servant Leadership (X1) will lead to increased teacher professional development (X3). Vice versa, the lower the Servant Leadership (X1), the lower the teacher professional development (X3).

The results of this study are in line with and are supported by other studies. Luciana Mourão Luciana Mourão, in her writing entitled "The Role of Leadership in the Professional Development of Subordinates," discusses the relevance of the professional development of subordinates influenced by leadership. Professional development related to daily activities that are part of continuous learning resulting from formal and informal education can be widely opened with leadership practices that provide opportunities for developing the abilities and skills of subordinates. (Mourao, 2012). In this paper, it is concluded that assistants' professional development is directly related to leadership style. This development is understood as the growth and maturation of knowledge, skills, and attitudes acquired throughout workers' lives as a result of learning actions that depend on leadership decisions.

There is a direct positive effect of Compensation (X2) on Professional Development (X3)

From the results of the calculation of Structural Equation Modeling, the direct effect of Compensation (X2) on Professional Development (X3). The path coefficient value of p_{32} is 0.294 and CR (count) is 4.674, because the value of CR (4.674) $>$ 1.96, then reject H_0 , accept H_1 , and it can be interpreted that there is a significant positive direct effect of Compensation (X2) on Professional Development (X3).

The results of the calculation of Structural Equation Modeling on the direct effect of Compensation (X2) on Professional Development (X3) have a path coefficient value β_{32} of 0.294. The results of the second hypothesis analysis provide the findings that Compensation (X2) has a direct positive effect on Professional Development (X3). This can be interpreted that the higher the compensation (X2) will lead to increased teacher professional development (X3). Vice versa, the lower the reward (X2), the lower the teacher professional development (X3).

The dimension of compensation that has the most role in professional development is working with a loading factor of 0.968, obtaining an allowance of 0.965, and a work environment of 0.41. While the variables that are affected by compensation are professional development which is most influenced by the most significant loading factor, which is following the development of science and technology that supports the profession and developing learning models of 0.983; the dimension of attending qualification education is 0.976; the dimensions of making teaching aids/media, participating in curriculum development activities, and making scientific works are 0.974.

There is a direct positive influence of Servant Leadership (X1) on Performance (Y)

From the results of the calculation of the Structural Equation Modeling the direct influence of Servant Leadership (X1) on Performance (Y), the path coefficient value β_{y1} is 0.220. The CR (count) is 3.757 because the value of CR (3.757) is 1.96, then accept H1, reject H0, and can be interpreted that there is a significant positive direct effect of Servant Leadership (X1) on Performance (Y).

The results of Structural Equation Modeling calculation on the direct influence of Servant Leadership (X1) on Performance (Y) has a path coefficient value of β_{y1} of 0.220. The results of the second hypothesis analysis provide findings that Servant Leadership (X1) has a direct positive effect on Teacher Performance (Y). This means that the higher the Servant Leadership (X1), the higher the Performance (Y). And vice versa, the lower the Servant Leadership (X1), the lower the Performance (Y).

The dimension of Servant Leadership that plays the most role in its influence on teacher performance is empathy with a loading factor of 0.996 followed by a willingness to help the size of 0.970, the dimension of having a vision of 0.968, the measurement of empowering employees 0.963, the extent of meeting employee needs of 0.941, and the size of ethical behavior of 0.964. 0.934.

There is a direct positive effect of compensation (X2) on Performance (Y)

From the results of the calculation of the Structural Equation Modeling the direct effect of Compensation (X2) on Performance (Y), the path coefficient value of β_{y3} is 0.344 and CR (tcount) is 5.7480 because the value of CR (5.7480) 1.96, then reject H0, accept H1. It can be interpreted that there is a significant positive direct effect of compensation (X2) on Performance (Y).

The results of the calculation of Structural Equation Modeling on the direct effect of Compensation (X2) on Performance (Y) has a path coefficient value of β_{y1} of 0.220. The results of the second hypothesis analysis provide findings that Compensation (X2) has a direct positive effect on Teacher Performance (Y). This means that the higher the compensation (X2), the higher the Performance (Y). And vice versa, the lower the Compensation (X2) will cause the decline in Performance (Y). Compensation as a form of appreciation received by teachers in the state of work, obtaining allowances, and the work environment can improve teacher performance by carrying out main and additional tasks, main tasks and functions, and attitudes.

The dimension of compensation that has the most role in its influence on teacher performance works with a loading factor of 0.968, obtaining an allowance of 0.965 and a work environment of 0.41. At the same time, the variables affected by compensation are the teacher's Performance which is most influenced by the loading factor, which is the biggest. The main task is 0.983, the Attitude dimension is 0.988, and the main task and teacher function dimensions are 0.986.

There is a positive direct effect of Professional Development (X3) on Performance (Y)

From the calculation results of Structural Equation Modeling the direct influence of Professional Development (X3) on Performance (Y), the path coefficient value of β_2 is 0.304 and CR (tcount) is 4.997, because the value of CR (4.997) > 1.96, then reject H_0 , accept H_1 and it can be interpreted that there is a significant positive direct effect of Professional Development (X3) on Performance (Y).

The results of Structural Equation Modeling calculation on the direct influence of Professional Development (X1) on Performance (Y) has a path coefficient value β_1 of 0.304. The results of the fifth hypothesis analysis provide a finding that Professional Development (X3) has a direct positive effect on Teacher Performance (Y). This can be interpreted that higher Professional Development (X3) will increase performance (Y). Vice versa, the lower Professional Development (X1) will decrease performance (Y).

Dimensions of professional development that play a role in influencing Performance are following the development of science and technology that supports the profession and developing learning models of 0.983; the dimension of attending qualification education is 0.976; the dimensions of making teaching aids/media, participating in curriculum development activities, and making scientific works are 0.974. While the variables that are influenced by professional development are the teacher's Performance which is most affected by the loading factor, which is the biggest and the main task is 0.983; the Attitude dimension is 0.988, and the main task and teacher function dimensions are 0.986.

There is a direct positive effect of Servant Leadership (X1) on Compensation (X2)

From the results of the calculation of the Structural Equation Modeling the direct influence of Servant Leadership (X1) on Compensation (X2), the path coefficient value of β_3 is 0.372 and CR (tcount) is 5.556 because the value of CR (5.556) > 1.96, then reject H_0 , accept H_1 . It can be interpreted that there is a direct positive effect. significant Servant Leadership (X1) on Compensation (X2).

From the results of the calculation of Structural Equation Modeling on the direct influence of Servant Leadership (X1) on Compensation (X2), the path coefficient value β_1 is 0.372. The results of the sixth hypothesis analysis provide findings that Servant Leadership (X1) has a direct positive effect on Compensation (Y). This means that the higher the Servant Leadership (X1), the higher the Compensation (X2). Vice versa, the lower the Servant Leadership (X1), the lower the Compensation (X2).

The dimension of Servant leadership that plays the most role in its influence on compensation is empathy with a loading factor of 0.996 followed by a willingness to help the size of 0.970, a visual dimension of 0.968, an employee empowerment dimension of 0.963, a measurement of fulfilling employee needs of 0.941, and a bulk of ethical behavior of 0.934. Meanwhile, the size of compensation that has the most role is work with a loading factor of 0.968, followed by obtaining an allowance of 0.965 and the work environment of 0.41.

There is a positive indirect effect of Servant Leadership (X1) on Performance (Y) through Professional Development (X3)

The path coefficient (mediation) of the indirect effect of Servant Leadership (X1) on Performance (Y) through Professional Development (X3) is 0.110 with a z-value (Sobel Test) of (3.728) Because the Z-value (3.728) is more significant than 1.96, it can be concluded that the indirect effect of Servant Leadership (X1) on Performance (Y) through Professional Development (X3) is positive and significant. The results of the Sobel Test calculation are obtained using the online Sobel Test calculator.

From the results of the calculation of Structural Equation Modeling on the direct influence of Servant Leadership (X1) on Performance (Y) through Professional Development (X3), the path coefficient value γ_1 is 0.110 with a Sobel test (Z) value of 3.728. The Z value, which is 3.728, is more significant than 1.96, so it can be concluded that Servant Leadership (X1) on Teacher Performance (Y) through Professional Development (X3) is positive and significant.

Madjid (2016) states that teacher performance (teacher performance) is related to teacher competence, meaning that to have good performance, teachers must be supported by good competence as well. Without having a good competence, a teacher will not have good Performance. Achievement of qualified competence is obtained if the teacher develops his profession. A teacher's competence is determined by several factors, both internal and external factors. one of the external factors to increase teacher competence is the principal's leadership. (Madjid, 2016b).

There is a positive indirect effect of Compensation (X2) on Performance (Y) through Professional Development (X3)

The path coefficient (mediation) of the indirect effect of Compensation (X2) on Performance (Y) through Professional Development (X3) is 0.089 with a z-value (Sobel Test) of (3.426) Because the Z-value (3.426) is more significant than 1.96, it can be concluded that the indirect effect of Compensation (X2) on Performance (Y) through Professional Development (X3) is positive and significant. The results of the Sobel Test calculation are obtained using the online Sobel Test calculator.

From the results of the calculation of Structural Equation Modeling on the direct effect of Compensation (X2) on Performance (Y) through professional development (X3), the path coefficient value γ_1 is 0.089 with a Sobel test (Z) value of 3.426. The Z value, which is 3,426, is more significant than 1.96, so it can be concluded that the effect of compensation (X2) on Teacher Performance (Y) through Professional Development (X3) is positive and significant. The results of this study are in line with and are supported by research.

According to Kunandar (2010), teachers who perform well are supported because of their teacher's professionalism. Various conditions require professional teachers, namely having adequate professional education qualifications, having scientific competence according to the field they are engaged in, having good communication skills with their students, having a creative and productive spirit, having a work ethic and high commitment to the profession, and always doing continuous self-development (continuous improvement) through professional organizations, the internet, books, seminars, and the like (Nursakinah, 2019).

There is a positive indirect effect of Servant Leadership (X1) on Performance (Y) through Compensation (X2)

The path coefficient (mediation) of the indirect effect of Servant Leadership (X1) on Performance (Y) through Compensation (X2) is 0.128 with a z-value (Sobel Test) of (3.975) Because the Z-value (3.975) is more significant than 1.96, it can be concluded that the indirect effect of Servant Leadership (X1) on Performance (Y) through Compensation (X2) is positive and significant. The results of the Sobel Test calculation are obtained using the online Sobel Test calculator.

From the results of the calculation of Structural Equation Modeling on the direct influence of Servant Leadership (X1) on Performance (Y) through Compensation (X2), the path coefficient value γ_1 is 0.128 with a Sobel test (Z) value of 3.975. The Z value, which is 3.975, is more significant than 1.96, so it can be concluded that the effect of Servant Leadership (X1) on Performance (Y) through Compensation (X2) is positive and significant. According to Spears, Servant leadership understands that improving employee performance requires high motivation to work. Servant leadership with an empathetic character understands the motivational needs of his subordinates. Then another servant leadership character is to meet the needs of its employees, including the welfare needs of employees. (Spears, 2010). As Maslow's theory is, employees whose needs have been met through compensation make employees eager to work (high Performance). So that Servant leadership has a relationship with Performance through settlement.

Conclusion

Based on the results of the analysis and discussion that have been described previously, it can be concluded as follows: (1) Servant Leadership (X1) has a direct positive effect on Professional Development (X3). This can be interpreted as better Servant Leadership (X1). It will cause Professional Development (X3) to increase. Vice versa, the lower the Servant Leadership (X1) will cause the Professional Development (X3) to decrease; (2) Compensation (X2) has a direct positive effect on Professional Development (X3). This can be interpreted as the better the Compensation (X2), it will cause the Professional Development (X3) to increase. Vice versa, the lower the Compensation (X2), it will cause the Professional Development (X3) to decrease; (3) Servant Leadership (X1) has a direct positive effect on Performance (Y). It can be interpreted that the better the Servant Leadership (X1), the better the Performance (Y) will be. Vice versa, the lower the Servant Leadership (X1), the lower the Performance (Y); (4) Compensation (X2) has a direct positive effect on Performance (Y). This means that the better the compensation (X2), the higher the Performance (Y). Vice versa, the more settlement (X2), it will cause the Performance (Y) to decrease; (5) Professional Development (X3) has a direct positive effect on Performance (Y). This can be interpreted as better Professional Development (X3). It will cause the Performance (Y) to increase. Vice versa, the more Professional Development (X3), it will cause the Performance (Y) to decrease; (6) Servant Leadership (X1) has a direct positive effect on Compensation (X2). This means that the better the Servant Leadership (X1), the higher the Compensation (X2). Vice versa, the more compensation (X2), it will cause the Performance (Y) to decrease; (7) Servant leadership (X1) has a direct positive effect on Performance (Y) through Professional Development (X3). This means that Professional Development (X3) can mediate the relationship between Servant Leadership (X1) and Performance (Y). These results provide a finding that there is an indirect effect of Servant Leadership (X1) on Performance (Y) through Professional Development (X3); (8) Compensation (X2) has a direct positive effect on Performance (Y) through Professional Development (X3). This means that Professional Development (X3) can mediate the relationship between Compensation (X2) and Performance (Y). These results provide a finding that there is an indirect effect of Compensation (X2) on Performance (Y) through Professional Development (X3); (9) Servant leadership (X1) has a direct positive effect on Performance

(Y) through Compensation (X2). This can be interpreted that Compensation (X2) can mediate the relationship of Servant Leadership (X1) to Performance (Y). These results provide a finding that there is an indirect effect of Servant Leadership (X1) on Performance (Y) through Compensation (X2).

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