



The Influence of The School Principal's Servant Leadership Style on Teacher Performance at State Vocational High School in Katingan Regency, Central Kalimantan Province

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Article Info	Abstract
Article History Received: 2025-07-07 Revised: 2025-08-18 Published: 2025-09-06 Keywords: <i>Servant Leadership; Principal's Leadership; Teacher Performance.</i>	This study aims to analyze the influence of the school principal's servant leadership style on teacher performance at SMK Negeri in Katingan Regency, Central Kalimantan Province. The background of this research is based on initial observations that revealed a discrepancy between the teachers' favorable Performance Appraisal (SKP) scores and their actual daily performance, which still showed issues such as tardiness and low responsibility. This research employed a quantitative approach using a survey technique involving all teachers at SMA Negeri 3 Palangka Raya, totaling 73 individuals (total sampling). The research instrument was a closed-ended questionnaire using a Likert scale, measuring the dimensions of servant leadership (Dennis & Bocarnea) and teacher performance indicators (Ministry of Education, Culture, Research, and Technology). The results of the simple linear regression analysis indicate that the school principal's servant leadership style has a positive and significant effect on teacher performance, with a coefficient of determination (R^2) of 0.49. This means that 49% of the variation in teacher performance can be explained by the servant leadership style of the principal. These findings highlight the importance of service-oriented leadership in improving teacher performance.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2025-07-07 Direvisi: 2025-08-18 Dipublikasi: 2025-09-06 Kata kunci: <i>Kepemimpinan Pelayan; Kepemimpinan Kepala Sekolah; Kinerja Guru.</i>	Penelitian ini bertujuan untuk menganalisis pengaruh gaya kepemimpinan melayani kepala sekolah terhadap kinerja guru di SMK Negeri di Kabupaten Katingan, Provinsi Kalimantan Tengah. Latar belakang penelitian ini didasarkan pada observasi awal yang menunjukkan adanya ketidaksesuaian antara nilai Penilaian Kinerja (SKP) guru yang baik dengan kinerja harian mereka, yang masih menunjukkan masalah seperti keterlambatan dan tanggung jawab yang rendah. Penelitian ini menggunakan pendekatan kuantitatif dengan teknik survei yang melibatkan seluruh guru di SMA Negeri 3 Palangka Raya, yang berjumlah 73 orang (total sampling). Instrumen penelitian berupa kuesioner tertutup menggunakan skala Likert, yang mengukur dimensi kepemimpinan melayani (Dennis & Bocarnea) dan indikator kinerja guru (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi). Hasil analisis regresi linier sederhana menunjukkan bahwa gaya kepemimpinan melayani kepala sekolah berpengaruh positif dan signifikan terhadap kinerja guru, dengan koefisien determinasi (R^2) sebesar 0,49. Ini berarti 49% variasi kinerja guru dapat dijelaskan oleh gaya kepemimpinan melayani kepala sekolah. Temuan ini menyoroti pentingnya kepemimpinan yang berorientasi pada pelayanan dalam meningkatkan kinerja guru.

I. INTRODUCTION

The school principal plays a strategic role in creating a conducive school climate and motivating teachers to achieve optimal performance. One of the most relevant leadership models in this context is servant leadership, which emphasizes service, empathy, employee empowerment, and a commitment to mutual growth. At SMK Negeri in Katingan Regency, Central Kalimantan Province, although teachers' Performance Appraisal (SKP) scores are relatively high, there are indications of low levels of discipline and daily responsibility. This situation highlights the need for a school

leadership model that not only promotes administrative achievement but also fosters a culture of daily discipline and accountability. According to a study by Prasetyono & Ramdayana (2020: 109–110), servant leadership is positively and significantly correlated with teacher performance, particularly when combined with organizational commitment and physical environment support. Furthermore, Ram, Daud, & Anwar (2024) found that servant leadership not only improves performance but also promotes organizational citizenship behavior among teachers. Supporting this, research by Wulandari (2023) conducted in

Islamic elementary schools in Malang City also showed a significant positive relationship between the principal's servant leadership and teacher performance, with a correlation coefficient of $r = 0.409$ ($p < 0.05$).

However, the literature also notes variations in findings. For instance, a study by Danupranata & Masykur (2020: 07) concluded that servant leadership does not directly impact teacher performance but does so through work motivation as a mediating variable. Meanwhile, Pala'langan (2021) found that servant leadership influences teacher discipline and performance, although it does not directly affect job satisfaction. Against this background, it is essential to conduct research at SMK Negeri in Katingan Regency, Central Kalimantan Province, to examine: (1) Whether the principal's servant leadership style can improve teachers' discipline and daily responsibility; and (2) To what extent empowerment and emotional support the two main aspects of servant leadership contribute to the quality of teachers' daily task execution.

II. RESEARCH METHOD

This study employs a quantitative approach with a descriptive method and survey technique. The quantitative approach was chosen as it is deemed the most appropriate for objectively and measurably assessing the relationships between variables. According to Sugiyono (2020:11), a quantitative approach is used to study specific populations or samples by collecting data through research instruments and analyzing it statistically. In the context of this research, the descriptive method is used to depict the school principal's servant leadership style and the level of teacher performance factually and systematically. The population in this study consists of all teachers at SMK Negeri in Katingan Regency, Central Kalimantan Province, totaling 73 individuals. Since the number is relatively small and manageable, the total sampling technique was employed, in which the entire population is used as the sample. This is consistent with Mahmud's (2021:24) assertion that total sampling is appropriate when the population is fewer than 100 individuals, and all members are considered to possess characteristics relevant to the research problem. Therefore, this technique offers the advantage of ensuring data representation and enhancing the external validity of the study's findings.

The independent variable in this study is the school principal's servant leadership style, while the dependent variable is teacher performance.

Data collection was carried out using a closed-ended questionnaire with a 5-point Likert scale, ranging from "strongly disagree" to "strongly agree." Prior to its use, the instrument underwent validity and reliability testing using SPSS version 25. This step aligns with the practice outlined by Amareta (2024:17), who tested research instruments through Pearson validity and Cronbach's Alpha reliability tests to ensure that the statements accurately measured the intended aspects and demonstrated consistency in measurement. The data analysis techniques in this study consist of two main stages. First, descriptive analysis was used to determine the distribution of scores, means, and response trends for each variable. Second, simple linear regression analysis was conducted to examine the influence of the independent variable on the dependent variable. This analytical model is supported by the study of Panatap et al. (2024:30), which found that servant leadership significantly influenced employee performance through simple linear regression testing. Likewise, Waskito & Rahayu (2024:21) applied linear regression in their study and obtained significant results in testing the relationship between leadership style and employee performance. Thus, the methodological approach in this research not only adheres to scientific principles but is also in line with recent empirical studies in the fields of leadership and performance.

III. RESULTS AND DISCUSSION

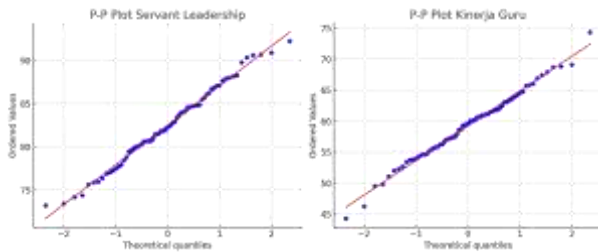
Based on the data analysis results, it was found that teachers' perceptions of the school principal's servant leadership style fell into the high category. This is indicated by a mean score of 83 out of a maximum of 100, reflecting that the majority of teachers perceive their principal as demonstrating characteristics of service, empathy, support, and empowerment in their leadership practices. This assessment reinforces the assumption that service-based leadership can create a supportive and motivating work environment. These findings are consistent with the statement by Prasetyono & Ramdayana (2020:109), who noted that servant leadership has a positive influence on teachers' work spirit and discipline, especially when leaders prioritize the needs of teachers over personal interests.

Before analyzing the relationship between variables, a normality test was conducted. The results of the Shapiro-Wilk and Kolmogorov-Smirnov normality tests showed that both variables servant leadership and teacher

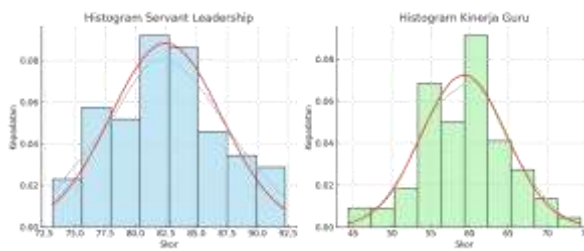
performance were normally distributed, with significance values above 0.05 ($p > 0.05$), specifically 0.726 and 0.987, respectively.

Table 1. Normality

Hasil Belajar	Kolmogorov-Smirnov		Shapiro-Wilk	
	Statistic	Sig.	Statistic	Sig.
Servant Leadership	0,038	1,000	0,988	0,726
Teacher Performance	0,051	0,985	0,994	0,987



Gambar 1. Histogram Uji Normalitas P-P Plot



Gambar 2. Histogram Uji Normalitas

Therefore, the analysis proceeded to the simple linear regression stage, as the basic parametric assumptions were met.

Meanwhile, teacher performance also showed promising results, with a mean score of 78 out of 100, which falls into the "good" category. The performance indicators measured in this study included attendance, preparedness to teach, responsibility for additional duties, and participation in school activities. These results reinforce the assumption that a work climate influenced by a servant leadership style can motivate teachers to improve the quality of their work. Support for these findings is also found in the study by Wulandari (2023:58), which concluded that the school principal's servant leadership has a significant positive relationship with improved teacher performance, particularly in terms of commitment and professional responsibility.

The results of the simple linear regression analysis showed a significant influence between the school principal's servant leadership style and teacher performance, with a t-test significance value of 0.000 ($p < 0.05$). The

coefficient of determination (R^2) = 0.49 indicates that 49% of the variation in teacher performance can be explained by the leadership style applied by the principal. The resulting regression model is:

Table 2. Analisis Regresi Linier Sederhana

No	Variable	Koefisien (B)	Std. Error	t	Sig. (p)	Required (B')
	Servant Leadership	0.55027290410311	0.129388291810631	4.25410965308120	0.256089411440566e-0	0.203276487210880

$$Y = 13.89 + 0.55X$$

where Y represents the teacher performance score and X represents the servant leadership score. The regression coefficient of 0.55 indicates that each one-point increase in perception of servant leadership corresponds to a 0.55-point increase in teacher performance. This finding is supported by Amareta (2024:26), who stated that servant leadership significantly contributes to improving employee performance through a humanistic and participatory approach that fosters loyalty and productivity. In other words, the results of this study affirm that servant leadership is not merely a theoretical concept but has a real and measurable impact on teachers' work behavior. As emphasized by Susanto et al. (2024:30), a leadership style that emphasizes service and empowerment can foster a sense of ownership among staff and drive optimal performance. Therefore, the findings of this study provide a strong foundation for school principals to implement a leadership style focused on values of service, empathy, and collaboration as a strategy to improve teacher performance and the overall quality of education.

IV. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion

Based on the results of the research, it can be concluded that the servant leadership style implemented by the school principal has a tangible impact on teacher performance. Teachers' perceptions of the principal's leadership style fall into the high category, with a mean score of 83 out of a maximum of 100. This indicates that the principal is perceived as demonstrating empathy, support, service, and empowerment in their leadership practices. On the other hand, teacher performance is also categorized as good, with a mean score of 78 out of 100, reflecting that teachers have carried out their professional duties responsibly, both in the teaching and learning process and in additional school-related tasks. Before analyzing the relationship between variables, the data were

first tested for normality. The results of the Shapiro-Wilk and Kolmogorov-Smirnov tests showed that both variables servant leadership and teacher performance were normally distributed, with significance values above 0.05. Therefore, the analysis proceeded with a simple linear regression test to determine the influence between the independent and dependent variables. The regression results showed a significant influence between the school principal's servant leadership and teacher performance, with a significance value of 0.000 (< 0.05). The coefficient of determination (R^2) was 0.203, indicating that 20.3% of the variation in teacher performance can be explained by the servant leadership style practiced by the principal. The resulting regression model is: $Y = 13.89 + 0.55X$, which indicates that each one-unit increase in the perception of servant leadership corresponds to a 0.55-point increase in teacher performance score. Overall, this study demonstrates that servant leadership is not merely a normative leadership approach but also has a significant empirical impact on teacher performance. Therefore, school principals are encouraged to continue developing leadership practices grounded in service, empathy, and empowerment as a strategy to improve the quality of education in their respective institutions.

B. Suggestion

The discussion related to this research is still very limited and requires a lot of input, suggestions for future authors are to study this more deeply and comprehensively about The Influence of The School Principal's Servant Leadership Style on Teacher Performance at State Vocational High School in Katingan Regency, Central Kalimantan Province.

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