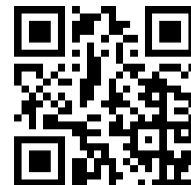# The Influence of Principal Servant Leadership, Work Motivation, and Work Environment on the Performance of Elementary School Teachers in Lampung Utara District

Djohan Achmadi[1], Suryadi[2], Eliana Sari[3]

[1,2] Postgraduate Education Management Study Program, Jakarta State University, Indonesia
[3] Education management study program, Faculty of Science Education Jakarta State University, Indonesia

ABSTRACT: This study examines the influence of Servant Leadership, work motivation, and work environment on the performance of elementary school teachers in North Lampung District. This research was conducted on all elementary school teachers in North Lampung District, Indonesia using a survey method with path analysis applied in hypothesis testing. One hundred one hundred and eighty five samples were randomly selected using the Slovin formula. The results show that servant leadership has a direct effect on teacher work motivation. The work environment has a direct effect on the development of teacher work motivation. Servant leadership has a direct effect on teacher performance. The work environment has a direct effect on teacher performance. Work motivation has a direct effect on teacher performance. Servant leadership has a direct effect on the work environment. Servant leadership has an indirect effect on performance through teacher work motivation. The work environment has an indirect effect on performance through the teacher's work motivation. The hypothetical model for improving the performance of public elementary school teachers is influenced by servant leadership, work motivation and work environment.

KEYWORDS: Servant Leadership, work motivation, work environment, teacher performance

I. INTRODUCTION

The initial foundation for achieving the ideals of stable economic development and the creation of equitable social welfare is one of the important roles of providing education. This is because the education sector is one of the determinants of the quality of human resources which has a very crucial role in the development process. Education can increase the ability and productivity of a person at work so that it can provide maximum results and influence the process of economic growth of a country [8].

The implementation of education in essence must be able to create qualified and highly competitive human resources in accordance with national education goals. To achieve this goal, education should be managed professionally, so that one of these things is determined by the performance of a teacher, because teachers have a very important role in the process of administering national education. The teacher in this case is a resource that should have the ability to do so, therefore, to be able to have professional performance it is necessary to carry out continuous coaching and capacity development to produce good performance [35].

The low performance of teachers can be one of the factors affecting the low quality of our education and not being able to compete optimally with the global community. There is no excuse for teachers who have below standard competence, because the high or low competence of a teacher is considered to affect their performance, because the reflection of the teacher's competence itself is the performance of a teacher [35]. To get human resources that have optimal work quality, cannot be separated from the influence of various existing factors. Performance success can be greatly influenced by several factors such as leadership, organizational culture, compensation, commitment, competence and others [14].

Leadership in an organization is one of the factors that has the main influence on the performance of individual subordinates and the effectiveness of achieving organizational performance, this is also the case with educational organizations such as schools. In educational organizations such as formal schools, one of the factors that influence teacher performance can come from the leadership style of the school principal. Much literature explains that there is a link between the leadership style of school principals and quality schools, because the right leadership style can give birth to quality human resources [25]. In educational organizations such as formal schools, one of the factors that influence teacher performance can come from the leadership style of the school principal. Much literature explains that there is a link between the leadership style of school principals and quality schools, because the right leadership style can give birth to quality human resources [25]. In educational organizations such as formal schools, one of the factors that influence teacher performance can come from the leadership style of the school principal. Much literature explains that

there is a link between the leadership style of school principals and quality schools, because the right leadership style can give birth to quality human resources [25].

A good school principal is a school principal who is able to use a variety of leadership approaches to be able to mobilize existing resources to obtain maximum performance. At this time research that focuses on school principal leadership has been carried out a lot and has been used as a theoretical basis for conducting further research on the influence of the principal's leadership style on the performance of subordinates, especially teacher performance. Other education quality surveys from several ASEAN countries were conducted. Singapore was ranked first in 2015 and second in 2012. Meanwhile, Thailand was ranked 55th in 2015 and 48th in 2012. A survey conducted by the World Economic Forum found that Indonesia was ranked 50th in the world. far below Singapore which is ranked 2nd and Malaysia is ranked 20th. The Global Competitiveness Index 2017-2018 edition describes the achievements in the basic needs sub-index, namely the fourth pillar of Health and Basic Education, namely Indonesia is ranked 94 out of 137. Based on several surveys world, it can be concluded that Indonesia is experiencing a decline in terms of the quality of education.

As a form of benchmark for developing the potential of students and the quality of education, an evaluation of individual teacher performance levels is used using a teacher performance assessment system. Teacher performance assessment includes a teacher's ability to master and apply competencies as mandated by the Regulation of the Minister of National Education Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competency. The tools in teacher performance assessment have been standardized in the form of sub-competencies according to learning assignments, mentoring, and/or additional assignments that are relevant to school functions. these competencies must be demonstrated and observed in the various activities, actions, and attitudes of the teacher in carrying out learning or mentoring.

Other education quality surveys from several ASEAN countries were conducted. Singapore was ranked first in 2015 and second in 2012. Meanwhile, Thailand was ranked 55th in 2015 and 48th in 2012. A survey conducted by the World Economic Forum found that Indonesia was ranked 50th in the world. far below Singapore which is ranked 2nd and Malaysia is ranked 20th. The Global Competitiveness Index 2017-2018 edition describes the achievements in sub-index A of basic needs, namely the fourth pillar of Health and Basic Education, namely Indonesia is ranked 94 out of 137. Based on several world survey, it can be concluded that Indonesia has experienced a decline in terms of the quality of education. Teacher performance in relation to improving the quality of education and developing the potential of students is relevant. This is based on Law Number 14 of 2005 concerning Teachers and Lecturers namely "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, evaluating students in early childhood education, formal education pathways, basic education , and secondary education." Teacher performance which is the main activity of teachers that leads to national education goals. As a form of benchmark for developing the potential of students and the quality of education, an evaluation of individual teacher performance levels is used using a teacher performance assessment system. Teacher performance assessment includes a teacher's ability to master and apply competencies as mandated by the Regulation of the Minister of National Education Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competency. The tools for evaluating teacher performance have been standardized in the form of 14 sub-competencies according to learning assignments, mentoring, and/or additional assignments that are relevant to school functions. these competencies must be demonstrated and observed in the various activities, actions, and attitudes of the teacher in carrying out learning or mentoring. These competencies then boil down to the elements of achieving employee work goals and evaluating behavior. The tools for evaluating teacher performance have been standardized in the form of 14 subcompetencies according to learning assignments, mentoring, and/or additional assignments that are relevant to school functions. these competencies must be demonstrated and observed in the various activities, actions, and attitudes of the teacher in carrying out learning or mentoring. These competencies then boil down to the elements of achieving employee work goals and evaluating behavior. The tools for evaluating teacher performance have been standardized in the form of 14 sub-competencies according to learning assignments, mentoring, and/or additional assignments that are relevant to school functions. these competencies must be demonstrated and observed in the various activities, actions, and attitudes of the teacher in carrying out learning or mentoring. These competencies then boil down to the elements of achieving employee work goals and evaluating behavior.

The following is the education balance data for the UKG value of Lampung Province in 2019 shown in Figure 1.

The Influence of Principal Servant Leadership, Work Motivation, and Work Environment on the Performance of Elementary School Teachers in Lampung Utara District

No.	Kode Wilayah	Nama Wilayah	Propinsi	SD	SMP	SMA	SMK	PEDAGOGIK	PROFESIONAL	RATA-RATA
238	120000	Prov. Lampung	Prov. Lampung	50.23	55.36	60.57	55.72	49.44	55.07	53.38
239	120100	Kab. Lampung Selatan	Prov. Lampung	51.41	55.72	61.08	55.14	49.97	55.66	53.95
240	120200	Kab. Lampung Tengah	Prov. Lampung	50.66	56.25	61.51	55.87	49.49	55.59	53.76
241	120300	Kab. Lampung Utara	Prov. Lampung	47.19	52.48	58.54	54.92	47.16	51.77	50.39
242	120400	Kab. Lampung Barat	Prov. Lampung	48.50	53.41	57.47	55.49	47.50	52.73	51.16
245	120700	Kab. Lampung Timur	Prov. Lampung	50.49	55.52	60.78	55.18	49.12	55.35	53.48
252	126000	Kota Bandar Lampung	Prov. Lampung	53.63	57.18	62.95	57.15	52.82	58.73	56.96

Figure 1. Education Balance of UKG Value of Lampung Province
Source: Ministry of Education and Culture, 2019

Based on data on the educational balance of the Lampung Province Teacher Competency Test (UKG) scores in 2019, it can be seen that the performance of elementary school teachers occupies the lowest score for the entire Lampung

Province. In general, and North Lampung City in particular. Factors that influence the high and low performance of teachers include leadership,work motivation, and work environment. In line with what was said Anung Pramudyo [5] related variables that affect performance are motivation, competence, leadership, and work environment.

Educational leadership itself is very closely related to the problem of the principal in increasing the opportunity to hold meetings effectively with teachers in conducive situations. In this case, the behavior of the principal must be able to encourage the performance of teachers by showing a sense of friendliness, closeness and full consideration of teachers, both as individuals and as a group. Principal behavior is the tasks of teachers, as individuals and as a group. The positive behavior of the principal can encourage, direct and motivate all school members to work together in realizing the school's vision, mission and goals. But in fact, in line with the results of the study [6] that there are still many school principals who are dictators, who do not want to accept suggestions or input from either a teacher or staff in making decisions. Based on some of the problems that arose, the researcher was interested in conducting research related to "The Influence of Principal

Servant Leadership, Work Motivation, and Work Environment on the Performance of Elementary School Teachers in North Lampung Regency".

II. METODOLOGY

The influence between variables in this study was analyzed using path analysis techniques. This analysis technique is believed to have the power to test the effect between variables based on theoretical formulations and not to derive a causal theory. The consequence of using this technique is the necessity to use a causal way of thinking which is a prerequisite in path analysis. The data in this study were analyzed using descriptive statistical techniques and inferential statistical techniques. Descriptive statistics are used to describe data from each research variable. Descriptive statistical analysis was carried out by calculating the average score, median, mode, standard deviation, variance, and explaining the distribution of data in frequency distribution tables and histograms.

The prerequisite test was carried out by testing the data normalization of each research variable with the Liliefors test. Then do the regression analysis, significant regression test and regression linearity test. Data analysis for hypothesis testing will be carried out using path analysis techniques, namely techniques applied to explain the influence between research variables. Inferential statistics are used to test hypotheses about the influence between variables using path analysis techniques.

III.RESULT AND DISCUSSION

Performance

The frequency distribution of the performance variable (Y) above, obtained the highest frequency information in the 143149 interval class with 38 respondents (21%), while the 122128 interval class had 14 respondents (8%), the 129-135 interval class had 26 respondents (14%), 136-142 interval class 28 respondents (15%), 143-149 class 38 respondents (21%), 150-156 interval class 33 respondents (18%), 157-163 interval class 24 respondents (13%), Class interval 164-170 as many as 22 respondents (12%). The lowest frequency in the 122-128 interval class is 14 respondents. The histogram graph of the distribution of Performance data (Y)) is shown in Figure 2. below.

The Influence of Principal Servant Leadership, Work Motivation, and Work Environment on the Performance of Elementary School Teachers in Lampung Utara District
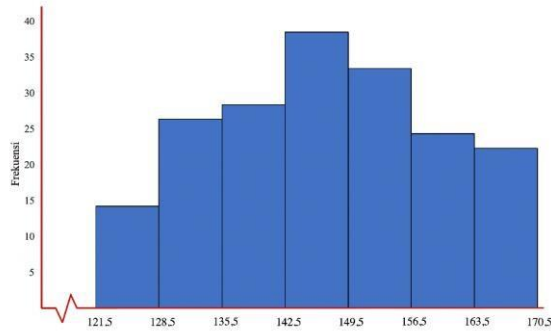

Figure 2. Performance Variable Histogram Graph (Y)

In making the histogram requires two axes, the vertical axis is used as the absolute frequency axis and the horizontal axis as the Performance score axis. In this case, the horizontal axis is divided into 7 classes, where the value of class division can be obtained by subtracting 0.5 from the smallest data and adding 0.5 for each highest class limit.

The performance instrument distributed to 185 respondents showed an average score of 147.02, a mode of 151, a standard deviation of 12.42, a maximum value of 152. And a minimum value of 125. [1] States that teacher performance is the appearance of work behavior which is characterized by flexibility of movement, rhythm and sequence of work in accordance with procedures. [24] States that performance is a set of behaviors that are characteristic of the performance itself. So that performance is a quality that can appear in all situations rather than something that is limited to the type of performance. Behavior in performance is the value expected by the organization from what its employees do/carry out.

Teacher performance is defined as the level of success of teachers in carrying out educational tasks in accordance with their responsibilities and authorities based on performance standards that have been set for a certain period in order to achieve educational goals. Reinforcement of teacher performance which ended in teacher performance was also conveyed by [2]:

Teacher work performance can be described as tasks performed by a teacher at a certain period in the school system in achieving organizational goals. This shows that the performance of the teacher's work carried out in the fulfillment of tasks is only to seek quality improvement and can be described as tasks performed by a teacher at a certain period in the school system to achieve the goals of school success.

Factors that influence the high and low performance of teachers include leadership,work motivation, and work environment. In line with what was said [5] related variables that affect performance are motivation, competence, leadership, and work environment. [40] States that performance is defined as the level or degree of carrying out one's duties on the basis of the competence one has.

Servant Leadership
The highest frequency information was obtained in the interval class 131 - 136 with 43 respondents (23%), while in the interval class 113 - 118 with 20 respondents (11%), in the interval class 119-124 with 20 respondents (11%). Interval class 125 - 130 with 22 respondents (12%), Interval class 131136 with 43 respondents (23%), Interval class 137-142 with 29 respondents (16%), Interval class 143-148 with 22 respondents (12%), Class intervals 149-154 as many as 23 respondents (12%), Class intervals 155-160 as many as 6 respondents (3%). The lowest frequency in the 155-160 interval class is 6 respondents. The histogram graph of the Servant Leadership (X1) data distribution is shown in the following figure 3.
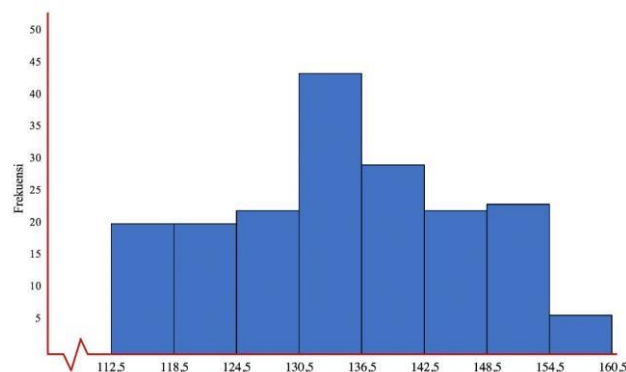

Figure 3. Graph Servant Leadership Variable Histogram (X1)

In making the histogram requires two axes, the vertical axis is used as the absolute frequency axis and the horizontal axis as the Servant Leadership score axis. In this case, the horizontal axis is divided into 7 classes, where the value of class division can be obtained by subtracting 0.5 from the smallest data and adding 0.5 for each highest class limit. The performance instrument distributed to 185 respondents showed a mean score of 134.76, a mode of 134, a standard deviation of 11.64, a maximum value of 155 and a minimum value of 112. "The Servant as Leader",[19] states, "There is something subtle communicated to one who is being served and led if, implicit in the compact between servant-leader and led, is the understanding that the search for wholeness is something they share"[4].

Leadership begins with humility, Sen Jaya added that the key word is voluntary. In other words, volunteering to serve others is about understanding the difference between having power and having a need for power. Servant leaders have power, but their need for power is low. In this case, leaders behave ethically based on high empathy [12] define.

There is something that is subtly communicated to those who are served and led if, between the leaders serving and being led, is the understanding that seeking wholeness is something they share. The character of the serving leader has complete awareness (awareness). General awareness, especially self-awareness, strengthens the servant leader. in line with the results of the study [6] that there are still many school principals who are dictators, who do not want to accept suggestions or input from either a teacher or staff in making decisions. This role can be realized in the supervision activities carried out by the principal to help teachers who experience difficulties in self-development, so that the best form of service from the principal to teachers and education staff in schools can affect the performance of these teachers and education staff.[7]. However, [6] that there are still many school principals who are dictators, who do not want to accept suggestions or input from either a teacher or staff in making decisions.

Work Environment
In the frequency distribution of the Work Environment variable (X2), the highest frequency information was obtained in the interval class 136-142 with 32 respondents (17%), while in the 108-114 class with 12 respondents (6%), in the interval class 115-121 with 28 respondents (14%). Interval class 129-135 28 respondents (15%), Interval class 136-142 32 respondents (17%), Interval class 143-149 23 respondents (12%), Interval class 150-156 23 respondents (12%), 157-163 interval class with 14 respondents (8%). The histogram graph of the distribution of Work Environment data (X2) is as shown in Figure 4 below:
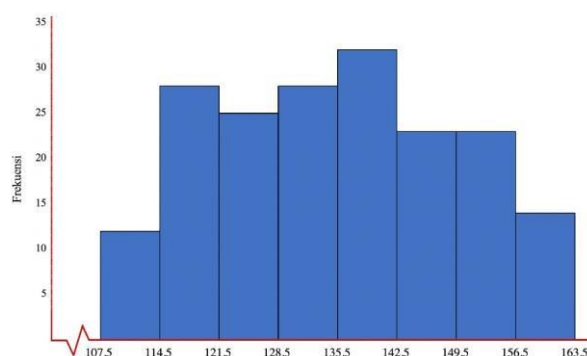

Figure 4. Work Environment Variable Histogram Graph (X2)

In making the histogram requires two axes, the vertical axis is used as the absolute frequency axis and the horizontal axis as the Servant Leadership score axis. In this case, the horizontal axis is divided into 7 classes, where the value of class division can be obtained by subtracting 0.5 from the smallest data and adding 0.5 for each highest class limit.

The work environment instrument which was distributed to 185 respondents showed an average score of 135.19, a mode of 115, a standard deviation of 13.98, a maximum value of 142. And a minimum value of 111. [11] defines, "work environment is a combination of all work place conditions, such as issues of health and safety, employee treatment and behavior and hours of work".

Motivation
Based on the frequency distribution of the Motivation variable (X3) above, the highest frequency information was obtained in the interval class 135 – 141 by 36 respondents (19%), while the Interval Class 107 - 113 was 13 respondents (7%), the interval class 114 - 120 was 22 respondents (12%). Interval class 121 - 127 with 25 respondents (14%), Interval class 128 - 134 with 27 respondents (15%), Interval class 135 - 141 with 36 respondents (19%), Interval class 142 - 148 with 22 respondents (12%), Class intervals 149 – 155 as many as 21 respondents (11%). And class intervals 156 – 162 as many as 19 respondents (10%). The histogram graph of the distribution of motivational data (X3) is shown in the following figure 5.:
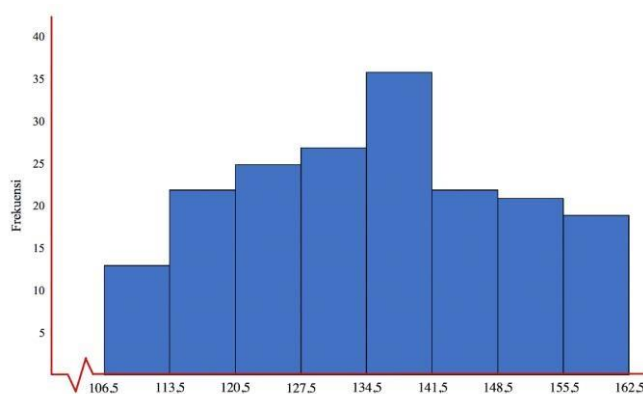
Figure 5. Motivational Variable Histogram Graph (X3)

In making the histogram requires two axes, the vertical axis is used as the absolute frequency axis and the horizontal axis as the Servant Leadership score axis. In this case, on the horizontal axis, it is divided into 7 classes, where class division values can be obtained by subtracting 0.5 from the smallest data and adding 0.5 for each highest class limit. The motivational instrument distributed to 185 respondents showed an average number of 135.10. the mode is 135, the standard deviation is 14.10, the maximum value is 142. And the minimum value is 110.

According to [3] states: Motivation is the process by which one's efforts are energized, directed, and sustainable towards achieving a goal. Motivation is the process by which a person's efforts are energized, directed, and sustained towards achieving a goal. Motivation is the force that initiates, guides, and maintains goal-oriented behavior. In line with this explanation, namely what was conveyed by [33] states that: "motivation arises from an employee's self which starts from the conscious recognition of a need that has not been met and then sets targets that are expected to fulfill those needs which will then be followed by actions to achieve these goals". [9] States that work motivation is related to personal appreciation that is directly related to work. Work motivation according [10] is a condition that encourages the desire of individuals to carry out certain activities to achieve their desires. [16] states that employee motivation is encouragement that arises from the individual (internal) and from outside the individual (external).

Vroom [39] says: "motivation is the result of an outcome that someone wants to achieve or achieve and is an estimate that what he does will lead to the desired result". Motivation is the result of a result that someone wants to achieve or achieve and is an estimate that what he does will lead to the result he wants. Another researcher, Robbins, said: "motivation is a process that explains the intensity, direction and perversion of an individual in order to achieve his goals". Clarifying that motivation is a process that explains the intensity, direction and persistence of individuals in order to achieve their goals. Likewise, researcher Mc.Donald (2007) says: "motivation is a change in the energy that is in someone who is indicated by the presence of feeling and preceded by the response to a goal". Motivation is a series of giving encouragement to someone to take action to achieve the desired goals Sondang in Arif (2019).

Tsauri [38] states that work motivation refers to the amount of power that generates, directs, and sustains effort in certain behaviors. When people work hard and do their jobs well, it often means that they have high work motivation. [19] states that work motivation is related to personal appreciation that is directly related to work, for example a soft chair, a comfortable room, the right placement and so on.

Data Analysis Requirements Testing
The estimated error normality test is one of the requirements that must be met in answering research hypotheses that use path analysis data analysis techniques (path analysis). In path analysis, the sample error must come from a normally distributed population. The normality test is used to test the normality of the data, in this case whether the data follows a normal distribution or not. Statistical tests were performed to test normality. Testing for normality using the Liliefors formula. The test conditions are if the statistics Lcount $\leq$ Ltable (α = 0.05), then the error data is normally distributed. Conversely, if Lcount $\geq$ Ltable (α = 0.05), then the data is declared not normally distributed.

Regression Significance and Linearity Test
Testing the research hypothesis was carried out using regression and correlation analysis techniques. Regression analysis is used to predict the relationship model while correlation analysis is used to determine the level of influence between research variables. In the initial stage of testing the hypothesis is to state the effect of each exogenous variable on the endogenous variable in the form of a simple regression equation. The equation is determined by using measurement data in the form of pairs of exogenous variables with endogenous variables in such a way that the regression equation model is the most suitable form of relationship. Before using the regression equation in order to draw conclusions in testing the hypothesis, The regression model obtained was tested for

significance and linearity using the F test in the ANOVA table. The criteria for testing the significance and linearity of the regression model are determined as follows.

The next step is to carry out a correlational analysis by reviewing the level and significance of the relationship between pairs of exogenous and endogenous variables. Test of Significance and Linearity of Work Environment Regression Equation on Servant Leadership (X2 to X1). Based on the analysis results obtained a significance value of 0.663. This value is greater than the alpha value (0.05). Thus there is a linear relationship between X2 and X1. Test of Significance and Linearity Regression Equation of Motivation on Servant Leadership (X3 to X1). Based on the analysis results obtained a significance value of 0.714. This value is greater than the alpha value (0.05). Thus there is a linear relationship between X3 and X1. Test of Significance and Linearity of Regression Equation of Motivation on Work Environment (X3 to X2). Based on the analysis results obtained a significance value of 0.852. This value is greater than the alpha value (0.05). Thus there is a linear relationship between X3 and X2. Test of Significance and Linearity of Regression Equation of Motivation on Performance (X3 to Y) Based on the analysis results obtained a significance value of 0.724. This value is greater than the alpha value (0.05). Thus there is a linear relationship between X3 and Y. Test of Significance and Linearity of Servant Leadership Regression Equation on Performance (X1 to Y). Based on the analysis results obtained a significance value of 0.837. This value is greater than the alpha value (0.05). Thus there is a linear relationship between X1 and Y. Test of Significance and Linearity of Work Environment Regression Equation on Performance (X2 to Y). Based on the analysis results obtained a significance value of 0.784. This value is greater than the alpha value (0.05). Thus there is a linear relationship between X2 and Y.

Hypotesis Testing

Servant leadership direct effect on the work motivation of teachers. Based on the results of tests carried out through substructure III, the path coefficient is obtained $p_{y1} = 0{,}449$ with a tcount of 6.521 with a significance value of <0.001 where the value is smaller than the alpha value (0.05) so that H0 is rejected. Thereforeit can be said that there is a direct effect of X1 on Y.

The work environment has a direct effect on the teacher's work motivation. Based on the results of tests carried out through sub-structure III, the path coefficient is obtained $p_{y2} = 0{,}458$ with a tcount of 6.475 with a significance value of <0.001 where the value is smaller than the alpha value (0.05) so H0 is rejected. Thereforeit can be said that there is a direct effect of X2 on Y.

Servant leadership direct effect on teacher performance. Based on the results of tests carried out through sub-structure III, the path coefficient is obtained $p_{y3} = 0{,}478$ with a tcount of 6.893 with a significance value of <0.001 where the value is smaller than the alpha value (0.05) so H0 is rejected. Thereforeit can be said that there is a direct effect of X3 on Y.

The work environment has a direct effect on teacher performance. Based on the test results carried out through sub-structure II, the path coefficient is obtained $p_{31} = 0{,}864$ with a tcount of 10.863 with a significance value of <0.001 where the value is smaller than the alpha value (0.05) so that H0 is rejected. Thereforeit can be said that there is a direct influence of X1 on X3.

Work motivation has a direct effect on teacher performance. Based on the test results carried out through sub-structure II, the path coefficient is obtained $p_{32} = 0{,}910$ with a tcount of 26.415 with a significance value of <0.001 where the value is smaller than the alpha value (0.05) so that H0 is rejected. Thereforeit can be said that there is a direct influence of X2 on X3.

Servant leadershipdirectly affect the work environment. Based on the results of tests carried out through sub-structure I, the path coefficient is obtained $p_{21} = 0{,}811$ with a tcount of 18.757 with a significance value of <0.001 where the value is smaller than the alpha value (0.05) so that H0 is rejected. Thereforeit can be said that there is a direct influence of X1 on X2.

Servant leadership indirect effect on performance through the teacher's work motivation. Based on the results of tests carried out through the sobel testa tcount value of 7.323 is obtained with a significance value <0.001 where the value is smaller than the alpha value (0.05) so that H0 is rejected. Thereforeit can be said that there is an indirect effect of X1 on Y through X3.

The work environment has an indirect effect on performance through the teacher's work motivation. Based on the results of tests carried out through the sobel testa tcount value of 6.589 is obtained with a significance value <0.001 where the value is smaller than the alpha value (0.05) so that H0 is rejected. Thereforeit can be said that there is an indirect effect of X1 on Y through X2.

Servant leadership has an indirect effect on performance through the work environment. Based on the results of tests carried out through the sobel testa tcount value of 7.502 is obtained with a significance value <0.001 where the value is smaller than the alpha value (0.05) so that H0 is rejected. Thereforeit can be said that there is an indirect effect of X2 on Y through X3. Based on the results of the model fit test using the Q test statistic, a statistical value of 1 is obtained which indicates that Ho is accepted, which means that the proposed path analysis model is perfectly fit.

In line with research conducted by Amalia L. A in 2021 where the results of this study indicate that Servant Leadership has a positive and significant effect on Workplace Spirituality and Work Motivation. In addition, it is in line with research conducted by Shawn S in 2009 with his research department, namely To Be a Business and to Keep Our Humanity "A Critical Management Studies Analysis of the Relationship Between a Funder and Nonprofit Community Organizations. Nonprofit Management and Leadership. This article identifies if and how the servant leader's words and actions become a leadership mechanism for increasing

teacher motivation. While it is impossible to pinpoint leadership as the sole determining factor for success in the parish, servant leadership associations.

IV.CONCLUSION

Based on data analysis from research results, the following results are obtained:

1. Servant leadershipdirect effect on the work motivation of teachers. So that the higher the Servant Leadership (X1) will cause an increase in work motivation (X3) and vice versa, the lower the Servant Leadership (X1) will cause a decrease in work motivation (X3).
2. The work environment has a direct effect on the teacher's work motivation, so that the better the work environment (X2) will lead to increased work motivation (X3) and vice versa, the worse the work environment (X2) will cause a decrease in work motivation (X3).
3. Servant leadershiphas a direct effect on teacher performance, so that the higher the Servant Leadership (X1) will lead to increased Performance (Y) and vice versa, the lower Servant Leadership (X1) will lead to decreased Performance (Y).
4. The work environment has a direct effect on teacher performance, so it can be interpreted that the better the work environment (X2) will lead to increased teacher performance (y) and vice versa, the worse the work environment (X2) will cause a decrease in teacher performance (y).
5. Work motivation has a direct effect on teacher performance. This can be interpreted that the higher the work motivation (X3) will lead to an increase in teacher performance (y) and vice versa, the lower the work motivation (X3) will cause a decrease in teacher performance (y).
6. Servant leadershiphas a direct effect on motivation, so the better the servant leadership (X1) it will lead to increased work motivation (X3). Vice versa, the worse the servant leadership (X1), the lower the motivation to work (X3).
7. Servant leadershiphas an indirect effect on performance through teacher work motivation, so it can be said that the better the servant leadership (y) the better the performance (y) through work motivation (X3).
8. The work environment has an indirect effect on performance through the teacher's work motivation, so it can be said that the better the work environment (X2) has an indirect effect on increasing performance (y) through work motivation (X3)
9. Servant leadership has an indirect effect on performance through the work environment, so it can be concluded that the better servant leadership (y) will indirectly improve teacher performance (y) through the work environment (X2).

REFERENCES

1) Abdul Madjid. 2016. Development Through Teacher Performance, Competence, Commitment and Work Motivation. Blue Ocean.
2) Adeyemi, TO. 2010. Principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. Journal of Education, 2 (July), 83–91.
3) Allen, J., and Robbins, S. 2010. Effects of InterestMajor Congruence, Motivation, and Academic Performance on Timely Degree Attainment. Journal of Counseling Psychology, 57(1), 23–35. https://doi.org/10.1037/a0017267
4) Ammons, DN, and McLaughlin, TC 2017. Discovering Servant Leader Relations with New Followers in Nonprofit Organizations: Does a Servant Leader Always Serve First? Open Journal of Leadership, 06(02), 34–60. https://doi.org/10.4236/ojl.2017.62003
5) Anung Pramudyo. 2010. Analysis of the Factors Influencing Public Lecturer Performance at Kopertis Region V Yogyakarta. Journal of Business Theory and Implementation, 1(1) https://journal.umy.ac.id/index.php/bti/article/view/2407
6) Asmadi Rani D J. 2016. The Influence of The Type Of School Leadership On Teacher's Work Motivation In Elementary Schools In Somba Opu District, Gowa District (Vol. 15, Issue 2).
7) Asruri, A. 2016. Principal's Servant Leadership.
8) Banks, W. 2007. Education Quality and Economic Growth.
9) Budiyanto, E., and Mochklas, M. 2020. Employee Performance Viewed from the Aspect of Organizational Culture Leadership Style and Work Motivation. In HR Performance Evaluation.
10) Danang Sunyoto. 2015. Marketing strategy. Center for Academic Publishing Service (CAPS).
11) Davidson, MJ. 2004. Individual Diversity and Psychology in Organizations. https://www.wiley.com/enus/Individual+Diversity+and+Psychology+in+Organiz ations-p-9780470869635
12) De Sousa, MJC, anda Van Dierendonck, D. 2014. Servant leadership and engagement in a merge process under high uncertainty. Journal of Organizational Change Management, 27(6), 877–899.https://doi.org/10.1108/JOCM-07-2013-0133
13) Dr. Masrum, M. 2021. Professional Teacher Performance. In MP Darmawan Edi Winoto, S.Pd. (Ed.), (Vol. 1999, Issue December). EUREKA MEDIA ACTIVATES

14) Emron Edison, Yohny Anwar, IK 2016. Human resource management: strategies and changes in order to improve employee and organizational performance. Alphabet. https://opac.perpusnas.go.id/DetailOpac.aspx?id=985684

15) Fadhilah and Fahmi, CN 2017. The Influence of Organizational Culture on Teacher Performance in Senior High Schools in Aceh Besar District. Journal of USM National Seminar II, 11(1), 213–217.

16) Fauzia Agustini. 2011. Human Resource Management Strategy. In Annisa Ihdina (Ed.), UISU Press (December Issue). UISU Press.

17) Fitria, H. 2018. The influence of organizational culture and trust through the teacher's performance in the private secondary school in Palembang. International Journal of Scientific and Technology Research, 7(7), 82–86.

18) Ghaffari, S., Mad Shah, I., Burgoyne, J., Nazri, M., and Rezk Salleh, J. 2017. The Influence of Motivation on Job Performance: A Case Study at Universiti Teknologi Malaysia. Australian Journal of Basic and Applied Sciences,11(4), 92–99. https://ssrn.com/abstract=2969825http://creativecomm ons.org/licenses/by/4.0/

19) Greenleaf, RK. 2002. Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness 25th Anniversary Edition (Deluxe Edi). https://www.amazon.com/Servant-Leadership-Legitimate-Greatness-Anniversary/dp/0809105543

20) Harahap, DS, and Khair, H. 2020. The Effect of Theft on Surrounding Communities. Maneggio: Scientific Journal of the Master of Laws, 2(1), 69–88.

21) Jason A. Colquitt, Jeffery A. LePine, MJW. 2013. Organizational behavior: improving performance and commitment in the workplace. Mc GrowHill.
https://lib.ui.ac.id/detail.jsp?id=20399405

22) Lestari, Y., Rosdiana, W., and Noviyanti. 2018. Democracy leadership (study approach of bureaucrats leadership at administrative subdivision of regional development planning agency, East Java province). Journal of Physics: Conference Series, 953(1). https://doi.org/10.1088/1742-6596/953/1/012165

23) Lutfah, A., Hariyati, N., and Handayaningrum, W. 2019. Improved Teacher Performance Through Work Culture and Environment. International Journal for Educational and Vocational Studies, 1(8), 859.
https://doi.org/10.29103/ijevs.v1i8.2240

24) M. Martin, Diputra W, NK 2017. The Relationship between Interpersonal Communication and the Performance of Private Vocational School Teachers in North Bogor District, Bogor City. Scientific Journal for Improving the Quality of Education Management. https://doi.org/https://doi.org/10.21009/improvement.04103

25) Mahmood., H. 2008. School leadership and effectiveness (Second Edition). Language and Library Council. https://www.nlb.gov.sg/biblio/13107915

26) Mangkunegara, DAAP. 2007. Corporate Human Resource Management. PT REMAJA ROSDAKARYA.
https://pustaka.pu.go.id/biblio/management-sourcingdaya-human-corporation/59BBE

27) May Refsawati, Bujang Rahman, AA. 2017. The Influence of Work Motivation, Work Environment and Principal Supervision on Elementary School Teacher Performance. Darmajaya Journal, December, 1–6.

28) Michael Armstrong, ST (2012). The SAGE handbook of human resource management. In The SAGE Handbook of Human Resource Management. https://doi.org/10.4135/9780857021496

29) Northhouse, PG. 2013. Leadership: Theory and Practice Sixth Edition (Keen Edition).
https://openlibrary.telkomuniversity.ac.id/home/catalog/id/18716/slug/kepemimpinan-teori-dan-dindingedisikeenam.html

30) Panisoara, IO, Lazar, I., Panisoara, G., Chirca, R., and Ursu, AS 2020. Motivation and continuance intention towards online instruction among teachers during the COVID-19 pandemic: The mediating effect of burnout and technostress. International Journal of Environmental Research and Public Health, 17(21), 1–29. https://doi.org/10.3390/ijerph17218002

31) Sari. E., Koul. K., Rochanah. S., Arum. W.S.A. & Muda. I., 2019. How Could Management of School Environment Improve Organizational Citizenship Behaviors for The Environment? (Case Study at Schools for Specifics Purposes), Journal of Social Studies Education Research, 10(2), 46-73, https://jsser.org/index.php/jsser/article/view/601

32) Siahaan, A., Rafida, T., and Batubara, K. 2020. Influence of Madrasah Head Leadership, Motivation and Madrasah Culture on Teacher Performance in Madrasah Aliyah Model 2 Medan. Budapest International Research and Critics Institute (BIRCIJournal): Humanities and Social Sciences, 3(3), 2174–2182. https://doi.org/10.33258/birci.v3i3.1150

33) Stephen Eka Sapengga. 2016. On The Influence Of Servant Leadership On The Performance Of Employees In Mojokerto, Pt. Sacred Kencana Leaves. 4(1), 645–650.
https://publication.petra.ac.id/index.php/managementbusiness/article/view/6706/6076

34) Sugeng Sutrisno. 2013. The Influence Of Work Discipline And Work Motivation On The Performance Of Civil Servants. 1(1), 1–15.

35) Supardi. 2013. Teacher Performance. King of Grafindo Persada. https://opac.perpusnas.go.id/DetailOpac.aspx?id=8538 55

36) Susanto, A. 2016. Management of teacher performance improvement concepts, strategies, and their implementation. Grafindo King. https://onesearch.id/Record/IOS3659.86281

37) Tambunan, M. 2014. The Influence of Servant Leadership and Teacher Performance on the Effectiveness of the Annual Private Elementary School Program. UPI Educational Administration Journal, 21(2), 141–150.

38) Trompenaars, F. and V. 2009. Servant Leadership Across Cultures: Harnessing the strength of the world's most powerful leadership philosophy. Infinite Ideas Limited.

39) Tsauri, S. 2013. Human Resource Management. In Journal of Modern African Studies (Vol. 35, Issue 17).

40) Vroom, VH 2001. On the origins of expectancy theory. https://www.econbiz.de/Record/on-the-origins-ofexpectancy-theory-vroom-victor/10003141186

41) Widagdo, S., Maulyda, MA, and R., EK 2020. Performance Assessment, Work Culture & Leadership Optimizing Teacher Performance Improvement. In Angewandte Chemie International Edition, 6(11), 951– 952.