

The Influence of Servant Leadership on Motivation, Work Engagement, Job Satisfaction and Teacher Performance of Vocational High School Teachers in Jember City

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Abstract

Education is the most important element for the progress of the nation's civilization, for that vocational high schools have an important role to be able to produce superior Indonesian human resources, SMK graduates must become competitive and superior human resources. The purpose of this study was to analyze and examine the influence of servant leadership on motivation, work engagement, job satisfaction and teacher performance in private vocational high schools in Jember Regency. This research is an explanatory research. The population in this study is all private vocational high schools in Jember Regency. The sampling technique is determined by quota sampling. Data analysis and hypothesis testing in this study used the Structural Equation Model - Partial Least Square (PLS-SEM). The results of the analysis using the smart partial least square (PLS) 3.0 software, show that servant leadership has a significant effect on work engagement, servant leadership has a significant effect on motivation, servant leadership has no significant effect on job satisfaction, servant leadership has no significant effect on performance, work engagement has no significant effect on performance, motivation has a significant effect on work engagement, motivation has a significant effect on job satisfaction, motivation is not proven to have a significant effect on performance, job satisfaction has a significant effect on performance.

Keywords: servant leadership, motivation, work engagement, job satisfaction, Teacher Performance

Research Background

The teacher is a very strategic profession in the context of forming the character of students who will later become the nation's next generation. The competence of teachers in transforming knowledge must always be improved so that the main tasks and functions of teachers can run well, for that the success of teachers also depends on the performance they have. Maris et al, (2015), stated, The influence of servant leadership on performance has proven to be significant. The principal is responsible for the implementation of educational activities, school administration, coaching other educational staff and the utilization and maintenance of facilities and infrastructure (Mulyasa 2004:25).

The servant leadership style of the principal is shown by sensitivity to the problems faced by teachers, commitment to serving teachers and teacher self-development, as well as motivating teachers to think more broadly. This study is to examine the effect of servant leadership on motivation, work engagement, job satisfaction and performance. The test results in this research will provide the concept and model of servant leadership with vocational characteristics.

According to the Basic Data for Primary and Secondary

Education of the Ministry of Education (Dapodikdasmen 2020) in Jember Regency there are 176 Vocational High School Institutions (SMK) consisting of 8 state vocational schools and 168 private vocational high schools. In terms of management of Vocational High School (SMK) education units, there are two types of management, namely Vocational High Schools organized by the Government which are commonly called State Schools and schools organized by the community which are commonly called Private Schools (UU Sisdiknas TH 2003). Schools run by the community are accommodated in the form of a Foundation, so that the funding for school operations, the appointment of school principals and the recruitment of teachers is under the control of the Foundation. Based on the results of the Accreditation carried out by BNSP in 2019, the data for Private Vocational High Schools (SMK) in Jember Regency was recorded as follows. For Vocational High Schools that received an A score, there were 28 SMK, a B score was 91 SMK, a C score was 42 SMK, a D score was 2 SMK and 5 SMKs that have not been accredited

Literature Review

Grand theory

The grand theory underlying this research is the general

theory of organizational behavior proposed by Robbins and Judge (2013). This organizational behavior framework is contained in the book *Organizational Behavior* written by Robbins and Judge (2013). This theory has three important parts from the theory of organizational behavior, namely inputs, processes will occur and outputs. This component is determined in advance before the employment relationship occurs. Process components are actions and decisions taken by individuals, groups, and organizations involved in it as a result of input and lead to certain results.

Performance

The performance of SMK teachers is a description of the work of an organization in achieving its goals which is influenced by the resources owned by the organization. The resources in question can be physical such as human resources or non-physical such as regulations, information, and policies. The concept of organizational performance illustrates that every teacher is able to provide services to their students and their performance can be measured using existing performance indicators to see whether a teacher has carried out his duties properly and to find out whether his goals have been achieved or not. So it can be concluded that the quality and quantity of work achieved by a teacher in carrying out their duties in accordance with their responsibilities (Marwansyah, 2012:228). According to Mangkunegara (2005:67): the term performance comes from Job Performance or Actual Performance (work achievement or actual achievement achieved by someone). According to Moehariono (2010:60) the notion of performance or performance is a description of the level of achievement of the implementation of a program of activities or policies in realizing the goals, objectives, vision and mission of the organization as outlined through the strategic planning of an organization.

Meanwhile, based on Permendiknas No. 41 of 2007 concerning Process Standards for Secondary Education Units, it is explained that the workload of teachers includes the following main activities: (1) planning learning; (2) carry out learning; (3) assessing learning outcomes; (4) guide and train students; (5) carry out additional tasks. The teacher's performance can be seen when he carries out teaching and learning interactions in the classroom including his preparation in the form of semester programs and teaching preparation, Mangkunegara (2005:67), states that the factors that affect a person's performance are the ability factor, namely this ability is categorized into two, namely: potential ability (IQ) and reality ability (knowledge and skills) and motivational factors (motivation). This is formed from the attitude of an employee in dealing with work situations. According to Mangkunegara (2013: 75) the indicators of the performance variables are:

- 1) Quality
- 2) Punctuality
- 3) Initiative in completing work
- 4) Ability to complete work
- 5) Responsibility

Servant Leadership

Leaders who serve will eventually develop individual attitudes around them in the hope of having the same attitude to serve well. Servant leadership or servant leadership is a concept of ethical leadership introduced by Greenleaf (1904-1990) in his book entitled *The Servant as Leader* (1904-1990). The main

goal of Greenleaf's research and observations on servant leadership is to build a better and more caring society. Spears (2002:255) says that a servant leader is a leader who prioritizes service, starting with the natural feeling of someone who wants to serve and to prioritize service.

Servant Leadership is a process of reciprocal relationship between leaders and those who are led in which in the process the first leader appears as a party who serves the needs of those being led which ultimately causes him to be recognized and accepted as a leader (Poli, 2011), while according to Vondelly (2010) leadership serves a leader who really cares about the growth and dynamics of the lives of his followers and his community, therefore he prioritizes these things over the realization of personal ambitions. So it is clear that sudden leadership at a time, not power, not skill in performing, and not in long-term planning

Dimensions of Servant Leadership using the development of dimensions from Barbuto and Wheeler (2006), and Wong and Page (2003) dimensions of Servant Leadership are as follows:

- 1) Action (Altruistic calling)
- 2) Empathy (Emotional healing)
- 3) Wise (Wisdom)
- 4) Finding solutions (Persuasive mapping)
- 5) Growing (Organizational stewardship)
- 6) Social Spirit (Humility)
- 7) Visionary (Vision)
- 8) Serving (Service)

Work Engagement

Khan (1990:700) first defined work engagement as a psychological condition of personal engagement, where employees use their abilities in carrying out their roles in their work. Meanwhile, Seco and Lopes (2013: 96) define work engagement as an important conceptualization of the happiness and well-being that employees feel while working. In other words, engagement is a positive attitude of employees towards the organization that arises due to the level of commitment and involvement of employees towards the organization. Saks (2006: 601) says that work engagement is a positive level of employee effectiveness marked by attention, absorption, dedication, participation, enthusiasm, joy and pride that employees have in occupying or carrying out an organizational role.

Gallup the Consulting Organization (Ratanjee and Wu, 2013) states that employees with work engagement will work consistently at a high level. They feel the need to use all their abilities and talents in carrying out their daily work roles. Then employees will also be serious and encourage innovation to move the organization forward. Vocational school teachers as an important factor in this educational process lead to the optimal condition of a teacher in an educational institution that must be maximized. The intended optimal condition is when the teacher can have a feeling of enjoying his job as a teacher, being proud when he is a teacher, and still facing and trying to overcome problems in his work. This can be a factor causing good or not the resulting performance. The condition of enjoying work, feeling proud and still trying to overcome problems even though it is difficult in psychological concepts is called work engagement. According to Bakker & Leiter (2010) there are 3 dimensions of work engagement, including:

Cognitive, namely having confidence in and supporting the goals and values of the organization.

Affective, has a sense of proud ownership and attachment to the organization where he works.

Behavioral, is the desire to go far with the organization and have a strong intention to stay with the organization.

Motivation

Motivation is very important and must be started by everyone in order to increase work productivity. Motivation comes from the word motive (motive), which means encouragement. Furthermore, motivation is defined as a condition that encourages or causes someone to carry out an act / activity that takes place consciously. (Wake up; 2012:312). According to Marihot Tua EH (2009:321), motivation is defined as "factors that direct and encourage a person's behavior or desire to carry out an activity that is expressed in the form of a hard or weak effort". Wibowo (2014: 111). Motivation is an urge to act on a series of processes of human behavior and consider the direction, intensity, and relevance to the achievement of goals. While the elements contained in motivation include elements of generating, directing, maintaining, showing intensity, being continuous and having a purpose.

According to Bangun, (2012:316-327), motivation theory began to be known in the 1950s, specifically initially there were three theories of motivation, namely, the theory of the hierarchy of needs (the hierarchy of needs theory), the theory of two factors (two factor theory), and theory X and Y (theories X and Y), in its development there are several important basic theories related to motivation, namely the most popular is Maslow's Theory of Needs. This theory was first put forward by Abraham Maslow, it may be said that this theory is the most popular when compared to other motivational theories. This theory explains that every human being has needs (needs) whose emergence is very dependent on individual interests. Based on this, Maslow divides human needs into five levels, so that this motivational theory is referred to as "the five hierarchy needs" starting from the first need to the highest need. The five levels of need are (Wake up; 2012:316):

Physiological (physiological); These include hunger, thirst, protection (clothing and housing), sex and other physical needs.

Security; including safety and protection against physical and emotional harm.

Social; includes affection, belonging, acceptance and friendship.

Awards; includes internal respect factors such as self-esteem, autonomy, and achievement and external respect factors such as status, recognition and attention.

Self-Actualization; the drive to become what he is capable of becoming, including growth, reaching his potential and self-fulfillment.

Job satisfaction

With regard to job satisfaction, Luthans (2006:243), suggests that job satisfaction is the result of employees' perceptions of how well the job provides things that are considered important. The term job satisfaction refers to an individual's attitudes and emotional reactions to work. While Handoko (2013: 193), states that what is meant by job satisfaction or job satisfaction is "a pleasant or unpleasant emotional state in which employees view work. Marihot (2009: 290), states that "job satisfaction is one element that is quite important in the organization. According to Robbins and Timothy (2015:46). Job satisfaction (job satisfaction) is a positive feeling

about the job resulting from the evaluation of the characteristics. A person with a high level of job satisfaction has positive feelings about the job, while someone who is dissatisfied has negative feelings about the job.), states that there are five dimensions of job satisfaction, namely:

- 1) Payments, such as salaries and wages
- 2) The work itself
- 3) Coworkers
- 4) Promotion
- 5) Supervision

Conceptual framework

This research begins with the main idea of the variability of the performance of SMK teachers in Jember Regency, which can be caused by Principal Leadership, Teacher Work Motivation, Work Engagement and Job Satisfaction. The main conceptual framework that becomes the grand theory is Robbins and Judge's (2013) Organizational Behavior which explains three important parts of organizational behavior theory, namely inputs, processes that will occur and outputs. Servant Leadership plays an important role in building the performance of SMK teachers. Through servant leadership, it is expected to be able to influence self-motivation and form work engagement, teachers who feel calm without pressure and enthusiasm in teaching in class supported by strong encouragement from a school principal, then self-satisfaction with work will also increase. If teaching with a high work commitment is supported by job satisfaction, it is expected to improve the performance of SMK teachers

The conceptual framework of this research was built in accordance with the findings of previous empirical studies and the existence of a research gap, including Carter (2013) finding that servant leadership positively affects work engagement, Mira (2012) in her research also shows that servant leadership is related and has a significant effect on organizational commitment. Nelly (2018) found that servant leadership has a positive and significant effect on organizational commitment and work motivation. Damara (2015) and Maharani (2019) found that servant leadership has a significant effect on employee job satisfaction.

Nelly (2018) Servant leadership has a positive and significant effect on work performance, Fahrana (2016) found that servant leadership and job satisfaction have a significant effect on employee performance. Maris (2015) in his research also found that Servant leadership has a significant effect on teacher performance. Sapengga. (2016) showed that servant leadership with dimensions of love, empowerment, vision, humility, and trust was found to have a positive and significant influence on employee performance. While research by Trang (2013) found different things where work motivation and leadership style did not have a significant effect on performance.

Imawati (2012) in her research found that work engagement made a significant contribution in predicting performance. Work engagement as an employee's personal condition can affect employee performance. Chung and Tay (2010) revealed that employee work engagement can affect their work performance. Wibawa (2016) also found that simultaneous employee engagement has a significant positive effect on job satisfaction. Merrissa, 2018 work engagement has a significant effect on job satisfaction. Wibawa (2016) in his research found employee engagement and management support and growth had a significant positive effect on job satisfaction. There is a research

gap on the relationship between these variables, where the results research of Wibawa's (2016) found that the sub-variables of basic need and teamwork are sub-variables of work engagement that have no significant effect on job satisfaction and turnover intention. The relationship between motivational variables and job satisfaction is shown by Tania (2013)'s research finding that work motivation has a positive and significant effect on employee organizational commitment. King. (2005) also found that motivational factors have a significant influence on the dependent variable of employee job satisfaction. Murti (2013) and Kartika (2010) in their research found that motivation has a significant effect on job satisfaction. While the relationship of motivation to teacher performance.

performance, Ahmadiansyah (2016) Work motivation has a positive and significant effect on teacher performance. Different findings by Murti (2013) found that motivation has no significant effect on employee performance. Mulyadi (2010) stated that work motivation had a positive but not significant effect on employee work productivity and Trang (2013) found that work motivation, leadership style had no significant effect on performance. The relationship between job satisfaction and teacher performance is evidenced by Murti's research (2013) that job satisfaction is a mediating variable between motivation and employee performance.

In relation to the relationship between motivation and

Based on this description, the effect of exogenous variables (Xi) on endogenous variables (Yi) in this study as a whole can be described in the conceptual framework as follows:

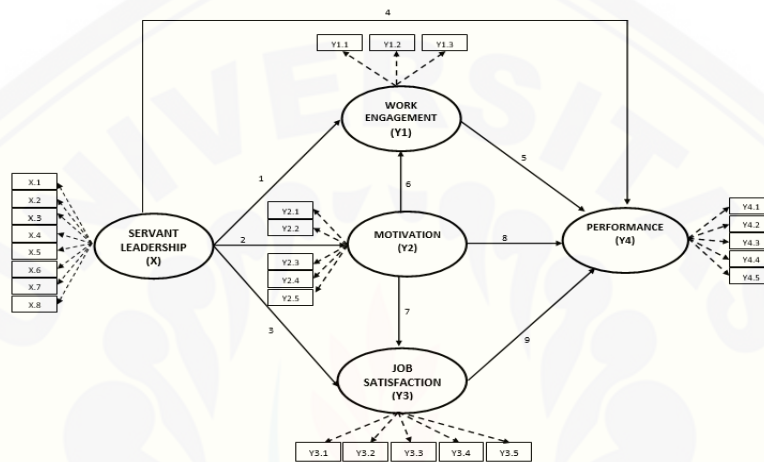


Figure 2. Conceptual Framework

Hypothesis

- H1. Servant leadership has a significant effect on work engagement.
- H2. Servant leadership has a significant effect on motivation.
- H3. Servant leadership has a significant effect on job satisfaction.
- H4. Servant leadership has a significant effect on performance.
- H5. Servant leadership has a significant effect on performance.
- H6. Motivation has a significant effect on Work Engagement.
- H7. motivation has a significant effect on job satisfaction.
- H8. Motivation has a significant effect on performance.
- H9. Job satisfaction has a significant effect on performance.

vocational teachers) in Jember Regency.

Data Sources and Types

Internal sources, namely private vocational high school teachers in Jember Regency who became respondents, which included data about the characteristics of research respondents, respondents' perceptions of Servant leadership, work engagement, motivation, job satisfaction, teacher performance based on predetermined indicators. External sources are from other parties (outside of research respondents). The form of secondary data needed in this study is teacher data, which can consist of the number of teachers and other data related to this research. The type of data in this study is ordinal data obtained through research questionnaires

Research Methods

The research design was made to answer the formulation of the problems being faced, through the basic concepts used as references, the development of hypotheses, the data collection or collection techniques used, and the data analysis methods used (Ferdinand, 2011:39). This research is categorized as an explanatory research that tries to explain the causal relationship (cause and effect) between exogenous variables (servant leadership) and endogenous variables work engagement, motivation, job satisfaction, performance (performance of

Population and Sample

The population is the entire collection of elements that show certain characteristics that can be used to make conclusions (Sanusi, 2011:87). The population in this study is a Vocational High School (SMK) in Jember Regency. Based on data in 2020, the number of SMKS in Jember Regency is 176 Vocational Schools consisting of 8 State Vocational Schools and 168 Private Vocational High Schools. The sample is part of the population that is carefully selected to represent the population,

so it is recommended that the minimum sample size is 5-10 observations for each parameter estimated (Ferdinand, 2006 and Hair, 1998:176). According to Ferdinand, 2006 and Hair, 1998:176, the minimum sample size is 5-10 observations for each estimated indicator so that in terms of the number of research indicators it is known as many as 26, then with a size of 10 respondents for each indicator the number of respondents in this study is 260 respondents. . All teachers who are registered in the Dapodikmen of the Ministry of Education and Culture of the school are the unit of analysis in this study. The total number of private vocational high school teachers registered in the Dopdik Application is 1,738 people (Branch of the Education Office, Jember Region, 2020).

Data Analysis Method

Data analysis in this study was carried out using descriptive statistics and Partial Least Square (PLS). Data analysis and hypothesis testing in this study used the Structural Equation Model - Partial Least Square (PLS-SEM) using WarpPLS software.

Results And Discussion

Descriptive Analysis

Research and data collection for respondents was carried out in several private vocational high schools in Jember Regency from April to June 2021. The characteristics of respondents based on gender can be explained by using the description of the respondents, most of the respondents are female, which is 134 people or 51.5%, while the male respondents were 126 people or 48.5%. Most of the teachers in terms of age showed that 104 people (40%) were at a young age as teachers, namely aged 21 years and over and 103 teachers (39.6%) were at a mature age, namely 31-40 years. Meanwhile, the classification of teachers with mature and experienced age, namely 41-50 years, is only 36 years old and 15 people are 51-60 years old. The majority of respondents were teachers with less than five years of teaching, as many as 95 respondents (36.5%), followed by teachers with more than 10

years of teaching as many as 74 people.

Classic assumption test

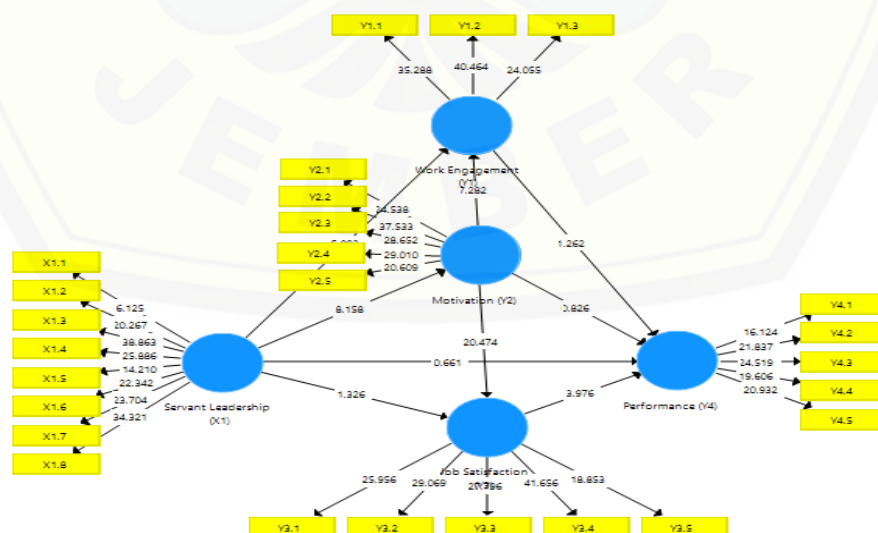
The results of the data normality test show that the value of Critical Ratio skewness and kurtosis on the 26 indicators that make up Servant Leadership (X), Work Engagement (Y1), Motivation (Y2), Job satisfaction (Y3) and Performance (Y4) are at the interval level. $-2.58 < CR < 2.58$, it can be interpreted that the data distribution of the seven indicators is normally distributed. The multicollinearity test shows that the VIF value on the variables of Servant Leadership (X), Work Engagement (Y1), Motivation (Y2), Job satisfaction (Y3) and Performance (Y4) shows a number below 10, so it can be concluded that there is no multicollinearity. Judging from the Evaluation of the Measurement Model (Outer Model) the data indicated by the goodness of fit (GOF) produced. The following is a breakdown of the suitability of the model based on the GOF criteria applied to the analysis. Overall, the resulting research model has a good fit with the input data.

Validity and Reliability Test

Convergent validity testing using Smart PLS 3.0 is seen from the loading factor value of the indicators that measure these variables. All indicators on these variables have a loading factor above 0.6, and the Average Variance Extracted (AVE) value shows a value above 0.5. The reliability test based on the Cronbach alpha value for all variables showed a value above 0.7 (meet). So it can be concluded that the validity and reliability tests on the variables of Servant Leadership (X), Work Engagement (Y1), Motivation (Y2), Job satisfaction (Y3) and Performance (Y4) in this study have been fulfilled.

Structural Model Test

The results of the research analysis using Smart PLS (partial least square) 3.0 analysis in full research model can be explained in Figure 4.1 structural model test as follows:



Gambar 4.1 Uji Model Struktural

Based on the calculation of the smart PLS3.0 software generated the following hypothesis test:

No	Test Path	Original Sample	T Statistics	P Values	Explanation
1	Servant Leadership (X1) → Work Engagement (Y1)	0,338	5,092	0,000	Significant
2	Servant Leadership (X1) → Motivation(Y2)	0,566	8,472	0,000	Significant
3	Servant Leadership (X1) → Job satisfaction (Y3)	0,054	1,288	0,198	Not Significant
4	Servant Leadership (X1) → Performance (Y4)	0,064	0,690	0,491	Not Significant
5	Work Engagement (Y1) → Performance (Y4)	0,105	1,200	0,231	Not Significant
6	Motivation (Y2) → Work Engagement (Y1)	0,522	7,405	0,000	Significant
7	Motivation (Y2) → Job satisfaction (Y3)	0,798	20,106	0,000	Significant
8	Motivation (Y2) → Performance (Y4)	0,094	0,835	0,404	Not Significant
9	Job satisfaction (Y3) → Performance (Y4)	0,427	4,166	0,000	Significant

Table 1: Direct Effect Path Coefficient and Hypothesis testing
Source: Processed Data (2022)

Discussion

Effect of Servant Leadership (X1) on Work Engagement (Y1)

The results of the analysis the effect of the work engagement variable on servant leadership resulted in a t-statistic value of 5.092, this value is greater than the limit value or cut-off of 1.964, supported by a P-Value of 0, 00 where < 0.05 . Thus, based on these criteria, it has fulfilled the requirements, which means that servant leadership has a significant effect on work engagement (hypothesis 1 is accepted). Judging from the path coefficient value, the original sample value shows a positive number, namely 0.338, thus it can be interpreted that the better the Servant Leadership leadership style by the Principal, the greater the work engagement of teachers.

The servant leadership variable is measured by indicators of Action, empathy in terms of applying skills, wise in understanding situations, finding solutions to various problems, growing in terms of continuously trying to make a positive contribution, having a social spirit, visionary and able to serve subordinates and not always asking to be served. This leadership principle is very much needed by teachers, this is indicated by the majority of respondents' answers agreeing that several principal leaderships in Jember Regency have implemented servant leadership well, so that they are able to influence the increase of a teacher's work engagement. Measures of work engagement include a teacher having the belief to continue to support the values and culture of the organization, pride in the organization and a commitment to go further together in the school organization.

This work engagement can be formed through the principal's leadership factor, the absence of psychological pressure at work, supported by broad opportunities to explore the creativity of the teacher as well as support for solutions to various personal problems and strong support from the principal can form a superior personality. Various visionary work directions

are able to form high morale, always prioritize teaching tasks, and prioritize the progress of efforts in the progress of the Institute. For example, many teachers have been able to apply virtual learning-based learning methods, this is actually a challenge for vocational school teachers, namely being able to form student competencies only by using virtual media, where the basis of the vocational education system is practice and must be carried out directly or outside the network according to each department. This process is a challenge for the professionalism of teachers to carry out their main duties as educators and teachers.

Teacher professionalism is the ability of teachers to carry out their main tasks as educators and teachers, mastery of learning materials broadly and deeply and allows them to integrate learning content with the use of ICT. This professionalism can be formed through the motivation of the Principal, so that the results are able to meet the competency standards set in the National Education Standards. This finding is in accordance with Dumatubun's research (2018) which states that servant leadership has a positive and significant effect on organizational commitment, thus increasing servant-based leadership by school principals can increase the work engagement of teachers. This finding also strengthens the finding by Mira (2012) that servant leadership is related and has a significant effect on organizational commitment and organization citizenship behavior.

The Influence of Servant Leadership (X1) on Motivation (Y2)

The results of the analysis the influence of the servant leadership variable on the motivation variable resulted in a T-statistical value of 8.472 which is greater than the cut-off of 1.964, supported by a P-Value of 0.00 where < 0.05 . Based on the criteria, the two assessments have met the significance test requirements, so it can be said that servant leadership has a significant effect on motivation (hypothesis 2 is accepted).

Judging from the path coefficient value, the original sample value shows a positive number of 0.566, thus it can be interpreted that the higher the servant leadership of the principal, the teacher's self-motivation will increase.

A teacher's self-motivation is measured by indicators of the physical need for daily fulfillment, the need for security, the need for social relations within a harmonious organization, the need for awards for their achievements and the need for self-realization of their abilities. The results of the answers to the descriptive analysis of the study showed that the majority of respondents agreed that some of these motivations had been well received in schools. These various motivations can be realized easily if the principal supports the creativity of a teacher to continue to be developed with the service leadership style, self-motivation to continue to develop, actualize self-ability and guarantee of rewards, can encourage the work spirit of teachers in carrying out tasks at school.

The results of the research analysis for the description of respondents' answers to the servant leadership variable illustrate that the principal has implemented various indicators in serving leadership, this will certainly have an impact on a teacher's self-motivation. For example, in the principal's meeting, all teachers provide opportunities for all teachers to provide opinions regarding the direction of the institution in the future, thus the motivation for the greatest opportunity to mobilize their skills, abilities, skills, and potential is very broad, this is where the sense of appreciation for suggestions and input is a manifestation of self-motivation.

The Covid-19 pandemic also requires school principals in Jember Regency to be able to show good servant leadership, the limitations of direct interaction which can also hinder effective learning activities for Vocational Schools. Various challenges faced were the limited ability of teachers in the field of information and technology (IT), less than optimal interaction, student attendance, assessment and various other factors. Support from school principals to provide solutions to problems faced by teachers and determine policies in a visionary way can increase their teaching motivation so that it has an impact on the progress of the Institute.

The results of this study confirm and strengthen several empirical studies, namely Dumatubun (2018) and research by Andreani (2020) which found that servant leadership has a positive and significant effect on work motivation. The results of further research illustrate the importance of servant leadership-based leadership to shape teacher self-motivation, so that its impact on performance. However, the indirect influence of servant leadership on performance through motivation shows no significant effect. This is evidenced by the T-statistic value of the influence of Servant Leadership through Motivation on Performance with a t-statistic value of 0.790, this value is lower than the cut-off of 1.964, supported by a P-Value of 0.43 where > 0.05 , with Thus, the indirect effect of the servant leadership variable on performance through motivation has no significant effect. Meanwhile, the indirect effect of Servant Leadership through Motivation and Job Satisfaction on Performance is proven to be significant, where the T-statistic value is obtained with the number 3.162, this value is higher than the cut-off of 1.964, supported by a P-Value value of 0.002 which is smaller than 0.05. The conclusion is that the indirect influence between servant leadership variables on performance through motivation and job satisfaction is proven to have a significant effect.

Based on the results of the analysis, it is proven that the principal who applies a leadership system by means of servant leadership (serving) can increase the self-motivation of a

teacher. The high motivation for various opportunities to fulfill needs, a sense of security, appreciation and the opportunity to apply their skills widely has a direct impact on high job satisfaction. This satisfaction is formed because of high motivation at work and has a direct impact on its performance. Thus the results of this study prove that servant leadership has no direct effect on performance. These results are also proven in the fourth hypothesis which states that the direct influence of servant leadership on performance has a positive but not significant effect.

The Influence of Servant Leadership (X1) on Job Satisfaction (Y3)

The results of the analysis the influence of servant leadership on job satisfaction has no significant effect. This result is evidenced by the T-statistical value of 1.288 or less than the cut-off value of 1.964, supported by a P-Value of 0.19 where > 0.05 . Thus, based on the criteria for the two assessments, they do not meet the significance test requirements, so it can be concluded that servant leadership has no significant effect on job satisfaction (hypothesis 3 is rejected), with the path coefficient value, the original sample value shows a positive number of 0.338, which means that it is influential but not significant. These results reject the results of a previous empirical study by Damara (2015) which found that servant leadership and employee personality have a significant positive effect on job satisfaction. Maharani (2019) in his research also found that the servant leadership variable has a significant influence on job satisfaction.

From the analysis using PLS, the result is that the influence of servant leadership on job satisfaction does not have a significant effect. To further explore the results of the relationship, the researchers randomly conducted interviews with several respondents to strengthen these results. From the results of the interviews, it can be concluded that according to the respondents, the teachers prefer the policies taken by the principal to be directly related to the increase in the amount of salary. This means that some private teachers say that if there is a welfare improvement policy they will be satisfied with the policy. And in private schools the amount of salary that determines the policy is the principal, thus teachers will increase their job satisfaction if the principal increases the salaries of teachers in his institution. Likewise, teachers will increase their job satisfaction if the principal's policies are more in favor of the teacher than the foundation. In private vocational high schools, the amount of salary is not as standard as for civil servants, because the amount of private salary is also influenced by the size of the institution. From the respondents' answers through questionnaires, there were those who answered that the salary payments they received were very inappropriate, from the five respondents the average service was less than 1 year and 4 of them were male and all aged under 30 years. The statement above which is the result of interviews confirms in this study that leadership in schools has no significant effect on teacher job satisfaction.

Judging from the indirect effect of the Servant Leadership variable on Job satisfaction through Motivation, it shows significant results, meaning that indirectly Servant Leadership is able to influence job satisfaction through motivation, with a T-statistic value of 7.628, this value is higher than the cut-off of 1.964, and with a P-Value value of 0.000 which is smaller than 0.05. The conclusion is that servant leadership does not have a significant direct effect on job satisfaction. due to various factors, for example the principal who displays his role model by

attending on time and even earlier than the schedule of activities or meetings, will cause inconvenience for teachers who are not accustomed to discipline. But on the one hand, if the work culture continues to be carried out with the support of directions that do not hit but embrace, it can provide a sense of comfort to continue to improve yourself at work. Teachers who face difficulties, for example in terms of understanding technology for virtual learning activities, then conduct internal training for some teachers who need this knowledge. In addition, the receipt of inputs to be used as school policies also forms a separate satisfaction for teachers, thus increasing job satisfaction will encourage the performance of these teachers.

The results of the descriptive analysis of respondents' answers to the job satisfaction variable indicate that the majority of respondents agree that while carrying out their teaching duties, they have obtained satisfaction with salary receipts, for the work they have done, co-workers, work promotions and supervision as a form of technical support for the Principal, thus this potential illustrates that the teacher's self-motivation has been well formed, where respondents agreed that they had fulfilled several motivational indicators both physically, feeling safe, socially, having appreciation and self-realization. This shows that the Principal has effectively implemented servant leadership-based leadership in the last few periods, and ultimately increased his job satisfaction.

Effect of Servant Leadership (X1) on Performance (Y4)

The results of the analysis the effect of Servant Leadership (X1) on Performance (Y4) obtained a T-statistical value with a number of 0.960 or smaller than the cut-off of 1.964, and supported by a P-Value value of 0.49 where > 0.05 . So based on the two assessment criteria, they do not meet the significance test requirements, so it can be explained that servant leadership has no significant effect on performance (hypothesis 4 is rejected).

In addition to the above test, from the interview results, respondents said that their performance was not due to the principal's factor but because of a sense of responsibility as a teacher. There are several respondents who stated that the increase in performance achievement that was enforced was not because of the leader but was a form of responsibility for his duties. So this statement further strengthens the results of this study that servant leadership has no significant effect on performance.

The leadership role of the principal is very important to be able to achieve educational goals, therefore, through servant-based leadership, he is able to provide a constructive influence on teachers in vocational schools so that all activities related to learning are able to achieve the stated goals. The principal shows his servant leadership well and can provide career guarantees and the welfare of teachers, both in the form of certification allowances, teaching hours. The ability to guarantee a career will have an impact on the teacher's motivation in teaching, due to the principal's empathetic nature and his ability to explore various existing potentials, so that the needs, both in terms of finance, security, appreciation, and self-actualization of skills can be realized properly. These results are a form of good management within the institution, as well as an overview of the capacity of the Principal.

Each individual has a different perspective on the burden of his teaching task, leadership here has a big role to provide direction and motivation to form high self-awareness. The more

aspects of work that are in accordance with individual desires, the higher the level of perceived satisfaction with the increasing job satisfaction of employees at educational institutions will provide additional increases in employee performance. In conclusion, principals who are able to show this serving personality will shape their personality, rewarding the achievements of teachers in teaching creativity will increase self-motivation, as well as increased job satisfaction that can encourage teaching creativity so that it will have a direct impact on their performance. The description is in accordance with the results of the indirect effect of the variable Servant Leadership (X1) through Motivation (Y2) and Job Satisfaction (Y3) on Performance (Y4) proved to have a significant effect. It is proven by the T-statistical value of 3.162, this value is higher than the cut-off of 1.964, supported by a P-Value of 0.002, which is 0.05 smaller. These results can also be proven by the direct influence of the servant leadership variable on motivation which is proven to be significant. Servant Leadership has a significant effect on motivation, the motivation variable has a significant effect on job satisfaction and job satisfaction has a significant effect on performance.

This servant leadership has a direct impact on shaping personality, for example with the Principal who has a big vision to advance the Institute through collaboration with various stakeholders to realize various programs according to the Institution's vision. This visionary leadership can directly form confidence in the future progress of the institution, the formation of a commitment to the values in the institution, pride and desire to move forward together is a form of institutional work engagement. These results can be proven by the respondents' answers in the descriptive analysis of the study which showed that they had a high work engagement attitude or the majority of respondents agreed.

Effect of Work Engagement (Y1) on Performance (Y4)

The results of the analysis the direct effect of the work engagement variable on the performance variable proved to have no significant effect. This is evidenced by the T-statistical value showing the number 1,200 which is smaller than the set cut-off value of 1.964, supported by a P-Value value of 0.231 where the figure is > 0.05 . Thus, based on the criteria of the two assessments, they do not meet the requirements of the significance test, so it can be said that work engagement has no significant effect on performance. (hypothesis 5 is rejected).

Work engagement shows confidence in supporting organizational goals, has pride and is committed to going far together. Meanwhile, performance is related to the size of work achievement according to the assigned task load. To achieve performance, abilities and skills are the basis for achieving good performance. The quality of these educators is the foundation for good quality vocational education. The rapid development of technology can also hamper the productivity of teachers, acceptance of technology and the ability to apply it in academic activities in accordance with the needs of the business world and the industrial world.

The results of this study indicate that work engagement has no significant effect on performance. Indicators of work engagement include a teacher's commitment to his workplace, where the teacher considers the vocational school where he serves is his future so that he continues to fight for the progress of the institution in the future. The results of respondents' answers on average show the number 4.03, which means that

respondents have the same commitment to the institution. However, the high commitment to the workplace does not affect its performance. Likewise with performance indicators, the average value of respondents' answers is quite high and above average, it can then be concluded that each teacher is able to be responsible for the tasks given in accordance with the parts that have been set, thus later being able to support performance teacher.

However, the high performance is not influenced by the high commitment to the workplace. From interviews with several respondents, they said that the high performance of teachers has become an awareness and responsibility as a teacher. The results of this interview further strengthen the results of this study that high or low work engagement does not affect the performance of private vocational high school teachers in Jember Regency. The results of this study reject the findings of research by Imawati (2012) which explains that work engagement makes a significant contribution in predicting increased performance.

The Effect of Motivation (Y2) on Work Engagement (Y1)

The results of the analysis the direct influence of the Motivation variable on Work Engagement proved to have a significant effect. This can be proven by the T-statistic value showing the number 7.403 which is greater than the cut-off of 1.964, supported by a P-Value value of 0.00 where <0.05 . Thus, based on the criteria, the two assessments have met the requirements for the significance test, so it can be said that motivation has a significant effect on work engagement (hypothesis 6 is accepted). Judging from the path coefficient value, the original sample value shows a positive number, namely 0.522, thus it can be interpreted that the influence of motivation on work engagement has a positive effect.

Principals can make various efforts to empower the various potentials of SMK teachers, this perception of being empowered well will result in the thought that teachers have many opportunities to display competence and make a positive impact on their institutions. This belief, in turn, creates a high level of intrinsic motivation, resulting in high work performance so that organizational commitment or work engagement also increases.

Vocational teachers in improving their competencies and achievements require various motivations, including promotions through activities that can increase the number of credit points for performance appraisals. Motivation for promotion, such as: participating in various seminars and scientific oration activities, scientific research, community service, providing opportunities for training and higher education levels. These various opportunities will certainly increase teacher work engagement. Teachers are noble professions inherent in themselves, facing various work dynamics that increasingly demand work performance, Vocational High School teachers through self-motivation of being given responsibility will continue to be motivated to show the actualization of their abilities in carrying out mandated tasks, as well as to improve their self-image.

Work motivation is the main basis for every vocational teacher to develop potential according to the profession they carry. The increasingly difficult demands of the world of work encourage teachers to be able to adjust their abilities according to the needs of the world of work and the industrial world today, for example, digital technology skills in various majors or fields of science, and this can be realized when the principal provides opportunities for teachers to improve potential competence itself

through training activities. Empirical evidence proves that teachers who are motivated in carrying out their duties on the basis of a high commitment to achieving results, as well as getting appreciation or value according to achievement can directly increase work engagement with their institutions.

The test results support and strengthen the research study by Tania (2013) who found that work motivation has a positive and significant effect on employee organizational commitment. Another study was also suggested by Antonnio (2017) which also strengthens the results of this study which found that there was a significant influence between motivation and organizational commitment.

The Effect of Motivation (Y2) on Job Satisfaction (Y3)

The results of the analysis the direct influence of the motivation variable (Y2) on job satisfaction (Y3) proved to have a significant effect. The test results show the T-statistic value with a number of 20.106 which is greater than the cut-off of 1.964, supported by a P-Value of 0.00 where <0.05 . Thus, based on the criteria, the two assessments have met the requirements for the significance test, so it can be said that the motivation variable has a significant effect on job satisfaction (hypothesis 7 is accepted). Judging from the path coefficient value, the original sample value shows a positive number, namely 0.798, thus it can be interpreted that the influence of Y2 on Y3 has a positive effect.

High motivation from teachers can form satisfaction with their work, job satisfaction is an individual thing and each individual has a different level of satisfaction in accordance with the values that apply to each individual, perceived satisfaction is a pleasant feeling towards work as a teacher. Job satisfaction can be shown in emotional responses to various aspects of work, for example in teaching, the teacher uses various ways to be able to create an active academic atmosphere in the classroom such as student participation in discussions, mastery of the field of science, assignments in class in teamwork, to increase each other's potential through creative learning media. Students assume that innovative learning methods can reduce boredom so that learning absorption is better, thus the teacher's teaching motivation is very important.

Overall job satisfaction for SMK teachers is the sum of job satisfaction for each aspect of the job multiplied by the degree of importance of the individual job aspects, if there is a big difference between the desires and the shortcomings to be fulfilled. So that in carrying out their teaching duties, teachers need motivation from both external and internal factors, so the role of leadership is also very important. Teacher motivation in teaching can be shown with high sincerity and perseverance in carrying out teaching tasks. Teachers will try to improve their teaching competencies by always showing better service in teaching and considering the work as a moral responsibility, so that the formation of self-motivation encourages individuals to be the best in carrying out their duties.

Teachers who have high motivation will always work to the maximum possible according to the ideals of the Institute, high motivation will also encourage teachers to develop creativity and actualize their abilities and energy to achieve maximum performance. Related studies include Wibawa (2016) management support and growth have a significant positive effect on job satisfaction. Another study by Kartika (2010) found that motivation has a significant effect on job satisfaction. Prabu (2005:24), which says that motivational factors have a significant

influence on employee job satisfaction. Prabu (2005) in his findings states that motivation has a significant influence on the dependent variable of employee job satisfaction. Murti (2013) shows that motivation has a significant effect on job satisfaction

The Effect of Motivation (Y2) on Performance (Y4)

The results of the analysis the direct effect of the motivation variable (Y2) on performance (Y4) did not prove to have a significant effect. This is shown by the T-statistic value with a number of 0.835 which is smaller than the set cut-off value of 1.964, while the P-Value value is 0.404 where the figure is > 0.05. Thus, based on the criteria of the two assessments, they do not meet the requirements of the significance test, so it can be said that motivation has no significant effect on performance.

Motivation cannot directly affect performance improvement, every teacher has a different level of motivation. This diversity results in different perceptions of motivation, from these differences, teachers who have high motivation both in terms of meeting their physical needs, feeling safe, fulfilling social relationships between teachers, being given awards and opportunities as much as possible to actualize their teaching abilities cannot become a teacher. measure of performance improvement. Motivation is related to the fulfillment of self-needs while performance is related to the fulfillment of tasks according to the assigned task load.

Empirical evidence proves that teachers who are motivated in carrying out tasks mediated by high job satisfaction can have an impact on increasing their performance significantly. These results are evidenced by the test of the indirect effect of motivation on performance through satisfaction with a T-statistical value of 3.760, the value is higher than the cut-off of 1.964, supported by a P-Value value of 0.000 which is smaller than 0.05. Which means that it has a significant effect.

The Effect of Job Satisfaction (Y3) on Performance (Y4)

The results of the analysis the direct effect of job satisfaction (Y3) on performance (Y4) proved to have a significant effect. These results can be shown from the T-statistical value showing the number 4,166 which is greater than the cut-off of 1,964, supported by a P-Value value of 0.00 where <0.05. path coefficient value, the original sample value shows a positive number, namely 0.427. Thus, based on the criteria, the two assessments have met the requirements for the significance test, meaning that job satisfaction has a significant effect on performance (hypothesis 9 is accepted).

Job satisfaction plays an important role and determines the performance of a teacher. Some teachers who are proven to have excellent competence but are not supported by a sense of conformity and satisfaction with their work, it is unlikely that good performance will be created. In addition, high and timely work demands and not in accordance with their capacity can also hamper their performance, because a high workload reduces satisfaction with what they do. As discussed in the previous hypothesis, this servant leadership becomes important to provide solutions to problems faced by teachers. Principals who apply leadership with a servant model will always pay attention to various aspects of both ability or skill, tenacity, work discipline and the capacity of each teacher, so that there is no longer a

mismatch between abilities or skills in accordance with the tasks given. Equitable distribution of tasks in various tasks and positions within the institution can help improve the performance of the institution for the better.

Teachers who get satisfaction while carrying out their duties can certainly have an impact on improving their performance. The results of this study confirm and strengthen the findings of Fahrana, 2016 which explains that job satisfaction has a significant effect on employee performance. Whereas. Murti (2013) in his findings explains that job satisfaction has a significant effect on employee performance, this finding also shows that job satisfaction is a mediating variable between motivation and employee performance..

Implications of Research Results

The results of this study support four theories of organizational behavior as follows:

Servant leadership theory (Robert K. Greenleaf (1904-1990) and Russell & Stone (2002). which holds that the first thing a great leader does is serve others. Servant leaders will eventually develop individual attitudes around them by expectations have the same attitude to serve well. The main goal of a servant leader is to serve and meet the needs of others, which should optimally be the main motivation of leadership.

Satisfaction Theory (Work of Frederick Herzberg, 1966; Smith, Kendall & Hulin, 1969; Adam, 1963). Two factor theory proposed by Herzberg (1966). Based on the results of his research, Herzberg divides situations that affect a person's attitude towards his work into two groups, namely: (a) satisfiers or motivators, factors or situations that are proven to be sources of satisfaction consisting of: achievement, recognition, work it self, responsibility and advancement; and (b) dissatisfiers or hygiene factors, namely factors that are proven to be sources of dissatisfaction, such as: company policy and administration, technical supervision, salary, interpersonal relations, working conditions, job security and status. Satisfaction with work will improve performance.

Smith, Kendall & Hulin (1969), there are five important characteristics that affect job satisfaction, namely work, wages and salaries, supervisors or work supervisors, promotion opportunities and coworkers. The results of this study are the characteristics of servant leadership that provide services for teachers to be able to continue to grow and have the opportunity to continue to develop their creativity, so that their motivation is formed and can increase their job satisfaction.

Equity theory developed by Adam (1963). In principle, this theory suggests that people will be satisfied as long as they feel there is equity. Feelings of equity and inequity in a situation are obtained by people by comparing themselves with other people in the same class, office, or elsewhere. This theory identifies elements of equity including three things, namely: (a) input, is something valuable that is felt by employees as input to their work; (b) out comes, is anything of value that is felt as a result of his work; (c) comparisons persona, is the comparison between the input and the output obtained. The results of this study found that self-motivation that was formed due to fairness and opportunity was proven to affect job satisfaction, which in turn would also affect teacher performance.

The results of this study reject 3 (three) theories of organizational behavior as follows:

Gallup the Consulting Organization (Ratanjee and Wu, 2013) states that employees with work engagement will work consistently at a high level. However, the results of this study indicate that work engagement has no significant effect on teacher performance.

Performance theory (Alex Soemadji Nitisemito (200) explains that there are various employee performance factors, including 1) The amount and composition of the compensation provided 2) Proper work placement 3) Training and promotion 4) A sense of security in the future (with severance pay and benefits) etc.), Relationships with colleagues, Relationships with leaders. The results of this study indicate that performance cannot be influenced by leadership directly, but through motivation, then job satisfaction is formed, from that satisfaction good performance is formed.

Motivation Theory (Mangkunegara, 2005) states that the factors that influence a person's performance are the ability factor (ability), in general this ability is categorized into two, namely: potential ability (IQ) and reality ability (knowledge and skill); motivation factor, this is formed from the attitude of an employee in dealing with work situations. The results of this study indicate that motivation has no significant effect on the performance of private vocational high school teachers in Jember Regency.

This research with the influence of Servant leadership on motivation, work engagement, job satisfaction, on the performance of Private Vocational high Schools in Jember Regency provides several empirical findings and makes it a novelty. The novelty is a servant leadership leadership model with vocational character. Up-to-date Vocational character which is formed from the results of variable testing that comes from answers about the principal's leadership either through questionnaires or through interviews. The leadership of a school principal with a vocational character is one who has the following characteristics; Responsibility, Visionary and Solution.

These three characteristics become above characters based on the respondents' answers either through questionnaires or interview results including:

Responsibility

The results of respondents' answers to the servant leadership variable with indicators of Action, 167 (64.2%) respondents answered agree and 76 respondents (29.2) answered strongly agree. Empathy indicator 152 (58.5%) respondents answered agree and 87 respondents (33.5) answered strongly agree., wise indicator 167 (64.2%) respondents answered agree and 76 respondents (29.2) answered strongly agree. From these answers, the majority of respondents wanted a vocational school principal figure who was quick to respond to problems in the school. Thus, from the respondents' answers, the majority agreed and wanted the principal in the lead to implement such indicators. From the implementation of the indicators of action, empathy and wisdom are summarized into a trait, namely Responsibility. A principal who has the nature of responsibility will definitely be quick to respond to problems and needs of both the needs of the school, teachers and students.

Principals are quick to respond to the problems and needs of teachers in learning,

The principal is quick to respond to the needs of the school, both administrative and academic.

Principals are quick to respond in adjusting between the needs of the job market and the competencies of their graduates

Visionary

Likewise, for the results of testing the servant leadership variable with Visionary indicators, 163 (62.7%) respondents answered agree and 76 respondents (28.5%) answered strongly agree. From these answers, the majority of respondents wanted visionary leadership of school principals. Visionary principals are urgently needed at this time to adjust educational developments so that they are able to answer global challenges, including: (a) Principals are able to adapt to technological advances in the digital era for the benefit of schools. (b). Principals can develop innovative programs in the face of global change. (c) Principals can anticipate the needs of the job market in the global era for the benefit of their graduates

Solution

From testing the Finding Solutions indicator (X1.4) it is proven that 156 (64.2%) respondents answered agree and 76 respondents (29.2%) answered strongly agree. 64% of respondents answered strongly agree, even in interviews respondents really wanted the Vocational School Principal to be creative in finding solutions to the problems that exist in Vocational Schools, including: (a) Principals are able to find solutions related to the gap between the competencies of SMK students and the competencies needed world of work, (b) Principals are able to find solutions related to practical infrastructure in schools and those in industry. (c) Principals are able to find solutions to both academic and non-academic problems.

Conclusion

Based on the main problem of this research is the decline in performance in private vocational high schools, of course a solution must be found to overcome this problem, namely how to improve the performance of private vocational high schools in Jember Regency. The results of data analysis and discussion can be concluded as follows:

In accordance with the conditions of Private Vocational High Schools which experienced a decrease in the performance index in the background of this research problem, to improve the performance of Private Vocational High Schools in Jember Regency, a principal figure who is truly competent and knows very well how to lead a vocational school is needed. Therefore, according to the novelty of this research, namely Servant Leadership with a vocational character is the answer to overcome these problems. Up-to-date Vocational character which is formed from the results of variable testing which is sourced from the respondents' answers about the principal's leadership, both through questionnaires and through interviews. Principal leadership with vocational character is one who has characters including Responsibility, Visionary and Solution.

Based on the results of the study, this leadership model will improve the performance of private vocational high schools in Jember Regency. In order to improve performance in the vocational high schools that are led, the principal must implement Servant Leadership with a vocational character because according to the results of the Servant Leadership test, it has a significant effect on increasing motivation. With high

motivation will have an effect on increasing job satisfaction, according to the test results in this study if job satisfaction increases it will be able to improve performance.

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