

Servant Leadership Strengthening Modeling

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Abstract: Principals as school leaders are a contributing factor to success in efforts to strengthen governance, accountability, and public image. This success cannot be separated from competence and ability in their duties, roles and functions. Providing excellent service to all school members, optimizing the empowerment and development of school residents, focusing on performance and growth and impact for school progress and for the community, this leadership is called servant leadership. This study aims to produce a model of strengthening service leadership in the form of a constellation model of influence between variables and their mathematical model. From this model, a research hypothesis is derived which will then be tested using path analysis at the quantitative research stage. The research begins by interviewing informants who are considered competent in providing the expected answers. Furthermore, data reduction, data codification, data display, data analysis, and conclusion drawing were carried out. The research was carried out at the Bogor Regency Private Vocational School in the period October to December 2020. From the research conducted, several variables are thought to have positive and dominant influence on service leadership, namely adversity intelligence, proactive personality, teamwork as exogenous variables, organizational commitment, and work motivation as intervening variables.

Keywords : Servant_Leadership, Empowerment

Introduction

National Development through the field of education aims to educate the nation's life and develop Indonesian people as a whole. The government's efforts in advancing education in Indonesia continue to be carried out on an ongoing basis. One of them is reforming the principal duties of the principal as a leader in the school. The principal is a strategic key in achieving educational goals effectively and efficiently because the quality of the school depends on the principal, how the principal carries out his duties and functions as a leader. The regulation of the minister of education and culture (Permendikbud) number 6 of 2018 [1], confirms that teachers who are appointed as school principals are no longer an additional task but as a main task to lead and manage each level of the education unit.

The concept of servant leadership is the provision of excellent service to all school members, optimizing the empowerment and development of school residents, with the essence being that the principal serves others. The focus of servant leadership is performance and growth as well as impact for the betterment of the school and for the community. In other words, teachers who are appointed as principals do not only serve as leaders who master managerial, entrepreneurship and supervision, but also principals who master managerial, entrepreneurship and supervision sciences who are ready to provide services to teachers, education staff, students, parents, the community, and all stakeholders related to

education.

Principals as school leaders are a contributing factor to success in efforts to strengthen governance, accountability, and public image. This success cannot be separated from the competence and ability in the duties, roles and functions as school principals. In fact, not all school principals master all competencies as a whole. Based on a 2016 survey by the Directorate of Education at the Ministry of Education and Culture, it shows that the competence of school principals is still weak and needs to be strengthened. The results of the principal competency test (UKKS) have the highest score of 55.90 and the lowest score of 45.92. For the average value per dimension as follows: learning leadership with a value of 43.96; entrepreneurship with a score of 48.52; managerial with a score of 48.87; supervision: with a score of 36.45 and school development with a score of 47.67.

Based on data and facts obtained through an initial survey conducted on December 16-21, 2020, using a questionnaire that the leadership serving in 30 private vocational schools in Bogor Regency, is in a condition that really needs to be strengthened. The initial survey was in the form of statements to 30 principals as respondents. It was found that 30% of principals have not shown humility, 28% of principals have not shown compassion, 33% of principals have not shown Accountability, 30% of principals have not show courage (courage), 30% of principals have not shown integrity, and 33% of principals have not shown listening behavior. This study aims to produce a model of strengthening servant leadership in the form of a constellation model of influence between variables and their mathematical model. From this model, a research hypothesis is derived which will then be tested using path analysis at the quantitative research stage.

1. Servant Leadership

Dierendonck [2], explains that Servant Leadership is the behavior of a leader who prioritizes service, namely service that arises from one's desire to serve others, with the aim that the individuals served can grow and develop, are healthy, independent, and have a spirit of service. The indicators of leadership serve as follows: 1) Empower and develop, 2) Humanize humans, 3) Express oneself according to oneself, 4) Develop Interpersonal-Acceptance, 5) Direction, and 6) Obedience. Parris, D.I and Peachey, J.W [3], Servant leadership is placing them/the people they lead above the personal interests of the leader. The service leadership indicators are as follows: 1) Listening, 2) Empathy, 3) Healing, 4) Awareness, 5) Persuasion, 6) Conceptualization, 7) Foresight, 8) Stewardship 9) Commitment to the growth of people and 10) Building Community. Stone, A.G. et al, [4], defines servant leadership as a leader who serves and fulfills the needs of others optimally by developing the attitudes of individuals around him in the hope of having the same attitude to serve well. The indicators of serving leadership are as follows: 1) Vision, 2) Honesty, 3) Integrity, 4) Trust 5) Service, and 6) Style. Spears, L.C [5], a servant leader is a leader who puts service first, starting with the natural feeling of someone wanting to serve and to put service first. Furthermore, consciously, this choice brings aspirations and encouragement in leading others. Leadership indicators serve as follows: 1) Listening, 2) Empathy, 3) Healing, 4) Awareness, 5) Persuasion, 6) Conceptualization, 7) Foresight, 8) Openness, 9) Commitment to growth, and 10) Community building.

From the various theories above, it can be synthesized that servant leadership is a leader's behavior that begins with feelings and commitments to serve consciously, directing individuals, prioritizing the interests of others, aspirations, harmony, and good character to build prosperity and the common good. The indicators of Servant Leadership are as follows: 1) Humility, 2) Compassion,

Operations research is a common method used in the study and optimization of systems through system modeling. Hardhienata, S (2017) [7], defines operations research as the application of scientific methods to find optimal solutions and make decisions about a problem by taking into account existing resources and constraints. In the analysis and solution of the problems mentioned above are usually carried out using modeling and optimization. In the field of education management there is a

lot of analysis and problem solving done using statistical models.

Statistical model is an equation formed from a frame of mind to describe the relationship or influence of the dependent variable with the independent variable. Most of the research that uses statistical models in the field of management, especially in the field of education management, the discussion is stopped on the finding that there is a positive relationship or influence between the variables studied. This results in the conclusion of the study being only a statistical conclusion and resulting in only normative suggestions.

Methods

This study uses the tally mark/turus analysis method to determine which variables have a positive and dominant effect on strengthening service leadership. Setyaningsih, S. and Hardhienata, S. (2019) [8], describe the stages in making research hypotheses are as follows:

1. Preliminary research / Preliminary survey is carried out at the research locus to determine whether the condition of the Theme to be studied is in good condition or still needs to be improved, meaning that there is still a gap between reality and expectations or *das Sein* is not in accordance with *das Sollen*.
2. Excavation at the research locus through interviews with informants who are considered competent can provide good answers about variables that have a positive and dominant influence on the main research variables. Continued with extracting variables that have a positive and dominant effect on variables that have a positive effect on the main variable.
3. Data Reduction and Data Codification.
 - a. Data reduction is a form of analysis that sharpens, categorizes, directs, discards unnecessary, and organizes data in such away that the final variables can be found and verified.
 - b. Data codification is a process of simplifying interview data by coding the data obtained. Codification is the process of giving symbols for each existing data. The main purpose of codification is so that the data can be concise and compact.
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7. Data analysis using the Tally Mark / Turus method to determine the variables that have a positive and dominant effect on the main variable and variables that have a positive effect on the variables that have a positive effect on the main variable.
8. Preparation of Research Variables Constellation. The researcher arranges the constellation by using variables that have a positive and dominant influence from the influencing variables to the affected variables.

9. Expert assessment of the constellation of research variables. Experts assess the relevance of the influence between variables found by researchers with levels of irrelevant, less relevant, quite relevant, relevant, and very relevant. The final results of this expert assessment consist of three categories, namely :
 - a. Can be continued without revision. If the expert judgment given to the category can be continued without revision, then the researcher can proceed to the next stage.
 - b. Can be continued with revision. If expert judgments are given to categories that can be continued with revisions, the researchers improve the constellation of research variables that have been compiled. Improvements to the fixed variable constellations were reassessed by experts.
 - c. Cannot continue. If the expert judgment is given to the category that cannot be continued, the researcher is required to repeat the interview again to find new variables.
10. Preparation of statistical mathematical models based on the influence between variables with confirmation of expert judgment.
11. The research hypothesis is derived from the framework of thinking / constellation of research variables that have been confirmed by the Expert (Expert). The steps described above flow as shown in Figure 2 below:

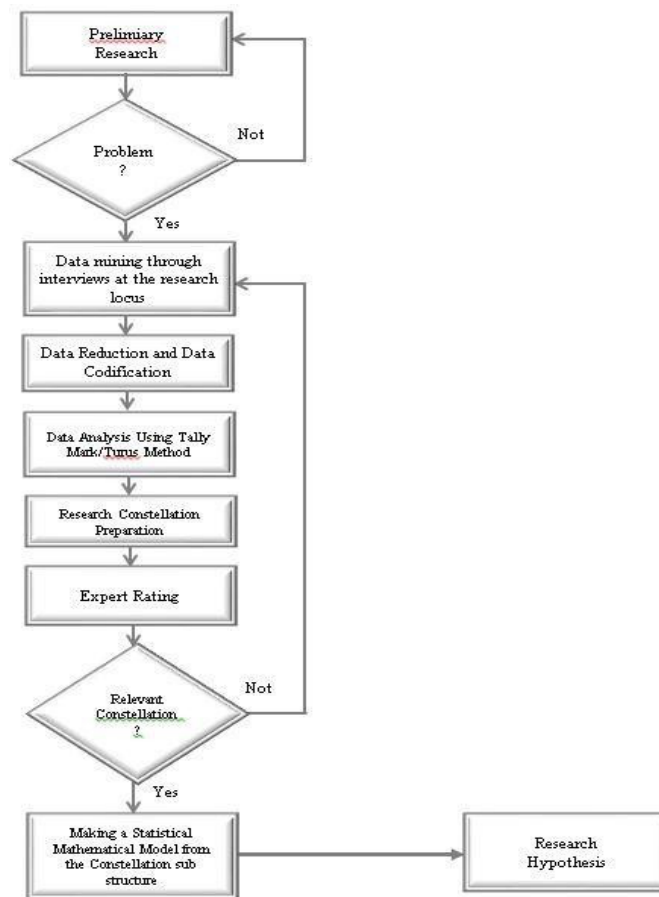


Figure 2. Flowchart of the preparation of the Research Hypothesis

Result And Discussion

Research data collection

Research data were collected through interviews with research informants consisting of 16 principals. From the 16 informants, the researcher felt that the data obtained was saturated so that data processing was carried out. From the collected data, then data reduction, data codification, and data display are carried out, the results are as shown in table 1 below:

Table 1. Recapitulation of Variables referred to by the Resource Person

Factors mentioned by Informants	Tally Mark /Turus	Sum	Percentage(%)
Adversity Intelligence	Ee	12	75%
Self Efficacy	Aa	4	25%
Proactive Personality	eE	10	62,5%
External Contact	Ea	6	37,5%
Teamwork	ei	8	50%
Organizational Climate	ea	6	37,5%
Organizational Support	aa	2	12,5%
Organizational Commitment	ee	10	62,5%
Professional Commitment	ea	6	37,5%
Work motivation	eea	11	68.75%
Self Existence	e	5	31,25%

Based on the results of the tally mark / t urus analysis, the constellations can be arranged as follows:

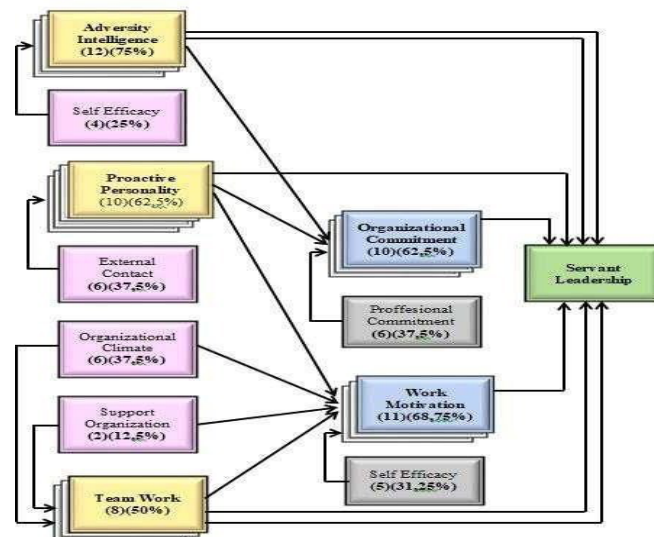


Figure 3. Variables obtained from interviews with informants

Determining Intervening

Variables Intervening variable (variable between) is a variable that mediates between exogenous variables and endogenous variables. The intermediate variable is said to be effective if the indirect effect is greater or stronger than the direct effect. (Sugiyono, 2017) [9]. In this study, the variables of commitment to the organization and work motivation were found as intervening variables. The determination of the intermediate variables was carried out after the researcher triangulated the data through expert confirmation.

The expert assessed the relevance of the influence between the variables found by the researcher with levels of irrelevant (1), less relevant (2), moderately relevant (3), relevant (4), and very relevant (5). The final result of this expert assessment consists of three categories, namely: 1) Can be continued without revision. If expert judgment is given to the category that can be continued without revision, then the researcher can proceed to the next stage, 2). Can be continued with revision. If expert judgments are given to categories that can be continued with revisions, the researchers improve the constellation of research variables that have been compiled. Repair of variable constellations that have been fixed, reassessed by experts, and 3) Cannot be continued. If the expert assessment is given to the category that cannot be continued, the researcher is required to repeat the interview again to find new variables.

Determination of the Research Constellation.

Based on the results of interviews and expert triangulation, the constellation can be arranged. The arrangement formed, namely adversity intelligence (X1), Proactive Personality (X2), Teamwork (X3) was determined as an exogenous variable. Commitment to the organization (X4) and work motivation (X5) as intervening variables and Servant Leadership (Y) as an endogenous variable. The effect of the complete path by combining the results of the analysis on each substructure, can be described as follows:

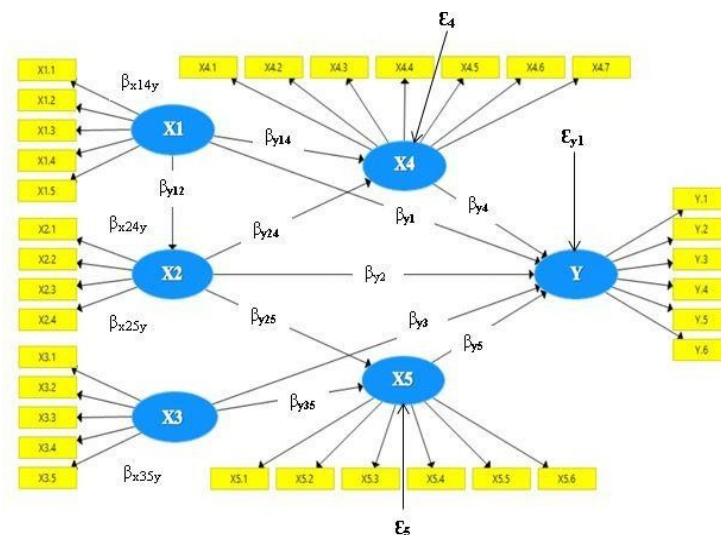


Figure 4. Influence between variables in strengthening service leadership

Information:

X1 = Adversity Intelligence X2 = Proactive Personality X3 =
Teamwork X4 = Organizational Commitment X5 = Work
Motivation
Y = Servant Leadership

Statistical Mathematical Model

Based on the constellation of influence between variables, a statistical mathematical model is produced as follows:

a. Substructural Equation 1

$$\hat{y} = \beta_{y1}X_1 + \beta_{y2}X_2 + \beta_{y3}X_3 + \beta_{y4}X_4 + \beta_{y5}X_5 + y$$

b. Substructural Equation 2

$$X_4 = \beta_{41}X_1 + \beta_{42}X_2 + y_4$$

c. Substructural Equation

$$X_5 = \beta_{52}X_2 + \beta_{53}X_3 + y_5$$

d. Substructural Equation

$$X_2 = \beta_{21}X_1 + y_2$$

Conclusion

Based on the discussion of the research results that have been described above, it can be concluded that the model of strengthening service leadership is influenced by endogenous variables consisting of adversity intelligence variables, proactive personality, and teamwork. While the intervening variables found are the variables of commitment to the organization and work motivation.

Acknowledgements

This study is intended to find strategies and ways to strengthen service leadership in private vocational schools.

The constellation of research and mathematical models are the results of research obtained from processing qualitative data from resource persons, namely the head of a private vocational school in Bogor Regency. Hopefully the results of this research can be useful for strengthening service leadership in schools.

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