

Strengthening Service Leadership and Self-Efficacy in Increasing Job Satisfaction of Private Junior High School Teachers

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ABSTRACT

The purpose of this study was to find a way to increase teacher job satisfaction by examining the relationship between servant leadership and self-efficacy and job satisfaction. The population in this study were honorary teachers at private junior high schools throughout Bogor Regency, which opened 160 teachers. The sample was determined by simple random sampling, using the proportional random sampling technique and the Taro Yamane formula so that the number of samples in this study was 113 teachers. The method in this study is a statistical correlational method with a quantitative approach. The correlational approach is used to determine whether or not there is a relationship between the independent variable and the dependent variable. Collecting data in this study using a questionnaire or questionnaire. This study has two independent variables and one dependent variable. The independent variables are service leadership (X1) and self-efficacy (X2), while the determining variable is teacher job satisfaction (Y). This study obtained the results that there is a positive and significant relationship between service leadership (X1) and teacher job satisfaction (Y) with a correlation coefficient of 0.527, and there is a positive and significant relationship between self-efficacy (X2) and teacher satisfaction (Y) with the correlation coefficient value is 0.449, and there is a relationship between service leadership (X1) and self-efficacy (X2). Together, there is a positive and significant relationship with teacher job satisfaction (Y) at Private Junior High Schools in Bogor Regency with a correlation coefficient (R) of 0.543. Based on this, it can be stated that to increase teacher job satisfaction, it can be supported through efforts to increase service leadership and self-efficacy.

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Introduction

Job satisfaction is an expression of attitudes shown by individuals to the organization. Teachers with high levels of job satisfaction can show a positive attitude to the work they do. A teacher who is dissatisfied with his work will show a negative attitude towards the

work being carried out. Job satisfaction is also a positive attitude of teachers to various situations in the educational environment. For organizations, teacher job satisfaction must receive attention and fulfillment, especially from the leadership of educational organizations. For teachers, job satisfaction is an individual factor and a means to achieve work productivity. The teacher's job satisfaction factor provides good benefits for educational organizations, students, and even for the community. Good job satisfaction can support the achievement of the vision and mission of educational organizations. In Zaenudin's research, Danial (2021), obtained the results of observations by interviewing 4 principals of SMP, SMK and MA Muhammadiyah, namely: (a) The low motivation of teachers in carrying out their work. (b) The low level of understanding of the teacher's ideology. (c) Low teacher participation. (d) The low competence of teachers so that they have difficulty in completing their work. In addition, the results of a preliminary study were also conducted on school principals as respondents who assessed private junior high school teachers in Pekanbaru which showed that there were still teachers who procrastinated, lazy to work, many complaints from teachers, difficulty in building cooperation between teachers in completing responsibilities and inadequate facilities, school facilities and infrastructure in supporting the smooth teaching and learning process, in addition, the rewards and benefits provided are sometimes not in accordance with the stipulated time. (Saherbanun 2021)

The success of the organization in achieving its goals and objectives depends on the leader and his leadership style. Leadership style is a leadership model in which the leader has the ability to influence a group to achieve goals. A leader must be able to position himself as a leader who serves his employees. Serving here does not mean that all the needs of its employees are fulfilled, but a servant leader is a leader who gives responsibility to his employees to be creative in optimizing their best performance in achieving organizational goals. Self-efficacy and leadership style are goals to be achieved by the organization. These two things have an impact on job satisfaction. Servant leadership and self-efficacy also determine the emotional condition or feelings of employees towards work in the form of job satisfaction. Job satisfaction is the stage where a person feels a feeling of pleasure and satisfaction in an organization. Based on the discussion above, the author has a goal in this study, namely to determine the variables that can increase teacher job satisfaction. So that a comprehensive study is needed to find efforts to increase teacher job satisfaction through factors that are thought to have a relationship, especially service leadership and self-efficacy. Based on the discussion above, the author has a goal in this study, namely to determine the variables that can increase teacher job satisfaction. So that a comprehensive study is needed to find efforts to increase teacher job satisfaction through factors that are thought to have a relationship, especially service leadership and self-efficacy. Based on the discussion above, the author has a goal in this study, namely to determine the variables that can increase teacher job satisfaction. So that a comprehensive study is needed to find efforts to increase teacher job satisfaction through factors that are thought to have a relationship, especially service leadership and self-efficacy.

Servant Leadership

According to Trompenaars, Fons and Voerman, Ed. (2009), defines servant leadership as a management style in leading and serving which is carried out in harmony within an organization. The indicators are: (1) a strong desire to make positive changes, (2) healing emotional feelings, (3) wise in making decisions, (4) prioritizing persuasive actions, (5) emphasizing openness and persuasion to build trust. According to Sendjaya, S., Sarros, JC, & Santora, JC (2008: 402-424), Servant Leadership is the quality of a leader who prioritizes

the needs of others, aspirations, and interests of others. The indicators are: (1) Maintaining relationships, (2) Responsible, (3) Good self-morality, (4) Spirituality, (5) Describing influence through actions and beliefs. According to Spears, LC (2010: 25-30), Servant Leadership is a leader who prioritizes service with a natural feeling. The indicators are: (1) Listening, (2) Empathy, (3) Healing, (4) Awareness, (5) Persuasion, (6) Conceptualization, (7) Foresight, (8) Openness, (9) Commitment, (10) Build community. Meanwhile, according to Adam Focht and Micheal Ponton (2015: 44-60) Servant leadership is the desire of a leader to provide services to individuals or subordinates and develop to direct individuals to organizational goals. The indicators are: (1) Value People, namely respecting individuals, (2) Humility, which is humility, (3) Listening, namely willingness to listen, (4) Trust, namely trusting others, (5) Caring, which is friendly, (6) Integrity, which is honest and trustworthy, (7) Service, namely prioritizing service, (8) Empowering, namely empowering individuals. According to Irving, JA (2005) Servant Leadership is a collaborative process between leaders and followers to achieve the vision and mission of the organization. The indicators are: (1) Compassion, (2) Empowerment, (3) Vision, (4) Humility, (5) Trust. Based on the above theory, it can be synthesized that servant leadership is the activity of a leader who prioritizes service and can cooperate with subordinates effectively and efficiently to achieve organizational goals. The indicators are: (1) compassion, (2) humility, (3) empowerment, (4) a strong desire to make changes, (5) openness, (6) build trust. (2005) Servant Leadership is a collaborative process between leaders and followers to achieve the vision and mission of the organization. The indicators are: (1) Compassion, (2) Empowerment, (3) Vision, (4) Humility, (5) Trust. Based on the above theory, it can be synthesized that servant leadership is the activity of a leader who prioritizes service and can cooperate with subordinates effectively and efficiently to achieve organizational goals. The indicators are: (1) compassion, (2) humility, (3) empowerment, (4) a strong desire to make changes, (5) openness, (6) build trust. (2005) Servant Leadership is a collaborative process between leaders and followers to achieve the vision and mission of the organization. The indicators are: (1) Compassion, (2) Empowerment, (3) Vision, (4) Humility, (5) Trust. Based on the above theory, it can be synthesized that servant leadership is the activity of a leader who prioritizes service and can cooperate with subordinates effectively and efficiently to achieve organizational goals. The indicators are: (1) compassion, (2) humility, (3) empowerment, (4) a strong desire to make changes, (5) openness, (6) build trust. (4) Humility, (5) Trust. Based on the above theory, it can be synthesized that servant leadership is the activity of a leader who prioritizes service and can cooperate with subordinates effectively and efficiently to achieve organizational goals. The indicators are: (1) compassion, (2) humility, (3) empowerment, (4) a strong desire to make changes, (5) openness, (6) build trust. (4) Humility, (5) Trust. Based on the above theory, it can be synthesized that servant leadership is the activity of a leader who prioritizes service and can cooperate with subordinates effectively and efficiently to achieve organizational goals. The indicators are: (1) compassion, (2) humility, (3) empowerment, (4) a strong desire to make changes, (5) openness, (6) build trust.

Self-Efficacy

Self-efficacy is an individual's belief in being able to achieve success in completing his work. The indicators are: (1) previous experience, (2) behavioral models, (3) persuasion from others, (4) physical condition, (5) emotions. (R. Kreitner and A. Kinicki 2010). Jess Feist (2013) states the notion of self-efficacy with different indicators, according to him self-efficacy is an individual's belief in his ability to use a number of control functions of

themselves and their environment. the indicators are: (1) challenging tasks, (2) training, (3) supportive leadership, (4) co-workers success, (5) company success, (6) superior-employee relationship, (7) leader role. Self-efficacy is an individual's belief in his abilities and competencies to successfully complete certain tasks. A person with high self-efficacy believes in his achievements. The indicators are: (1) the ability to solve problems, (2) do the tasks that they feel capable of, (3) belief in their ability to achieve success, (4) strong expectations of self-ability, (5) belief in understanding of their abilities, (6) able to understand his own abilities. (John Ivancevich et. al. 2011). Meanwhile, according to Fred Luthans (2011) self-efficacy is an individual's belief in his ability to bridge motivation in order to obtain success in carrying out tasks. The indicators are: (1) proficient experience, (2) role models or models, (3) social persuasion, (4) physical condition. Based on the explanation above, it is synthesized that self-efficacy is an individual's belief in himself in his abilities and qualities in completing all the tasks he has. The indicators are: (1) experience, (2) ability to solve problems, (3) supportive leadership, (4) self-confidence, (5) good relations between subordinates and superiors, (6) strong expectations.

Method

The research method used is correlational statistical method with a quantitative approach. The correlational approach is used to determine whether there is a relationship between the independent variable and the dependent variable (Sugiono, 2016). This study has two independent variables and one dependent variable. The independent variables are service leadership (X1) and self-efficacy (X2), with the variable being job satisfaction (Y). This study uses data collection methods in the form of a questionnaire or questionnaire.

Questionnaire sheet is a statement used to obtain information from respondents about the variables studied and used as a source of research data (Sugiono, 2017). Researchers used instruments to measure variables: job satisfaction (Y), service leadership (X1), and self-efficacy (X2). In filling out the questionnaire, the teacher can provide an assessment by choosing the answers that have been provided by the researcher. The researcher used a Likert scale as the answer choice for each statement. Where the teacher can provide answers to positive statements, namely; always (Sl) with a value of 5, often (Sr) with a value of 4, sometimes (Kd) with a value of 3, less often (Jr) with a value of 2, never (Tp) with a value of 1. And vice versa for negative statements, then the value is; always (Sl) with a value of 1, often (Sr) with a value of 2, sometimes (Kd) with a value of 3, rarely (Jr) with a value of 4, never (Tp) with a value of 5.

The population in this study were honorary teachers at private junior high schools in Bogor Regency, amounting to 160 people. Determining the sample was done randomly, using proportional random sampling technique and the Taro Yamane formula so that the number of samples in this study was 113 teachers. Calculation of quantitative research results with descriptive and inferential statistics. Inferential statistics were processed by regression-correlation analysis. Data analysis begins with prerequisite tests, such as: normality test, homogeneity test, and added with regression equations, significance test, linearity, and testing through relationship test with ANOVA.

Results and Discussion

Normality test

The normality test was carried out to determine whether the distribution of the data to be analyzed was normal or not. The technique used to test the normality of the data is using SPSS 24.0 using Kolmogorov Smirnov. To test the normality of the data can use the Kolmogorov Smirnov test provided that if $\text{sig} > 0.05$ then the data is normally distributed. The results of the normality test using SPSS 24.0 for windows are as follows:

1. Servant Leadership (X1) with Teacher Job Satisfaction (Y)

Table 1. One-Sample Kolmogorov-Smirnov Test

| N | | 113 |
|--------------------------|----------------|------------|
| Normal Parameters, b | mean | .0000000 |
| | Std. Deviation | 8.40364093 |
| Most Extreme Differences | Absolute | .046 |
| | Positive | .046 |
| | negative | -.040 |
| Test Statistics | | .046 |
| asympt. Sig. (2-tailed) | | .200c,d |

The results of the calculation of the normality test of the teacher's job satisfaction variable for serving leadership obtained a significant value of 0.200, meaning that a significant value > 0.05 means the data is normally distributed.

2. Self-efficacy (X2) with teacher job satisfaction (Y)

Table 2. One-Sample Kolmogorov-Smirnov Test

| N | | 113 |
|--------------------------|----------------|------------|
| Normal Parameters, b | mean | .0000000 |
| | Std. Deviation | 8.83479461 |
| Most Extreme Differences | Absolute | .050 |
| | Positive | .042 |
| | negative | -.050 |
| Test Statistics | | .050 |
| asympt. Sig. (2-tailed) | | .200c,d |

The results of the normality test on the teacher's job satisfaction variable on self-efficacy obtained a significant value of 0.200 which means a significant value > 0.05 so that the data is normally distributed.

Homogeneity Test

Homogeneity test is needed to see that two or more groups of sample data come from populations that have the same variance. The homogeneity test was processed using SPSS 24.0 and ANOVA. The requirement for homogeneous variance is sig value > 0.05 . The results of the homogeneity test using SPSS 24.0 for windows are as follows:

1. Servant leadership (X1) with teacher job satisfaction (Y)

Table 3. ANOVA

| Servant Leadership | | | | | |
|--------------------|----------------|-----|-------------|-------|------|
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between Groups | 9798,201 | 37 | 264,816 | 1,901 | .090 |
| Within Groups | 10446,667 | 75 | 139,289 | | |
| Total | 20244,867 | 112 | | | |

The results of the homogeneity test of the variance of the job satisfaction variable on service leadership obtained a significant value of 0.90, which means a significant value > 0.05 . So, it can be concluded that the teacher job satisfaction data group on the service leadership variable comes from a homogeneous population.

2. Homogeneity test of self-efficacy variables (X2) with teacher job satisfaction (Y)

Table 4. ANOVA

| Self Efficacy | | | | | |
|----------------|----------------|-----|-------------|-------|------|
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between Groups | 9628.959 | 37 | 260,242 | 1,742 | .021 |
| Within Groups | 11204.050 | 75 | 149,387 | | |
| Total | 20833.009 | 112 | | | |

The results of the homogeneity test of the variance of the job satisfaction variable on self-efficacy got a significant value of 0.21, meaning a significant value > 0.05 . So it can be concluded that the teacher job satisfaction data group on the self-efficacy variable comes from a homogeneous population.

3. Hypothesis testing

Hypothesis testing was carried out to see the strength of the relationship between variables using the product moment correlation test. The basis for decision making to state the existence of a relationship between variables is a significant value < 0.05 . To determine the level of the correlation coefficient, the following interpretation table is needed:

Table 5. Interpretation

| No | Coefficient Interval | Relationship Level |
|----|----------------------|--------------------|
| 1 | 0.00 - 0.199 | Very low |
| 2 | 0.20 - 0.399 | Low |
| 3 | 0.40 - 0.599 | Currently |
| 4 | 0.60 - 0.799 | Strong |
| 5 | 0.80 - 1,000 | Very strong |

(Sugiono, 2004: 183)

The results of the correlation test using SPSS 24.0 for windows are as follows:

a. The relationship between servant leadership (X1) and teacher job satisfaction (Y)

Table 6. Correlations

| | Servant Leadership | Teacher job satisfaction |
|--|--------------------|--------------------------|
| | | |

| | | | |
|--------------------------|---------------------|--------|--------|
| Servant Leadership | Pearson Correlation | 1 | .527** |
| | Sig. (2-tailed) | | .000 |
| | N | 113 | 113 |
| Teacher job satisfaction | Pearson Correlation | .527** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 113 | 113 |

** . Correlation is significant at the 0.01 level (2-tailed).

results of calculations with correlation analysis, obtained the value of the correlation coefficient between service leadership (X1) and job satisfaction (Y) is 0.527 and a significant value is 0.000, meaning a significant value <0.05 . So it can be concluded that there is a positive relationship between service leadership (X1) and teacher job satisfaction (Y). Based on the interpretation table of the relationship strength above, the interval coefficient value of 0.40-0.599 is said to have a moderate relationship strength. Based on the results of the correlation test, the correlation value of serving leadership (X1) with teacher job satisfaction (Y) obtained a correlation value of 0.527, which means that it has a relationship strength in the medium category. Thus, it can be stated that through strengthening service leadership, it can increase the job satisfaction of private junior high school teachers in Bogor Regency.

b. Relationship of self-efficacy (X2) with teacher job satisfaction (Y)

Table 7. Correlations

| | | Self Efficacy | Teacher job satisfaction |
|--------------------------|---------------------|---------------|--------------------------|
| Self Efficacy | Pearson Correlation | 1 | .449** |
| | Sig. (2-tailed) | | .000 |
| | N | 113 | 113 |
| Teacher job satisfaction | Pearson Correlation | .449** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 113 | 113 |

** . Correlation is significant at the 0.01 level (2-tailed).

c. The relationship of serving leadership (X1) and self-efficacy (X2) together on teacher job satisfaction (Y)

Table 8. Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
|-------|-------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .543a | .295 | .282 | 8.37740 | .295 | 23.002 | 2 | 110 | .000 |

a. Predictors: (Constant), Self-Efficacy, Servant Leadership

The results of the calculation of multiple correlation analysis, obtained a significant value of 0.000, meaning a significant value <0.05 . The value of the correlation coefficient (R) is 0.543, thus it can be concluded that the level of positive relationship between service leadership (X1) together with self-efficacy (X2) on job satisfaction (Y) simultaneously has a moderate relationship. Based on the results of the hypothesis test above, it can be concluded that through strengthening service leadership and self-efficacy together can increase teacher job satisfaction.

4. Partial correlation test

- a. The results of the partial correlation test of serving leadership (X1) with teacher job satisfaction (Y) before entering the self-efficacy control variable (X2) in the analysis, the correlation coefficient value is 0.527 (positive) and the Significance value (2-tailed) is $0.000 < 0.05$. Thus, it can be concluded that there is a positive and significant relationship between service leadership (X1) and teacher job satisfaction (Y) without any control variables. While the correlation value of 0.527 is considered in the medium category.
- b. The results of the partial correlation test of self-efficacy (X2) with job satisfaction (Y) before entering the service leadership control variable (X1) into the analysis, it is known that the correlation coefficient value is 0.449 (positive) and the Significance (2-tailed) value is $0.000 < 0.05$, so it can be concluded that there is a positive and significant relationship between self-efficacy (X2) and teacher job satisfaction (Y) without any control variables. Thus, the correlation value of 0.449 is considered in the medium category.

Discussion

1. Relationship between Servant Leadership (X1) and Job Satisfaction (Y)

The strength of the relationship between service leadership (X1) and teacher job satisfaction (Y) can be seen from the correlation test with a correlation coefficient of 0.527. The variable of teacher job satisfaction on serving leadership obtained a significant value of 0.000, meaning a significant value < 0.05 , so that serving leadership has a positive and significant relationship with teacher job satisfaction. Servant leadership puts followers first, empowers, and helps them develop their full personal capacities. So that teacher job satisfaction can be explained by servant leadership with indicators, namely: (1) compassion, (2) humility, (3) empowerment, (4) a strong desire to make changes, (5) openness, (6) building trust. The results of servant leadership are good teacher performance and follower growth, and job satisfaction (Mikel, Putra, and Setiawan 2021). Research evidence has shown that an individual's desire for self-assessment of the work performed can increase job satisfaction. A leader who is able to provide good service to subordinates will feel satisfied with what has been given so that he has a strong attachment to the organization. (Ulfa 2020; Pala'ngan 2020; Cahyanti and Adiwati 2022; Zulkifli 2022) This shows that servant leadership has a positive and significant relationship to teacher job satisfaction.

2. Relationship of Self Efficacy (X2) with Job Satisfaction (Y)

The strength of the relationship between self-efficacy (X2) and teacher job satisfaction (Y) can be seen from the correlation test with a correlation coefficient of 0.449. The variable teacher job satisfaction on self-efficacy obtained a significant value of 0.000, meaning a significant value < 0.05 , so that self-efficacy was positively and significantly related to teacher job satisfaction. In this case, teacher job satisfaction can be explained by self-efficacy with several indicators, namely: (1) experience, (2) ability to solve problems, (3) supportive leadership, (4) self-confidence, (5) good relations with subordinates. and superiors, (6) strong expectations. The self-efficacy variable is believed to be able to encourage and increase teacher job satisfaction. So that the self-confidence that exists in teachers becomes better because of the burden of responsibility that must be completed to achieve the vision and mission (Permatasari and Supiyana 2020). Self-efficacy beliefs have been found to be a major determinant of teacher job satisfaction. Someone who has confidence in his abilities,

he is more likely to succeed, if a teacher has high self-efficacy then he will get satisfaction from everything he does. (Saprudin et al. 2021; Darmawan 2021; Fiona Citrayani, Tetra Hidayati 2022; Nurhidayani, Kurnia, and Novianti 2019) So it can be stated that self-efficacy has a positive and significant relationship with teacher job satisfaction.

3. Relationship of Servant Leadership (X1) And Self-Efficacy (X2) With Job Satisfaction (Y)

The strength of the relationship between service leadership (X1) and self-efficacy (X2) together with teacher job satisfaction (Y) with a correlation coefficient (R) of 0.543 and a significant value of 0.000, meaning a significant value <0.05 , thus serving leadership and self-efficacy together have a positive and significant relationship with teacher job satisfaction. Then the variable teacher job satisfaction can be explained by serving leadership and self-efficacy. There are several aspects that need to be reviewed on the job satisfaction variable, namely: 1) salary, (2) co-workers, (3) promotion, (4) work carried out, (5) boss, and (6) nature of work. The results of the relevant research state that servant leadership and self-efficacy are leadership abilities that can empower and develop teachers' confidence in carrying out their duties and responsibilities and with respect. (Sembiring 2022; Syarifudin 2020; Waruwu 2018; Sartika 2021). Servant leaders will provide direction and be responsible for the organization they lead so as to increase job satisfaction (Setiawan and Ekhsan 2020). In addition, if the strengthening of leadership factors is in line with increasing self-efficacy, it will have an impact on teacher performance results and have a direct impact on job satisfaction.

Conclusion

This study obtained the results that there was a positive and significant relationship between service leadership (X1) and teacher job satisfaction (Y) having a correlation coefficient of 0.527, and there was a positive and significant relationship between self-efficacy (X2) and teacher job satisfaction (Y) having a positive value. the correlation coefficient is 0.449, and there is a relationship between service leadership (X1) and self-efficacy (X2). Together, there is a positive and significant relationship with teacher job satisfaction (Y) in private junior high schools in Bogor Regency with a correlation coefficient (R) of 0.543. Based on this, it can be stated that in order to increase teacher job satisfaction, it can be supported through efforts to improve service leadership and self-efficacy. This research can be a reference for school principals to increase teacher job satisfaction, it can be done by fostering service leadership behavior and self-efficacy. Likewise, teachers can have confidence in their abilities so that they can do their work optimally.

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