

Digital Testing Application in Knowing the Effect of Servant Leadership and Work Motivation on Teacher Performance



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application;
digital testing;
education;
servant leadership;
teacher performance;
work motivation;

Abstract

The purpose of this study was to determine the effect of servant leadership and work motivation on teacher performance in West Denpasar by using a digital-based testing application. The design of this research is descriptive quantitative on 88 teachers. Data collection techniques with questionnaires were analyzed using Structural Equation Modeling with Partial Least Squares (PLS-SEM). Research result; (1) servant leadership has a direct effect on teacher performance as indicated by a coefficient of 0.214 and a t-statistic of 6.275 (2) work motivation has a direct effect on teacher performance as indicated by a coefficient of 0.701 and a t-statistic of 32,930 (3) servant leadership has an indirect effect on teacher performance through work motivation is shown by the coefficient of 0.383 and the t-statistic of 5.216. The conclusion is that work motivation has a very strong effect on teacher performance, besides that work motivation can mediate the influence of servant leadership on teacher performance. Recommendations to apply servant leadership and work motivation to improve teacher performance.

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1 Introduction

Teachers play an important role in improving the quality of education and can develop the potential of students to become human beings who have faith and piety, have noble character, are knowledgeable, capable, creative, independent, and become responsible citizens. Education is a strategic effort to form a superior generation for the progress of the nation. The Indonesian government stipulates regulations for the implementation of the national education system (Pemerintah Republik Indonesia, 2003) in addition to stipulating regulations regarding (Pemerintah Republik Indonesia, 2005) (Presiden Republik Indonesia, 2017). Meanwhile, the Denpasar City Government prepares a strategic plan for the development of the education sector for 2016-2021 referring to Government Regulations (Aji & Palupiningdiyah, 2017). The Denpasar City Education Office has set a vision to improve the quality of education which is rooted in culture to realize an efficient and effective education to achieve quality (Badan Standarisasi Nasional et al., 2008). The most important government policy is basic education to complete 9 years of compulsory education. Basic education can determine the next level. If the basic education level is good, then the secondary education level will be good, otherwise, if the basic education is not good then further education will not be good (Evans, 2008; Chick et al., 2020).

In education, the teacher's function is very important and teachers are at the forefront of improving the quality of education that the government seeks to improve the quality of teachers through superior programs such as empowering school supervisors and mobilizing working groups for principals. Teacher development through clusters, and teacher competency development through teacher working groups.

The development of teacher quality in the research mentions that to improve the teaching profession, competency development is carried out. Professional teachers must meet the standards set by the government, namely Qualification and Competency Standards, namely pedagogic competence, personality competence, social competence, and professional competence (Putri & Imaniyati, 2017). The development of teacher quality to improve the teaching profession is carried out by developing competence (Gede et al., 2018)

Professional teachers must meet the standards set by the government, namely Qualification and Competency Standards, namely pedagogic competence, personality competence, social competence, and professional competence (Badan Standa Nasional Pendidikan, 2007). Teacher performance is influenced by the leadership of the principal according to research results in administrative journals (Satriadi, 2020). Likewise, the results of Satriadi's research concluded that teacher performance was influenced by the leadership of the principal (Apriano, 2020). Teacher performance is also influenced by work motivation in line with Farhah et al. (2021) and Hayati et al. (2019), research on the effect of notification on teacher performance (Rahmatullah & Saleh, 2019; Hayati et al., 2020), Teachers who have motivation certainly have better work ethic than teachers who do not have motivation.

Teacher performance in West Denpasar according to data and school supervisors; (1) Teachers have difficulty being professional, teachers rarely make lesson plans, teachers do not follow up on assessment results, and (2) teachers apply methods that are not suitable for students' circumstances (3) teachers are not skilled at making learning media, (4) teacher attitudes towards assignments are lacking good, (5) the teacher's motivation is not strong enough in carrying out the task (6) the principal's leadership does not affect the teacher.

Teacher performance according to Edison (2016), is the result of a process that refers to standards measured over a certain period (Edison, 2016) According to Supardi (2013), in a research journal defining teacher performance is the teacher's ability to carry out tasks and be responsible for students (Hasyim & Supardi, 2018). Assessment of teacher performance in carrying out learning tasks is indicated by several dimensions, including; the ability to prepare lesson plans, the ability to carry out learning, the ability to communicate with students, the ability to assess learning outcomes, the ability to carry out enrichment, the ability to implement remedial. According to Mangkunegara & Hudin (2016), in research journals, it is explained that teacher performance is the result of work achieved by teachers in carrying out their duties and

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responsibilities (Lesmana & Putri, 2017). To achieve good work results, teachers are required to have the qualifications and competencies as stipulated in the Regulation of the Minister of National Education concerning Qualification Standards and Academic Competencies, namely pedagogic, personality, social, and professional competencies (Supriyono, 2017).

Based on this opinion, it is concluded that teacher performance is the result of work achieved by teachers in schools, following the authority and responsibility given in achieving the vision, mission, and goals of the school legally, not violating the law, and following morals and ethics. The teacher's performance can be seen from his responsibility in carrying out his professional duties and his morals. In short, teacher performance is the result of teacher work which is manifested in the form of knowledge, skills, values, and attitudes of teachers in carrying out their duties and functions, which are shown in their appearance, actions, and work performance. In this study, indicators to measure teacher performance are; (1) Ability to plan Learning, (2) Implementation of Learning, (3) Ability to build relationships with students (4) Implementation of assessment of learning outcomes, (5) Enrichment Program, (6) Remedial Program, (7) School development.

The study of servant leadership according to Greenleaf's theory (1977) says that servant leadership prioritizes service to other parties (Eva et al., 2019). The application of servant leadership is characterized by an increased desire to serve with a holistic approach to work, society, and a multi-stakeholder decision-making process (Wang et al., 2009; Holick, 2009). The characteristics of servant leadership include; (1) moral component (2) focus on service to subordinates, (3) attention to success for all stakeholders, and (4) self-reflection to avoid arrogant leader character. According to Spears' theory, servant leadership prioritizes service, starting from the feeling of wanting to serve, and receiving advice and encouragement in leading (Santoso, 2019). Servant leadership also develops leadership for others by empowering the potential of their subordinates. According to Spears, there are 10 characteristics of servant leadership, namely: (1) Listening; (2) Empathy; (3) Healing; (4) Awareness; (5) Persuasion; (6) Conceptualization; (7) Foresight; (8) Openness; (9) Commitment to Growth; (10) Building Community. According to Tatilu in a research journal, servant leadership has a positive influence on employee performance (Marianti, 2011). The leader's desire to serve precedes the desire to lead. According to Northouse's theory, servant leadership is a way for leaders to pay attention and serve their subordinates, move and commit to advancing the organization (Juhji, 2020). The characteristics of servant leadership are; (1). Listen; (2) Empathy; (3) Healing; (4) Attention; (5) Persuasion; (6) Conceptualization; (7) Forecasting; (8) Tasks to be taken care of; (9) Commitment to human growth and (10) Community development.

Based on some of the theories above, it can be concluded that servant leadership is a leadership style that prioritizes service, starting from wanting to serve with love, having a vision, empowering, prioritizing service, providing openness to subordinates, mobilizing, bringing aspirations and enthusiasm. In this study, the indicators of servant leadership are; (1) Listening, (2) Empathy, (3) Having vision, (4) Trust, (5) empowering, (6) Caring, (7) Persuasion, (8) Openness, (9) self-reflection, (10) Commitment to the advancement of society, (11) Building community.

Work motivation is an encouragement to carry out tasks to achieve goals. Work motivation means encouragement to individuals or groups in society. Mangkunegara explained that work motivation is a condition that moves a person to be directed towards achieving organizational goals (Noor & Qomariyah, 2019). Motivation comes from oneself and encouragement from outside. Based on Abraham Maslow's motivation theory in a research journal, the determination of motivation indicators includes physiological needs, security and safety needs, social needs, self-esteem needs, and self-actualization. According to Robin said that work motivation is a process that produces intensity, direction, and individual persistence to achieve goals by directing and maintaining workplace-related behaviors that can stimulate enthusiasm (Ady & Wijono, 2013). The motivation can be an invitation from friends, parents, or leadership behavior to create an enthusiastic work atmosphere. Utomo in a research journal said that work motivation is the desire that causes a person to act (Susita et al., 2020). Usually, people act to achieve goals. Motivation is expected to be able to achieve goals effectively. Motivation is related to one's efforts in fulfilling the requirements, among others; (1) basic needs, (2) security needs, (3) need for belonging and love, (4) need for self-confidence, (5) need for knowledge and understanding, (6) need for self-actualization and performance evaluation. Based on some of these theories, it can be concluded that motivation is an internal and external drive that arises in each person and affects behavior and high persistence to meet their needs. Indicators to measure motivation include; (1) Physiological needs. (2) Safety and comfort needs, (3) Social needs, (4) Appreciation needs, (5) Self-

actualization needs, (6) Community recognition, (7) Leaders' esteem, (8) Co-workers' respect, and (9) Student appreciation for the work of teachers, (10) Leadership policy (Handayani et al., 2020).

Indicators of Servant Leadership (X1), Work Motivation (X2), and Teacher Performance (Y) in this study can be seen in the grand theory matrix in table 1 below

Table 1
Grand theory matrix on each measurement variable

Variable	Grand Theory	Characteristics	Indicator
Servant Leadership (X1) Petterson (2003) Northouse (2013), Brewer (2010), Sprears,(2010), Kent (2016)	Servant Leadership is a leader who prioritizes service, starting with the natural feeling of someone who wants to serve with love, has a vision, empowers, prioritizes service, gives openness to his subordinates, motivates, brings aspirations and encouragement in leading others and obeying the rules.	1. Listening, 2. Empathy, 3. Have a vision, 4. Trust, 5. empowering, 6. Attention, 7. Persuasion, 8. Forecasting, 9. Openness, 10. self-reflection, 11. Building community	X1.1 Listening X1.2 Serve X1.3 Have a vision X1.4 Trust X1.5 Empower X1.6 Humble X1.7 Building Community
Work Motivation (X2) Robin (2003) Maslow (dalamMangkunegara, 2010), Ahmadiansah, (2010), Utomo (2010), Wijono (2010)	Work Motivation is an internal and external drive that affects a person's behavior with enthusiasm, and high persistence, in achieving the fulfillment of his needs and is an impulse that arises to do a job to achieve the expected goals.	1. Basic needs, 2. Safety and security needs, 3. Social needs, 4. Appreciation need 5. Self-actualization needs, 6. community recognition 7. Leadership awards 8. Colleague's appreciation, 9. Student appreciation for teacher's work 10. Leadership policies.	X2.1 Physiological needs X2.2 Security needs X2.3 Social needs X2.4 Self-actualization needs X2.5 Community recognition X2.6 Co-lead award X2.7 Coworker awards X2.8 Student awards
Teacher Performance (Y) Supardi (2014), Barnawi dan Arifin (2014), Simamora, (2014) Satriadi, (2016), Mangkunegara, 2016).	Teacher performance is the level of success of teachers in carrying out their main tasks according to their functions, namely planning, implementing, and evaluating learning processes and outcomes, following up on assessment results, and improving the quality of education in schools.	1. Planning. 2. Implementation of learning. 3. carry out evaluations and follow up on evaluation results. 4. Planning remedial 5. School development	Y1 Planning lessons Y2 Carry out learning Y3 Fostering student relations Y4 Learning assessment Y5 Conduct enrichment program Y6 Carry out remedial programs Y7 School development1.

In previous studies, it was explained that there was a direct influence of servant leadership and work motivation on teacher performance but the indirect effect had not applied to work motivation which mediated the influence of leadership on teacher performance (Eva et al., 2019; Liden et al., 2008). The purpose of this study was to determine the direct influence of servant leadership on teacher performance, the direct effect of work motivation on teacher performance, and the indirect effect of servant leadership on teacher performance through work motivation as a mediating variable (Lee, 2012; Avalos & Assael, 2006). The tools

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used to make it easier to determine the effect of each of these variables are digital-based testing tools (Ariawan et al., 2018; Fahmi et al., 2020; Purwanto et al., 2021; Sugiharni et al., 2018).

2 Materials and Methods

Research design

The design of this research is descriptive and quantitative to test the theory and the results of research conducted using the survey method. The study revealed the direct influence of servant leadership (X1) and work motivation (X2) on teacher performance (Y) and the indirect effect of servant leadership (X1) on teacher performance (Y) through work motivation (X2) as a mediating variable. This study describes the symptoms, events, and events related to the theory and the results of previous research. This study focuses on the problem of teacher performance which is influenced by servant leadership and work motivation which is described by the following research design.

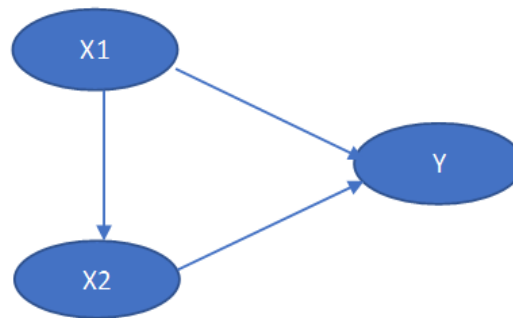


Figure 1. Constellation of Research Variables

Research subject

The research location is in West Denpasar, the research subjects are elementary school teachers and this research is entitled "The Influence of Servant Leadership and Work Motivation on Teacher Performance in West Denpasar. Certain characteristics are determined by the researcher. The sampling technique according to Agung (2014), is probability random sampling (Agung, 2014), with the Arikunto concept explaining that if the subject is less than 100, everything is taken as a population. If the number is more than 100, 10-15% can be sampled depending on the ability of the researcher (McNaughton & Cowell, 2018). Based on this theory, from the population of teachers in West Denpasar, which amounted to 876 people, a sample of 10% was taken from 88 respondents.

Data collection techniques

Collecting data using an instrument in the form of a questionnaire which is answered by the respondents by paying attention to the indicators, then making a grid and statement items as well as alternative answers. The procedure used to measure respondents' answers is a Likert scale with 5 alternative answers, namely; Strongly agree score 5, agree score 4, disagree score 3, disagree score 2, and strongly disagree score 1.

Research data analysis techniques

Hypothesis analysis to determine the results of research on the effect of servant leadership (X1), work motivation (X2) as the dependent variable on teacher performance (Y) as an independent variable using the "Structural Equation Modeling with Partial Least Square (PLS-SEM) analysis method. The analysis technique uses a smart PLS application. This PLS-SEM model approach is very suitable for prediction purposes.

According to [Ghozali \(2006\)](#), PLS-SEM is a multivariate analysis that explains the application of several general models which include: (1) canonical correlation techniques, (2) redundancy analysis, (3) multiple regression, (4) multivariate analysis of variance, and (5) principal component analysis that SEM-PLS is also suitable to be applied to causal-predictive analysis in situations of high complexity and supported by weak theory ([Pering, 2020](#)).

After getting the data, the validity test was then carried out with the help of the SPSS version 26 for windows application to see all the items on the variable, and how to compare the results of the Pearson correlation with product-moment and p-values < 0.050. The results of the validity of the research instrument can be seen in the following table.

Table 2
Research Instrument Validity Test Results Servant Leadership (X1), Work Motivation (X2), and Teacher Performance (Y)

Indicator	Item number	Pearson Correlation	p-value	Description
Servant Leadership (X1)				
X1.1	1	0,759	0,000	valid
	2	0,688	0,000	valid
	3	0,722	0,000	valid
	4	0,759	0,000	valid
	5	0,688	0,000	valid
X1.2	6	0,556	0,000	valid
	7	0,651	0,000	valid
	8	0,671	0,000	valid
	9	0,752	0,000	valid
	10	0,651	0,000	valid
X1.3	11	0,671	0,000	valid
	12	0,730	0,000	valid
	13	0,750	0,000	valid
	14	0,755	0,000	valid
	15	0,725	0,000	valid
X1.4	16	0,750	0,000	valid
	17	0,755	0,000	valid
	18	0,730	0,000	valid
	19	0,641	0,000	valid
	20	0,590	0,000	valid
X1.5	21	0,660	0,000	valid
	22	0,641	0,000	valid
	23	0,590	0,000	valid
	24	0,660	0,000	valid
	25	0,665	0,000	valid
X1.6	26	0,759	0,000	valid
	27	0,656	0,000	valid
	28	0,759	0,000	valid
	29	0,636	0,000	valid
	30	0,728	0,000	valid
X1.7	31	0,810	0,000	valid
	32	0,728	0,000	valid
	33	0,810	0,000	valid
	34	0,789	0,000	valid
	35	0,700	0,000	valid
	36	0,288	0,000	valid
	37	0,789	0,000	Valid
Work Motivation (X2)				
Indicator	Item number	Pearson Correlation	p value	Description

	1	0,370	0,000	valid
	2	0,511	0,000	valid
X2.1	3	0,393	0,000	valid
	4	0,370	0,000	valid
	5	0,511	0,000	valid
	6	0,594	0,000	valid
	7	0,569	0,000	valid
X2.2	8	0,594	0,000	valid
	9	0,569	0,000	valid
	10	0,511	0,000	valid
	11	0,509	0,000	valid
X2.3	12	0,644	0,000	valid
	13	0,714	0,000	valid
	14	0,644	0,000	valid
	15	0,714	0,000	valid
	16	0,675	0,000	valid
X2.4	17	0,628	0,000	valid
	18	0,470	0,000	valid
	19	0,628	0,000	valid
X2.5	20	0,590	0,000	valid
	21	0,699	0,000	valid
	22	0,590	0,000	valid
	23	0,699	0,000	valid
	24	0,631	0,000	valid
X2.6	25	0,602	0,000	valid
	26	0,631	0,000	valid
	27	0,602	0,000	valid
	28	0,602	0,000	valid
X2.7	29	0,669	0,000	valid
	30	0,624	0,000	valid
	31	0,669	0,000	valid
	32	0,642	0,000	valid
X2.8	33	0,571	0,000	valid
	34	0,642	0,000	valid
	35	0,571	0,000	valid

Teacher Performance (Y)

Indicator	Item number	Pearson Correlation	p value	Description
	1	0,558	0,000	valid
	2	0,426	0,000	valid
Y1	3	0,615	0,000	valid
	4	0,565	0,000	valid
	5	0,426	0,000	valid
	6	0,617	0,000	valid
	7	0,438	0,000	valid
	8	0,339	0,000	valid
	9	0,476	0,000	valid
	10	0,687	0,000	valid
Y2	11	0,609	0,000	valid
	12	0,339	0,000	valid
	13	0,476	0,000	valid
	14	0,687	0,000	valid
	15	0,609	0,000	valid
	16	0,568	0,000	valid
Y3	17	0,427	0,000	valid
	18	0,522	0,000	valid
	19	0,609	0,000	valid

	20	0,568	0,000	valid
	21	0,502	0,000	valid
Y4	22	0,492	0,000	valid
	23	0,599	0,000	valid
	24	0,502	0,000	valid
	25	0,492	0,000	valid
Y5	26	0,547	0,000	valid
	27	0,429	0,000	valid
	28	0,492	0,000	valid
	29	0,547	0,000	valid
Y6	30	0,649	0,000	valid
	31	0,461	0,000	valid
	32	0,647	0,000	valid
Y7	33	0,484	0,000	valid
	34	0,431	0,000	valid
	35	0,484	0,000	valid

From Table 2 it can be explained that the servant leadership variable consists of 7 indicators, 37 questions, and the Pearson correlation result is greater than 0.213 and concluded that all items are valid. The work motivation variable has 8 indicators, 35 questions, and the Pearson correlation result is greater than 0.213, it is concluded that all items are valid and the teacher performance variable consists of 7 indicators, 35 questions, and the Pearson correlation result is greater than 0.213. It is concluded that all items are valid. The reliability test was carried out by measuring the research instrument with the help of SPSS 26.0 for Windows software to determine Cronbach's Alpha (α). An instrument or variable is said to be reliable if it gives a Cronbach Alpha value > 0.70

Table 3

Reliability test results of research instruments servant leadership, work motivation, and teacher performance

Variables	Cronbach's Alpha	N of Items	Reliability Description
Servant Leadership (X1)	0,968	37	Reliable (very high)
Work Motivation (X2)	0,940	35	Reliable (very high)
Teacher Performance (Y)	0,915	35	Reliable (very high)

Based on Table 3, it can be explained that the research instrument shows Cronbach's Alpha number of more than 0.900, so it can be concluded that all of these instruments are stated to have reliability in the very high category (Budiastuti & Bandur, 2018).

3 Results and Discussions

3.1 Results

The results of the PLS-SEM analysis on the influence of Servant Leadership (X1) and Work Motivation (X2) on Teacher Performance (Y) using the Smart PLS application can be seen in the following Figure 2.

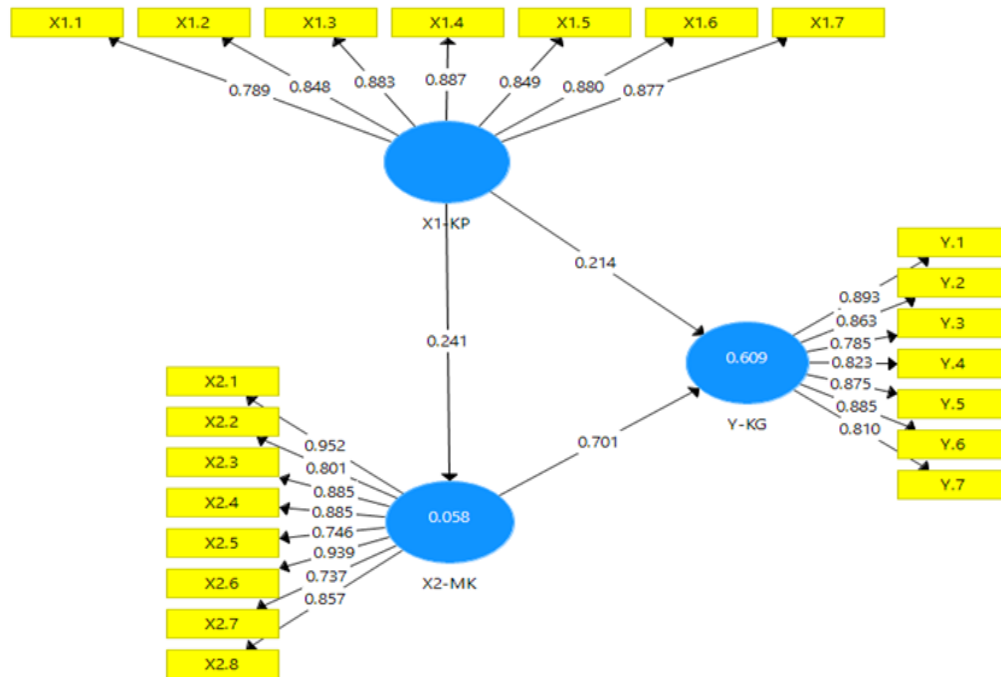


Figure 2. Results of analysis of the effect of servant leadership and work motivation on teacher performance

Evaluation of the outer model to determine whether the indicators used to form the constructs or latent variables are valid, then the analysis is carried out as follows. The output results regarding convergent validity are shown in Table 4

Table 4
Outer loading each indicator X1, X2 and Y

Relationship of Variable with Indicator	Loading	Standard Deviation	T Statistics	P Values
X1.1 <- X1 Servant Leadership	0,789	0,025	31,522	0,000
X1.2 <- X1 Servant Leadership	0,848	0,020	42,869	0,000
X1.3 <- X1 Servant Leadership	0,883	0,013	67,565	0,000
X1.4 <- X1 Servant Leadership	0,887	0,015	61,136	0,000
X1.5 <- X1 Servant Leadership	0,849	0,019	45,088	0,000
X1.6 <- X1 Servant Leadership	0,880	0,015	59,580	0,000
X1.7 <- X1 Servant Leadership	0,877	0,015	57,540	0,000
X2.1 <- X2 Work Motivation	0,952	0,006	163,956	0,000
X2.2 <- X2 Work Motivation	0,801	0,018	44,761	0,000
X2.3 <- X2 Work Motivation	0,885	0,013	69,196	0,000
X2.4 <- X2 Work Motivation	0,885	0,012	74,585	0,000
X2.5 <- X2 Work Motivation	0,746	0,025	29,399	0,000
X2.6 <- X2 Work Motivation	0,939	0,007	134,837	0,000
X2.7 <- X2 Work Motivation	0,737	0,035	20,856	0,000
X2.8 <- X2 Work Motivation	0,857	0,013	64,410	0,000
Y.1 <- Y Teacher Performance	0,893	0,009	95,090	0,000
Y.2 <- Y Teacher Performance	0,863	0,018	48,057	0,000
Y.3 <- Y Teacher Performance	0,785	0,020	39,623	0,000
Y.4 <- Y Teacher Performance	0,823	0,018	45,026	0,000
Y.5 <- Y Teacher Performance	0,875	0,014	63,486	0,000
Y.6 <- Y Teacher Performance	0,885	0,013	67,750	0,000
Y.7 <- Y Teacher Performance	0,810	0,018	45,082	0,000

Based on Table 4 it can be seen that all indicators on the construct of Servant Leadership (X1), Work Motivation (X2), and Teacher Performance (Y) are statistically significant with a t-statistic greater than 1.96 with a p-value less than 0.05. It can be concluded that the constructs that have been made have met the requirements of convergent validity, and can be said to be positive and significant. With the acquisition of this value, there is no need to re-estimate

Discriminant Validity to determine the validity of a construct seen from discriminant validity. Discriminant validity on reflective indicators by looking at cross-loading indicators on latent constructs. Good Discriminant Validity is an indicator that has a greater cross-loading on other constructors (Garson, 2016). The results of the cross-loading indicators for each variable are in table 5.

Table 5
Cross loading of each indicator on variables X1, X2, and Y

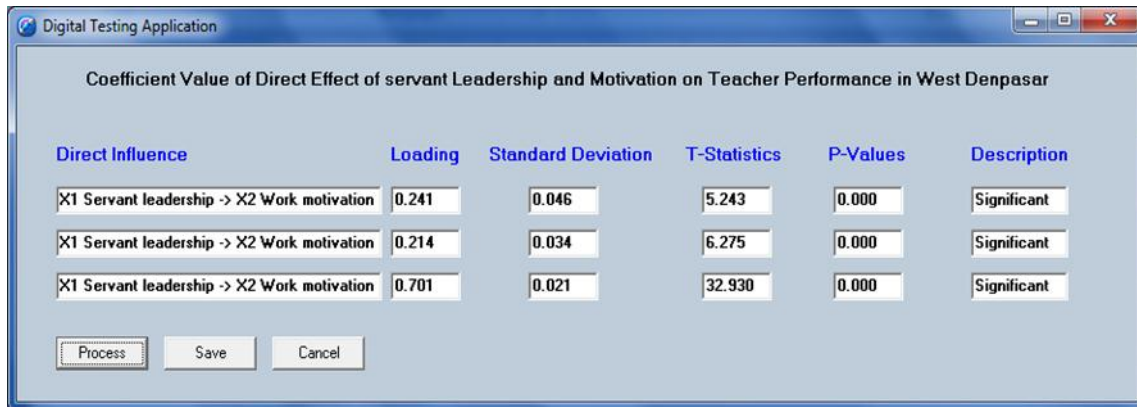
Variable	Indicator	X1 Servant Leadership	X2 Work Motivation	Y Teacher Performance
X1 Servant Leadership	X1.1	0,787	0,196	0,301
	X1.2	0,848	0,205	0,308
	X1.3	0,883	0,223	0,337
	X1.4	0,885	0,221	0,367
	X1.5	0,853	0,180	0,321
	X1.6	0,881	0,179	0,297
	X1.7	0,876	0,233	0,337
X2 Work Motivation	X3.1	0,202	0,952	0,647
	X3.2	0,209	0,800	0,594
	X3.3	0,234	0,885	0,645
	X3.4	0,191	0,886	0,605
	X3.5	0,187	0,746	0,606
	X3.6	0,207	0,939	0,627
	X3.7	0,174	0,737	0,636
Y2. Teacher Performance	X3.8	0,225	0,855	0,723
	Y2.1	0,243	0,663	0,894
	Y2.2	0,462	0,789	0,858
	Y2.3	0,416	0,679	0,781
	Y2.4	0,418	0,541	0,823
	Y2.5	0,220	0,563	0,877
	Y2.6	0,216	0,600	0,888
	Y2.7	0,211	0,537	0,813

Based on Table 5 it can be seen that discriminant validity has been fulfilled well because the indicator has a greater cross-loading on the construct compared to other constructs on the left or below it. Average Variance Extracted (AVE), Composite Reliability, and Cronbach's Alpha Composite reliability are generally used for reflective indicators that aim to measure the internal consistency of a construct and Cronbach's Alpha. The feasibility of the constructs made can also be seen from the discriminant validity (DV) through the Average Variance Extracted (AVE). The results of data processing are presented in Table 6.

Table 6
Cronbach's Alpha and composite reliability values and average extracted variance (AVA)

Variable	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Servant Leadership (X1)	0,941	0,944	0,952	0,739
Work Motivation (X2)	0,945	0,947	0,955	0,729
Teacher Performance (Y)	0,935	0,944	0,947	0,720

In Table 6 the reliability of each variable is very high because Cronbach's Alpha is more than 0.90. Thus, it can be concluded that the Instrument of Servant Leadership, Motivation, and Teacher Performance is reliable. Research instruments that have met the validity and reliability requirements can be continued with hypothesis testing to evaluate the direct and indirect effects (MacKinnon et al., 2021; Whitelaw et al., 2020). The direct effect test was carried out to test the direct effect between research variables, the results of which are in the table below, the results of which are shown in the digital test application as follows.



Digital Testing Application

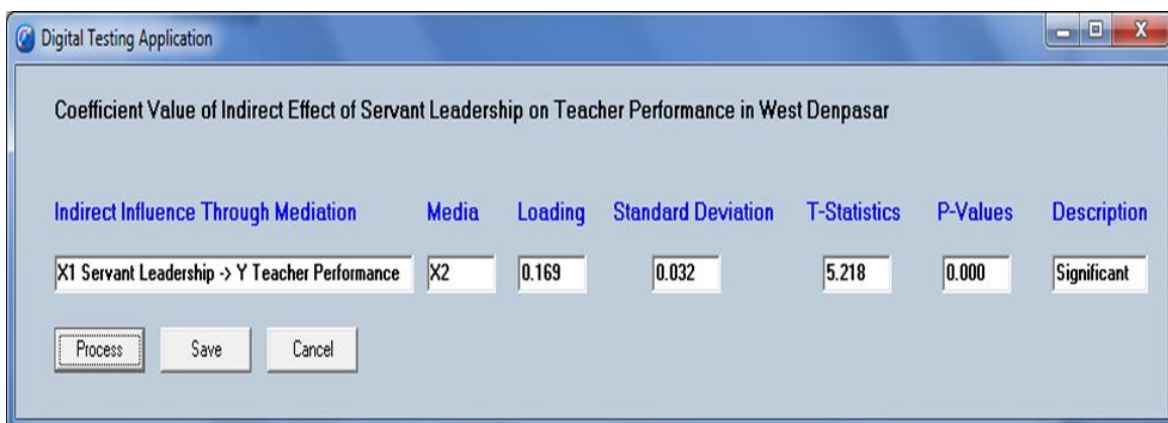
Coefficient Value of Direct Effect of servant Leadership and Motivation on Teacher Performance in West Denpasar

Direct Influence	Loading	Standard Deviation	T-Statistics	P-Values	Description
X1 Servant leadership -> X2 Work motivation	0.241	0.046	5.243	0.000	Significant
X1 Servant leadership -> X2 Work motivation	0.214	0.034	6.275	0.000	Significant
X1 Servant leadership -> X2 Work motivation	0.701	0.021	32.930	0.000	Significant

Buttons: Process, Save, Cancel

Figure 3. Testing results through digital testing application to determine the value of the coefficient of direct influence of servant leadership and work motivation toward teacher performance in West Denpasar

The direct effect of Servant Leadership on Work Motivation is indicated by a coefficient of 0.241 and a t-test statistic of 5.243 > 1.96 and a p-value of 0.000 < 0.05 which means positive and significant. The direct influence of Servant Leadership on Teacher Performance, with a coefficient of 0.214 with a t-statistic of 6.275 > 1.96 and a p-value of 0.000 < 0.05, it can be said that there is a positive and significant direct effect. The direct effect of work motivation on teacher performance, the coefficient number is 0.701 t-statistic of 32.930 > 1.96 and p-value 0.000 < 0.05 so that it can be said that there is a positive and significant direct effect. Indirect effect test to see the role of the motivation (X2) as a mediation variable in the influence of servant leadership (X1) on teacher performance (Y), the results are in the following Figure 4.



Digital Testing Application

Coefficient Value of Indirect Effect of Servant Leadership on Teacher Performance in West Denpasar

Indirect Influence Through Mediation	Media	Loading	Standard Deviation	T-Statistics	P-Values	Description
X1 Servant Leadership -> Y Teacher Performance	X2	0.169	0.032	5.218	0.000	Significant

Buttons: Process, Save, Cancel

Figure 4. Testing results through digital testing application to determine the value of the indirect influence coefficient of servant leadership against teacher performance in West Denpasar

In Figure 4 it can be seen that there is an indirect positive influence of servant leadership on teacher performance through work motivation with a coefficient of 0.169 and a t-statistic of 5.218 and a significant P-value of 0.000. It can be concluded that work motivation can mediate servant leadership on teacher performance (Lam & Gurland, 2008; Stoeber et al., 2013).

3.2 Discussion

The discussion of research results can be explained by displaying the results of previous studies as follows.

(1) The influence of servant leadership on motivation

The results of hypothesis testing 1 that servant leadership has a positive and significant effect on work motivation, meaning that the higher the value of servant leadership, the higher the work motivation of teachers. Because a leader basically must be able to influence his subordinates to want to follow his wishes to achieve goals. According to the results of research (Dumatubun, 2021), The results show. Servant leadership has an impact on work motivation by 35.1% with a positive coefficient of 0.563, leaders need to pay attention to the support of facilities and infrastructure in supporting the work process, as well as good relations and communication within the agency. Servant leadership has an impact on work performance by 42.6% and a positive coefficient value of 0.527. Leaders need to place human resources in the field of work following the knowledge and abilities, determine work achievement targets according to the type of work, prioritize work that is urgent following the situation and needs, both needs within the agency and the public service, reports the results of activities, evaluate and sustainability of the program that has been carried out, and it is necessary to pay attention to time discipline (hours for office/going home). Servant leadership has an impact on organizational commitment by 47.3% and a positive coefficient value of 0.473. Leaders need to form a work team and empower and give confidence to all staff in carrying out their duties and responsibilities. Fair treatment needs to be considered in the agency, both in terms of assigning tasks and giving sanctions to violate agency rules.

(2) The influence of servant leadership on teacher performance

The results of the hypothesis-2 test show that servant leadership has a positive and significant effect on teacher performance. The principal serves the teacher so that the teacher gets assistance in overcoming difficulties in carrying out the preparation and implementation tasks. learning. In line with the results of research in the journal (Pratiwi, 2019). Servant leadership and job satisfaction affect teachers' intrinsic motivation, which influences teacher performance in schools (Mokliuk et al., 2022). The purpose of this research is to determine the positive influence of servant leadership, job satisfaction, and intrinsic motivation on teacher performance. This quantitative research has 31 respondents. Data were processed using Smart-PLS, path analysis, and descriptive statistical methods. The results of the study are (1) servant leadership positively affects intrinsic motivation, (2) job satisfaction has a positive effect on intrinsic motivation, (3) intrinsic motivation has a positive effect on teacher performance, (4) servant leadership has a positive effect on performance teachers, and (5) job satisfaction has a positive effect on teacher performance.

(3) The effect of motivation on teacher performance

The results of the third hypothesis test are that work motivation has a positive and significant effect on teacher performance because motivation can increase work morale so that the results are better. The stronger the work motivation of the teacher, the better the performance will be. Based on the results of the analysis and discussion (Jansen Kastanya et al., 2020) Employee performance is an important factor of a company, employee performance within the company is influenced by various factors such as work motivation and compensation. Then the purpose of this research is to determine the effect of work motivation and compensation on employee performance. The research methodology is ex-post facto with a quantitative approach. Respondents in this research were 71 employees taken by the total sampling technique. Methods of data analysis in research using multiple regression. The results of the research are as follows: 1). Work motivation has a positive and significant effect on employee performance, 2). Compensation has a positive and significant effect on employee performance, 3). Work motivation and compensation together affect employee performance by 33.7% and by 66.3% influenced by variables outside this research.

(4) Work motivation mediates the influence of servant leadership on teacher performance

The result of testing hypothesis-4 is that motivation mediates the positive and significant influence of servant leadership on teacher performance. Through work motivation, leadership can have an indirect effect on teacher performance (Aisah, 2020), Preliminary survey results showed that employee performance had not

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been optimum. The purpose of this research is to know leadership and work motivation's effects on banking employee performance in Southeast Sulawesi. Methods used in this research were descriptive survey and explanatory survey. Hypotheses testing device was using Structural Equation Model, meanwhile, data processing was done with LISREL 8.72. The hypotheses test result showed that leadership and work motivation have significant effects, both partially and simultaneously, on employee performance. This means that if organization leadership implementation and work motivation are better, then banking employee performance achievement in Southeast Sulawesi would be more optimum. The findings in this study are that work motivation has a very strong direct effect on teacher performance, besides that work motivation is also able to mediate the influence of servant leadership on teacher performance.

4 Conclusion

Based on the test results using digital applications, the results of the analysis and discussion concluded that servant leadership has a positive and significant direct effect on work motivation and servant leadership also has a positive and significant effect on teacher performance, work motivation has the strongest positive and significant effect on teacher performance. In addition, work motivation can well mediate the influence of servant leadership on teacher performance in West Denpasar. If the variables of servant leadership and work motivation increase, it will cause teacher performance to increase. Servant leadership and work motivation can be used as predictors to improve teacher performance. Recommendations from the results of this study to the government and other education providers to apply servant leadership to teachers, besides that it is necessary to create conditions that can increase teacher work motivation. As for other researchers, the results of this study can be used as a reference in adding scientific research studies related to teacher performance

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