

The Influence of Servant Leadership on Job Satisfaction and Impact on Teacher Performance of Junior High School in the Central Lombok District

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Abstract

Teacher performance important role in the quality of education. The aim of the research is to identify the effect of servant leadership on the happiness of activities and abilities of teachers in early secondary schools. The sample of quantitative research of 352 by Morgan's theory was corrected by Warwick's methods. Data collection uses a questionnaire to be analyzed using the Structural Model of Least Squares. Results are: (1) Servant leadership direct important influence on happiness activity by T-Statistic is 4.953 P-Values is 0.000; (2) Servant leadership direct important influence on teacher's performance by T-Statistic is 2.371 P-Values is 0.019; (3) jobs Satisfaction direct important influence on teacher performance by T-Statistic is 14.843 P-Values is 0.000; (4) Servant leadership indirect important influence on teachers' performance through happiness activities by T-Statistic is 5.311 P-Values is 0.000. Research findings servant leadership direct important influence on happiness activities and teacher's abilities. Job satisfaction as elastic can mediate servant leadership on teacher's abilities. Suggestions for application of leadership and fun activities for teacher's abilities.

Keywords: *Servant Leadership, Job Satisfaction, Teacher Performance*

INTRODUCTION

Teachers have an important in improving the quality to improve teaching to become people who are religious and devout, have high morals, are educated, skilled, and become responsible citizens. Learning is important to create a winning force capable of achieving national development. The government planned to improve the quality of education and finally created a constitution (Law No. 20, 2003) regarding national learning. Regulation for improving the quality of teachers in the constitution was drafted (Law No. 14, 2005). With this legal basis, it is hoped that teachers' abilities can increase to achieve learning goals (Law of Government No 19, 2005).

The authorities try to guarantee the quality of learning in Central Lombok is an important concept of development refers to the national learning and regulations, the Government regulations regarding standards. Central Lombok has a vision to improve quality increasing access and quality of learning. The first step to improve learning quality, therefore authorities in Central Lombok to continue to improve school quality. Implemented programs include empowering supervisors, and principal, developing teachers, and implementing teacher competency development. (Putri et al., 2017) suggests that to improve teacher work, efforts to develop teacher competency are: (1) Using technological advances to improve teacher form objective activities, (2) Practicing several forms of training, (3) Creating objective results, (4) Creating training, (5) Improve learning qualifications, (6) Participate in curriculum development training.

Based evaluation of teacher's abilities in junior high schools in Central Lombok implementation of upgrading are; 58.75% of the teachers who made lesson plans in the low category, those who used various training procedures were 52.25% in the moderate category, those who carried out systematic and contextual training 62.25% were in the large category, those who used training tools were 48.00% in the large category. not bad, the follow-up evaluation results were 72.25% categorized as good. information from supervisors and monitoring are; (1) Training is not incompatible with the conditions of students (2) Teachers are not skilled (3) Their obligations are less, (4) teachers' motivation to carry out their obligations does not appear strong. Teacher

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ability is influenced by several, including, encouragement, commitment, and happiness. The external aspects are leadership, academic control, school atmosphere, and school position.

A study of the ability to share results in a way to specific standards on a situation. Reflection of satisfaction to implement programs and policies to goals of the organization. Job satisfaction is successful to standard. (Hasyim & Supardi, 2018) interprets teacher ability as expertise in carrying out obligations and being responsible for improving learning. Factors that influence teacher ability include; learning, skills, leadership, income and health, social security, infrastructure, technology, and opportunities for achievement. Markers for evaluating a teacher's ability to carry out obligations include; (1) skill in developing the concept of upgrading; and (2) skills to carry out corrections.

Teacher's performance is influenced by leadership, a head school must be able to guide his subordinates, and existing departments, work optimally on obligations that have been submitted, and carry them to full responsibility, this is under the research results. tried by (Supriyono, 2017). A superior who serves places himself as a servant in dealing with his subordinates, and also carries out leadership development for others by the abilities of their subordinates (Wong et al., 2019).

School leaders must execute observation, treatment, understanding, persuasion, continuity, commitment to development, and create a community. Leader effort to hold effective meetings of teachers. School leaders are urged to act friendly and attentive to people. Principals can help teachers' difficulties, focus, and motivate the entire school community to work together. (Eva et al., 2019).

Another aspect of teacher ability is satisfaction. A supportive activity environment can make teachers feel with their bodies, school program, also their job advancement. Results of research conducted (Natalia, 2019) show that encouragement from activities, happiness from activities, and adherence to activities influence ability. Research results prove that happiness in activities has an important influence on ability (Arnaldo et al., 2019).

There is a comparison of theoretical observations resulting from previous empirical research with the results of evaluating teacher abilities. Leadership and satisfaction important influence on teacher performance. Considering this comparison, the impact of servant leadership and activity satisfaction on teacher abilities. This research aims to share empirical of happiness elasticity in mediating the indirect effects of servant leadership on the ability of teachers.

LITERATURE REVIEW

The form of research that was identified about the impact of servant leadership on job satisfaction and abilities of teacher of junior high schools in Central Lombok is below.

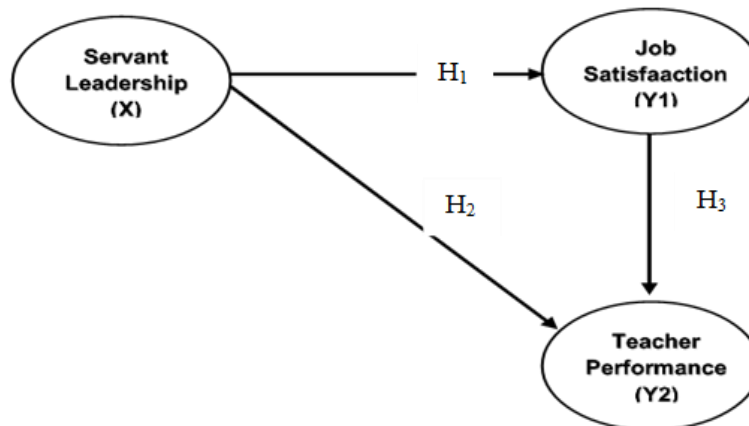


Figure 1 Research Model

Servant Leadership Direct on Job Satisfaction

Organizational leaders have a role atmosphere of activity that makes workers happy and motivated and find happiness in their profession. Servant leadership influences on satisfaction has widely applied in many industries, if servant leadership good situation, it will make feel happy and satisfied with what they do. live in achieving goals. (Aboramadan et al., 2021) regarding the effect servant leadership, the joy of activities, and the essential encouragement to the abilities to impact servant leadership, activity enjoyment, and essential encouragement have on teacher abilities.

Servant leadership effect on job satisfaction. Every person who wants to become great must be the smallest to be devoted. Servant leadership is a style starting from feeling a want to serve, sharing continuity with subordinates, encouragement in leading, and obeying regulations. In this research, markers measured are; observing, empathizing, vision, believing, empowering, caring, persuasive, planning, predicting, continuity, self-reflection, and commitment to improving people (Lee et al., 2020).

Servant Leadership Direct on Teacher Performance

Superiors are happy to help teachers with various obstacles and difficulties in training, of course, teacher's abilities will continue to increase and training will run well, the principal's control is to provide encouragement and service, especially if it is done with good methods, Of course, teachers' abilities will continue to increase. The school principal's services to teachers in carrying out upgrading are needed, these services take the form of encouragement in dealing with cases, encouragement of the desire for training tools, encouragement of methods for dealing with students' actions, and so on. What is clear is that all the services of school principals, including school supervisors and teachers, will improve teacher abilities.

Servant leadership is a method to observes and serves its subordinates, mobilize, and is committed to advancing the body it guides to achieve identity are; observing, empathy, treatment, attention, persuasion, conceptualization, role of caring, commitment to community development, and community development. The identity is: (1) moral, are an inseparable superior, (2) attention success for managing, leader views company's separated aspects, clients, and colleagues (Prasetyono et al., 2020)

Job Satisfaction Direct on Teacher Performance

Job satisfaction will form a comfortable high work morale, this is inseparable from an organizational culture in forming positive behavior that, has a good work system, and openness, where behind it is managed by a leader who is reliable and motivating and has good human relations, thus it can be said that high job satisfaction is a characteristic of an institution or organization that is managed professionally (Kusuma & Lina, 2018). Activity happiness is a usefulness or emotional reaction to various professional views. For activity happiness is a normal action in a person's profession that shows the ratio between the amount of reward that workers get and the amount their profession, which arises from an evaluation. This evaluation can be done in professions, of appreciation for achieving importance atmosphere of their activities is more than they dislike (Indrasari, 2017).

Activity happiness people will have different happiness levels under the values that exist in each person as conducted by (Arnaldo et al., 2019). It is said there are increasingly many views of professions that suit people's wishes so that the level of happiness experienced continues to increase. Happiness in an activity is an action full of emotions that one likes and cherishes one's profession. Activity happiness is the happiness of activities enjoyed on duty by getting praise for a good profession, placement, treatment, equipment, and activity areas. It can be concluded that activity happiness is the result of encouragement from activities related to the profession.

Servant Leadership Indirect on Teacher Performance through Job Satisfaction

Servant leadership directly important influence on teacher's performance, in this case, servant leadership influences indirectly the teacher's performance and is mediated by job satisfaction. Job satisfaction as a medium is expected to be able to mediate leadership to teacher performance.

METHOD

Research Design

Researcher type, and get a real type of cases experienced to overcome these cases. The type used in this research is a quantitative procedure used deductive and inductive (Sarwono, 2019). That collect information using instruments, and analyze information in a quantitative, to test assumptions. This procedure is a positivistic it stands on metaphysics (Koyan, 2017). The procedure is objective because it meets the objective, namely concrete, objective, measurable, logical, and analytical (Uliyah & Ariyanto, 2021).

Population and Sample

Information comes to our attention within the duration determined. Population is a combination of factors in form items, people who have matching identities at is center of researcher's viewed object. (Budiastuti & Bandur, 2018). Conclusion Population interpretation is the totality of subject factors as information has a special identity in research. The number of teachers in junior high school of 4,224 people (Gregory, 2014)

Basic for the sample to be able to conclude several elements in the population. (Humaidi et al., 2020). The collecting examples by probability sampling method, is a procedure for collecting examples that gives each part of the population the same chance of being selected as an example. Collecting is attempted with special estimates in collecting illustrations. In this research, the illustration method uses 4,224 teachers, and randomly obtained samples of 352 people.

Collection Technique of Data

The collection tools differentiated other information into special programs. Information gathering is an analytical and basic method for obtaining information. The author uses a questionnaire method. A questionnaire procedure is a record that contains a series of questions a problem or aspect that will monitored (Agung, 2014). Questionnaires are distributed to respondents posed for research purposes.

Research Instruments

The author makes records and answers by the respondent. The questionnaire is a closed, namely a questionnaire using a double option or there is an option so the respondent can choose the desired answer. The variable of an instrument are servant leadership, job satisfaction and teacher performance use questionnaire Likert form of positive statements are: Strongly Agree is a score of 5, Agree is a score of 4, Disagree is a score of 3, Disagree is a score of 2, Strongly Disagree is a score of 1. Instruments are presented in the Table below

Table 1 Grid of Instruments and Indicators

Variable	Indicator	Amount
Servant Leadership (X1)	X1 Listening	5
	X2 Serve	6
	X3 Has a vision	7
	X4 Trust	6
	X5 Empower	6
	X6 Humble	5
Job satisfaction (Y1)	Y1.1 Job suitability	5
	Y1.2 Work wages	5
	Y1.3 Job security	6

	Y1.4 Colleagues	6
	Y1.5 Institutional management	7
	Y1.6 Career development	6
Teacher Performance (Y2)	Y2.1 Planning lessons	6
	Y2.2 Implementation of learning	8
	Y2.3 Fostering relationships with students	5
	Y2.4 Assessment of Learning	6
	Y2.5 Enrichment program	5
	Y2.6 Remedial program	5

Research instruments use information procedures. Various instruments used to obtain data needed to reach the stage of data collection. Required information on equipandnt an instruments (Surahman et al., 2016). Types of questionnaires, out questionnaire and various options where the respondent responds to a question or statement by writing a response in a written way according to what he feels or feels, whereas a double questionnaire is a questionnaire where the respondent responds to a question or statement by selecting answer.

Techniques for Data Analysis

Based on essay characteristics of form, the determination of SEM-PLS method and information in research is proven accurate information. Effect test of independent to dependent variable on bound elastic. The PLS-SEM form approach is very suitable for multivariate analysis and describes an application of forms including are: (1) relationship method, (2) redundancy, (3) regression, (4) variance analysis, and (5) analysis of important parts.

RESULTS

Results analysis of information using the Structural model by Partial Least Square method to effect of Servant Leadership on job satisfaction in fact teacher performance can be presented in the picture below

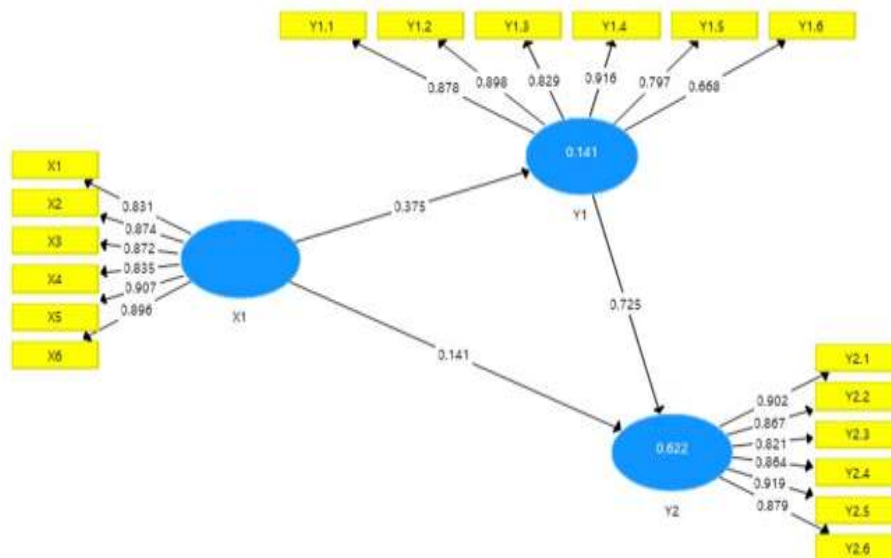


Figure-2 Structural Equation Model - Part Least Square

Results of analysis using the application method for the window of servant leadership on job satisfaction to impact on teacher performance using Smart-PLS application can be seen in the table below

Table 2 Outer Indicator of Servant Leadership, Job Satisfaction and Performance (Y2)

Variable to Indicator	Loading	Deviation Standard	T-Statistics	P-Values	Addition
X1 <- X Servant Leadership	0,831	0,044	18,878	0,000	Significant
X2 <- X Servant Leadership	0,874	0,034	25,379	0,000	Significant
X3 <- X Servant Leadership	0,872	0,030	28,977	0,000	Significant
X4 <- X Servant Leadership	0,835	0,052	15,914	0,000	Significant
X5 <- X Servant Leadership	0,907	0,025	36,966	0,000	Significant
X6 <- X Servant Leadership	0,896	0,026	34,592	0,000	Significant
Y1.1 <- Y1 Job Satisfaction	0,878	0,018	48,460	0,000	Significant
Y1.2 <- Y1 Job Satisfaction	0,898	0,015	60,005	0,000	Significant
Y1.3 <- Y1 Job Satisfaction	0,829	0,042	19,801	0,000	Significant
Y1.4 <- Y1 Job Satisfaction	0,916	0,015	60,267	0,000	Significant
Y1.5 <- Y1 Job Satisfaction	0,797	0,036	21,972	0,000	Significant
Y1.6 <- Y1 Job Satisfaction	0,668	0,048	14,059	0,000	Significant
Y2.1 <- Y2 Teacher Performance	0,902	0,016	57,011	0,000	Significant
Y2.2 <- Y2 Teacher Performance	0,867	0,020	42,404	0,000	Significant
Y2.3 <- Y2 Teacher Performance	0,821	0,028	29,163	0,000	Significant
Y2.4 <- Y2 Teacher Performance	0,864	0,022	38,716	0,000	Significant
Y2.5 <- Y2 Teacher Performance	0,919	0,015	60,981	0,000	Significant
Y2.6 <- Y2 Teacher Performance	0,879	0,025	35,113	0,000	Significant

It appears that all the markers in the constructs of servant leadership, job satisfaction, and teacher ability are significant if higher than 1.96 P-value lower than 0.05. So it is a construct that has convergent validity and is important so that information meets conditions. (Nasution et al., 2020).

Ensuring is observed from validity for reflective markers by looking at cross-loading on potential if higher than cross-loading on other variables, each elastic in the table below.

Table 3 Cross Loading of Servant Leadership, Job Satisfaction, and Performance

Variable	X Servant Leadership	Y1 Job Satisfaction	Y2 Teacher Performance
X Servant Leadership	0,870		
Y1 Job Satisfaction	0,375	0,835	
Y2 Teacher Performance	0,413	0,778	0,876

Based on the analysis result it appeto be has well structural because cross-loading on its construct is higher than constructs located on the left side or at the bottom.

Reliability analysis by Cronbach's Alpha, Composite Reliability, and Average Variance Extracted used as reflective are intended to measure stability in construction. Feasibility canbe observede from Average Variance Extracted. The information processing is presented in the table below.

Table 4 Cronbach's Alpha and Composite Reliability Values and Average Extracted Variance

Construct	Indicator	Loading Factor	T Statistik	P Values	Cronbach's Alpha	Composite Reliability	AVE
Servant Leadership (X)	X1 <- X	0,831	18,878	0,000	0,936	0,949	0,756
	X2 <- X	0,874	25,379	0,000			
	X3 <- X	0,872	28,977	0,000			
	X4 <- X	0,835	15,914	0,000			
	X5 <- X	0,907	36,966	0,000			
	X6 <- X	0,896	34,592	0,000			
Job Satisfaction (Y1)	Y1.1 <- Y1	0,878	48,460	0,000	0,911	0,932	0,698
	Y1.2 <- Y1	0,898	60,005	0,000			
	Y1.3 <- Y1	0,829	19,801	0,000			
	Y1.4 <- Y1	0,916	60,267	0,000			
	Y1.5 <- Y1	0,797	21,972	0,000			
	Y1.6 <- Y1	0,668	14,059	0,000			
Teacher Performance (Y2)	Y2.1 <- Y2	0,902	57,011	0,000	0,939	0,952	0,767
	Y2.2 <- Y2	0,867	42,404	0,000			
	Y2.3 <- Y2	0,821	29,163	0,000			
	Y2.4 <- Y2	0,864	38,716	0,000			
	Y2.5 <- Y2	0,919	60,981	0,000			
	Y2.6 <- Y2	0,879	35,113	0,000			

Based on benchmark analysis, Cronbach's Alpha is greater than 0.70, Composite Reliability is greater than 0.60, and Average Variance Extracted is greater than 0.50. The instruments for Student Leadership, Activity Happiness, and Teacher Ability have met the reliability requirements, due to the accompanying elasticity. The direct effect is carried over to the indirect accompaniment flexibly on the chart

Table 5 Results of Hypothesis Testing in The Direct Effect and Indirect Effect

Effect	Loading	Deviation Standart	T Statistic	P Values	Result
X Servant Leadership -> Y1 Job Satisfaction	0,375	0,076	4,953	0,000	accepted
X Servant Leadership -> Y2 Teacher Performance	0,141	0,060	2,371	0,019	accepted
Y1 Job Satisfaction -> Y2 Teacher Performance	0,725	0,049	14,843	0,000	accepted
X Servant Leadership -> Y1 Job Satisfaction ->Y2 Teacher Performance	0,272	0,051	5,311	0,000	accepted

Based on the analysis results the in table above can be explained as follows;

Hypothesis-1. The relationship between servant leadership (X) and job satisfaction (Y1) is shown by the T-statistic coefficient of 0.373 which is 4.953 higher than 1.96 and the P-value of 0.000 is lower than 0.05, so H1 is accepted and H0 is rejected. Servant leadership has a direct positive and significant effect on job satisfaction.

Hypothesis-2. The relationship between servant leadership (X) and teacher performance (Y2) is shown by the T-statistic coefficient of 0.141, which is 2.371, higher than 1.96, P-value of 0.019, which is lower than 0.05. H1 is accepted and H0 is rejected. Servant leadership has a direct positive and significant effect on teacher performance.

Hypothesis-3. The relationship between Job Satisfaction (Y1) and Teacher Performance (Y2) is shown by the T-statistic coefficient of 0.725, 14.843, higher than 1.96, P-value of 0.000, lower than 0.05. H1 is accepted and H0 is rejected. Job satisfaction has a direct positive and significant effect on teacher performance.

Hypothesis-4. The relationship between servant leadership (X) and teacher performance (Y2) through job satisfaction (Y1) is shown by the T-statistic coefficient of 0.272, 5.311, higher than 1.96, P-value of 0.000, lower than 0.05, so H1 is accepted and H0 is rejected. Servant leadership has a direct positive and significant effect on teacher performance through job satisfaction.

DISCUSSION

The test results regarding the consequences are presented as follows;

Servant leadership has a direct positive and important influence on the happiness of the activity. If my leadership score continues to increase, the happiness of the activity will increase. Because, if the teacher feels satisfied with something important, especially from the school principal, then this will influence his performance which in turn will increase the quality of abilities in training as a result, the quality of the school will be better and students will practice more actively (Pratiwi et al., 2019).

Servant leadership has a positive and important influence on the ability, if the leadership continues to be large then the influence on the teacher's ability continues to be large. School principals who always carry out leadership functions will help overcome teachers' difficulties in carrying out the obligations of implementing training. This is in line with research in the Daily (Sri Adun et al., 2019)

The happiness of the activity has a positive and important influence on the ability, if the happiness of the activity continues to be greater then the teacher's ability will continue to be greater. Teachers feel safe, their duties match their skills, their wishes are granted, and the atmosphere of the activity is very good (Dwiki & Riana, 2018). Happiness activities include (1) liking, (2) loving, (3) obeying, and (4) ability. If a teacher feels happiness from the activity, he will be able to improve his performance (Rosyidah et al., 2018).

Servant leadership has a positive and significant indirect influence on performance through the happiness of the activity. The direct impact of servant leadership has an important influence on the happiness of the activity, after that, the happiness of the activity also has an important influence on the teacher's ability (Pala' Langan, 2020). In this situation, servant leadership can indirectly influence the teacher's ability through the happiness of the activity (Tentama et al., 2016).

The findings were that servant leadership had a direct influence on the happiness of activities among junior high school teachers in Central Lombok. Servant leadership has an indirect and significant impact on the teacher's ability through the happiness of the activity. In this research, the joy of activities can act as a flexible tool that works well. Another finding is that research has successfully tested the direct or indirect effects of free flexibility and limited flexibility.

CONCLUSION

Based on the research, it can be concluded: that (1) Servant leadership has a direct and important influence on job satisfaction; (2) Servant leadership has a direct and important influence on teacher performance. (3) Job

satisfaction has a direct and important effect on teacher performance. (4) Servant leadership has an indirect and important effect on teacher performance through job satisfaction. The findings are the benefits of good mediation activities due to servant leadership on teacher performance.

Suggestions for learning implementers to practice servant leadership and job satisfaction to improve teachers, not only that, it is necessary to create a happy situation. Because it is proven that increasing happiness, teacher activities will improve their performance. as a reference not only as an objective research observation regarding teacher abilities.

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