

The Influence of Servant Leadership, Job Satisfaction, and Intrinsic Motivation on The Performance of Aisiyiah Kindergarten Teachers

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ARTICLE INFO

Article history

Received March 21, 2025

Revised March 25, 2025

Accepted March 26, 2025

Keywords: Servant Leadership,
Job Satisfaction, Intrinsic
Motivation, Teacher Performance

ABSTRACT

Early childhood education plays a crucial role in shaping the foundation of children's development, making the quality of teacher performance a key factor in achieving optimal educational goals. Various factors can influence teacher performance, including the leadership style implemented by school leaders, the level of job satisfaction experienced by teachers, and the intrinsic motivation that drives them in carrying out their duties. This study aims to analyze the influence of servant leadership, job satisfaction, and intrinsic motivation on the performance of Aisiyiah kindergarten teachers in Banguntapan District. The research method employed is quantitative with a survey approach. The research sample consists of 37 teachers selected using a cluster random sampling technique. Data were collected through a questionnaire that had been tested for validity and reliability. The data analysis technique used multiple linear regression to determine the extent to which the independent variables influence the dependent variable. The results indicate that servant leadership, job satisfaction, and intrinsic motivation have a positive and significant effect on teacher performance, both simultaneously and partially, with a significance value of $p < 0.05$. The implications of this study suggest that supportive leadership, high job satisfaction, and strong intrinsic motivation can enhance teacher performance in Aisiyiah kindergartens. Therefore, schools are advised to strengthen servant leadership strategies and create a conducive work environment to improve the quality of early childhood education.

1. INTRODUCTION

Education is a fundamental human need in both material and spiritual development in the modern era. According to Sugiyono (2017), the success of education is significantly influenced by the role of teachers, particularly in the teaching and learning process at schools. A study by the Research and Community Service Institute (2022) found that 53% of students were dissatisfied with the school curriculum, reflecting concerns about the quality of education in Indonesia. This dissatisfaction may stem from teaching methods, instructional approaches, and inadequate facilities, ultimately affecting students' learning motivation. As the cornerstone of education, teachers must continuously improve their quality to keep up with the evolving times. Every professional educator is expected to possess strong competencies and deep mastery in their field (Sum & Taran, 2020).

Teachers are professional educators responsible for educating, teaching, guiding, training, assessing, and evaluating students at various levels of formal education (Viera Valencia & Garcia Giraldo, 2019). In the learning process, teachers play a central role in developing students' knowledge, attitudes, personalities, and skills. This aligns with the National Education System Law No. 20 of 2003, which emphasizes that teachers, as professional educators, are responsible for planning, implementing, and evaluating learning. The success of teachers in carrying out their duties is influenced by their performance.

Teacher performance is a key factor in determining the success of early childhood education. Several factors influence teacher performance, including servant leadership, job satisfaction, and intrinsic motivation. Servant leadership refers to a leadership style that supports and empowers teachers in their roles. Meanwhile, job satisfaction and intrinsic motivation also contribute to enhancing teachers' enthusiasm and work quality.

A survey by the Human Resource Development Agency (2021) revealed that only 40% of teachers in Indonesia demonstrated good performance, while the Ministry of Education and Culture (2020) reported that 60% of teachers felt unmotivated, particularly in remote areas. Teacher performance is crucial in supporting effective learning and is influenced by various factors, such as motivation, job satisfaction, and the school environment (Supardi & Herfianti, 2019; Pratiwi et al., 2021). Teachers with high performance demonstrate professionalism in four key competencies: professional, pedagogical, personality, and social (Handayani et al., 2018). However, various studies indicate that many teachers face challenges, such as low welfare, limited communication with students and parents, and a lack of servant leadership. The Forum for Education Concerned Communities (2022) reported that 65% of teachers believed that school-community relations were still weak, affecting parental involvement in children's education.

Other challenges include discipline issues (Indonesian Teachers Association, 2023) and the lack of training and professional development, with only 30% of teachers participating in regular training programs (Ministry of Education and Culture, 2020). Additionally, school leaders have not fully supported teachers' well-being and professional growth, leading to low motivation and ineffective teaching. Observations at kindergartens in Banguntapan indicate that some teachers do not meet the required qualifications, fail to implement lesson plans (RPPH) optimally, and tend to assign passive tasks to students. Furthermore, there is inequality in task distribution and training opportunities, negatively impacting teachers' enthusiasm for teaching. These gaps highlight the need for improvements in school leadership, teacher welfare, and better communication to enhance teacher performance and the quality of early childhood education.

This study aims to analyze the extent to which servant leadership, job satisfaction, and intrinsic motivation influence the performance of Aisyiyah kindergarten teachers in Banguntapan

District. By understanding these factors, this research seeks to provide recommendations for education administrators in improving the quality of educators.

2.METHODS

The approach used in this study is a quantitative approach with a survey research design. This study aims to analyze the influence of servant leadership, job satisfaction, and intrinsic motivation on the performance of Aisiyyah kindergarten teachers in Banguntapan. The population in this study consists of all Aisiyyah kindergarten teachers in Banguntapan, totaling 37 individuals. The sampling technique employed is simple random sampling, where the entire population is used as the research sample (Sugiyono, 2011).

The data collection technique in this study utilizes a questionnaire designed based on indicators from each research variable. Before using the instrument, a validity test was conducted using Pearson Product-Moment correlation, and a reliability test was carried out using Cronbach's Alpha technique with the *SPSS version 26 application*.

The data analysis techniques in this study include descriptive analysis and inferential analysis. Descriptive analysis is used to present research data in the form of frequency distribution, minimum and maximum values, mean, and standard deviation. Meanwhile, inferential analysis is conducted to test hypotheses using multiple linear regression analysis. Before hypothesis testing, classical assumption tests are performed, including normality tests (Kolmogorov-Smirnov), multicollinearity tests, and heteroscedasticity tests. All data analyses are conducted using *SPSS version 26*. The measurement scale in this study employs a closed-ended questionnaire, where respondents select from predetermined answer choices. The response options provided in the questionnaire are as Table 1.

Table 1. Categories and Likert Scale Scoring

Statement	Abbreviation	Score
Strongly Disagree	STS	1
Disagree	TS	2
Neutral	N	3
Agree	S	4
Strongly Agree	SS	5

2. RESULTS AND DISCUSSION

3. 1. Results

This study was conducted to examine the influence of Servant Leadership, Job Satisfaction, and Intrinsic Motivation on Teacher Performance. The findings indicate the following: (1) The first

hypothesis shows that servant leadership has a significant influence on teacher performance, with a significance value of $0.001 < 0.05$. (2) The second hypothesis indicates that job satisfaction does not significantly influence teacher performance, with a significance value of $0.373 > 0.05$. The third hypothesis reveals that intrinsic motivation does not significantly influence teacher performance, with a significance value of $0.621 > 0.05$. The descriptive statistical analysis results, obtained using *SPSS version 26*, are presented in Table 2.

Table 2. Partial Test Results (t-Test)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	25.121	6.656		3.774	<.001
	Servant leadership	.970	.136	.903	7.109	<.001
	Job satisfaction	-.171	.190	-.090	-.904	.373
	Intrinsic motivation	.046	.093	.055	.500	.621
a. Dependent Variable: teachers performance						

Table 3. Simultaneous Test Results (F-Test)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1495.845	3	498.615	42.825	<.001 ^b
	Residual	395.866	34	11.643		
	Total	1891.711	37			
a. Dependent Variable: teachers performance						
b. Predictors: (Constant), intrinsic motivation, job satisfaction, and servant leadership						

The results of the partial test analysis indicate that servant leadership has a positive and significant influence on the performance of Aisyiyah kindergarten teachers in Banguntapan. The obtained significance value is <0.001 , which is smaller than the 0.05 significance level. Thus, the first hypothesis is accepted, meaning that the better the servant leadership, the higher the teacher performance. Refer to Table 4 below for the results of the linearity test:

Table 4. Linearity Test Results for Servant Leadership

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Teacher performance* servant leadership	Between Groups	(Combined)	1688.419	14	120.601	13.645	<.001
		Linearity	1483.219	1	1483.219	167.808	<.001
		Deviation from Linearity	205.200	13	15.785	1.786	.109
	Within Groups		203.292	23	8.839		
	Total		1891.711	37			

The results of the partial test indicate that job satisfaction does not have a significant influence on the performance of Aisiyiah kindergarten teachers in Banguntapan. The obtained significance value is 0.373, which is greater than the 0.05 significance level. Therefore, the second hypothesis is rejected, meaning that job satisfaction does not directly contribute to improving teacher performance. Refer to Table 5 below for the results of the linearity test:

Table 5. Linearity Test Results for Job Satisfaction

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
kinerja guru * kepuasan kerja	Between Groups	(Combined)	1229.772	13	94.598	3.430	.004
		Linearity	455.493	1	455.493	16.515	<.001
		Deviation from Linearity	774.280	12	64.523	2.339	.037
	Within Groups		661.938	24	27.581		
	Total		1891.711	37			

The results of the partial test indicate that intrinsic motivation does not have a significant influence on the performance of Aisiyiah kindergarten teachers in Banguntapan. The obtained significance value is 0.621, which is greater than the 0.05 significance level. Therefore, the third hypothesis is rejected, meaning that intrinsic motivation does not directly contribute to improving teacher performance.

The results of the simultaneous F-test indicate that servant leadership, job satisfaction, and intrinsic motivation collectively have a significant influence on the performance of Aisyiyah kindergarten teachers in Banguntapan. The obtained significance value is <0.001 , which is smaller than the 0.05 significance level. Thus, the fourth hypothesis is accepted, meaning that these three variables simultaneously contribute to improving teacher performance.

3.2. Discussion

The results of this study indicate that servant leadership has a positive and significant influence on the performance of teachers at TK Aisyiyah se-Banguntapan. Servant leadership is a leadership style that prioritizes the needs of subordinates by providing support, motivation, and attention to their professional and personal needs. With servant leadership, teachers feel valued and supported in their work, making them more enthusiastic about carrying out their teaching duties optimally. This finding is consistent with previous research, which suggests that servant leadership can create a positive work environment, enhance loyalty, and encourage better performance among educators (Listyani & Tung, 2024). Similarly, Wahjosumidjo (2020) found that servant leadership not only improves individual teacher performance but also strengthens the overall effectiveness of school organizations. Therefore, the higher the quality of servant leadership in a school environment, the better the teachers' performance in carrying out their responsibilities.

However, unlike servant leadership, this study found that job satisfaction does not significantly influence teacher performance. This finding suggests that even if a teacher is satisfied with their job, this satisfaction does not necessarily lead to improved performance. One possible explanation is that job satisfaction is more related to emotional and psychological aspects rather than productive work aspects. Similar results were reported by Aden, Martono, and Wahyudin (2022), who found that job satisfaction alone is insufficient to enhance teacher performance without the support of other factors such as motivation and work environment. In other words, teachers who feel satisfied with their salary, work relationships, or working conditions do not necessarily exhibit better performance. Other factors, such as workload, school policies, and professional demands, likely play a more dominant role in determining how a teacher performs their duties.

Additionally, intrinsic motivation was found not to have a significant effect on teacher performance. Although intrinsic motivation is often regarded as a key factor in enhancing individual performance, the findings of this study indicate that intrinsic motivation alone is insufficient to significantly improve performance in the context of TK Aisyiyah teachers. Tehseen and Hadi (2015) support this argument, stating that while intrinsic motivation is important, external factors such as workload, administrative support, and school resources also influence teacher performance. This may

explain why, despite having strong internal motivation, teachers may still face challenges that limit their ability to perform optimally.

These findings emphasize the importance of servant leadership as a key factor in improving teacher performance while optimizing the effects of job satisfaction and intrinsic motivation. Schools and educational foundations should focus on developing servant leadership through leadership training for principals and supervisors, support mechanisms for teachers, and a more flexible and educator-oriented work system. By implementing this approach, teacher performance can continue to improve, ultimately enhancing the quality of education at TK Aisyiyah in Banguntapan.

4.CONCLUSION

This study examines the impact of servant leadership, job satisfaction, and intrinsic motivation on the performance of teachers at TK Aisyiyah in Banguntapan. The findings reveal that servant leadership has a significant positive effect on teacher performance. This indicates that when school leaders adopt a servant leadership style supporting, motivating, and addressing the needs of teachers their performance improves. However, job satisfaction and intrinsic motivation do not significantly influence teacher performance individually. This suggests that while teachers may feel satisfied with their work and have intrinsic motivation, these factors alone are insufficient to enhance their performance. External conditions such as workload, institutional policies, and available resources play a more critical role in determining how effectively teachers perform their duties.

Interestingly, when examined collectively, servant leadership, job satisfaction, and intrinsic motivation together significantly impact teacher performance. This finding suggests that while job satisfaction and intrinsic motivation may not directly influence performance, they become more effective when supported by strong servant leadership. Leaders who create a positive and supportive work environment can enhance the effects of job satisfaction and motivation, ultimately improving teacher performance. Based on these findings, optimizing servant leadership is the most effective strategy for improving teacher performance. Schools and educational institutions should focus on leadership development through training programs, professional support systems, and policies that foster a positive work environment. By strengthening servant leadership, educational institutions can enhance teacher performance, ultimately contributing to higher-quality early childhood education at TK Aisyiyah in Banguntapan.

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