

THE INFLUENCE OF SERVANT LEADERSHIP, SUPERVISION SYSTEMS AND SCHOOL CULTURE ON TEACHER PERFORMANCE THROUGH TEACHERS COMPETENCY MEDIATION AND GOOD SCHOOL GOVERNANCE MODERATION

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ABSTRACT

This study examines key organizational and governance-related determinants of teacher performance in a public senior high school context. Specifically, it analyzes the effects of servant leadership, school culture, and supervision systems on teacher performance, with teacher competence positioned as an explanatory variable and Good School Governance (GSG) as a moderating variable. A quantitative research design was employed, involving teachers from a public senior high school in Kudus Regency (SMAN 1 Bae Kudus), Indonesia. Data were collected through structured questionnaires and analyzed using multiple regression, path analysis, moderation analysis, and the Sobel test. The findings indicate that servant leadership, school culture, and supervision systems have positive and significant effects on teacher competence. Furthermore, servant leadership, school culture, supervision systems, teacher competence, and Good School Governance significantly influence teacher performance. Moderation analysis demonstrates that Good School Governance strengthens the effect of teacher competence on teacher performance. However, mediation analysis reveals that teacher competence does not significantly mediate the relationship between organizational factors and teacher performance. These results underscore the strategic importance of governance quality in optimizing teacher competence to enhance performance within public secondary schools.

Keywords: Servant Leadership; School Culture; Supervision System; Teacher Competence; Good School Governance

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INTRODUCTION

Improving educational quality remains a persistent challenge for education systems, particularly in developing countries. Within this context, teacher performance is widely acknowledged as a critical determinant of instructional effectiveness and student learning outcomes (Darling-Hammond et al., 2017). High-performing teachers are central to curriculum implementation, classroom management, and the creation of meaningful learning experiences. However, teacher performance is not an isolated phenomenon; it is shaped by leadership practices, organizational culture, supervision mechanisms, and the governance framework operating within schools.

Leadership has been consistently identified as a key driver of teacher effectiveness. Contemporary educational leadership discourse increasingly emphasizes ethical, relational, and service-oriented approaches. One such approach is servant leadership, which prioritizes serving, empowering, and developing followers to achieve collective goals (Eva et al., 2019). In school settings, principals who practice servant leadership tend to create supportive environments that foster teacher motivation, competence, and professional commitment.

In addition to leadership, school culture plays a vital role in shaping teacher behavior and performance. School culture encompasses shared values, norms, beliefs, and practices that guide daily interactions and professional conduct (Deal & Peterson, 2016). A positive and collaborative school culture encourages continuous learning, mutual trust, and collective responsibility, all of which contribute to sustained improvements in teacher competence and performance.

Supervision systems represent another important organizational mechanism influencing teacher quality. Effective academic supervision focuses not merely on control or evaluation, but on professional guidance, reflective dialogue, and continuous improvement (Glickman et al., 2018). Well-designed supervision systems provide constructive feedback and follow-up support that enable teachers to refine instructional practices and enhance professional competence.

More recently, attention has turned toward governance as a contextual factor that shapes how leadership, culture, and competence translate into performance outcomes. Good School Governance (GSG), derived from broader good governance principles, emphasizes transparency, accountability, responsibility, fairness, and stakeholder participation in school management (OECD, 2019). While prior studies have examined leadership, culture, and supervision independently, empirical research that integrates governance—particularly as a moderating variable—remains limited, especially in public secondary school contexts in developing countries.

Given these gaps, this study aims to analyze: 1) the effects of servant leadership, school culture, and supervision systems on teacher competence; 2) the direct effects of these factors, along with teacher competence and Good School Governance, on teacher performance; and 3) the moderating role of Good School Governance in the relationship between teacher competence and performance. By doing so, this study contributes to the literature on educational leadership and governance by highlighting the contextual conditions under which teacher competence can be most effectively translated into improved performance.

LITERATURE REVIEWS AND HYPOTHESES DEVELOPMENT

1) Servant Leadership and Teacher Outcomes

Servant leadership is characterized by a leader's commitment to serving others, fostering personal growth, and prioritizing collective well-being over individual authority (Eva et al., 2019). In educational organizations, servant leadership has been associated with higher levels of teacher motivation, job satisfaction, and professional competence (Sendjaya et al., 2019). Principals who adopt servant leadership practices tend to empower teachers, encourage

autonomy, and provide emotional and professional support, which in turn enhances instructional quality and performance.

2) School Culture and Teacher Competence

School culture reflects the shared assumptions, values, and norms that influence how teachers perceive their roles and responsibilities (Deal & Peterson, 2016). A strong and positive school culture promotes collaboration, professional learning, and commitment to shared goals. Such an environment supports the continuous development of teacher competence and reinforces behaviors that lead to improved performance.

3) Supervision Systems in Schools

Academic supervision serves as a formal mechanism for maintaining instructional quality and fostering professional development. Effective supervision systems emphasize formative feedback, reflective practice, and systematic follow-up rather than punitive evaluation (Glickman et al., 2018). Through structured supervision, teachers receive guidance that helps them improve pedagogical skills and overall performance.

4) Teacher Competence and Performance

Teacher competence comprises pedagogical, professional, social, and personal dimensions. Extensive empirical evidence indicates that higher levels of teacher competence are associated with better instructional practices and improved performance outcomes (OECD, 2020). Competent teachers are better equipped to design learning activities, manage classrooms, and assess student progress effectively.

5) Good School Governance as a Moderating Variable

Good School Governance integrates principles of transparency, accountability, responsibility, independence, and fairness into school management processes (UNESCO, 2017). Governance quality can strengthen the institutional environment in which teachers operate, thereby enhancing the extent to which teacher competence translates into actual performance. Accordingly, this study posits that Good School Governance moderates the relationship between teacher competence and teacher performance.

RESEARCH METHODOLOGY

This study employed a quantitative research design. The research population consisted of teachers at a public senior high school in Kudus Regency, Indonesia. Data were collected using structured questionnaires measured on a five-point Likert scale. The data analysis techniques included multiple regression analysis to examine direct effects, path analysis to assess structural relationships, moderation analysis using interaction terms, and mediation analysis using the Sobel test. All statistical analyses were conducted using SPSS software.

RESEARCH RESULTS

The regression analysis indicates that servant leadership ($\beta = 0.120$, $p < 0.05$), school culture ($\beta = 0.518$, $p < 0.05$), and supervision systems ($\beta = 0.327$, $p < 0.05$) have positive and significant effects on teacher competence. Among these variables, school culture demonstrates the strongest influence on teacher competence.

Further analysis shows that servant leadership ($\beta = 0.119$, $p < 0.05$), school culture ($\beta = 0.371$, $p < 0.05$), supervision systems ($\beta = 0.126$, $p < 0.05$), teacher competence ($\beta = 0.134$, $p < 0.05$), and Good School Governance ($\beta = 0.524$, $p < 0.05$) significantly affect teacher performance. The model explains 62.2% of the variance in teacher performance (Adjusted $R^2 = 0.622$).

Moderation analysis reveals that the interaction between teacher competence and Good School Governance has a significant positive effect on teacher performance ($\beta = 0.617$, $p < 0.05$), indicating that governance quality strengthens the impact of competence on performance. However, mediation analysis using the Sobel test indicates that teacher competence does not

significantly mediate the effects of servant leadership, school culture, and supervision systems on teacher performance.

DISCUSSION

The findings confirm that servant leadership, school culture, and supervision systems play critical roles in enhancing both teacher competence and performance. The strong influence of school culture on teacher competence highlights the importance of shared values, collaboration, and professional norms in shaping teacher development. These results are consistent with previous studies emphasizing the role of organizational culture in educational effectiveness.

The significant moderating role of Good School Governance suggests that competent teachers perform more effectively when supported by transparent, accountable, and fair governance structures. This finding extends prior research by demonstrating that governance functions not merely as a background condition but as an active contextual factor that amplifies the effects of individual competence.

The absence of a mediation effect indicates that leadership, culture, and supervision systems influence teacher performance directly rather than indirectly through competence alone. This suggests that organizational factors may shape teacher behavior and performance through multiple pathways beyond competence development.

CONCLUSION

This study concludes that servant leadership, school culture, and supervision systems significantly enhance teacher competence and teacher performance in a public senior high school context. Good School Governance strengthens the relationship between teacher competence and performance, underscoring its strategic importance in educational management. However, teacher competence does not mediate the relationship between organizational factors and teacher performance. These findings contribute to the literature on educational leadership and governance and provide practical implications for improving teacher performance through integrated leadership, organizational, and governance reforms.

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