

The Relationship between the principal servant leadership and school productivity at madrasah aliyah in west sumbawa

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Abstract

Schools can be said to be productive if the output has increased and shows positive developments, schools must not stagnate in a comfort zone with low productivity, among the factors that correlate with the productivity of schools is the leadership factor in this case is serving leadership (*servant leadership*). The purpose of this study was to examine how big the correlation between the variable or servant leadership principal on the variabel of school productivity. In this study using a quantitative approach with a survey method, the total population was 121 respondents consisting of principals and teachers in 5 units of madrasah aliyah in west Sumbawa district, a sampel of 54 was chosen using the proportional stratified random sampling technique using the formula from Solvin, while the data collection instrument used a questionnaire, and the construct cronbach alpha technique, after that analysis requirements test was carried out with normality and linearity tests, then the data analysis used descriptive statistical methods and the Pearson product moment correlation test with help spss 21.00. The results of this study indicate that the significance value is $0.000 \leq 0.05$ with the Pearson correlation value of 0.643 which mean the degree of relationship is in the category of strong correlation, so it can be concluded that there is significant positive correlation between the variabel of servant leadership principal on school productivity at madrasah aliyah in the district of west Sumbawa.

Abstrak

Sekolah dapat dikatakan produktif apabila *outputnya* mengalami peningkatan serta perkembangan yang positif, sekolah tidak boleh stagnan berada pada zona nyaman dengan produktivitas rendah, diantara faktor yang berkorelasi terhadap produktivitas sekolah adalah factor kepemimpinan dalam hal ini adalah kepemimpinan melayani (*servant leadership*). Tujuan dari penelitian ini adalah untuk menguji seberapa besar korelasi antara variabel kepemimpinan melayani kepala sekolah dengan variabel produktivitas sekolah. Dalam penelitian ini menggunakan pendekatan kuantitatif dengan metode survey, jumlah populasi adalah 121 responden yang terdiri dari kepala sekolah dan guru yang ada di 5 unit Madrasah Aliyah di kabupaten Sumbawa barat, sampelnya berjumlah 54 ditarik menggunakan teknik *proportional stratified random sampling* menggunakan rumus dari Solvin, sedangkan instrument pengumpulan datanya menggunakan angket kemudian dilakukan pengujian validitas konstruk melalui analisis factor dan uji reliabilitas terhadap instremen dengan teknik *alpha cronbach*, setelah itu dilakukan uji persyaratan analisis dengan uji normalitas dan linieritas, kemudian analisis datanya menggunakan metode statistic deskriptif dan uji korelasi pearson *product moment* dengan bantuan *spss 21.00*. Hasil dari penelitian ini menunjukkan bahwa nilai signifikansinya $0.000 \leq 0,05$ dengan nilai *pearson correlationnya* sebesar 0,643 yang berarti derajat hubungannya masuk dalam kategori korelasi kuat maka dapat disimpulkan bahwa adanya korelasi yang positif signifikan antara variabel kepemimpinan melayani kepala sekolah terhadap produktivitas sekolah pada madrasah aliyah di kabupaten Sumbawa Barat.

Kata Kunci: Relationship; Servant Leadership; School Productivity

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1. Introduction

The education unit is an institution that is always interesting to be studied and researched, because it is in this institution that the quality of Indonesian human resources is improved, including the improvement of school productivity in educational units, especially at the high school /MA level, because this level is the highest school level for students before attending lectures at universities where they become university students, which is expected to be an agent of change. Related to increasing the productivity of education in Indonesia which must be responsive to changing times and highly competitive has been stated in the National Education System Law no. 20 of 2003 which says : national education is an education based on Pancasila and the 1945 Constitution of the Republic of Indonesia which is rooted in religious values, Indonesian national culture and responsive to changing times.

School productivity has a very important role because it is used as a reflection of educational productivity at the micro level, the core of educational productivity is at the school level because the core center (core) is the learning process in the classroom and the output of all of it is the quality of graduates, namely the achievements and benefits obtained by students after following the educational process at school. Mali in (Engkoswara & Komariah, 2020) stated that there are many factors that affect the productivity of education in schools that can be stated at 4 levels, at the first level is what does not have an effect on productivity are ability, style, exercise, physical condition, unity, social awareness, level of aspiration, process, division of tasks, policies, research and development, business entities and equipment, standard quantities. At the second level affecting productivity consists of leadership, experience, climate, schedule incentives, schedule incentives, organizational structure, technological and material. At the third level, what affects productivity are skill, motivation, methods and costs. At the fourth level the highest that affects productivity directly is the effectiveness of the performance and efficiency of the use of the source.

Based on preliminary studies conducted at madrasah aliyah in West Sumbawa district, there are several indicators that are generally considered to be problems that cause madrasah productivity to decrease, including school management problems, principal leadership, teacher competence, student motivation and most importantly the low quality of graduates in terms of attitudes and behavior. From these various problems, researchers are interested in discussing related to the principal's leadership behavior and how it relates to productivity, because leadership is one of the factors that has a significant influence in increasing productivity as revealed in the results of research conducted by (Zulfikar, 2016) in his thesis that the authentic leadership of the principal is correlated quite high positively significantly to the productivity of junior high schools in Mataram City. However, in a slightly different study conducted by researchers, they were interested in testing the magnitude of the relationship between the principal's servant leadership variables and the productivity of madrasahs at the aliyah level, so the position of this study was to strengthen previous research but with different leadership styles and at different levels of education.

Productivity is defined as a measurement of the output compared to the input. Productivity is a measure of the quantity and quality of work by considering the benefit of resources, such as materials, technology, information, and human performance. Productivity is closely related to quality, without productivity a quality will not increase, productivity is a measure in organizing and utilizing a source to the maximum to achieve the desired results (Zulfikar & Afian, 2021). Meanwhile, according to Tangen in (Komariah, 2013) it is stated that productivity is the relation between output and input. Total productivity Input-Output (I-O) shows the productivity of all factors used to produce output, the factors in question are raw materials, labor, energy, capital and others, in the context of education inputs school productivity are facilities and infrastructure, human resources, management oriented to customer satisfaction, software (curriculum, organizational structure, policies etc.) and expectations such as vision, mission. These inputs that are not noticed and implemented consequently are what cause educational productivity to be disrupted.

Productivity will increase if it is supported by an appropriate leadership style and optimal work ability and good work motivation (Gomes, 1999). In the current conditions, especially post-covid-19, the leadership style that is considered appropriate to be applied by the head of the madrasa in the education unit is the servant leadership style because according to Greenleaf in (Jondar, 2021) this type of leadership puts the interests and needs of followers before leaders, focusing on personal development and empowering followers. Greenleaf further stated that leadership that serves values the community because it provides an opportunity for

individuals to directly experience interdependence, appreciation, trust, and individual growth (Northouse, 2013).

In this study, the concept of servant leadership used, to determine the amount of correlation with school productivity is to use measurements of indicators of serving leadership behavior developed by Liden, Wayne, et al. In (Northouse, 2013) which states that there are seven leadership behaviors that strengthen leadership that serve, namely: 1) forming concepts, 2) restoring emotions, 3) prioritizing followers, 4) helping followers grow and succeed, 5) ethically behave, 6) empower, 7) create value for society. This behavior is influenced by context and culture, the nature of the leader, and the acceptability of followers to the type of leadership that serves, this is able to improve results at the individual, organizational, and community levels, in the context of this study is the organization of schools.

2. Research Method

This type of research is a survey with quantitative methods, the population is all principals and teachers at the MA level in west Sumbawa district in 5 madrasah units totaling 121 respondents then the sample taken totaling 54 samples was chosen using proportional stratified random sampling techniques with the formula from Solvin as described in (Siregar, 2017). The research instrument used in this study was a Likert scale model that presented five answer choice options, namely always (SL) with a score of 5, often (SR) with a score of 4, sometimes (KD) with a score of 3, rarely (JR) with a score of 2, never (TP) with a score of 1. The results of the questionnaire validity test for the school productivity variable (Y) of 32 items of statement 30 were declared valid and 2 items were invalid, namely items no. 7 and 27, while the validity test results for the variable servant leadership principal (X) of 28 items of statement 24 items is declared valid while 4 items are invalid i.e. items no 2,7, 12 and 23. The results of the research instrument reliability test can be said to be reliable if the cronbach alpha value ≥ 0.6 , the cronbach alpha reliability value for the school productivity variable is $0.889 \geq 0.6$ means that the instrument for variable Y is declared reliable, while the cronbach alpha reliability value for the principal's servant leadership variable is $0.858 \geq 0.6$ meaning that the questionnaire instrument for variable X is declared reliable. Then the analysis requirements test was carried out through normality and linearity tests, then data analysis was carried out with descriptive statistics and pearson product moment correlation test (Ghazali, 2018).

3. Result

Based on the results of data analysis testing to find the amount of relationship between the principal's servant leadership and the productivity of MA in West Sumbawa Regency through descriptive statistical analysis and pearson product moment correlation test, the following is an overview of the dimensions / indicators of the productivity variables in MA West Sumbawa Regency presented in the form of a graph:

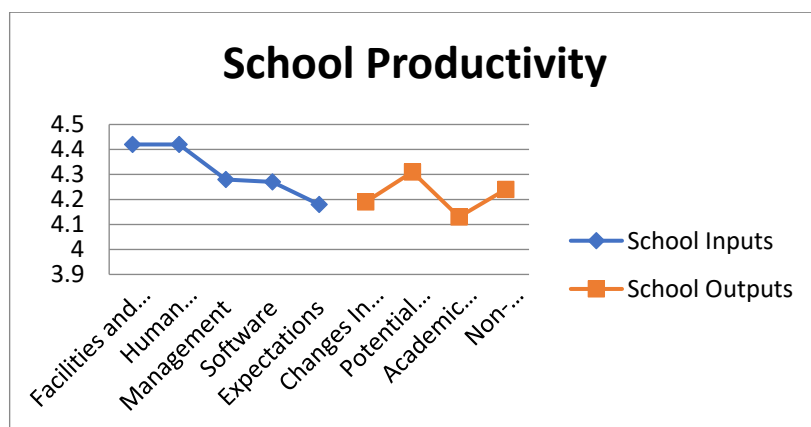


Figure 1. Overview of School Productivity Variable Dimensions/Indicators

From chart 1. above it shows that the dimensions of school inputs are higher than the dimensions of school outputs, the score of school inputs is 4.31 which is included in the very high category while the score of the school outputs dimension value is 4.20 which is included in the high category. In the first indicator, namely facilities and infrastructure, results were obtained by 4.42 with a very high category, from this indicator

there were 3 statement items, the item that got the highest score was "the physical condition of the school building where you work is still very good and suitable for use, and the layout of the school mapping room is in accordance with the wishes of the school residents" with a score of 4.54. The statement item that got the lowest score was "school facilities and infrastructure such as equipment, equipment, etc. are adequate and functioning properly and can be used by all school residents" with a score of 4.22

In the second indicator, namely human resources, results were obtained of 4.42 with a very high category, from this indicator there were 3 statement items, the item that got the highest score was "Human resources in the school where you teach are sufficient (no shortage)" with a score of 4.54. The item that got the lowest score was "the teachers who teach in the classroom are those who are indeed competent in their fields and in accordance with their scientific fields" with a score of 4.22.

In the third indicator, namely management, a result of 4.28 with a very high category, from this indicator there are 2 items of statement, the item that sets the highest score is "the school provides satisfactory service to students, parents and the general public" with a score of 4.50. The item that got the lowest score was "the school was able to organize and provide fast, precise, and reliable service as promised to students and parents so that customers feel satisfied" with a score of 4.06.

In the fourth indicator, namely software, the results were obtained by 4.27 with a very high category, from this indicator there were 3 statement items, the item that got the highest score was "the organizational structure of the school where you teach is clearly described, so that the person who occupies the position knows their respective focus" with a score of 4.48. The item that got the lowest score was "The school where you teach has a quality policy that is used as a guide in making decisions for continuous improvement in the educational process" with a score of 4.11.

In the fifth indicator, expectations, the results of 4.18 with a high category were obtained, from this indicator there were 4 statement items, the item that got the highest score was "principals and teachers have high hopes for the progress of the school in the future" with a score of 4.30. The item that got the lowest score was "the content of the strategic plan was applied and realized through policies taken by the principal in order to achieve the targets that had been planned" with a score of 4.11

In the sixth indicator, namely changes in behavior, the results of 4.19 with high categories were obtained, from this indicator there were 4 statement items, the item that got the highest score was the statement "students experienced good and positive behavior changes after participating in PBM (Teaching and Learning Process)" with a score of 4.30. The statement item that got the lowest score was "students showed a high attitude of honesty and solidarity and were able to work well in teams after following PBM" with a score of 4.06.

In the seventh indicator, namely the potential development of students, the results of 4.31 with a very high category were obtained, from this indicator there were 4 statements that were made, the item that got the highest score was "open schools regarding technological developments in order to increase student potential" with a score of 4.37. The statement item that scored the lowest was "The student's competence showed improvement with the new skills he was interested in" with a score of 4.30.

In the eighth indicator, namely academic achievement, results were obtained 4.13 with a high category, from this indicator there were 3 statement items, the item that got the highest score was "the level of continuing the student's school to the next level every year increased" with a score of 4.30. The statement item that got the lowest score was "the student's pass rate through the SNMPTN/SPAN PTKIN line is increasing annually" 4.04.

In the ninth indicator, namely non-academic achievement, the results of 4.24 with a very high category were obtained, from this indicator there were 4 statement items, the item that got the highest score was "every year there is an addition of a new extracurricular program for students due to varied student interests and increased student skills" with a score of 4.30. The statement item that got the lowest score was "every year the acquisition of extracurricular championships has increased" with a score of 4.15.

The following is an overview of the indicators of servant leadership of school principals in madrasah aliyah / MA in West Sumbawa:

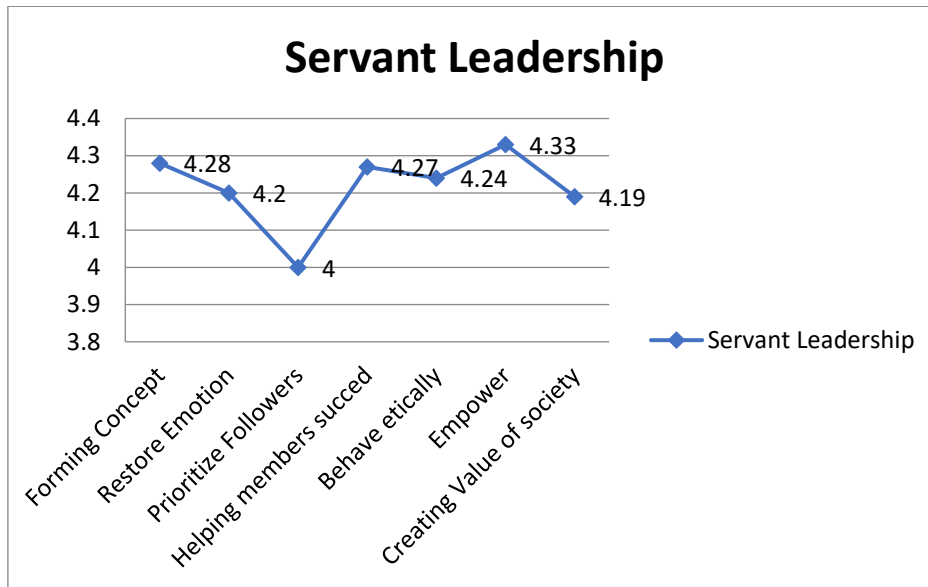


Figure 2. Overview of servant Leadership Variable Indicators

Furthermore, in the school productivity variable (Y) first indicator, namely forming concept, obtained results of 4.28 with a very high category, from this indicator there were 3 statement items, the item that got the highest score was "the principal knows if there is something related to work that is not running properly" with a score of 4.5. The statement item that scored the lowest was "the principal can solve work problems with new/creative ideas" with a score of 3.85.

The second indicator, namely restore emotion, obtained results of 4.20 with a high category, from this indicator there were 3 statement items, the item that got the highest score was "the principal cares about the happiness of his employees" with a score of 4.30. The statement item that got the lowest score was "teachers and TU Staff will ask the principal for help if they have a personal problem" with a score of 4.06.

The third indicator, namely prioritize followers, obtained 4.00 results with a high category, from this indicator there were 3 statement items, the item that got the highest score was "the principal is more concerned with the success of others than his own success" with a score of 4.15. The statement item that got the lowest score was "The principal sacrificed his own interests to meet the needs of his members" with a score of 3.91.

The fourth indicator, namely helping members to succeed, obtained results of 4.27 with a very high category, from this indicator there were 4 items of statement, the item that got the highest score was "teachers and TU employees consulted with the principal 5.54. The statement item that got the lowest score was "the principal prioritized the career development of others with a score of 3.85.

The fifth indicator, behave ethically obtained a result of 4.24 with a very high category, from this indicator there were 4 statement items, the item that got the highest score was "the principal does not want to violate ethical principles in order to succeed" with a score of 4.46. The statement item that got the lowest score was "the principal did what he could to make other people's work worse" with a score of 3.96.

The sixth indicator, namely empower, obtained a result of 4.33 with a very high category, from this indicator there were 3 statement items, the item that got the highest score was "the principal encouraged his members to handle important work decisions themselves" with a score of 4.54. The statement item that got the lowest score was "the principal is willing to delegate authority to subordinates in policy making" with a score of 4.17.

The seventh indicator, namely the creation value of society, obtained a result of 4.19 with a high category, from this indicator there were 4 items of statement, the item that scored the highest score was "the principal encouraged other members to become volunteers in the school community" with a score of 4.19. The item that got the lowest score was "Always involved in helping its members in school community activities" with a score of 4.11.

As for the results of the Pearson product moment correlation test using the spss version 21 application. It is as follows:

Table 1. Pearson Correlation Value

		Correlations	
		School Productivity	Servant Leadership of the School Principal
School Productivity	Pearson Correlation	1	.643**
	Sig. (2-tailed)		.000
	N	54	54
Servant Leadership of the School Principal	Pearson Correlation	.643**	1
	Sig. (2-tailed)	.000	
	N	54	54

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

Based on the table above, it is known that the pearson correlation value is 0.643 and the significance of 2 tailed is 0.000 less than 0.05.

4. Discussion

Based on the results of the research conducted, it shows that quantitative assessment of school productivity variables (X) and principal servant leadership (Y) is generally included in the high and very high category when referring to the consultation table of WMS (Weighted Means Score) results as follows:

Table 2. WMS Results Consultation

Value	Category	
	X	Y
4,21 – 5,00	Very high	Very high
3,41 – 4,20	High	High
2,61 – 3, 40	Enough	Enough
1, 81 – 2, 60	Less high	Less high
1,00 – 1,80	Very less high	Very less high

For school productivity variables, the highest indicators are human resources and facilities and infrastructure which are included in the school inputs dimension category with a value of 4.42 which is included in the very high category. It is in line with what was revealed by (Astuti, 2018) in his article that the development and empowerment of human resources (human resources) is part of MSDM which has a function to improve the competence, adaptability and commitment of educators and education staff. In this way, schools have the power not only to survive, but also to grow, productive, and competitive. And in this process, strong human resources support creates schools that have adaptability and self-renewal capacity. Likewise, the results of research from (Rahmayani, 2020) in his article revealed that the procurement of infrastructure (facilities and infrastructure) in increasing the productivity of the Integrated Islamic Junior High School (SMPIT) Al – Fityan Kubu Raya is good because every procurement is always made according to needs, both related to the type, specifications, quantity, time and place at a price and can be accounted for. So it can be concluded that indicators of human resources development and facilities and infrastructure have a very important role in increasing school productivity for the better and quality in producing superior and highly competitive school outputs. As for the lowest indicator of the school productivity variable in the school outputs dimension, it is a change in attitude of learning outcomes (changes in behavior), therefore it needs serious attention from schools

how to improve the quality of school input factors in order to have a good impact on outputs results, especially in terms of changes in behavior from bad to good or to be nobles student.

As for the principal's servant leadership variable, the highest indicator is empower with a very high score category of 4.33. As stated by (Northouse, 2013) that empower refers to actions that allow followers in this case to be teachers in schools to be independent, make their own decisions, and be autonomous. That's the way for leaders to share power with followers by allowing them control. Empower builds followers' confidence in their capacity to think and act on their own because they are given the freedom to cope with difficult situations in a way they think is good. So it can be concluded that empowering has an important role for madrasah heads who apply the servant leadership model because it gives confidence to teachers both as deputy heads of madrasah and teachers, giving them confidence in carrying out their duties and can make them innovate and bring new ideas to the principal to be applied in madrasahs, which in the end can increase the productivity of the madrasa. As for the lowest indicator of the principal's servant leadership variable in madrasah aliyah in west Sumbawa district, it is an indicator of prioritizing followers, according to (Northouse, 2013) putting others first is a basic thing or an important characteristic of serving leadership. That means, use actions and words to followers that clearly indicate that their problem is a priority, including taking the interests and successes of followers more than the interests and successes of the leader. That means the leader quits his own duties to help followers perform their duties. Based on this, it can be concluded that it is important for the leader who serves to put followers first, so the head of the madrasa as a leader needs to improve the behavior of prioritizing followers in his leadership.

Furthermore, for the results of the pearson product moment correlational test analysis that has been carried out, it aims to determine the degree of closeness of the relationship between the variables expressed by the correlation coefficient (r) and also to find out the type of relationship between the variables X and Y whether they are positive or negative, the positive meaning is that the higher the variable X, the higher the variable Y. The pearson correlation value obtained in this study was 0.643.

To find out whether the principal's servant leadership variable is correlated with the school productivity variable (Y), namely by looking at the significance value in the spss output results, if the significance value of the \leq from 0.05 then there is a correlation, in this study the significance value is 0.000 meaning it is smaller than 0.05, it can be concluded that there is a significant correlation between the principal's servant leadership and the principal's servant leadership and school productivity. Then the next step is to look at the degree of correlation, whether it is correlated strongly, moderately or weakly, to determine the degree of correlation is to refer to the Pearson Correlation classification table as follows :

Table 3. Clasification Pearson Correlation Value

Pearson Correlation Value	Interpretation
0,00 – 0,20	There is no correlation
0,21 – 0,40	Weak correlation
0,41 – 0,60	Moderate correlation
0,61 – 0,80	Strong correlation
0,81 – 1,00	Perfect correlation

Pearson Correlation Value In the results of this study is 0.643, so it can be concluded that the correlation between the servant of the Principal's servant and school productivity in the Aliyah Madrasah in West Sumbawa is a significant positive correlation with a strong degree of relationship.

4. Conclusion

Based on hypothesis testing and the results of research on the relationship between leadership of serving (servant leadership) Principal with school productivity in Madrasah Aliyah in West Sumbawa concluded that the relationship is at a degree or strong level with a significant positive correlation. Furthermore, it is explained in the school productivity variable in the HR (Human Resources) indicators and facilities and infrastructure (facilities and infrastructure) in the high category, it needs to be maintained, while the lowest indicator is changes in behavior in students from learning outcomes (changes in behavior), then the authors recommend schools pay more attention to the aspect of attitude so that changes occur in student learning outcomes. As for the principal's serving leadership variable, the highest indicator is to empower followers who are included in the high category and must be maintained. As the lowest indicator is to prioritize followers (prioritize followers), suggestions from the authors Is that the madrasah principal prioritizes the needs of their members In this case the educators.

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