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The Involvement Locus of Control, Servant Leadership, and Innovative Work Behavior to Improve Teacher Performance

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Abstract: The Involvement Locus of Control, Servant Leadership, and Innovative Work Behavior to Improve Teacher Performance. **Objectives:** The main objective of this study was to analyze the influence of the variables locus of control, servant leadership, and innovative work behavior on the performance of private high school teachers in Pematangsiantar City. **Methods:** This research uses a research design with a quantitative approach and online questionnaires distribute the research data. The sample used in the study were 110 respondents. The basis for determining the sample is oriented to the non-probability sampling approach by using the purposive sampling formula. **Findings:** The results of this research explain that locus of control, servant leadership, and innovative work behavior have a positive and significant effect on teacher performance. **Conclusion:** The findings of this study confirm that the better the role of locus of control will have implications for the resulting better performance. In addition, innovative work behavior when carrying out duties as a teacher reflects the teacher's ability to manage optimal performance.

Keywords: teacher performance, locus of control, servant leadership, innovative work behavior.

Abstrak: Keterkaitan Locus of Control, Kepemimpinan Melayani, dan Perilaku Kerja Inovatif untuk Meningkatkan Kinerja Guru. **Tujuan:** Tujuan utama penelitian ini adalah untuk menganalisis pengaruh dari variabel locus of control, servant leadership, dan innovative work behavior terhadap kinerja guru SMA Swasta di Kota Pematangsiantar. **Metode:** Riset ini menggunakan rancang penelitian dengan pendekatan kuantitatif dan data penelitian didistribusikan kuesioner secara online. Sampel yang digunakan dalam penelitian sebanyak 110 responden. Dasar penentuan sampel berorientasi pada pendekatan non-probability sampling dengan memakai rumus purposive sampling. **Temuan:** Hasil dari riset ini menjelaskan bahwa locus of control, servant leadership, dan innovative work behavior berpengaruh positif dan signifikan terhadap kinerja guru. **Kesimpulan:** Temuan penelitian ini mengkonfirmasi bahwa peranan locus of control yang semakin baik akan berimplikasi terhadap kinerja yang dihasilkan juga semakin baik. Selain itu, perilaku kerja yang inovatif saat melaksanakan tugas sebagai guru, maka hal ini mencerminkan guru mampu mengelola unjuk kerja yang optimal.

Kata kunci: kinerja guru, locus of control, kepemimpinan yang melayani, perilaku kerja inovatif.

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■ INTRODUCTION

In achieving educational goals, schools must have optimal human resources to achieve the school's mission, in achieving this mission, productive teacher performance is needed (Sherly et al., 2021). As the spearhead of education, the teacher plays a very important role, students cannot learn independently without the guidance of a teacher who can carry out their duties properly (Efendi et al., 2021). Then the teacher's performance is related to the tasks of planning, managing, learning, and assessing students' learning outcomes. The most important dimension to achieve this goal is improving teacher performance (Lie et al., 2021). Where, teacher performance will determine the success of any educational effort. The quality of teacher behavior and performance in teaching is determined and influenced by internal and external factors, such as education level (Silalahi et al., 2021), subject mastery (Nasution et al., 2021), servant leadership (Larasati et al., 2020), locus of control (Setyowati, 2017), job satisfaction (Sudirman et al., 2021), innovative work behavior (Wu et al., 2007), and other aspects. This study tries to explore deeper information related to the involvement of locus of control, servant leadership and innovative work behavior as predictors of teacher performance during the pandemic.

Performance is a real behavior that everyone produces as work performance produced by employees following their role in an organization (Butarbutar et al., 2022), where to get good performance from employees, the organization must be able to provide various facilities and infrastructure as a support in completing the work (Setyowati, 2017). To obtain optimal performance, a good locus of control role is needed from each teacher (Efendi et al., 2022). Teachers who act in accordance with Indonesian law, all activities carried out by teachers indicate

their appreciation of the diversity of religions, beliefs held, ethnicity, customs of the area of origin, socio-economic background, and physical appearance are part of a good locus of control (Julianingtyas, 2012). In this study, researchers found the importance of the locus of control aspect that must be examined in individual teaching staff in madrasas, because self-control is an important point in interacting and delivering a service to other people, especially students (Albert & Dahling, 2016). Research result (Saputra, 2012) and (Susanti & Ardila, 2022) also confirm that locus of control has a big role in improving teacher performance.

Servant leadership is important in business because it creates a work environment where employees at all levels of the organization will feel respected and valued (Zehir et al., 2013). Any organization that follows this leadership philosophy tends to have a stronger work culture with high employee morale and involvement (Larasati et al., 2020). If a leader can be compassionate, empathetic, humble, and serving employees, businesses can thrive and workers will also feel empowered. Leadership effectiveness is characterized by superior and subordinate relationships that show maturity and benefit for both parties. Being a leader today is very different from leading in the era of the previous year. A leader uses the authority he has and uses influence to move others (Srimulyani & Hutajulu, 2013). In carrying out his role, a leader will be faced with all kinds of character, behavior and level of maturity of the personality of his subordinates. Servant leadership is a type or model of leadership developed to overcome the leadership crisis experienced by a society or nation. Servant-leaders tend to prioritize the needs, interests and aspirations of the people they lead above themselves (Rambe et al., 2020). Research result (D. U. Wahyuni et al., 2014) and

(Meilani & Riyanto, 2022), also confirmed that servant leadership has a big role in influencing the improvement of teacher performance.

The existence of behavior that leads to innovative and creative is one of the important factors for the company because it can guarantee business growth and become a strong pillar to drive its success (Lie et al., 2019). Innovative work behavior is very much needed in organizational development and improving performance through improvement or efficiency of various activities through the resulting innovations (Wachidah, 2019). Concerning teacher work innovation, leaders are required to pay attention to the tendencies of each teacher in terms of their proactive behavior. This is done so that leaders can classify their workers and which parts can be given the right job design (Wu et al., 2007). Therefore, conditioning and designing work according to their capacities and desires can increase innovative work behavior, because innovative work behavior only arises in workers who have an initiative spirit and can try to implement it in real work (Nurjaman et al., 2019). Research result (Fatonah & Helmy, 2021) and (Leong & Rasli, 2014) confirm that innovative work behavior has a big role in improving teacher performance.

This study tries to use additional indicators for the previously used servant leadership variable: listening, empathy, foresight, awareness, persuasion, conceptualization, healing, stewardship (Spears, 2005) and (Prasetyono & Ramdayana, 2020). The new additional indicators that the researcher includes are transforming commitment to the growth of people and community building. We as researchers believe that if a servant leader has a good initiative, this will foster a high commitment for teachers to grow and develop through the work process. On the other hand, in today's modern world, more and more people feel the need to

create more meaningful connections and find and offer support to other humans to establish good communication during the work process. Support from various aspects is needed to encourage optimal teacher performance, such as locus of control, servant leadership, and innovative work behavior. Therefore, the urgency of this research is to analyze the influence of locus of control, servant leadership, and innovative work behavior in influencing teacher performance. It is hoped that the findings of this research will provide important additional information for schools and principals to formulate and establish policies that support the optimal implementation of the school's vision and mission.

■ METHODS

The data collected in this study are quantitative data using an associative research design approach. This research was conducted in six private high schools in Pematangsiantar City, North Sumatra. This research was carried out for three months, from June to August 2021. This time was used for both instrument trial data and research data collection. The population in this study were all permanent teachers with the status of private teachers in all private high schools in Pematangsiantar City and had been identified by researchers to distribute questionnaires with a total of 110 teachers. The research sample was determined using purposive sampling technique. Testing the questionnaire data using a validity test, where if $r_{count} > 0.3$ with a significance of 95% it is declared valid (Sugiyono, 2017) and a reliability test, where a variable is said to be reliable, if it has a Cronbach alpha value > 0.60 (Sugiyono, 2017). Furthermore, multiple regression tests were carried out, hypothesis testing with simultaneous and partial methods and correlation tests with the coefficient of determination. For question items as outlined in the online questionnaire. The measurement of the

dependent variable, namely the teacher's performance, refers to (Peraturan Menteri Pendidikan Nasional Nomor 16 Tahun 2007 Tentang Standar Kualifikasi Akademik Dan Kompetensi Guru, 2007), consisting of 14 indicators. Furthermore, the first independent variable, namely the locus of control, refers to previous research (Albert & Dahling, 2016) and (Mochammad Munir Rachman et al., 2022), which consists of 2 indicators. Then the second independent variable, namely servant leadership, refers to previous research Spears (2005) and

(Prasetyono & Ramdayana, 2020) which consists of 10 indicators. for the third independent variable, namely innovative work behavior refers to previous research (De Jong & Den Hartog, 2010) and (Purwanto et al., 2020) which consists of 3 indicators. Information about the indicators used in each variable is explained in the variable operational definition (see Figure 1). Overall the use of research variables can be seen in the framework of thought (see Figure 2) and the development of hypotheses in this study can be explained as follows:

Variable	Code	Indicator	Reference
Locus of Control	LC1	Internal factors	Melissa, Albert & Jason (2016); Rachman, Sugijanto & Menuk (2022)
	LC2	External Factors	
Servant Leadership	SL1	Listening	Spears (2005); Prasetyono & Ira (2020)
	SL2	Empathy	
	SL3	Foresight	
	SL4	Awareness	
	SL5	persuasion	
	SL6	Conceptualization	
	SL7	Healing	
	SL8	Stewardship	
	SL9	Commitment To The Growth Of People	
	SL10	Community Building	
Innovative Work Behavior	IWB1	Generation	De Jong & Deanne (2010); Purwanto et al., (2020)
	IWB2	Promotion	
	IWB3	Realization	
Teacher Performance	TP1	Mastering the Characteristics of Learners	Peraturan Menteri Pendidikan Nasional Nomor 16 Tahun 2007 Tentang Standar Kualifikasi Akademik Dan Kompetensi Guru, 2007
	TP2	Mastering Learning Theory and Teaching Learning Principles	
	TP3	Curriculum Development	
	TP4	Educational Learning Activities	
	TP5	Development of Student Potential	
	TP6	Communication with Students	
	TP7	Assessment and Evaluation	
	TP8	Acting In Accordance with National Religious, Legal, Social and Cultural Norms	
	TP9	Showing a Mature and Exemplary Personal	
	TP10	Work ethic, high responsibility, proud to be a teacher	
	TP11	Be Inclusive, Act Objectively, And Non-Discriminatory	

TP12	Communication with Fellow Teachers, Education Personnel, Parents, Students, and the Community
TP13	Mastery of Materials, Structures, Concepts, and Scientific Mindsets that Support the Subjects Taken
TP14	Developing Professionalism Through Reflective Action

Figure 1. Variable operational definition

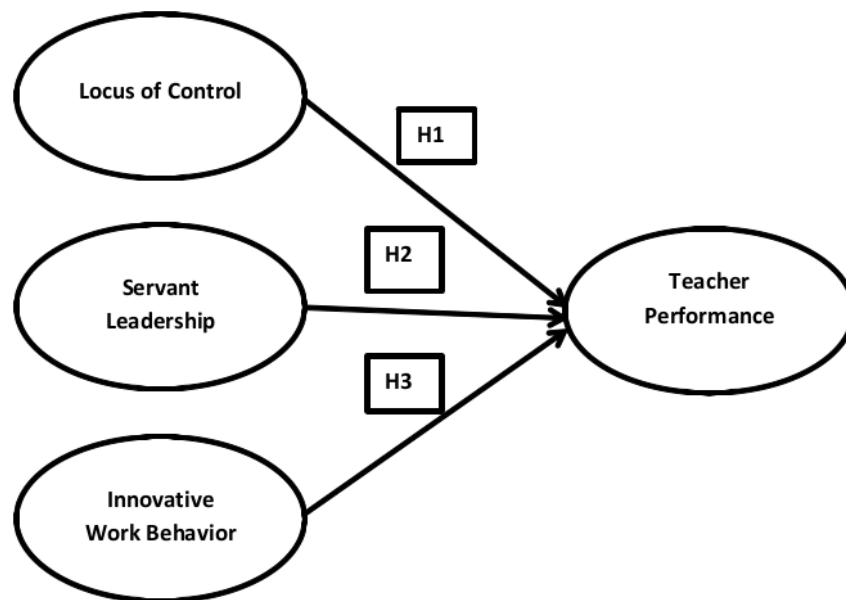


Figure 2.Research framework

Based on Figure 1 above which is the framework in this research, several research hypotheses can be formulated, including:

Hypothesis 1: Locus of control affects teacher performance

Hypothesis 2: Servant leadership affects teacher performance

Hypothesis 3: Innovative work behavior affects teacher performance

■ RESULT AND DISCUSSIONS

Data collected online using an online questionnaire with the help of distribution via

google form media to 6 private high schools in Pematangsiantar City. Based on the recapitulation results of respondents' answers who filled out as many as 110 respondents who filled out valid data. The general characteristics of respondents in this study will clearly be described in table 1 below:

In accordance with the explanation in table 1, it is known that the number of respondents who are male as many as 47 people (42.73%) and female sex as many as 63 people (57.27%). Furthermore, the average age of respondents aged between 20-29 years were 36 people (32.73%), 30-39 years were 50 people (45.45%) and those

Category	Details	Amount	Percentage (%)
Gender	Men	47	42.73
	woman	63	57.27
Age (years)	20-29	36	32.73
	30-39	50	45.45
	40-49	24	21.82
Length of work (years)	< 1	25	22.73
	1 – 5	35	31.82
	5 – 10	30	27.27
	> 10	20	18.18

aged 40-49 were 24 people (21.82%). Then for the period of service of respondents under 1 year totaling 25 people (22.73%), working period between 1 to 5 years amounting to 35 people (31.82%), working period between 5 to 10 years totaling 30 people (27.27%), and working period of above 10 years amounted to 20 people (18.18%).

Instrument Test

The validity test is carried out to determine the extent of the accuracy or accuracy of a measurement instrument in carrying out its size function, namely so that the data obtained can be relevant to the purpose of the measurement. The results of the validity test can be seen in table 2 below:

Table 2. Validity test results

Variable	Code	Corrected item- Total correlation	Test results
Locus of Control	LC1	0.642	Valid
	LC2	0.610	Valid
Servant Leadership	SL1	0.582	Valid
	SL2	0.595	Valid
	SL3	0.601	Valid
	SL4	0.644	Valid
	SL5	0.590	Valid
	SL6	0.595	Valid
	SL7	0.608	Valid
	SL8	0.604	Valid
	SL9	0.578	Valid
	SL10	0.605	Valid

Innovative Work Behavior	IWB1	0.628	Valid
	IWB2	0.664	Valid
	IWB3	0.649	Valid
Teacher Performance	TP1	0.564	Valid
	TP2	0.601	Valid
	TP3	0.604	Valid
	TP4	0.512	Valid
	TP5	0.595	Valid
	TP6	0.508	Valid
	TP7	0.604	Valid
	TP8	0.549	Valid
	TP9	0.544	Valid
	TP10	0.520	Valid
	TP11	0.501	Valid
	TP12	0.498	Valid
	TP13	0.451	Valid
	TP14	0.431	Valid

Based on the validity test results above, it can be concluded that all indicators of the variables in this study are valid. Furthermore, the reliability test is used to measure the stability of the indicator of a variable. A questionnaire is reliable if a person's answers to questions are consistent and stable from time to time. The results of the reliability test can be seen in table 3 below:

Table 3. Reliability test results

Variable	Cronbach's Alpha	Instrument Items	Results
Locus of Control	0.704	2	Reliable
Servant Leadership	0.910	10	Reliable
Innovative Work Behavior	0.760	3	Reliable
Teacher Performance	0.942	14	Reliable

Based on the reliability test results in table 2 above, it shows that all indicators have a Cronbach's alpha value if the item deleted > 0.70 so it can be concluded that all indicators of the variables in the study are reliable.

Normality test

Normality test is used to determine the formula used in hypothesis testing and whether the data is normally distributed. Normality test using Kolmogorov-Smirnov test. The results of the normality test can be seen in the table 4:

Table 4. Normality test results

Variable	N	KS Test	asypm. Sig. (2-Tailed)
Locus of Control	100	0.719	0.278
Servant Leadership	100	0.902	0.714
Innovative Work Behavior	100	0.732	0.293
Teacher Performance	100	0.915	0.743

Based on the table of normality test results above, the value of Asymp Sig. (2-Tailed) of each variable is above 0.05 so it can be concluded that each variable is normally distributed.

Hypothesis test

Hypothesis testing was conducted to analyze the effect of locus of control, servant

leadership, and innovative work behavior on teacher performance, assuming the results were based on a significant relationship. The results of hypothesis testing can be seen in table 5 below:

Based on the results of the data analysis presented in table 4, it can be seen that the significant level of the locus of control variable is $0.048 < 0.05$, meaning that the locus of control

Table 5. Hypothesis test

Model	t-count	Sig.
Constant	5.447	.200
Locus of Control	2006	.048
Servant Leadership	4.416	.000
Innovative Work Behavior	2.287	.024

a. Dependent Variable: Teacher Performance

has a positive and significant effect on teacher performance. Then the significant level of the servant leadership variable is $0.000 < 0.05$, meaning that servant leadership has a positive and significant effect on teacher performance. The results of the third hypothesis also suggest a significant level on the innovative work behavior variable of $0.000 < 0.05$, meaning that innovative work behavior has a positive and significant effect on teacher performance.

Correlation Coefficient and Determination Coefficient

Correlation coefficients were used to calculate the strength of the relationship between locus of control, servant leadership, and innovative work behavior with teacher performance. The results of the calculation of the correlation coefficient and the coefficient of determination can be seen in table 6 below:

Table 6. Analysis of Correlation and Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.616a	.379	.360	3.358

a. Predictors: (Constant); Locus of Control, Servant Leadership, Innovative Work Behavior

b. Dependent Variable: Teacher Performance

Source: Data Processing Results (2022)

Based on the correlation coefficient analysis results, the correlation coefficient value (r) is 0.616, which means that there is a strong and positive relationship between locus of control, servant leadership, and innovative work behavior with teacher performance. Furthermore, the coefficient of determination (R) of 0.379 means that the high and low teacher performance of 37.9% can be explained by locus of control, servant leadership, and innovative work behavior while the remaining 62.1% can be explained by other variables not discussed in the study. These include work environment, compensation, organizational climate, job satisfaction, and other teacher performance factors.

Based on the results of the hypothesis testing analysis, the results obtained explain that locus of control has a positive and significant effect on teacher performance as evidenced by a significant level of $0.048 < 0.05$. The study results prove that the higher the internal locus of control, the higher the teacher's performance. This situation is because teachers can empower locus of control both internally and externally, to create competitive working conditions (Hartini et al., 2021) and strives to always be able to deal with problems in completing their work more optimally, both in terms of quality, quantity, timeliness and independence of performance (E. S. Wahyuni et al., 2017). The urgency of why the locus of control aspect that must be examined in individual teaching staff at the high school level is none other than because the self-control of a teacher is important in interacting and delivering a service to others (Widiari et al., 2021). This is supported by the majority of teachers in this study who already have undergraduate education, this means that the higher a person's education, the better self-regulation will be. The results of this study are in line with research (Hamzah et al., 2021); (Mochammad Munir Rachman et al., 2022); (Susanti & Ardila, 2022) succeeded in

proving that locus of control had a significant positive effect on teacher performance.

Based on the results of the hypothesis testing analysis, the results obtained that explain servant leadership has a positive and significant effect on teacher performance as evidenced by a significant level of $0.000 < 0.05$. The leadership factor is indeed the key to changing and improving teachers and employees' performance in an educational institution (Pratiwi & Idawati, 2019). Employees who have servant leadership types are more likely to be motivated to make innovations, to achieve the expected results of the school. Servant leadership reflects the best use of a leader's strengths through serving style, in this study it was also found that a leader who wants to hear has a sense of empathy and prioritizes sharing and respect is a leadership style that members highly expect of the organization (Thao & Kang, 2018). Teachers with leaders with serving characters are more likely to be motivated to make innovations to achieve the expected results. This is also confirmed by research (Bakry & Syamril, 2021); (Prasetyono & Ramdayana, 2020); (Junita et al., 2022) which describes servant leadership as leadership that serves primarily to encourage good relationships by developing an atmosphere of dignity and respect, building good community and teamwork and the implication will encourage better teacher performance.

Based on the results of the hypothesis testing analysis, obtained results that explain innovative work behavior has a positive and significant effect on teacher performance as evidenced by a significant level of $0.024 < 0.05$. This proves that innovative work behavior is needed to encourage better work results through increased performance. Therefore, in theory and practice, teacher innovation in packaging learning must be made with high creativity and innovation. By fostering innovative work behavior when carrying

out duties as a teacher, this reflects the teacher's ability to manage optimal performance. So it can be concluded that high innovative work behavior will encourage a more optimal increase in teacher performance. This is also confirmed by research (Wachidah, 2019); (Fatonah & Helmy, 2021); (Hidayat et al., 2022) which states that if the teacher has an innovative attitude then it will affect his performance. Furthermore, innovation is a process to improve a person's performance through the utilization of thinking, imagination ability, various stimulants and individuals who surround him who try to produce new products that can be useful both for himself and the environment of the institution or institution where he works.

■ CONCLUSIONS

Based on the results of the discussion of this study, it states that the locus of control has an effect on positive and powerful teacher performance. The results of this study reaffirm that the role of the better locus of control will have implications for the resulting performance is also getting better. The results of the discussion of the next research state that servant leadership has a positive and significant effect on teacher performance. Following the discussion results, the role of servant leadership is very important for every teacher. This condition is because leaders who prioritize service, starting with the natural feeling of someone who wants to serve and prioritize service will consciously bring aspirations and encouragement in leading others. The results of the last discussion also confirm that innovative work behavior has a positive and significant effect on teacher performance. This discussion proves that the positive feelings and emotions that teachers have with work involvement make them more open to new ideas and encourage them to take more initiative and implement innovations in their work.

The managerial implications of the results of this study are that teachers who have a high level of internal locus of control will also tend to be more easily satisfied and able to produce better performance because of good self-control. By using locus of control, work behavior can be explained through employee evaluation of their results both internally and externally, where teachers who feel an internal locus of control feel that they can personally influence results through their abilities, skills or efforts, while teachers who perceive external locus of control feel that their results are out of control, they feel that external forces such as luck or difficulty of the task, and control their results. Besides that,

In this research, several limitations were found. First, the sample and population sizes should be enlarged to better analyze the relationships. Therefore, it would be better for further research to use more respondents and schools from different regions and expand the sample by adding teachers in public schools. This study can only generalize to limited results, because only a sample of private schools in the education sector is used to measure teacher performance. The second limitation is that to increase the generalizability of the results, further research should use a more comprehensive statistical test tool to examine the relationship between exogenous variables and endogenous variables. In complex conditions path analysis can be used, to analyze the pattern of relationships between variables to know the direct or indirect effect, so that the more precise data analysis is structural equation modeling Structural Equation Modeling (SEM).

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