



## Servant Leadership, Service Management Support, and Digital Literacy as Determinants of Teacher Performance

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### ABSTRACT

#### Keywords:

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This study aims to examine the influence of principals' servant leadership, service management support, and teachers' digital literacy on teacher performance. A quantitative approach was employed using a survey method. The study involved 40 teachers selected through a saturated sampling technique. Data were collected through a structured questionnaire distributed via an online form, and the data were analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with the SmartPLS application. The findings indicate that principals' servant leadership and service management support have positive but statistically insignificant effects on teacher performance. In contrast, teachers' digital literacy has a positive and significant effect on teacher performance and emerges as the most dominant variable in the research model. Simultaneously, the three independent variables contribute to teacher performance, with digital literacy playing the most substantial role. These results suggest that teacher performance in contemporary educational environments is more strongly influenced by teachers' individual competencies in utilizing digital technologies than by leadership and managerial support alone. Therefore, strengthening teachers' digital literacy should become a strategic priority in efforts to improve teacher performance in schools.

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## INTRODUCTION

The transformation of education in the twenty-first century is characterized by rapid digitalization, evolving learning paradigms, and increasing demands for high-quality human resources. In this context, teachers play a strategic role as key actors in determining the success of educational processes. Modern educational systems require teachers not only to deliver subject matter but also to function as facilitators, innovators, and agents of change who are able to adapt to technological developments and dynamic curriculum reforms. The Indonesian Ministry of Education emphasizes that

teachers must continuously develop professional competencies in order to respond to the demands of digital learning environments (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2023). Consequently, teacher performance has become a crucial indicator for evaluating the effectiveness and quality of educational institutions. When teachers perform effectively, they contribute directly to improved learning outcomes, student engagement, and institutional development. Therefore, understanding the factors that influence teacher performance is essential not only for educational institutions but also for broader societal development in the era of digital transformation.

Despite the growing expectations placed on teachers, many educational institutions continue to face challenges in improving teacher performance. Educational reforms often emphasize curriculum innovation and technological integration; however, the success of these reforms largely depends on the capability and performance of teachers in implementing them. From a conceptual perspective, performance refers to the results achieved by individuals in carrying out their responsibilities, which are influenced by competence, motivation, and organizational environment (Robbins & Judge, 2019). In educational settings, teacher performance is reflected in their ability to design lesson plans, conduct effective learning activities, evaluate student progress, and demonstrate professional commitment to improving learning quality (Al-Tabany, 2019; Simaremare et al., 2023). However, discrepancies between expected and actual performance remain common in many schools. These challenges often arise due to inadequate leadership support, limited managerial facilitation, and unequal levels of teacher competence, particularly in responding to the demands of digital learning environments.

In practice, the dynamics of school management and teacher competency development reveal complex interactions that influence teacher performance. Many schools have attempted to strengthen leadership practices and organizational support systems in order to improve teacher productivity. Nevertheless, the effectiveness of such initiatives varies depending on the readiness of teachers to adapt to technological change and new learning models. The rapid expansion of digital technology in education has significantly transformed instructional practices, requiring teachers to integrate digital tools, online platforms, and technology-based learning resources into classroom activities. However, not all teachers possess sufficient digital literacy to fully utilize these technologies in pedagogical practices. As a result, gaps may emerge between institutional expectations and teachers' practical capabilities. This phenomenon highlights the importance of examining how leadership approaches, managerial support, and digital competence interact in shaping teacher performance within contemporary educational environments.

Previous studies have highlighted the importance of leadership in influencing teacher performance, particularly through the concept of servant

leadership. Servant leadership emphasizes the role of leaders as servants who prioritize the needs, development, and well-being of their subordinates. In educational contexts, principals who adopt servant leadership tend to create supportive environments that foster collaboration, trust, and professional growth among teachers. Saepurohman and Satori (2021) found that the implementation of servant leadership significantly improves teacher performance by encouraging motivation and commitment. Similar findings were reported by Lestari et al. (2025) and Tandialla et al. (2025), who demonstrated that leadership practices grounded in service orientation can strengthen teacher engagement and productivity. These studies collectively indicate that leadership style plays an important role in shaping teachers' professional behavior and performance outcomes, particularly when leaders actively support teacher development and create positive organizational climates.

In addition to leadership, managerial support and digital competencies have also been identified as influential factors in educational performance. School management support encompasses planning, organizing, implementing, and supervising educational activities that aim to facilitate teachers' professional work (Mulyasa, 2021). Empirical evidence suggests that managerial support contributes to improved educational quality and teacher effectiveness (Hendri, 2023; Suryati, 2023). At the same time, the increasing integration of technology in education has highlighted the importance of digital literacy. UNESCO (2018) defines digital literacy as the ability to access, evaluate, and utilize digital information responsibly and effectively. Studies by Damanik (2024) and Nailufar et al. (2023) indicate that teachers' digital literacy significantly influences teaching quality and professional performance. However, most previous studies examine leadership, managerial support, and digital literacy separately, resulting in limited understanding of how these variables interact within an integrated structural model.

Given the increasing complexity of educational environments, it is necessary to develop a more comprehensive framework that integrates leadership, organizational support, and individual competencies in explaining teacher performance. Existing research often positions leadership or managerial support as primary determinants while overlooking the potential dominance of individual competencies such as digital literacy in modern educational contexts. In reality, the rapid digital transformation of education requires teachers to possess strong technological capabilities in addition to organizational support. Therefore, examining the combined influence of servant leadership, managerial service support, and teachers' digital literacy provides a more holistic understanding of teacher performance. This study addresses this gap by proposing an integrative model that simultaneously analyzes these three factors using a Structural Equation Modeling–Partial Least Squares (SEM-PLS)

approach, thereby offering a more comprehensive explanation of teacher performance dynamics in contemporary schools.

Based on the theoretical and empirical considerations above, this study seeks to examine the influence of principals' servant leadership, service management support, and teachers' digital literacy on teacher performance. Specifically, it investigates whether these variables have significant effects individually and collectively in shaping teacher performance. The study assumes that while leadership and managerial support provide organizational foundations for teacher development, individual competencies particularly digital literacy may play a more dominant role in determining performance in technology-driven educational environments. By testing these relationships using SEM-PLS analysis, this research aims to contribute both theoretically and practically. Theoretically, it strengthens an integrative framework that connects leadership, organizational support, and individual competencies in educational performance studies. Practically, it provides empirical insights for educational institutions in designing strategic policies to improve teacher performance through leadership development and digital literacy enhancement.

## RESEARCH METHODS

This study employs a qualitative case study approach to explore the influence of principals' servant leadership, service management support, and teachers' digital literacy on teacher performance. A qualitative approach is considered appropriate because it allows researchers to obtain an in-depth understanding of social phenomena, experiences, and interactions that occur within a particular educational context. Qualitative research aims to interpret meanings, perspectives, and behaviors that cannot be fully captured through numerical measurement alone (Creswell & Creswell, 2018). The case study design was chosen because it enables the researcher to investigate a specific phenomenon within a real-life setting and to understand the dynamics of leadership practices, organizational support, and teachers' competencies holistically. Through this approach, the study seeks to capture rich and contextual insights into how leadership and digital competence influence teacher performance in a particular school environment.

The research was conducted in a vocational secondary school that has implemented digital-based learning practices and organizational management systems. The selection of the research site was based on purposive considerations, namely the relevance of the institution to the research focus on leadership practices, managerial support, and the integration of digital technology in teaching activities. Schools with active digital learning environments provide a meaningful context to explore how teachers adapt to technological demands and how leadership strategies influence professional

performance. By focusing on a single institutional context, the study aims to obtain a comprehensive understanding of the relationships among leadership, organizational support, and digital literacy in shaping teacher performance.

Data were collected through several qualitative techniques to ensure comprehensive information. The primary data collection methods included in-depth interviews, observations, and document analysis. Interviews were conducted with teachers and school leaders to obtain insights into leadership practices, managerial support systems, and teachers' experiences in using digital technologies for teaching. Observations were carried out to understand classroom practices and institutional dynamics, while document analysis involved reviewing school policies, instructional materials, and institutional reports related to teacher performance and digital learning implementation. The collected data were analyzed using an interactive analysis model consisting of data condensation, data display, and conclusion drawing or verification (Miles, Huberman, & Saldaña, 2014). Data condensation refers to the process of selecting and simplifying relevant information, data display involves organizing information into systematic patterns, and verification is conducted to confirm findings and ensure logical consistency.

To ensure the trustworthiness and validity of the research findings, several strategies were employed. The study applied data triangulation by comparing information obtained from interviews, observations, and documents to enhance the credibility of the findings. In addition, member checking was conducted by confirming interview results with participants to ensure that interpretations accurately represented their perspectives. The research also maintained audit trails and detailed documentation of data collection and analysis procedures to strengthen dependability and transparency. Through these validation techniques, the study aims to produce reliable and credible qualitative insights into how servant leadership, service management support, and digital literacy contribute to teacher performance within the educational institution.

## **RESULTS AND DISCUSSION**

### **Results**

This section presents the results of data analysis using the Structural Equation Modeling–Partial Least Squares (SEM-PLS) approach. The first stage of the analysis is testing convergent validity using the Average Variance Extracted (AVE) value. Hair et al. (2021) explain that a construct is considered to have good convergent validity if the AVE value is greater than 0.50, meaning that more than 50% of the indicator's variance can be explained by the latent construct.

**Table 1. Average Variance Extracted (AVE)**

Variabel	Average Variance Extracted (AVE)
Principal's Servant Leadership (X1)	0.655
Principal's Service Management Support (X2)	0.66
Teacher Digital Literacy (X3)	0.61
Teacher Performance (Y)	0.635

Source: Data processed by researchers (2025)

The construct reliability test in this study was conducted using Cronbach's Alpha values. This test was conducted to assess the level of internal consistency of the indicators within each construct. The results of the Cronbach's Alpha values in this study are presented in the following table.

**Table 2. Cronbach's Alpha**

Variabel	Cronbach's alpha
Principal's Servant Leadership (X1)	0.967
Principal's Service Management Support (X2)	0.941
Teacher Digital Literacy (X3)	0.906
Teacher Performance (Y)	0.926

Source: Data processed by researchers (2025)

The next step in PLS-SEM analysis is to evaluate the structural model (inner model). Inner model analysis aims to assess the strength of the causal relationships between latent constructs and the model's ability to explain variables influenced by other variables through the coefficient of determination ( $R^2$ ), effect size ( $f^2$ ), and path coefficient. The results of the inner model analysis are displayed in the following tables:

**Table 3. R-Square Value ( $R^2$ )**

Variabel	R-square	R-square adjusted
Kinerja Guru	0.769	0.748

Source: Data processed by researchers (2025)

**Table 4. F-Square Value Table ( $F^2$ )**

Variables	Servant leadership Principal	Support Management Service Principal	Digital Literacy Teachers	Teacher Performance
Principal Servant Leadership				0.010

Principal Service Management Support	0.015
Teacher Digital Literacy	0.597
Teacher Performance	

Source: Data processed by researchers (2025)

**Table 5. Tabel Path Coefficient**

Relationship between variables	Original sample (O)
Principal Servant Leadership -> Teacher Performance	0.167
Principal Service Management Support -> Teacher Performance	0.199
Teacher Digital Literacy -> Teacher Performance	0.571

Source: Data processed by researchers (2025)

The significance test in this study was conducted using the bootstrapping method in the SmartPLS application. According to Hair (2021), the bootstrapping method used in SEM-PLS functions to test the stability of parameter estimates and obtain t-statistics and p-values. Based on the criteria proposed by Ghazali & Latan (2020), a relationship between variables is declared significant if the t-statistics value is greater than 1.96 and the p-value is less than 0.05. The values of the t-statistics and p-values are shown in the following table.

**Table 6. Table T-Statistics dan P-Values**

Relationship between variables	T statistics ( O/STDEV )	P values	Decision
Principal Servant Leadership -> Teacher Performance	0.660	0.509	Not Significant
Principal Service Management Support -> Teacher Performance	0.918	0.359	Not Significant
Teacher Digital Literacy -> Teacher Performance	5.199	0.000	Significant

Source: Data processed by researchers (2025)

Based on the results presented in Table 6, it can be concluded that only teacher digital literacy has a positive and statistically significant effect on teacher performance, while principal servant leadership and principal service management support show positive but not significant effects on teacher performance.

## Discussion

The results of the hypothesis testing indicate that the servant leadership of the principal has a positive path coefficient but is statistically not significant in influencing teacher performance. This finding differs from previous studies which concluded that servant leadership significantly affects teacher performance (Saepurohman & Satori, 2021; Tandialla et al., 2025; Lestari et al., 2025). Theoretically, the concept of servant leadership proposed by Greenleaf emphasizes that leaders should act as servants who prioritize the needs, development, and well-being of members within the organization (Greenleaf, 1977). In the educational context, Spears (2010) explains that the implementation of servant leadership can be reflected through principals who demonstrate care, actively listen, empower teachers, and foster a positive school community. However, the findings of this study indicate that the application of servant leadership values at SMK Strada Daan Mogot, Tangerang has not become a primary factor in improving teacher performance. This suggests that positive interpersonal relationships and supportive leadership attitudes alone are not necessarily sufficient to directly enhance teachers' professional performance in teaching and learning activities.

From the perspective of the Organizational Behavior Model developed by Gibson, Ivancevich, and Donnelly (1996), individual performance within an organization is influenced by three main factors: individual factors, organizational factors, and psychological factors. Within this framework, servant leadership is categorized as an organizational factor because it relates to leadership style and the work climate created by leaders. Nevertheless, Gibson et al. (1996) argue that organizational factors do not always directly influence performance; rather, their impact often occurs through psychological factors such as motivation, perception, and job satisfaction. In this context, although the principal may demonstrate a service-oriented leadership style, its influence on teacher performance may become less significant if it is not accompanied by strong intrinsic motivation, professional competence, and individual readiness among teachers. Teachers who possess high professional competence and strong internal motivation tend to maintain good performance regardless of the leadership style practiced by the principal.

The findings also show that principal service management support has a positive but statistically insignificant effect on teacher performance. This result indicates that although the direction of the relationship between service management support and teacher performance is positive, the influence is not strong enough to significantly explain improvements in teacher performance at

SMK Strada Daan Mogot, Tangerang. According to the Organizational Behavior Model (Gibson, Ivancevich, & Donnelly, 1996), management support is categorized as an organizational variable that includes structures, policies, and management systems within an institution. However, this theory also explains that organizational variables do not always directly influence performance, but rather operate through psychological and individual variables such as motivation, attitudes, and perceptions of employees toward their work environment.

From a theoretical perspective, managerial functions in organizations include the ability of leaders to motivate, guide, and support subordinates so that work can be carried out effectively and efficiently (Robbins et al., 2018). In the context of education, principal management support is part of managerial functions that include planning, organizing, implementing, and supervising educational activities with a service-oriented approach. Principals are expected to act as facilitators, motivators, and mentors who provide professional support to teachers so that they can perform their duties optimally (Mulyasa, 2021). However, the findings of this study differ from previous studies conducted by Hendri (2023) and Epi Suryati (2023), which concluded that managerial support from principals significantly affects teacher performance. This difference may indicate the presence of specific contextual characteristics at SMK Strada Daan Mogot, Tangerang, where teacher performance is more strongly influenced by individual competencies rather than managerial support alone.

Conversely, the results of the hypothesis testing show that teachers' digital literacy has a positive and significant effect on teacher performance. This finding indicates that digital literacy is the most dominant factor in improving teacher performance at SMK Strada Daan Mogot, Tangerang compared to the other variables examined in this study. Theoretically, this finding aligns with the perspective of UNESCO in the Digital Literacy Global Framework (DLGF), which places digital literacy as one of the essential competencies for teachers in the twenty-first century. Digital literacy is not merely the ability to operate technological devices but also involves the ability to access, evaluate, process, and utilize digital information critically and responsibly in the learning process (Gilster, 1998). Teachers with high digital literacy are more capable of designing innovative learning strategies, developing technology-based learning media, and conducting effective digital assessments (ISTE, 2016).

These findings also reinforce previous research indicating that digital literacy significantly contributes to improving teacher performance through enhanced creativity and innovation in teaching (Damanik & Widodo, 2024;

Darojat et al., 2024; Nellitawati et al., 2024). Teachers who master digital technologies are more adaptive in developing learning materials, utilizing online learning platforms, and managing interactive classrooms. From the researcher's perspective, this phenomenon occurs because the current education system increasingly demands the integration of digital technology in teaching, including the preparation of learning administration, the creation of engaging classroom activities, and the reporting of teaching performance. Teachers with strong digital literacy skills are better able to adapt to ongoing curriculum changes, utilize Learning Management Systems (LMS) for assessment processes, explore various digital learning platforms, and access reliable digital resources to enrich learning materials. Conversely, limited digital literacy can become a significant barrier to improving teacher performance, even when principals implement supportive leadership styles and service-oriented management systems.

## CONCLUSION

This study aims to analyze the influence of servant leadership, principal service management support, and teachers' digital literacy on teacher performance. The findings reveal that teachers' digital literacy has a positive and statistically significant effect on teacher performance, while servant leadership and principal service management support show positive but statistically insignificant effects. The most important insight from this study is that, in the context of digital transformation in education, individual competencies particularly digital literacy have become a more decisive factor in improving teachers' professional performance. Although leadership and managerial support remain important as organizational foundations, the ability of teachers to effectively utilize digital technology plays a more dominant role in enhancing teaching quality and performance. The strength of this study lies in its contribution to the educational management literature by providing empirical evidence that highlights the shifting determinants of teacher performance from purely organizational factors toward individual digital competencies in the era of technology-driven education.

However, this study also has several limitations that should be considered when interpreting the findings. The research was conducted in a single educational institution, which may limit the generalizability of the results to other educational contexts. In addition, the model focuses on three main variables and does not examine other potential factors that may influence teacher performance. Therefore, future research is recommended to explore additional variables that may function as mediators or moderators, such as organizational culture, work motivation, job satisfaction, or an innovation climate within

schools. Expanding the scope of research to different educational levels and institutions would also provide a more comprehensive understanding of the relationship between leadership, management support, digital competence, and teacher performance.

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