The Influence Of Servant Leadership On Performance, Loyalty And Shalom Community At Xyz School Tangerang

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Abstrak

Kepemimpinan merupakan salah satu faktor penentu keberhasilan suatu organisasi. Namun tidak semua pimpinan menyadari hal tersebut, tidak jarang pimpinan dibutakan oleh kepentingan pribadi yang merugikan pegawai dan organisasi itu sendiri. Kepemimpinan yang melayani adalah gaya kepemimpinan yang berfokus pada kebutuhan dan pertumbuhan setiap karyawan. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh kepemimpinan pelayan di Sekolah XYZ Tangerang terhadap kinerja, loyalitas guru/staf dan terciptanya komunitas syalom di dalamnya. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei yang melibatkan 100 responden. Teknik pengumpulan data menggunakan lembar angket. Pengolahan data menggunakan analisis jalur dengan software Smart-pls. Hasil dan kesimpulan dari penelitian ini adalah kepemimpinan yang melayani berpengaruh positif terhadap kinerja, loyalitas guru/staf, dan terciptanya komunitas syalom.

Kata kunci: Servant Leadership, Kinerja, Loyalitas, Komunitas Shalom

Abstract

Leadership is one of the determining factors for the success of an organization. However, not all leaders are aware of this, it is not uncommon for leaders to be blinded by personal interests that harm employees and the organization itself. Servant leadership is a leadership style that focuses on the needs and growth of each employee. The purpose of this study was to determine the influence of servant leadership at XYZ School Tangerang on performance, teacher/staff loyalty and the creation of a shalom community in it. This study uses a quantitative approach with a survey method involving 100 respondents. Data collection techniques using a questionnaire sheet. Data processing using path analysis with Smart-pls software. The results and conclusions of the study are that servant leadership has a positive influence on performance, teacher/staff loyalty, and the creation of a shalom community.

Keywords: Servant Leadership, Performance, Loyalty, Shalom Community

INTRODUCTION

A study on leadership conducted by the Mercu Buana Research and Community Servant Institute (LPPM) in 2014 stated that the ideal leader qualifications are assertive, caring, trustworthy, honest and wise (Chrisharyanto, 2014). Nababan, Warto and Rejekiningsih in their research in 2021 also stated that the characteristics of leaders in a multicultural society are honest, competent, responsible and innovative (Nababan, Warto, and Rejekiningsih, 2021). These qualifications and characteristics are not easy for a leader to achieve. Even many leaders are far from these qualifications and character.

Leadership is important because one of the main factors for organizational success is how leaders work and lead their members. Afandi and Bahri in their research stated that leadership has a significant influence on the optimization of employee performance (Afandi, Ahmad Bahri, 2020). Meanwhile, Citra and Fahmi in their research found that leadership not only affects performance but also employee loyalty, especially if the leader can communicate

well and always provide support to his employees, the greater the level of loyalty given by employees (Citra and Fahmi, 2019).

In addition, leadership is also important because it affects the organizational climate, which in this study is referred to as a "shalom community". The shalom community is defined as a non-physical work environment consisting of a group of interacting individuals who are able to provide a pleasant and reassuring atmosphere so that people can feel at home in the company (Sari and Karnadi, 2019). Mulyani in 2016 stated that there is an influence between leadership and the shalom community. The more leaders show an attitude that can be trusted by their members, the greater the opportunity for the creation of the shalom community (Mulyani, 2016).

However, the reality found in several organizations, which in the study occurred in several schools, was that there were some deviations made by leaders, such as misuse of school money, unfair attitudes to some teachers/staff, job demands that were too big, establish good relationships with school members so that many members feel neglected, the atmosphere at work becomes less conducive and optimal for work and does not feel comfortable to continue working in that place. School has not been a comfortable place to work. Therefore, we need a leadership style that focuses on the needs and growth of members, such as a servant leadership style. Servant leadership is an approach that is seen from the point of view of leaders and their behavior, how they treat their followers, empathize with each problem and help them overcome the problem (Northouse, 2019).

Bakry and Syamril in 2021 stated that there is a positive influence between servant leadership and teacher performance (Bakry and Syamril, 2021). In addition, Hashim et al in their research in 2017 said that servant leadership has a positive and significant influence on employee loyalty (Hashim et al., 2017). Based on the above background, the purpose of this study is to determine the influence of servant leadership at XYZ Tangerang School on performance, teacher/staff loyalty and the creation of a shalom community within the school.

Servant Leadership

Servant leadership is an approach that is seen from the point of view of leaders and their behavior, the way they treat their followers, empathize with every problem and help them overcome it (Northouse, 2019). Greenleaf said that servant leadership stems from a person's natural desire to serve, putting the interests of others above his own (Greenleaf, 1997). Lary Spears (2002) concludes from many of Greenleaf's books on servant leadership which are analyzed that there are 10 main characteristics possessed by a servant leader, namely: (1) Listening (listening), (2) Empathy (empathy), (3) Healing (recovery), (4) Awareness (awareness), (5) Persuasion (the power to convince or persuade), (6) Conceptualization (conceptualization), (7) Foresight (the power or ability to see the future), (8) Stewardship (the job of taking care of things), (9) Commitment to the Growth of People (commitment to member growth), (10) Building Community (building community) (Northouse, 2019).

Based on the understanding of the experts above about serving leadership, it can be concluded that servant leadership is leadership that focuses on the behavior given by the leader to its members, leadership that values, respects and realizes that every individual is God's creation, always prioritizing the interests of others above the interests of others. themselves and help each member to grow. The indicators of a servant leader are listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people and building community.

Teacher/Staff Performance

According to Suryani, performance relates to human resources who provide work results both in terms of quality and quantity in accordance with the responsibilities given or entrusted to him. Performance means that someone is able to meet predetermined standards (Suryani, Sugianingrat, and Laksemini, 2020). Handoko argues that performance is a result that can be achieved by a person or group in doing a task and tends to produce something good, achieve goals, and even exceed predetermined standards (Afandi, Ahmad Bahri, 2020). RI Law Number 14 of 2005 Article 1 contains the main tasks of teachers, namely educating, teaching, guiding, directing, training, assessing and evaluating students. Meanwhile, Iskandar

said that a good teacher's performance is diligently coming to school and teaching, making lesson plans and doing it seriously, teaching with enthusiasm and pleasure, using media and learning methods that are adapted to students' circumstances and subject needs, and doing evaluation and follow up on the evaluation (Iskandar, 2013).

Therefore, it can be concluded that teacher performance is all activities carried out by teachers that aim to educate, teach and direct students to develop physically, mentally and spiritually, such as making good lesson plans, teaching seriously, using media and methods. appropriate to the needs, provide support and encouragement and conduct evaluations. As for the performance indicators of teachers/employees are discipline, responsibility and work seriously.

Teacher/Staff Loyalty

Loyalty is a behavior based on trust, a courage to do something without taking into account profit or loss (Elvera, 2020). Steers & Porter (2000) say loyalty is the extent to which a person is willing to work and try his best in the place where he works (Sari and Karnadi, 2019). Nitisemito (2011) says loyalty is the attitude of employees who stay in the company even though the company will go forward or backward (Citra and Fahmi, 2019). It can be concluded that loyalty is the loyalty shown by employees to the company, which is based on trust. Loyalty is not just choosing to stay in the company but working and trying their best to advance the company even though the company is going forward or backward.

The teacher is an employee in a school, therefore teacher loyalty can also be seen from the attitudes and behavior in carrying out their duties and responsibilities at school, namely by actively participating in advancing the school both in terms of quality and quantity, being responsible for the tasks assigned. , positive work attitude and have high discipline. It can be said that the indicators of loyalty are being responsible, disciplined, positive work attitude and providing support.

Shalom Community

Nies said that community is a group of individuals who interact with each other in a social environment who have the same interests, characteristics, values and goals (Nies, 2018). Some experts describe the community as a non-physical work environment consisting of a group of individuals who interact with each other in a pleasant and reassuring manner so that people can feel at home in the company (Sari and Karnadi, 2019).

While shalom means that humans can live in joyful harmony with themselves, with others, with nature and with God (Wolterstorff, 2014). Darmaputera said shalom means a state of life that is full of peace and wholeness mentally and physically, physically and mentally, emotionally and mentally, intellectually and spiritually both personally and in groups (Darmaputera, 2008). Shalom can also be interpreted as a good and whole condition in terms of everything, both health, welfare, security, justice both personally and in socializing in society. Wahono also said that shalom never talks about individuals, but also their influence in groups (Wahono, 2009).

Based on some of the understandings of community and shalom above, it can be concluded that the shalom community is a group of people who are united because they have the same interests, characteristics and tasks, who interact with each other so that they can provide a comfortable and pleasant atmosphere so that everyone feels peace and feels at home to be in the community. the community. It can be said, the indicator of a shalom community is the existence of pleasant interactions, there is peace and good relations between members.

METHOD
Research Design

The approach used in this study is a quantitative approach, namely a research approach whose reality/symptoms can be researched and observed using the five senses, is measurable and can be classified (Sugiyono, 2019).

Population and Sample

Population is a collection of units, objects and each element in the study that has the same characteristics. While the sample is part of the population selected to be able to describe or represent the entire population (Sumargo, 2020). Sugiyono said that in determining a sample with a known population, the Yamane formula can be used, which is shown in the formula below.

$$n = \frac{N}{1 + N(e)^2}$$

In this study, the population was teachers and staff from TK-SMA as well as junior and senior high school students at XYZ Tangerang school with a total of 440 people, consisting of 64 teachers and staff and 376 students. While the samples taken were 100 respondents consisting of 23 teachers/staff and 77 students of SMP/SMA XYZ Tangerang. If calculated using the formula, the minimum sample is 73 respondents consisting of 11 teachers/staff and 62 junior/high school students. Thus the sample quota used in this study has met the minimum quota. The sampling technique used in this study is simple random sampling (SRS), namely random sampling from the existing population, regardless of the strata that exist in the population (Sumargo, 2020).

Research Instruments

The instrument used in this study was a questionnaire. Questionnaires are data collection techniques carried out by providing a number of questions or statements to be answered to respondents in writing (Sugiyono, 2019). The measurement scale used in this study is the Likert Scale, which is a scale commonly used in assessing the attitudes and behaviors desired by researchers by asking questions or statements to respondents, then respondents can choose answers through the measuring scale that has been provided (Sukardi, 2018).

Data Collection Technique

Data collection in this study used a survey method, which is the method used to see the relationships between variables by taking data from respondents (population or sample). In survey research, all respondents must accept and answer the same questions (Sugiyono, 2019).

Data Analysis

This study uses descriptive and inferential statistical analysis to analyze the results of data processing which aims to see the relationship between variables, test hypotheses and the results of the analysis are expected to be applicable to the entire population. The method used to process the data is the SEM-PLS method with SmartPLS 3.0 software. The SEM-PLS method is a method used to analyze the path of the research model, the technique of testing and estimating the relationship between variables. This method can be used to confirm the hypothesis or test the theory presented in the research model (Sandjojo, 2011).

Sandjojo said that there are several important things that need to be analyzed from the results of the SEM-PLS data processing method, namely:

1) Evaluation of the measurement model (Outer Model)
2) Evaluation of the Structural Model (Inner Model)
3) Hypothesis Testing (Sandjojo, 2011).
4) Statistical Hypothesis

   The statistical hypotheses in this study are as follows:
   a) The influence of servant leadership on teacher/staff performance.
      Ho : 0
      There is no positive influence of servant leadership on teacher/staff performance.
      H1 : > 0
      There is a positive influence of servant leadership on teacher/staff performance.

b) The influence of servant leadership on teacher/staff loyalty.
Ho : 0
There is no positive influence of servant leadership on teacher/staff loyalty.
H1 : > 0
There is a positive influence of servant leadership on teacher/staff loyalty.
c) The influence of servant leadership on the shalom community.
Ho : 0
There is no positive influence of servant leadership on the shalom community.
H1 : > 0
There is a positive influence of servant leadership on the shalom community.

RESEARCH RESULT
Evaluation of the Measurement Model (Outer Model)
Evaluation of the Measurement Model aims to evaluate the test of the relationship between the construct variable and its latent with a validity and reliability test approach. The method used to test the validity is to test convergent validity and discriminant validity while to test reliability using Cronbach's Alpha and Composite Reliability (Ghozali and Latan, 2015).
a) Convergent Validity Test
Convergent Validity Test, if the loading factor value > 0.7 means that each statement/question in the questionnaire has been able to explain the indicator being measured (Syahrir et al., 2020).

Table of Validity Test Results Using Loading Factor

Variable	No. Item	Loading Factor
Servant Leadership (SL)	SL8	0,789
	SL11	0,758
	SL13	0,748
	SL14	0,788
	SL21	0,804
	SL23	0,742
	SL27	0,777
	SL28	0,830
Teacher/Staff Performance (TSP)	TSP6	0,783
	TSP8	0,701
	TSP9	0,810
	TSP10	0,761
	TSP11	0,803
	TSP12	0,771
	TSP15	0,841
	TSP16	0,834
	TSP17	0,755
	TSP18	0,737
	TSP19	0,855
	TSP22	0,834
	TSP23	0,787
Shalom Community (SC)	SC2	0,706
	SC14	0,770
	SC16	0,804
	SC18	0,798
	SC19	0,755
	SC23	0,725
	SC24	0,732

	TSL1	0,713
	TSL3	0,800
	TSL4	0,725
Teacher/Staff Loyalty	TSL6	0,718
(TSL)	TSL7	0,721
	TSL8	0,777
	TSL9	0,824
	TSL10	0,768

Based on the results of the validity test, it was found that of the 93 statement items representing the four research variables, only 36 statements had the loading factor > 0.7. This means that only 36 statements in the questionnaire can clearly describe/explain the variable indicators.

In addition to the loading factor, to perform a convergent validity test, it can be seen from the value of Average Variance Extracted (AVE) > 0.5. The Average Variance Extracted (AVE) value in this study can be seen in the table below.

Table of Convergent Validity Test Results Using AVE

VariablE	Value of Average Variance Extracted (AVE)	Root Average Variance Extracted (AVE)
Servant Leadership (SL)	0,608	0,780
Teacher/Staff Performance (TSP)	0,626	0,791
Shalom Community (SC)	0,572	0,757
Teacher/Staff Loyalty (TSL)	0,573	0,757

The results of the data processing above show the AVE value of all variables > 0.5. That is, more than 50% of the statements in the questionnaire can be understood by the respondents in accordance with what was intended by the researcher so that they can be declared valid.

b) Discriminant Validity Test

A good discriminant validity test is seen from the cross loading value > 0.7.

Table of Discriminant Validity Test Results Using Cross Loading

Variable Item	Servant Leadership (SL)	Teacher/Staff Performance (TSP)	Shalom Community (SC)	Teacher/Staff Loyalty (TSL)
SL8	**0,789**	0,537	0,461	0,530
SL11	**0,758**	0,537	0,475	0,632
SL13	**0,748**	0,553	0,510	0,560
SL14	**0,788**	0,561	0,446	0,627
SL21	**0,804**	0,608	0,475	0,596
SL23	**0,742**	0,597	0,545	0,557
SL27	**0,777**	0,670	0,502	0,548
SL28	**0,830**	0,646	0,469	0,614
TSP6	0,548	**0,783**	0,560	0,652
TSP8	0,428	**0,701**	0,466	0,507
TSP9	0,554	**0,810**	0,449	0,686
TSP10	0,485	**0,761**	0,430	0,592
TSP11	0,555	**0,803**	0,382	0,611
TSP12	0,610	**0,771**	0,482	0,687

TSP15	0,576	**0,841**	0,517	0,661
TSP16	0,585	**0,834**	0,591	0,670
TSP17	0,652	**0,755**	0,642	0,647
TSP18	0,552	**0,737**	0,561	0,567
TSP19	0,663	**0,855**	0,674	0,695
TSP22	0,744	**0,834**	0,621	0,743
TSP23	0,704	**0,787**	0,556	0,696
SC2	0,449	0,568	**0,706**	0,483
SC14	0,507	0,497	**0,770**	0,451
SC16	0,563	0,552	**0,804**	0,550
SC18	0,495	0,457	**0,798**	0,479
SC19	0,440	0,526	**0,755**	0,517
SC23	0,352	0,466	**0,725**	0,457
SC24	0,447	0,546	**0,732**	0,607
TSL1	0,551	0,742	0,505	**0,713**
TSL3	0,551	0,733	0,628	**0,800**
TSL4	0,494	0,713	0,446	**0,725**
TSL6	0,514	0,565	0,547	**0,718**
TSL7	0,458	0,481	0,484	**0,721**
TSL8	0,612	0,571	0,500	**0,777**
TSL9	0,641	0,637	0,496	**0,824**
TSL10	0,659	0,564	0,460	**0,768**

Based on the results of the cross loading above, it was found that the value of the entire servant leadership construct was > 0.7, the value of the teacher/staff performance construct was > 0.7, the value of the shalom community construct was > 0.7, the value of the teacher/staff loyalty construct was > 0.7.

In addition to cross loading, another way to test the discriminant is to look at and compare the square root value of the AVE of each construct with the correlation values between constructs in the model (Fornell and Larcker). The comparison results can be seen in the table below.

Fornell-Larcker Criterion Results Table

Variable	Servant Leadership (SL)	Teacher/ Staff Performance (TSP)	Shalom Community (SC)	Teacher/ Staff Loyalty (TSL)
Servant Leadership (SL)	**0,780**			
Teacher/Staff Performance (TSP)	0,757	**0,791**		
Shalom Community (SC)	0,623	0,682	**0,757**	
Teacher/Staff Loyalty (TSL)	0,748	0,825	0,669	**0,757**

The results of the Fornell-Larcker Criterion value above indicate that the value of the Servant Leadership (SL) construct with the Serving Leadership (SL) variable of 0.780 is greater than the Serving Leadership (SL) construct of the other variables. The value of the Teacher/Staff Performance Construct (TSP) with the Teacher/Staff Performance (TSP) variable of 0.791 is greater than the value of the Shalom

Community (SC) construct with the Teacher/Staff Performance (TSP) variable but not with Teacher/Staff Loyalty (TSL)) and variable Teacher/Staff Performance (TSP). The value of the Shalom Community (SC) construct with the Shalom Community (SC) variable of 0.757 is also greater than the Shalom Community (SC) construct with other variables. The value of the Teacher/Staff Loyalty construct (TSL) with the Teacher/Staff Loyalty (TSL) variable of 0.757 is greater than the value of the Teacher/Staff Loyalty (TSL) construct with other variables.

It can be concluded that based on the convergent validity test, all indicators are good in describing variables. Likewise, the results of the discriminant test using cross loading show that all variables have good discriminant validity. However, when viewed from the Fornell-Larcker Criterion value, the performance variable has poor discriminant validity. This is due to the similarity of indicators of performance and loyalty variables so that some respondents find it difficult to distinguish them.

c) Reliability Test

The reliability test can be seen from the results of the Composite Reliability and Cronbach's Alpha values (Ghozali and Latan 2015, 75). The expected value of Composite Reliability and Cronbach's Alpha is > 0.7.

Table of Reliability Test Results with Composite Reliability and Cronbach's Alpha

Variable	Composite Reliability	Cronbach's Alpha
Servant Leadership (SL)	0,925	0,908
Teacher/Staff Performance (TSP)	0,956	0,950
Shalom Community (SC)	0,903	0,876
Teacher/Staff Loyalty (TSL)	0,914	0,893

Based on the reliability test, it was found that the Composite Reliability and Cronbach's Alpha values of all variables in the study were > 0.7. This means that 36 statements (constructs) in the questionnaire are able to measure variable indicators well.

Evaluation of the Structural Model (Inner Model)

Evaluation of the Structural Model (Inner Model) aims to see and evaluate the existence of collinearity between constructs and measure the predictive ability of the model by looking at the values of VIF, R-Square and Path Coefficients.

a) Multicollinearity Test

Multicollinearity is the phenomenon of the presence of two or more highly correlated independent variables, causing the model's predictive ability to be weak with VIF criteria > 5, otherwise the model prediction is good when VIF < 5. The VIF results in this study can be seen in the table below.

VIF Results Table

Variable	VIF		
	Teacher/Staff Performance	Shalom Community	Teacher/Staff Loyalty
Servant Leadership (SL)	1,000	1,000	1,000

The table above shows that the VIF value between variables <5. It can be said that the model in this study has a good model prediction.

b) Model Fit Test

The model suitability test can be explained by exogenous (independent) constructs by looking at the R-Square value. The expected value of R-Square is 0 – 1 with a criterion value of 0.67 strong model, 0.33 moderate model, 0.19 weak model. The R-Square value in this study can be seen in the table below.

Table of Model Suitability Test Results with R-Square

Variable	R-Square
Teacher/Staff Performance (TSP)	0,573
Shalom Community (SC)	0,388
Teacher/Staff Loyalty (TSL)	0,560

The table above shows that the R-Square value of the Teacher/Staff Performance (TSP) variable is 0.573. That is, the teacher/staff performance variable can be explained by the serving leadership variable of 0.573 or 57.3% and the rest (42.7%) is explained by other variables not included in this study. The R-Square value of the Shalom Community (SC) variable is 0.388. That is, the Shalom Community (SC) variable can be explained by the serving leadership variable of 0.388 or 38.8% and the rest (61.2%) is explained by other variables not included in this study. The R-Square value of the Teacher/Staff Loyalty (TSL) variable is 0.560. That is, the variable Teacher/Staff Loyalty (TSL) can be explained by the serving leadership variable of 0.560 or 56% and the rest (44%) is explained by other variables not included in this study.

c) Hypothesis Test

Hypothesis testing can be done by looking at the Path Coefficients value (path coefficient). If the path coefficient value < 0 then the hypothesis is rejected while if the path coefficient value > 0 then the hypothesis is accepted. The following are the results of the path coefficients obtained in this study.

Path Coefficients Result Table

Jalur	Hipotesis	Koefisien	Hasil
Servant Leadership → Teacher/Staff Performance	H1: There is a positive influence of Servant Leadership on teacher/staff performance.	0,757	H0 rejected H1 accepted
Servant Leadership → Teacher/Staff Loyalty	H2: There is a positive influence of Servant Leadership on teacher/staff loyalty	0,748	H0 rejected H1 accepted

Servant Leadership → Shalom Community	H3: There is a positive influence of Servant Leadership on Shalom Community	0,623	H0 rejected H1 accepted

Hypothesis 1: There is a positive influence of servant leadership style on teacher/staff performance

Based on the results of hypothesis testing in this study, it was found that the path of serving leadership coefficient on teacher/staff performance has a value of > 0, which is 0.757. That is, there is a positive influence between servant leadership on teacher/staff performance. The mathematical equation is Performance = 0.757 SL + 0.243.

Hypothesis 2: There is a positive influence of servant leadership style on teacher/staff loyalty

Based on the results of hypothesis testing in this study, it was found that the path of serving leadership coefficient on teacher/staff loyalty has a value > 0, which is 0.748. This means that there is a positive influence between servant leadership on teacher/staff loyalty. The mathematical equation is Loyalty = 0.748 SL + 0.252.

Hypothesis 3: There is a positive influence of servant leadership style on the shalom community

Based on the results of hypothesis testing in this study, it was found that the path of serving leadership coefficient for the shalom community has a value > 0, which is 0.623. This means that there is a positive and significant influence between servant leadership and the creation of a shalom community. The mathematical equation is Shalom Community = 0.623 SL + 0.377.

DISCUSSION
Servant Leadership Has a Positive Influence on Teacher/Staff Performance

Based on the results of the analysis, the strength of the relationship between Servant Leadership and Teacher/Staff Performance is 0.757. These data indicate that servant leadership has a positive influence on the performance of teachers and staff. Positive influence means that the more often the leader applies servant leadership, the better the performance given by the teacher/staff at the school. In this study, indicators and attitudes that show servant leadership that can be observed and felt by teachers, staff and even all school members include (1) humility, (2) empathy, (3) love, (4) action, (5) set an example and (6) build community.

As Greenleaf said that a servant leader comes from a person's natural desire to serve, prioritizing the interests of others above his own (Sari and Supramono, 2021) and Lantu said that leaders with a servant leadership style are involved in the formation and growth of the character of their followers (Lantu, 2001). Rumahorbo, and Erich Pesiwarissa, 2007). Meanwhile, performance is the result of work produced by a person or group in doing tasks and tends to produce something good, even exceeding the standard. Ahmadi said that performance is influenced by external factors, such as work atmosphere. The work atmosphere is influenced by the relationship between superiors and subordinates and subordinates with fellow subordinates (Ahmadi, 2021).

Therefore, it can be said that the existence of a good relationship and concern between superiors and subordinates can improve the work results or achievements produced by a person or group in carrying out tasks. The results of this study are in line with previous research conducted by Bakry and Syamril entitled "The Influence of Servant Leadership on Teacher Performance Values" (Bakry and Syamril, 2021).

Servant Leadership Has a Positive Influence on Teacher/Staff Loyalty

Based on the results of the analysis, the strength of the relationship between Servant Leadership and Teacher/Staff Loyalty is 0.748. These data indicate that servant leadership has a positive influence on teacher/staff loyalty. The positive and significant influence means

that the more often the leader applies servant leadership, the higher the level of loyalty given by the teacher/staff in the school.

Servant leadership is an approach that is seen from how the leader treats his followers, empathizes with every problem and helps him in overcoming the problem (Northouse, 2019). While loyalty is a behavior based on trust, a courage to do something without taking into account profit or loss (Elvera, 2020). This is in line with the results of this study that the trust obtained by teachers/staff from a leader who serves makes the teachers/staff loyal and loyal to the school.

The results of the study that there is a positive and significant influence of serving leadership on teacher and staff loyalty are also supported by previous research conducted by Ritaudin with the research title "The Influence of Servant Leadership Style on Employee Loyalty through the Mediation Role of Employee Satisfaction" (Ritaudin, 2017).

Servant Leadership Has a Positive Influence on the Shalom Community

Based on the results of the analysis, the strength of the relationship between Servant Leadership and the Shalom Community was 0.623. These data indicate that servant leadership has a positive influence on the creation of a shalom community. Positive influence means that the more often the leader applies servant leadership, the more likely it is to create a shalom community in the school.

A shalom community is a group of people who are united because they have the same interests, characteristics and tasks, who interact with each other so that they can provide a comfortable and pleasant atmosphere so that every member in it feels peace and feels at home in the community. A community that builds each other requires the humility of every member involved to want to lower their egos and prioritize others above their own interests. Meanwhile, according to Greenleaf, servant leadership is a leadership style that puts the interests of others above its own interests (Greenleaf, 1997).

Thus, the servant leadership style that shows a humble attitude and prioritizes the interests of others above their own interests provides opportunities and examples for others to do the same so that divisions are reduced and comfort and peace are increasing. The results of this study are also supported by previous research conducted by Purnomo and Tung entitled "The Influence of Servant Leadership on Organizational Citizenship Behavior" (Purnomo and Tung, 2018).

CONCLUSION

Based on the results of the analysis of servant leadership research variables, teacher/staff performance, teacher/staff loyalty and the shalom community, it can be concluded that servant leadership has a positive influence on teacher/staff performance, loyalty and shalom community. Based on the results of the study, there are inputs that can be considered by XYZ Tangerang School, namely showing commitment to member growth by helping teachers/staff who have difficulty completing their work, building community by greeting, asking for news and not discriminating in attitudes to new teachers/staff or old ones and always set an example by maintaining integrity and being honest at work.

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