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SERVANT LEADERSHIP AND PERSON-JOB FIT ON THE QUALITY OF EDUCATION THROUGH TEACHER COMPETENCE AT AL-AZHAR ISLAMIC EDUCATIONAL INSTITUTION

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Abstract :

The quality of education at educational institutions is strongly influenced by the quality of the principal's leadership and the fit between teachers and the tasks assigned to them. This study aims to analyze the influence of Servant Leadership and Person-Job Fit on Teacher Competence and the Quality of Education, both directly and through Teacher Competence as a mediating variable, at the Al-Azhar Islamic Educational Institution (LPI) in Menganti, Gresik. The study employed a quantitative approach with an ex post facto design. The research population consisted of 211 teachers from eight educational units under LPI Al-Azhar Menganti Gresik, with a sample of 30 teachers selected through stratified proportional sampling. Data were collected through questionnaires, interviews, and documentation, and were analyzed using descriptive statistics and multiple linear regression with SPSS version 23.0. The results show that Servant Leadership and Person-Job Fit have a significant effect on Teacher Competence, contributing 99.4%; both also have a significant effect on the Quality of Education, contributing 99.4%; Teacher Competence has a significant effect on the Quality of Education, contributing 97.8%; and the three variables simultaneously have a significant effect on the Quality of Education through Teacher Competence, contributing 99.4%. These findings confirm that servant leadership, appropriate job placement, and the strengthening of teacher competence are three interrelated pillars in efforts to improve the quality of education.

Keywords : Servant Leadership, Person-Job Fit, Teacher Competence, Quality of Education

Abstrak :

Mutu pendidikan pada satuan pendidikan sangat dipengaruhi oleh kualitas kepemimpinan kepala sekolah dan kesesuaian penempatan guru dengan tugas yang diembannya. Penelitian ini bertujuan untuk menganalisis pengaruh Kepemimpinan Servant dan Person Job Fit terhadap Kompetensi Guru dan Mutu Pendidikan, baik secara langsung maupun melalui Kompetensi Guru sebagai variabel antara, di Lembaga Pendidikan Islam (LPI) Al-Azhar Menganti Gresik. Penelitian menggunakan pendekatan kuantitatif dengan desain ex post facto. Populasi penelitian adalah 211 guru dari delapan satuan pendidikan di bawah LPI Al-Azhar Menganti Gresik, dengan sampel sebanyak 30 guru yang diambil melalui teknik stratified proportional sampling. Data dikumpulkan melalui angket, wawancara, dan dokumentasi, kemudian dianalisis dengan statistik deskriptif dan regresi linear berganda menggunakan SPSS versi 23.0. Hasil penelitian menunjukkan bahwa Kepemimpinan Servant dan Person Job Fit berpengaruh signifikan terhadap Kompetensi Guru dengan kontribusi sebesar 99,4%;

keduanya juga berpengaruh signifikan terhadap Mutu Pendidikan dengan kontribusi sebesar 99,4%; Kompetensi Guru berpengaruh signifikan terhadap Mutu Pendidikan dengan kontribusi sebesar 97,8%; dan secara simultan ketiga variabel tersebut berpengaruh signifikan terhadap Mutu Pendidikan melalui Kompetensi Guru dengan kontribusi sebesar 99,4%. Temuan ini menegaskan bahwa kepemimpinan yang melayani, kesesuaian penempatan kerja, dan penguatan kompetensi guru merupakan tiga pilar yang saling terkait dalam upaya peningkatan mutu Pendidikan.

Kata Kunci: Kepemimpinan Servant, Person Job Fit, Kompetensi Guru, Mutu Pendidikan

INTRODUCTION

Education is a strategic effort to improve the quality of human resources. Law No. 20 of 2003 on the National Education System affirms that the government is responsible for ensuring equal access to education, improving the quality and relevance of learning, and effectively managing the education system. In this context, the quality of education is not only related to student learning outcomes but also to the quality of resources, the learning process, and the ongoing commitment of all school elements to continuous improvement.

The quality of education in Indonesia is regulated through the National Education Standards (SNP), which comprise eight standards: graduate competency standards, content standards, process standards, assessment standards, standards for educators and education personnel, standards for facilities and infrastructure, management standards, and financing standards. The achievement of these eight standards depends heavily on the quality of leadership exercised by the principal or head of madrasah, since the head of an educational unit plays a central role in managing all school resources to achieve educational goals (Achmad, 2016).

One leadership model considered relevant for strengthening school resources is servant leadership, a leadership style that places service and the empowerment of subordinates as the top priority, rather than the power and interests of the leader. Principals who adopt servant leadership strive to develop teachers' potential, build trust, and encourage collaboration in order to create a positive and productive work environment.

In addition to leadership, the fit between individuals and their jobs (person-job fit) is also an important factor in supporting teacher performance and commitment. Teachers whose work aligns with their abilities, needs, and preferences tend to be more satisfied, adapt more easily, and demonstrate higher organizational commitment (Harefa & Dirbawanto, 2024). This fit, in turn, encourages the development of teacher competence, which includes pedagogical, professional, personal, and social competence as mandated by Law No. 14 of 2005 on Teachers and Lecturers.

Various prior studies reinforce the assumption that servant leadership and person-job fit contribute to improved performance and educational quality. Yuliani et al. concluded that servant leadership can improve teacher performance, while Hasra et al. (2024) found that principals who apply a servant leadership style are able to create a culture of cooperation and increase the participation of all parties in education, thereby positively affecting the quality of learning and student achievement. However, studies specifically examining the relationship between servant leadership and person-job fit on the quality of

education through teacher competence at educational institutions overseeing multiple levels within a single area remain limited.

Servant leadership is a leadership style that places followers' needs as the top priority, emphasizing collaboration, trust, empathy, and ethical use of power, with the aim of developing individuals into more humane persons in order to achieve a shared vision. Person-job fit is the alignment between the characteristics of a task or job and an individual's abilities, needs, and preferences, which strengthens teachers' commitment to their work (Harefa & Dirbawanto, 2024; Putra et al., 2023). Teacher competence encompasses pedagogical, professional, personal, and social competence as mandated by Law No. 14 of 2005 on Teachers and Lecturers (Novauli, 2015), while the quality of education is the level of national intellectual life achieved through the implementation of the National Education Standards, which cover eight standards including graduate competency, content, process, assessment, educators and education personnel, facilities and infrastructure, management, and financing (Suderadjat, 2005).

The Al-Azhar Islamic Educational Institution (LPI) in Menganti, Gresik, under the auspices of the Darul Ihsan Islamic Boarding School Foundation, oversees eight educational units, ranging from early childhood education (RA/PAUD) to higher education, all located within a single integrated area. This condition requires effective communication, collaboration, and management of teacher resources to avoid disparities between institutions. Based on this background, this article was written to analyze the influence of Servant Leadership and Person-Job Fit on the Quality of Education through Teacher Competence at LPI Al-Azhar Menganti Gresik.

RESEARCH METHOD

This study used a quantitative approach with an ex post facto design, meaning the research did not manipulate or control the independent variables because the conditions of those variables had already occurred naturally. The research population consisted of all teachers at LPI Al-Azhar Menganti Gresik, totaling 211 individuals, spread across eight educational units (PAUD, MI, SMP, MTs, SMA, MA, SMK, and Al-Azhar Institute). A sample of 30 teachers was determined using stratified proportional sampling, with a sampling proportion of 14.28% for each educational-level stratum.

Data were collected using three techniques: a structured questionnaire with a five-point Likert scale to measure the variables of Servant Leadership (22 items), Person-Job Fit (6 items), Teacher Competence (24 items), and Quality of Education (29 items); semi-structured interviews to gain deeper information on leadership patterns and teacher competence; and documentation to obtain data on organizational structure and staffing. The validity of the instrument was tested using the product-moment correlation formula with the assistance of SPSS version 23.0, while reliability was tested using Cronbach's Alpha formula.

Data analysis was carried out in several stages: a normality test using the Kolmogorov-Smirnov method; classical assumption tests (multicollinearity using the Variance Inflation Factor, heteroscedasticity, and autocorrelation using the Durbin-Watson test); and multiple linear regression analysis and t-tests to

examine the effect of the independent variables on the dependent variables at a significance level of 5% ($\alpha = 0.05$).

FINDINGS AND DISCUSSION

1. Description of the Research Variables

The descriptive analysis shows that Servant Leadership at LPI Al-Azhar Menganti Gresik falls into the Very Appropriate category (53.34%), followed by the Appropriate category (43.33%) and the Adequate category (3.33%). The Person-Job Fit variable mostly falls into the Appropriate category (50%), with the Very Appropriate category (16.67%) and Adequate category (33.33%). The Teacher Competence variable falls into the Very Appropriate category (50%) and Appropriate category (46.67%), while the Quality of Education variable shows a similar pattern, with the Very Appropriate category (50%) and Appropriate category (46.67%). These descriptive findings indicate that, in general, principal leadership, job placement fit, teacher competence, and the quality of education at LPI Al-Azhar Menganti Gresik are already in good condition.

2. The Effect of Servant Leadership and Person-Job Fit on Teacher Competence

The multiple linear regression analysis produced the equation $\hat{Y} = 4.327 + 0.892X_1 + 1.282X_2$, with an Adjusted R Square value of 0.994. This value indicates that Servant Leadership and Person-Job Fit jointly influence Teacher Competence by 99.4%, while the remaining 0.6% is influenced by other variables outside this study. The ANOVA test shows a significance value of less than 0.05, so the alternative hypothesis is accepted, meaning there is a significant effect of Servant Leadership and Person-Job Fit on Teacher Competence.

These findings confirm that principals who apply servant leadership are committed to understanding teachers' needs and providing the training, guidance, and resources necessary to develop their competence, while also creating a work environment conducive to professional growth. When teachers' job placements align with their skills, values, and preferences, they tend to be more motivated to develop themselves and more focused on improving their competence, as work-related stress and fatigue can be minimized. This result is consistent with the findings of Harefa and Dirbawanto (2024), which showed that job fit has a significant effect on organizational commitment.

3. The Effect of Servant Leadership and Person-Job Fit on the Quality of Education

The multiple regression analysis shows an Adjusted R Square value of 0.994, meaning that Servant Leadership and Person-Job Fit simultaneously influence the Quality of Education by 99.4%. The ANOVA test shows a significance value of less than 0.05, indicating a significant effect of both independent variables on the Quality of Education.

This finding is consistent with the research of Hasra et al. (2024), which showed that principals with a servant leadership style are able to create a collaborative culture and increase the participation of all stakeholders in the educational process, while also increasing teacher motivation and commitment, which positively affects the quality of learning and student achievement. Principals who apply servant leadership play an important role in allocating and placing teachers and education staff (person-job fit) in order to achieve the eight

National Education Standards. Good person-job fit enables teachers to work optimally and to create learning that is effective, innovative, and relevant, which ultimately has a direct impact on student learning outcomes and the overall improvement of educational quality.

4. The Effect of Teacher Competence on the Quality of Education

The analysis shows an Adjusted R Square value of 0.978, meaning that Teacher Competence influences the Quality of Education by 97.8%, while the remaining 2.2% is influenced by other variables. The ANOVA test shows a significance value of less than 0.05, indicating a significant effect of Teacher Competence on the Quality of Education.

Teachers who are pedagogically competent are able to design learning methods that are innovative and suited to students' needs, thereby increasing student engagement and academic achievement. Professional competence enables teachers to deliver material accurately and relate it to real-life contexts. Social competence helps teachers build positive relationships with students and create a safe learning environment, while personal competence makes teachers role models of integrity and ethics for their students. This finding reinforces the view of Setyawan and Santosa (2021) that the competence of principals and teachers serves as the primary basis for achieving educational quality.

5. The Effect of Servant Leadership and Person-Job Fit on the Quality of Education through Teacher Competence

The analysis shows an Adjusted R Square value of 0.994, meaning that Servant Leadership, Person-Job Fit, and Teacher Competence simultaneously influence the Quality of Education by 99.4%, while the remaining 0.6% is influenced by other variables. The ANOVA test shows a significance value of less than 0.05, so the alternative hypothesis is accepted.

These findings confirm that the quality of education cannot be separated from the quality of teachers as the main actors in the learning process. Servant leadership creates an environment conducive to the development of teacher competence, while person-job fit ensures that teachers possess the skills and characteristics that match the demands of their tasks. The combination of these two factors produces competent teachers, which in turn improves the quality of education through enhanced teacher performance, learning innovation, and job satisfaction, which affects the retention of quality educators. This is consistent with Achmad's (2016) view that principals, through their role, organize the school and its personnel efficiently and democratically, as well as with the view of Garini et al. (2021) that effective and efficient human resource management helps realize the goals of educational organizations.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that: (1) there is a significant effect of Servant Leadership and Person-Job Fit on Teacher Competence, contributing 99.4%; (2) there is a significant effect of Servant Leadership and Person-Job Fit on the Quality of Education, contributing 99.4%; (3) there is a significant effect of Teacher Competence on the Quality of Education, contributing 97.8%; and (4) there is a significant effect of Servant Leadership, Person-Job Fit, and Teacher Competence simultaneously on the

Quality of Education, contributing 99.4%. All of these effects fall into the very strong category.

These findings provide theoretical implications suggesting that servant leadership can serve as a reference for the development of education management to strengthen a healthy and collaborative work climate, that person-job fit is an important aspect of school resource development, and that teacher competence is a key pillar of educational quality. Practically, principals are advised to strengthen the implementation of servant leadership and to ensure that teacher placements align with their respective competencies, while future research is encouraged to explore additional variables to further enrich the body of knowledge in Islamic education management.

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