

**The Influence of the Servant Leadership Style of the Head of PSDKU
Touna on the Academic Satisfaction of Management Department Students
Class of 2024 at Universitas Tadulako**

Marlian Lestari A. Leleng*, Pricylia Chyntia Dewi Buntuang, Rosida P. Adam

Department of Management, Tadulako University

*Email: marlianlestari0@gmail.com

ABSTRACT

This research aims to analyze and test the influence of the Head of PSDKU Touna's Servant Leadership style on the academic satisfaction of Management Department students in the Class of 2024. Servant Leadership is a leadership style that originates in a desire to serve others, focusing on meeting subordinates' needs, listening to them, and providing the necessary support and direction to achieve shared goals. The dimensions of servant leadership consist of actions, empathy, wisdom, seeking solutions, growth, social spirit, vision, serving, developing, and empowering followers, who in this context are the students. Student academic satisfaction is an essential indicator of the institution's success in providing an optimal learning experience. The population in this study is all Management Department students of PSDKU Touna Class of 2024. This research employs a quantitative approach, distributing questionnaires as the data collection instrument. The analysis uses simple linear regression to assess the extent to which the Servant Leadership variable (independent variable) influences Academic Satisfaction (dependent variable). The research results are expected to provide empirical evidence on the role of leadership.

Keywords: Servant leadership, academic satisfaction, students, management.

1. INRODUCTION

Educational leadership is the ability to influence, coordinate, and motivate individuals involved in the implementation and development of education, enabling the effective and efficient achievement of educational or school goals (Tauhid, 2023). Higher education institutions, as service-oriented institutions, are required to provide high-quality academic and non-academic services that meet students' expectations and needs, regardless of their social status. As a form of higher education, higher education institutions are required to provide satisfactory services, including those that meet students' needs (Assyahri & Mardaus, 2023).

Every student seeks maximum satisfaction from all services provided on campus. This will undoubtedly improve their well-being. Satisfaction is the degree to which a person feels after comparing their perceived performance to their expectations. This is because student satisfaction will impact their loyalty to the university (Assyahri & Mardaus, 2023). The role of education in life is crucial. Due to the expansion of the international education market and the internal dynamics of domestic education, challenges and competition in the education sector are increasingly intense and complex. Improving consumer satisfaction with the services provided by universities to students is a key to winning the competition in higher education in today's era of globalization (Nduru & Ringo, 2021).

Servant leadership is a philosophy and leadership model that emphasizes a leader's responsibility to serve others (Zaqiya & Surtiningtyas, 2024). Robert K. Greenleaf first introduced this concept in his 1970 essay entitled "The Servant as Leader." Unlike traditional leadership models that emphasize authority and power, Servant Leadership prioritizes followers' needs, aspirations, and development over the leader's personal interests (Hasra et al., 2024).

This research focuses on a case study at PSDKU Touna, Department of Management, Faculty of Economics and Business, Tadulako University, specifically on Class of 2024 students. Considering the critical role of leadership in creating a superior learning experience, this study aims to analyze and empirically test the influence of the Servant Leadership style of the Head of PSDKU Touna on student satisfaction through a quantitative approach with a simple linear regression analysis technique, the results of this study are expected to provide valid empirical evidence regarding the role of leadership in educational institutions, as well as being strategic input for study program managers in designing policies that focus on increasing student satisfaction and quality of academic services.

2. LITERATURE REVIEW

Servant leadership is a leadership approach in which leaders prioritize service to their employees and team members. Servant leadership addresses ethical issues, customer experience, and employee engagement while creating a unique organizational culture where leaders and followers unite to achieve organizational goals without positional or authoritative power (Nugraha et al., 2023).

Service leadership plays a vital role in an organization. Service leadership is a philosophy in which leaders focus on providing the best possible service to others, fostering individual growth within the organization, and further enhancing teamwork and individual engagement (Fitriadi & Nugraha, 2022). A leadership model oriented toward knowledge-based, participatory, and responsible service, grounded in ethical and social processes, can mitigate conflict within an organization. Servant leadership is a leadership style that has been successfully used to increase employee commitment within an organization (Fauzyah & Sirait, 2023).

Universities are required to identify students and their needs to create satisfaction. Dissatisfaction with the learning process, delayed administrative services, unresponsiveness to student complaints, inadequate facilities, campus policies that do not address student needs, and perceived deficiencies in lecturer competence collectively contribute to low levels of student satisfaction (Assyahri & Mardaus, 2023).

Educational activities are oriented not only toward the final outcomes of the educational process but also toward evidence of accountability, including quality assurance, quality control, and quality improvement, with the aim of achieving the ultimate goal of continuous quality improvement. The continuously increasing quality of service shows that the institution has a management for improving the quality of higher education as a public professional service that is made and directed as much as possible to provide services that meet or exceed standards to gain public trust while placing the name of the institution in the hearts of the community and users of graduates (Susetyo et al., 2022).

The relationship between Servant Leadership Style and Student Academic Satisfaction is grounded in the principle that service-oriented leadership practices significantly foster a more supportive and satisfying learning environment for students. Education is of high quality when teaching and learning occur effectively, enabling students to experience a positive learning experience. Thus, the quality of the process can determine the quality of the product; systematic interventions are carried out to ensure guaranteed quality. Ultimately, the university

will produce reliable, resilient graduates who can compete in the world of work and succeed among university graduates (Hantono & Lubis, 2024).

3. RESEARCH METHOD

This study adopts a quantitative, causal design to analyze and test the effect of Servant Leadership Style, as an independent variable (X), on Student Academic Satisfaction, as a dependent variable (Y), across the entire population of PSDKU Touna Management Students Class of 2024. Data collection in quantitative research employs research instruments; data analysis is quantitative/statistical, aiming to test predetermined hypotheses.

The primary data collection instrument was a questionnaire that used a Likert Scale to measure students' perceptions of the dimensions of Servant Leadership (e.g., listening, support, and empowerment) and their overall satisfaction with the learning experience. The Likert Scale is widely used among researchers. This popularity has led to the misconception that the Likert Scale is the name for all scales whose answer choices are itemized (Simamora, 2022).

The data collected from the questionnaire will then be analyzed using Simple Linear Regression to obtain empirical evidence on the direction and strength of the causal relationship between the service leadership of the Head of PSDKU Touna and his students' Academic Satisfaction. Simple linear regression is used to assess the relationship between one independent variable and a straight-line relationship with the dependent variable (Harsiti et al., 2022).

Variable Dimensions

Dimensions of Servant Leadership (X):	Academic Satisfaction Dimension (Y):
<ol style="list-style-type: none"> 1. Action 2. Empathy 3. Wisdom 4. Solution-Seeking 5. Growth 6. Social Spirit 7. Vision 8. Serving 9. Developing 10. Empowering 	<ol style="list-style-type: none"> 1. Curriculum 2. Faculty (Lecturers/Teaching Staff) 3. Academic Development 4. Social Integration

Figure 1. Variable dimensions.

4. RESULT AND DISSCUSSION

The X indicators have a high average (all above 4.00) among 29 respondents. The high average indicates that students perceive the implementation of Servant Leadership by the Head of PSDKU Touna. The Y indicators also show high average values (all above 4.00) with N=29 respondents. This indicates that the level of Student Academic Satisfaction is in the high/outstanding category.

Table 1. Descriptive statistics.

Indicator	N	Minimum	Maximum	Mean	Std. Deviation
Indicator 1 (5)	29	3	5	4.31	.604
Indicator 2 (5)	29	3	5	4.17	.539
Indicator 3 (5)	29	2	5	4.00	.756
Indicator 4 (5)	29	2	5	4.14	.789
Indicator 5 (5)	29	2	5	4.07	.842
Indicator 6 (5)	29	2	5	4.14	.833

Indicator	N	Minimum	Maximum	Mean	Std. Deviation
Indicator 1 (5)	29	3	5	4.14	.581
Indicator 2 (5)	29	3	5	4.31	.604
Indicator 3 (5)	29	2	5	4.07	.842
Indicator 4 (5)	29	2	5	4.14	.693

Table 2. Results.

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	95.690	1	95.690	60.278	<.001 ^a
Residual	42.864	27	1.587		
Total	138.552	28			

Coefficients				
Model	Unstandardized Coefficients		t	Sig.
	B	Std. Error		
Constant	3.329	173	1.922	.065
30 (Variabel X)	0.537	.069	7.764	<.001

Model Summary				
Model	R	R Square (R^2)	Adjusted R^2	Std. Error of the Estimate
1	.831 ^a	.691	.679	1.260

Based on the table above, the calculated F value is 60.278, and the significance level is $<.001$. Based on column B10, the resulting regression equation is: Academic Satisfaction (Y) = $3.329 + 0.537 \times \text{Servant Leadership (X)}$. The calculated t-value for Servant Leadership is 7.764, while the significance value is <0.001 .

The R value = 0.831 indicates a powerful and positive relationship between Servant Leadership and Academic Satisfaction. Meanwhile, the R^2 value = 0.691 suggests that 69.1% of the variation (change) in Academic Satisfaction (Y) can be explained by Servant Leadership (X). The remaining 30.9% is attributable to variables or factors not included in this regression model.

The results of the descriptive analysis above show that the indicators for both variables (X and Y) have an average value (Mean) that tends to be high (ranging from 4.00 to 4.31) with a maximum scale of 5. Descriptive research focuses on addressing actual problems as they exist at the time of data collection. In the Regression Coefficient, because the Sig. Value $<.001$ is smaller than the significance level of $\alpha = 0.05$, then Servant Leadership (X) simultaneously (together) has a significant effect on Academic Satisfaction (Y). This validates the regression model used.

If Servant Leadership (X) is assumed to be zero, then Academic Satisfaction (Y) is predicted to be 3.329. A positive B value of 0.537 indicates that every 1-unit increase in Servant Leadership (X) will increase Academic Satisfaction (Y) by 0.537 units (assuming other variables remain constant), since the significant value $<.001$ is smaller than $\alpha = 0.05$, Servant Leadership (X) partially (individually) has a positive and significant effect on Academic Satisfaction (Y).

5. CONCLUSION

The results of this study empirically support the role of Servant Leadership. They are in line with the research hypothesis that the Servant Leadership style implemented by the Head of PSDKU Touna has a significant and positive influence on the Academic Satisfaction of Management Department Students, Class of 2024. This is supported by a robust correlation ($R = 0.831$) and significance (Sig. $<.001$) in the F-test and t-test. This indicates that leadership's focus on supporting, listening to, and meeting students' needs is a key factor in creating an optimal learning experience and increasing academic satisfaction.

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