THE EFFECT OF SERVANT LEADERSHIP ON TEACHER PERFORMANCE AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR AS MEDIATION VARIABLES

Sitti Hardianti Ram¹, Muhammad Daud¹, and Hilwa Anwar¹

¹Psychology Departement, State University of Makassar, Makassar, South Sulawesi, Indonesia

Abstract. Teachers are the central point of improving the quality of education, so teachers are expected to provide professional performance. Thus, this study aims to examine the effect of servant leadership on teacher performance, organizational citizenship behavior on teacher performance, servant leadership on organizational citizenship behavior, and servant leadership on teacher performance and organizational citizenship behavior as a mediating variable. The research population were 200 teachers in Mamuju regency with a sample of 132 teachers. This study uses a survey quantitative research method. Data analysis in this study uses path analysis and sobel test. The results of the study discovered that there is a significant and positive effect of servant leadership on teacher performance where the value \( p = 0.00 \), a significant and positive effect of organizational citizenship behavior on teacher performance \( p = 0.00 \), there is a significant and positive effect on organizational citizenship behavior with value \( p = 0.00 \), and a significant and positive effect on teacher performanceand organizational citizenship behavior as a mediating variable with a value \( p = 0.02 \).Therefore, the OCB can be used as a model in strengthening servant leadership to improve teacher performance.

1 Introduction

Teachers are a basic element in the education system, especially in schools. The teacher is the central point of improving the quality of education, in other words one of the important requirements for the implementation of quality education is if it is carried out by educators whose professionalism is reliable, but sometimes it is found that there are several problems experienced by a teacher, namely related to learning planning which is included in the high category, with a presentation of 85.94%, aspects of the implementation of learning with a presentation of 89.38%, and aspects of learning evaluation with a presentation of 85.12% thus affecting the performance of the teacher himself [1].

Performance is something that is achieved in the form of achievement and work ability, more performance on the results to be obtained on a job as a contribution to an organization. Improving teacher performance will result in teacher professionalism in an effort to improve school quality. From the results of research conducted by [2] the results of the research "Principals are responsible for increasing teacher effectiveness, which in turn affects the organizational effectiveness of schools. The principal's strategic ideas are very important for improving teacher performance. Programs offered by school principals to improve teacher performance are: (1) teacher research meetings (2) teacher creativity competitions (3) excellent teachers (4) training (5) motivational seminars (6) subject teacher discussions (7) classroom learning (8) research grants and (9) professional writing. These nine elements adequately represent three aspects of increasing teacher effectiveness, namely cognitive, affective and psychomotor aspects in Bloom's taxonomy theory.

Researchers also conducted an initial study of teachers regarding the performance of teachers in Middle School Kekematan Mamuju, West Sulawesi. It was found that 17% of cooperation between teachers affected teacher performance, 10% of school facilities affected teacher performance and 7% related to the leadership of the school principal, one of the aspects influencing teacher performance. Research conducted by [3] states that there is an influence of the principal's leadership on teacher performance by 15.1% while the rest is influenced by other factors. It was concluded that the principal's leadership had an influence on teacher performance. Research related to leadership on teacher performance was also carried out stating that from a simple regression analysis it is known, there is a positive and significant influence between the principal's leadership on teacher performance of 6.5%. So that from the research data that has been described, it can be stated that the leadership role of the school principal is related to teacher performance.

As a school leader, the principal is responsible for improving teacher performance in his school. Therefore, school principals must understand performance management to increase the effectiveness and efficiency of
programs designed to improve teacher performance and achieve school organizational goals. The principal must have influence to move the teachers. A leader has the authority to direct various activities of members or groups. Leadership style This is often also called leadership style [4]. Each leader may have a different leadership style and may not be better or worse than other leadership styles [4]. From these various theories of leadership style, according to the current view, the newest leadership style and much in demand by researchers is that related to the servant leadership style. Servant leadership is leadership that starts with sincere feelings born from a heart that wants to serve. Servant leadership orientation is to serve followers according to spiritual moral standards. Servants prioritize the needs of followers and treat them as colleagues, so that the two are very close when interacting with each other [5]. Apart from leadership, the decline in teacher performance can also be influenced by OCB which plays a role in teacher performance [6] argues that OCB is the positive behavior of people in the organization, which is expressed in the form of a conscious and voluntary willingness to work, contributing to the organization more than what is formally required by the organization. OCB is an expression of love, loyalty, and a high sense of belonging from the teacher to his work [3]. [7] suggests that teachers with high OCB levels tend to produce high performance achievements, compared to teachers who have an average OCB showing a tendency for low performance levels. Based on this understanding, it is known that OCB behavior is one of the boosters of teacher performance, through a high sense of self-dedication to the school where he works will direct teachers to work more actively than before, giving rise to positive work behavior such as high work discipline. Therefore it is expected that teachers have adequate OCB behavior, with this positive behavior the teacher provides support to their school organization, besides that the actions taken by the teacher will indirectly contribute to increasing the productivity of student teaching performance in class [7]. Previous research has explained the many positive results that result from the servant leadership style. [8] explains that leadership style influences performance. [9] also explains that leadership style has a positive effect on organizational member behavior (OCB). [10] explains that leadership style is a determinant of organizational success. The results of previous studies show that OCB can also act as a mediating variable. [11] shows that OCB is influential as a mediating variable between leadership and employee performance. Employee performance increases to a maximum because it is influenced by leadership with OCB as mediation.

2 Methods

This research uses quantitative research methods. Quantitative methods can be interpreted as research methods used to examine certain populations or samples, data collection uses research instruments, data analysis is quantitative/statistical in nature, with the aim of describing and testing predetermined hypotheses. Quantitative research is carried out by measuring using research instruments in collecting data. Quantitative research is value-free research. Value-free means that the results of quantitative research are neutral and objective [20]. In this study classified as quantitative survey research, survey research is research conducted on large and small populations.

3 Results and Discussion

3.1 Results

3.1.1 Path Analysis Equation 1

<table>
<thead>
<tr>
<th>Variable</th>
<th>Equation 1 OCB dependent</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>SE</td>
<td>Betas</td>
<td>t</td>
<td>Sig</td>
</tr>
<tr>
<td>Constant</td>
<td>53.026</td>
<td>4.440</td>
<td>0.515</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Servant Leadership</td>
<td>0.198</td>
<td>0.029</td>
<td>0.515</td>
<td>11.944</td>
<td>.000</td>
</tr>
</tbody>
</table>

Based on table 1, the path equation model 1 is:

\[ M = 0.515X_1 + e_1 \]
From the path equation model 1 above, it shows that the regression coefficient between servant leadership and organizational citizenship behavior has a positive direction, indicating a positive relationship between the two variables. In other words, the better the influence of servant leadership in an organization, the higher the expected level of organizational citizenship behavior. The greater the value of the regression coefficient, the greater the influence of servant leadership on organizational citizenship behavior.

The coefficient of determination measures how much the dependent variable (organizational citizenship behavior) varies which can be explained by the independent variable (servant leadership) in the regression model. The Adjusted R-square value in table 4.14 is 0.260 indicating that about 26% of the variation in organizational citizenship behavior can be explained by the servant leadership variable while the remaining 74% may be caused by other factors not included in this 1st linear regression model. These factors may include other independent variables not considered in this analysis, or other factors outside the scope of the variable being measured.

3.1.2 Path Analysis Equation 2

Table 2. Coefficient of Linear Regression Equation 2

<table>
<thead>
<tr>
<th>Variable</th>
<th>Equation 2</th>
<th>Teacher Performance Dependents</th>
<th>B</th>
<th>SE</th>
<th>Betas</th>
<th>t</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td></td>
<td></td>
<td>31.794</td>
<td>6.112</td>
<td>5.202</td>
<td>0.000</td>
<td></td>
</tr>
<tr>
<td>Servant</td>
<td>Leadership</td>
<td></td>
<td>0.242</td>
<td>0.032</td>
<td>0.574</td>
<td>7.533</td>
<td>0.000</td>
</tr>
<tr>
<td>OCB</td>
<td></td>
<td></td>
<td>0.173</td>
<td>0.083</td>
<td>0.159</td>
<td>2080</td>
<td>0.39</td>
</tr>
<tr>
<td>R. Square</td>
<td></td>
<td></td>
<td>0.449</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adj. R Square</td>
<td></td>
<td></td>
<td>0.441</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Std Error Estimate</td>
<td></td>
<td></td>
<td>7.084</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on table 4.15, the path equation model 2 is:

\[ Y = 0.574X_1 + 0.159M + e_2 \]  \hspace{1cm} (2)

From table 4.15 above there are two regression coefficients which have a positive direction with the hypothesis:

1) The regression coefficient between servant leadership and teacher performance has a positive direction. This means that the better the servant leadership in a school, the higher the expected level of teacher performance. In other words, an increase in servant leadership has a positive impact on teacher performance.

2) The regression coefficient between Organizational Citizenship Behavior and teacher performance also has a positive direction. This shows that the higher the level of organizational citizenship behavior, the higher the expected level of teacher performance. In other words, when teachers show attitudes and behaviors that support the organization through organizational citizenship behavior, this contributes to improving teacher performance.

The coefficient of determination is also known as "Adjusted R Square" and its value is 0.449 or 44.9%. This means that 44.9% of the variation in teacher performance can be explained by the independent variables used in this 2nd linear regression model, namely servant leadership and organizational citizenship behavior, the remaining 55.1%, cannot be explained by the independent variables used in this model. Other factors that are not included in the model can affect teacher performance. Therefore, there are other factors that need to be considered in improving teacher performance.

3.1.3 Hypothesis testing

a. If the calculated t value is greater than the t table value (or the significance value is less than 0.05), then it can be concluded that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. This shows that there is a significant influence between the two variables tested (independent variable and dependent variable).

b. If the calculated t value is less than the t table value (or a significance value greater than 0.05), it can be concluded that the null hypothesis (H0) is accepted and the alternative hypothesis (Ha) is rejected. This shows that there is no significant influence between the two variables tested (independent variable and dependent variable).

1) Sobel test

In the Sobel test, the statistical Sobel value is calculated which measures how significant the influence of the mediating variable is on the relationship between the independent variable and the dependent variable. If the p-value (probability value) resulting from the Sobel test is less than the specified significance level (0.05), then the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted or when the
If \( t_{hitung} > t_{table} \) then the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. This means that there is a significant influence of the mediating variable (OCB) in mediating the relationship between servant leadership and teacher performance. In this study using a sobel test calculator

<table>
<thead>
<tr>
<th>Table 3. Hypothesis Testing</th>
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</thead>
<tbody>
<tr>
<td><strong>Hypothesis</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

Table 4. Direct Influence, Indirect Influence, Total Influence X to Y Through OCB

<table>
<thead>
<tr>
<th><strong>Direct Influence</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>X to Y</td>
</tr>
<tr>
<td>( P_1 = 0.574 )</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Influence</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct</td>
</tr>
<tr>
<td>( P_2 \times P_3 (0.515 \times 0.159) = 0.08 )</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Total Impact</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Influence + Indirect Influence</td>
</tr>
<tr>
<td>( 0.574 + 0.08 = 0.654 )</td>
</tr>
</tbody>
</table>

Based on Table 4.17, the total influence of servant leadership on teacher performance through OCB is 0.654, which is greater than the direct influence of servant leadership on teacher performance, namely 0.574. This shows that the greater the teacher’s perception obtained through servant leadership, the greater the OCB which will have an impact on improving teacher performance in Mamuju District.

### 3.2 Discussion

#### 3.2.1 The Effect of Servant Leadership on Teacher Performance.

Testing the first hypothesis shows that servant leadership has a positive and significant influence on teacher performance. That is, the higher the trust given by teachers to their leaders, the higher the quality of work produced at work. Servant leadership is a leadership style in which leaders focus on empowering and improving the quality of their performance. Leaders who apply servant leadership create trust in the work environment, so that teachers feel valued and have the confidence to increase commitment to the school. In addition, servant leadership leaders are open and able to accept input from teachers.

This affects teachers' performance at work, where they feel heard and involved in decision making. The results of this study support research conducted by [12] which found that there is a positive and significant influence between servant leadership and teacher performance in Christian/Catholic private elementary schools in Bandung city. The second research by [13] found that servant leadership is a leadership approach in which the leader focuses on serving others and prioritizing their needs.

Servant leadership, or the "open style" as described by [14], describes an approach in which the leader emphasizes service and humility. This leadership style focuses on providing support and helping others to grow and develop, regardless of their status or title. Leaders who adopt this open style recognize and promote individual excellence and ability, allowing anyone with leadership potential to rise to the top. In the context of education, this servant leadership style can reflect the role of a teacher. A teacher who adopts this approach focuses on serving students, identifying their potential and strengths, and helping them develop into better individuals.

In research conducted by [15], the main advantage of open servant leadership is that there is no permanent leadership. Leaders will emerge based on their ability and willingness to serve others. In an educational context, this means that students who demonstrate leadership talent and extraordinary abilities will have the opportunity to become leaders, and those selected to lead are those who are willing to serve and put others first. This leadership style can also create a climate where openness, honesty, and integrity are valued. Open servant leaders tend to create environments that support the growth and development of all individuals, not just those in positions of authority.

This can positively influence the organizational culture or educational environment, where each member feels valued and recognized. Overall, the open servant leadership style places an emphasis on service, humility, and recognition of individual abilities and excellence. In an educational context, this style can be a positive role model for teachers and create an environment that supports student growth and development.
3.2.2 The Effect of Servant Leadership on Organizational Citizenship Behavior

Testing the third hypothesis shows that servant leadership has a significant positive effect on organizational citizenship behavior. This shows that the higher the level of trust given by the teacher to the leader, the higher the teacher listens to his heart at work. In this study, the servant leadership style is based on the idea that the leader gives trust to the teacher. This belief can encourage teacher behavior to try to exceed school expectations at work. The importance of belief in the influence of leaders on teacher behavior may encourage teachers to prioritize extra responsibilities in schools.

Teachers respond to input from leaders about how they can be better prepared to serve others with their hearts, including helping, helping, and supporting colleagues. This extra responsibility behavior reflects the positive influence of servant leadership on organizational citizenship behavior, in which teachers contribute beyond their routine duties for the benefit of the school as a whole. In the research conducted [16] found that the teacher's OCB, especially in the context of the principal's servant leadership, is directly influenced by servant leadership.

However, the influence is bigger and more significant. Several previous studies [17] have found a positive relationship between servant leadership and organizational member behavior. However, this research highlights that the servant leadership role of the principal is more important than the direct impact on the behavior of organizational members. This shows that the influence is very strong, especially in shaping organizational citizenship behavior.

3.2.3 The Influence of Organizational Citizenship Behavior on Teacher Performance.

Testing the second hypothesis shows that organizational citizenship behavior (OCB) has a positive and significant effect on teacher performance. That is, the higher the teacher's ability to listen to his heart and carry out extra responsibilities according to their wishes, the higher the quality of work produced at work. OCB is voluntary behavior carried out by teachers beyond the formal duties listed in their job descriptions. Teachers who are able to do OCB show initiative, help colleagues, and keep abreast of changes that occur in the school environment. They can also exceed the targets set and contribute positively to work efficiency in schools. The results of research conducted by previous researchers [18] found that there is a positive effect of organizational citizenship behavior (OCB) on employee performance.

The results of the study show that organizational citizenship behavior (OCB) has a significant effect on employee performance. This research is consistent with the view of [5], which states that organizations with employees who have good OCB will have better performance than other organizations. The variables that make up OCB are thought to have a close relationship with employee performance, and this is very important for achieving organizational goals.

3.2.4 The Effect of Servant Leadership on Teacher Performance and Organizational Citizenship Behavior as Mediation Variables.

In the results of testing the fourth hypothesis using the Sobel test, a significant influence was found between servant leadership variables on teacher performance through organizational citizenship behavior as a mediating variable. This means that OCB behavior can affect the relationship between servant leadership and teacher performance. Organizational citizenship behavior (OCB) carried out by teachers is influenced by the role of leadership styles that serve in improving teacher abilities and performance. Servant leadership is considered as one of the external factors that influence the high level of OCB in the organization. The perception that the teacher gets about the principal in providing a good example in leadership style can encourage teachers to improve the atmosphere of mutual assistance between colleagues. Teachers feel more motivated and inspired to do their job responsibilities well. They are able to complete tasks according to the targets set, so that the school achieves a good level of teacher performance to achieve school development goals.

These results indicate that servant leadership has a positive impact not only directly on teacher performance, but also through its influence on organizational citizenship behavior. Therefore, it is important for principals to practice a servant leadership style in order to improve OCB and, ultimately, improve overall teacher performance. The results support research from [19] and [11] that organizational citizenship behavior (OCB) can mediate and has a positive and significant influence between servant leadership and teacher performance. That is, servant leadership has an indirect impact on teacher performance through its influence on OCB.

Based on the sobel test, the results show that organizational citizenship behavior can be a mediating variable between servant leadership and teacher performance. This shows that the teacher's perception of the leadership style applied by the leader will increase the role of OCB which will have an impact on improving teacher performance in the Mamuju district. Testing the total influence of servant leadership on teacher performance through OCB. Based on the explanation above, the total effect of servant leadership on teacher performance through OCB is 0.654 which is greater than the direct influence of servant leadership on teacher performance, which is 0.574.
4 Conclusions

Based on the results of the research and discussion that have been described previously, the conclusions in this study are as follows: Servant leadership has a positive and significant effect on teacher performance. This means that the better the servant leadership in a school, the higher the level of teacher performance. Servant leadership has a positive and significant effect on organizational citizenship behavior. This means that the higher the influence of servant leadership will shape the teacher’s perception in exerting greater influence on a teacher’s OCB. Organizational citizenship behavior has a positive and significant effect on teacher performance. This means that a high level of OCB has a greater influence on teacher performance. Servant leadership has a positive and significant effect on teacher performance and organizational citizenship behavior as a mediating variable. From the Sobel test, it was found that the value of \( p = 0.02 < 0.05 \). This means that the variable servant leadership has a significant effect on teacher performance through organizational citizenship behavior. This test also implies that the fourth hypothesis or organizational citizenship behavior can act as a mediating variable between servant leadership and teacher performance.

The researcher express her gratitude to Allah Subahan Wata’ala has bestowed his grace, opportunity and guidance so that this journal can be completed. The article entitled “The Effect of Servant Leadership on Teacher Performance and Organizational Citizenship Behavior as Mediation Variables” was submitted as a final requirement in completing study in master degree of psychology program at Makassar State University. During the process of preparing this journal, many parties contributed to providing advices, motivations, and support to the researcher. The researcher would like to express her gratitude to Dr. Muhammad Daud.M.Si as the main supervisor who has provided input so that this journal becomes even better. The researcher would also like to thank Dr. Hilwa Anwar, M.A., a psychologist as the second supervisor who has provided suggestion, corrections and guidance until this research was finally complete. The researcher of thanks devoted to both parents for their support.

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