



## The Influence of Servant Leadership and Organizational Justice on Teacher Performance Mediated by Teacher Job Loyalty

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### ABSTRACT

**Objectives:** The purpose of this research is to analyze the effect of servant leadership, organizational justice, and loyalty on teacher effectiveness, as well as its role as a mediator in the relationship between servant leadership and organizational justice and teacher effectiveness.

**Methodology:** The data analysis method employed in this research is Partial Least Squares (PLS).

**Conclusion:** The outcomes of this research can be summarized as follows: Servant leadership exhibits a negative and statistically insignificant impact on teacher effectiveness, while organizational justice and workplace loyalty have a positive and statistically significant effect. Both servant leadership and organizational justice demonstrate a positive and significant impact. Job loyalty serves as a mediating variable between employee and organizational justice, affecting teacher performance. Job loyalty can serve as a mediator influencing the performance of teachers in the context of both servant leadership and organizational justice. Servant leadership and organizational justice promote job loyalty, thereby influencing teacher effectiveness.

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### INTRODUCTION

Human resources in terms of science and technology in Indonesia are still of low quality (Hendrati, 2014). Education is one of the steps that can encourage human resources to develop interests and abilities. Teachers are individuals whose primary role is to teach and evaluate students in accordance with their growth and development in the field of education. The role of a secondary school teacher in the sub-districts of Tanantovea and Labuan, Donggala Regency, Central Sulawesi, also includes mentoring and guiding the younger generation. Remote and hard-to-reach locations have been common challenges faced by teachers in that area (Noor, 2019). However, the quality of education and students relies on the teachers' performance in the learning process (Ilham, 2019). Limited access to resources is not the sole cause of poor teacher performance; other indicators include loyalty and the leadership of the school principal. According to Noor's research (2019), the leadership style of the school principal significantly affects teacher performance. In certain situations, a decline in teacher performance and loyalty is attributed to perceived injustices within the school, such as disparities in teaching loads, graduates' origins, and unequal treatment among individuals (Sudibjo and Ananta, 2021). This research is conducted for several reasons, related to the lack of studies covering the influence of servant leadership and organizational justice on teacher effectiveness and job loyalty, which is still relatively low in the target area. This research serves as a supplementary research regarding the influence of servant leadership and organizational justice on teacher effectiveness and job loyalty in the Tanantovea and Labuan sub-districts of Donggala Regency, Central Sulawesi. The objectives of this research are to analyze the influence of servant leadership, organizational justice, and loyalty

on teacher effectiveness, and the role of loyalty as a mediator in the influence of servant leadership and organizational justice on teacher effectiveness. This research is expected to contribute to the development of educational management knowledge as a learning experience and provide insights for policy-making.

## **LITERATURE REVIEW**

### ***Teacher Performance***

The ability of teachers to carry out their duties and responsibilities in teaching, guiding, and evaluating students to improve their performance is the definition of performance (Baihaqi, 2015). Motivation, discipline level, work environment, education, and skills are factors that influence teacher performance according to Hamsah (2019). Indicators of teacher performance according to Uno & Nana (2022) include quality, accuracy, initiative, and competence in work.

### ***Servant Leadership***

The type of leadership in which leaders prioritize serving one another and are willing to sacrifice is a form of servant leadership (Pratiwi & Idawati, 2019). Effective and appropriate leadership styles, according to Prasetyanto (2014), can boost employee motivation to enhance productivity, loyalty, and satisfaction with the leadership. The leadership style of school principals, in particular, has the ability to positively influence teacher performance and loyalty, with indicators such as pure love (agape), humility, visionary leadership, trust, and empowerment (Sulfemi, 2019; Sapengga, 2016).

### ***Job Loyalty***

Individuals' orientation towards an organization associated with their identification with the group it represents is called loyalty (Steers & Porter in Gunawan & Tarto, 2018). Loyalty is also the desire of social actors as individuals to channel their energy and desires to the social audience or a principle to express loyalty to the organization. Rational factors related to salary, bonuses, and career advancement, emotional factors encompassing feelings and expressions, as well as personality traits and character, are factors that influence an individual's job loyalty (Murali et al., 2017). Meanwhile, Sulfemi (2019) explains that common factors influencing the level of loyalty include work ethic, motivation, job satisfaction, school culture, working environment, regulations, leadership style of the school principal, and self-confidence. Obedience, dedication, and a sense of ownership are common indicators related to job loyalty (Sriyono & Farida, 2013).

### ***Organizational Justice***

The position of an individual who feels treated equally and fairly within an organization that oversees them is the definition of organizational justice according to Gibson et al. (2012). This aligns with the statement made by Colquit et al. (1991) in Sudibjo & Ananta (2021), which explains individuals' perceptions of fairness regarding all decisions made by their leaders. The indicators for measuring organizational justice according to Sudibjo & Ananta (2021) include the fairness in resource allocation, fairness in decision-making processes, and interpersonal relationships based on openness.

### ***The Relationship between Servant Leadership and Teacher Performance***

A teacher's expertise in performing teaching duties at school and their responsibility in guiding students, measured in terms of learning achievement, is referred to as performance (Baihaqi, 2015). Sulfemi's research (2019) indicates a positive influence of the school principal's leadership model on teacher performance. A positive influence with a significant impact on teacher performance is generated by servant leadership, as found in Purwanto et al.'s research (2020). Based on the above explanation, a possible hypothesis is:

*H<sub>1</sub>: Servant leadership has a positive influence on teacher performance.*

### ***The Relationship between Organizational Justice and Teacher Performance***

The attitude representing teacher loyalty to the school principal in an organization, and vice versa, is an embodiment of organizational justice (Musringudin & Dinihari, 2021). Pianda (2018) explains that when leaders act fairly, their members are capable of working with high loyalty, thus boosting better performance. A positive and significant impact on the relationship between organizational justice and teacher performance is mentioned in Ananta's (2020) research. Based on the above explanation, a possible hypothesis is:

*H<sub>2</sub>: Organizational justice has a positive influence on teacher performance.*

### ***The Relationship between Job Loyalty and Teacher Performance***

Factors influencing loyalty include rational factors such as salary, bonuses, and career advancement, emotional factors such as workload challenges, a supportive environment, and recognition, as well as individual personality traits and character (Murali et al., 2017). Teacher loyalty has an impact on teacher performance in the research by Suwardi et al. (2015), which suggests that the more loyal a teacher is, the better their performance. A positive

influence with a significant effect on the relationship between job loyalty and teacher performance is found in the research by Wibowo (2013). Based on the above explanation, a possible hypothesis is:

*H<sub>3</sub>: Teacher job loyalty has a positive influence on teacher performance.*

#### ***The Relationship between Servant Leadership and Teacher Performance through Job Loyalty***

Teacher performance and loyalty are directly related to servant leadership, as indicated in Mira & Margaretha's (2012) research, which states that there is a positive and significant influence of servant leadership on job loyalty, which in turn affects teacher performance. Based on the above explanation, a possible hypothesis is:

*H<sub>4</sub>: Servant leadership has an influence on teacher loyalty*

*H<sub>5</sub>: Teacher loyalty plays a mediating role in the relationship between servant leadership and teacher performance.*

#### ***The Relationship between Organizational Justice, Job Loyalty, and Teacher Performance***

Organizational justice is one of the factors influencing teacher job loyalty (Darmawati & Indartono, 2015). The higher the job loyalty, the better the performance will be. A research by Sudibjo & Ananta (2021) states that organizational justice has a positive influence on teacher job loyalty, which directly impacts performance. Based on the above explanation, a possible hypothesis is:

*H<sub>6</sub>: Organizational justice has a positive impact on teacher job loyalty.*

*H<sub>7</sub>: Teacher job loyalty plays a mediating role in the influence of organizational justice on teacher performance.*

This research is conducted based on previous research references and is structured in the form of a conceptual framework as shown in Figure 1.

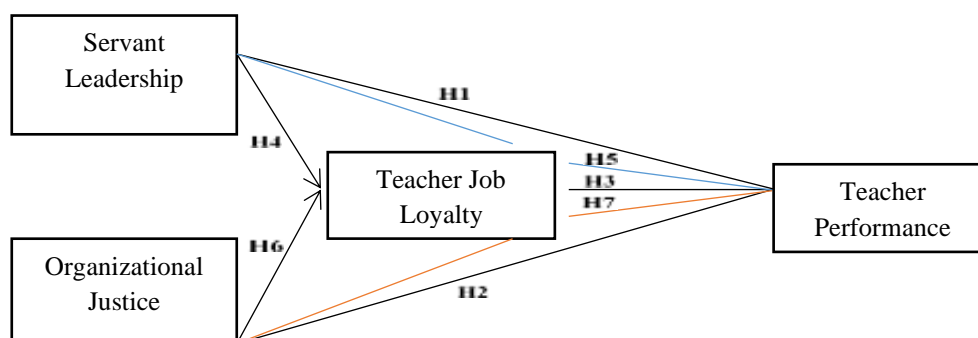


Figure 1. Conceptual Framework Model

## **METHOD**

### ***Research Design***

This research employed a quantitative causal approach. Data collection was conducted through a survey using a research instrument in the form of a questionnaire, which was validated and tested for reliability. The data analysis method included descriptive statistics (respondent and variable descriptions) and Structural Equation Model-Partial Least Square (SEM-PLS). In SEM-PLS, the structural model was tested for accuracy using R-squared, Q-squared, and goodness-of-fit values. Additionally, hypothesis testing was performed using sample t-tests. After data analysis and obtaining the structural model, the research could proceed with Smart PLS testing..

### ***Population and Sample***

The research was conducted in all State Junior High Schools (SMP Negeri) in the Tanantovea and Labuan Subdistricts, Donggala Regency, Central Sulawesi, at a mutually agreed time with the research partners and the university. The research population consisted of all civil servant teachers (PNS) in the target area, with a sample size of 80 individuals determined using a saturated sampling technique.

## **RESULTS AND DISCUSSION**

The research was conducted in the Tanantovea and Labuan Districts, Donggala Regency, Central Sulawesi, which included SMPN 1 Tanantovea, SMPN 2 Tanantovea, SMPN 3 Tanantovea, SMPN 4 Tanantovea, SMPN 1 Labuan, SMPN 2 Labuan, SMPN 3 Labuan, and SMPN Satap 4 Labuan. Respondent characteristics were categorized by gender, age, years of service, and highest education level of the teachers. The total number of

respondents in this research was 80 individuals, with 55% being male (44 individuals) and 45% female (36 individuals). The dominant age range was 29-39 years, accounting for 56% or 45 individuals. The majority of the responding teachers had a tenure of 10-20 years, representing 38% or 27 individuals of the total sample. More than half of the research respondents had a bachelor's degree as their highest education level, comprising 65% or 50 individuals.

Data analysis was conducted using the PLS-SEM method using SmartPLS 3.0 software, as presented in Table 1 for the measurement model results (*outer model*) and Table 2 for the structural model (*inner model*).

**Table 1. Mean Values, Convergent Validity, Discriminant Validity, AVE, and Reliability**

Variable	Indicator	Mean	Outer Loading				Cross Loading				AVE	Reliability	
			X1	X2	Z	Y	X1	X2	Z	Y		CR	CA
KM	KM.1	4,56	0,901				0,212	0,430	0,246	0,800	0,952	0,936	
	KM.2	4,45	0,879				0,216	0,417	0,279				
	KM.3	4,45	0,938				0,213	0,423	0,331				
	KM.4	4,45	0,961				0,172	0,376	0,280				
	KM.5	4,35	0,782				0,28	0,289	0,219				
KO	KO.1	4,35		0,832		0,354		0,584	0,48	0,751	0,901	0,836	
	KO.2	4,4		0,884		0,189		0,705	0,714				
	KO.3	4,2		0,883		0,111		0,631	0,677				
LK	LK.1	4,28			0,721	0,341	0,601		0,438	0,671	0,858	0,752	
	LK.2	4,48			0,879	0,404	0,667		0,699				
	LK.3	4,26			0,848	0,328	0,557		0,660				
KG	KG.1	4,53				0,813	0,364	0,624	0,793	0,704	0,905	0,861	
	KG.2	4,33				0,885	0,273	0,571	0,538				
	KG.3	4,21				0,824	0,174	0,701	0,627				
	KG.4	4,29				0,832	0,188	0,504	0,452				

Source: Data processed using SmartPLS 3.0.

Description: KM: Servant Leadership LK: Job Loyalty  
 KO: Organizational Justice KG: Teacher Performance

The calculated mean leading factors > 0.7 meet the *convergent validity* criteria, making all indicators valid. The analysis results of the *Variance Extracted (AVE)* for servant leadership (0.800), organizational justice (0.751), teacher job loyalty (0.671), and teacher performance (0.704) > 0.5, thus meeting the requirements for the convergent validity test. The *cross-loading* values, based on *discriminant validity*, are considered valid as they are higher than the *cross-loading values* for the previous indicators. Based on these calculations, it is known that each indicator can be predicted by each latent variable with some correlated results among constructs. The research data is also deemed to have met the criteria for *composite reliability and Cronbach's alpha*, as each construct variable has a value greater than 0.6.

**Table 2. R<sup>2</sup> Value, R<sup>2</sup> adjusted, Q<sup>2</sup>, GoF**

Variable	R <sup>2</sup>	R <sup>2</sup> adjusted	Q <sup>2</sup>	GoF
KG	0,623	0,608	0,86	0,675
LK	0,623	0,613		

Source: Data processed using SmartPLS 3.0.

Description: KM: Servant Leadership LK: Job Loyalty  
 KO: Organizational Justice KG: Teacher Performance

The analysis results of R2 testing are used to determine the influence of exogenous variables on endogenous variables and measure the accuracy of the predictive model. The coefficient of determination testing results in an R2 value of 0.623 or 62.3%, indicating that 62.3% of the variance in variable KG can be explained by variables KM, KO, and LK. Similarly, the R2 value of 0.623 or 62.3% for variable LK indicates that it can be explained by variables KM and KO. Based on these R-square results, it is known that the Q2 value of 0.86 demonstrates

predictive relevance in this research as it is greater than 0 and approaches 1. The GOF value in PLS-SEM is manually calculated using specific formulas and yields a result of 0.675 or 67.5%, indicating a high level of model suitability for the research.

The influence of independent variables on the structural model can be identified and measured using the *effect size* test ( $f^2$ ), as calculated and presented in Table 3.

**Table 3. Effect Size Test Results Analysis ( $f^2$ )**

Variable	KM	KO	LK	KG
KM			1,142	0,19
KO			0,19	0,001
LK				0,189
KG				

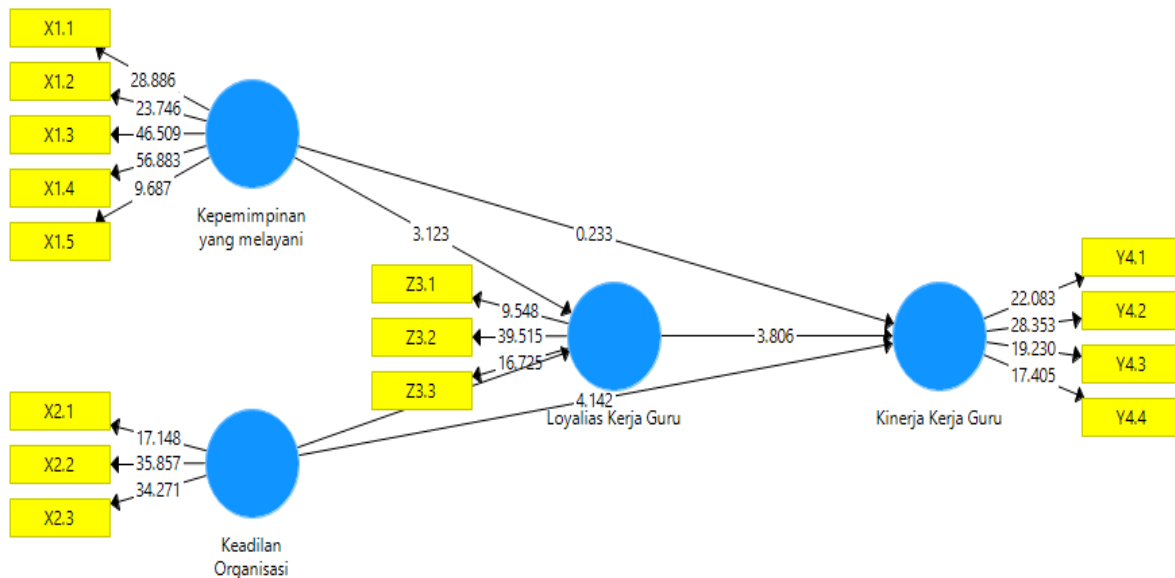
Sumber: Data diolah menggunakan SmartPLS 3.0

Description: KM: Servant Leadership LK: Job Loyalty  
 KO: Organizational Justice KG: Teacher Performance

The effect size results with a criterion of  $F2 > 0.35$  are as follows: servant leadership on job loyalty is 1.142. A moderate effect size is observed in the influence of servant leadership on teacher performance (0.190), organizational justice on teacher job loyalty (0.190), and teacher job loyalty on teacher performance (0.189). A small effect size is found in organizational justice on teacher performance (0.001).

The relationships and interconnections between the variables of servant leadership and organizational justice on teacher performance, mediated by teacher job loyalty, are presented in Figure 2 or Table 4.

**Figure 2. Bootstrap Analysis Results**



**Table 4. Bootstrap Analysis Results**

	Model	Original Sample	T Statistics	P Values
H1	Servant Leadership -> Teacher Performance	0,019	0,229	0,819
H2	Organizational Justice -> Teacher Performance	0,404	4,014	0,000
H3	Teacher Job Loyalty -> Teacher Performance	0,434	3,676	0,000
H4	Servant Leadership -> Teacher Job Loyalty	0,276	3,203	0,001
H5	Servant Leadership -> Teacher Job Loyalty -> Teacher Performance	0,120	2,273	0,023
H6	Organizational Justice -> Teacher Job Loyalty	0,676	8,583	0,000
H7	Organizational Justice -> Teacher Job Loyalty -> Teacher Performance	0,294	3,248	0,001

Source: Data processed using Smart-PLS 3.

Out of the seven hypotheses proposed, six hypotheses were accepted, and one hypothesis was rejected. The hypothesis that was not accepted is the influence of servant leadership on teacher performance. The P-value for servant leadership on teacher performance is greater than the threshold of 0.05, while the T-statistic value is less than 1.645, indicating the absence of a positive influence on that variable. On the other hand, the testing of the other hypotheses shows that the P-value is less than alpha 0.05, and the T-statistic value is greater than the critical value at one-sided alpha 0.05, which is 1.645.

## Discussion

Servant leadership has a negative and non-significant influence on teacher performance, indicating no relationship between the two variables. These outcomes are consistent with the research by Fathur (2018), which explains the negative impact of leadership style on employee performance. The research by Saputri & Andayani (2018) also elaborates on the lack of influence of leadership on employee performance based on their research conducted at PT Cladtek Bi-Metal Manufacturing Batam. This occurs because servant leadership does not foster a positive and supportive work environment, causing teachers to feel undervalued for their contributions. The absence of extensive leadership supervision of teacher performance explains the negative and non-significant results of this research. Fathur's (2022) research supports the statement that management style does not impact performance; rather, motivation has a more significant positive influence (Saputri & Andayani, 2018).

Organizational justice demonstrates a positive and significant influence on teacher performance in this research, indicating an interconnection between two variables that suggests that when organizational justice is effectively implemented, teacher performance will improve. Research by Ananta (2020) and Sudibjo (2021) supports this statement with similar outcomes regarding the significant positive impact of organizational justice on teacher performance. Job satisfaction arises from employees' perceptions of fairness in decision-making by their leaders, thereby influencing performance significantly. Organizational justice, when implemented with a servant leadership style, leads to employee satisfaction and positively affects performance.

Teacher job loyalty has a positive and significant impact on performance, indicating that the higher the level of teacher loyalty, the greater their performance will be. Research by Triyono & Sumardjo (2018) revealed similar results, as teachers with high loyalty tend to have greater motivation and dedication in their work, fulfilling their duties and responsibilities diligently. High job loyalty among teachers fosters their openness to development and innovation in teaching and positively influences their performance in terms of innovative teaching, technology utilization, competency and character development of students, effective classroom management, and curriculum implementation (Wibowo, 2021; Wijaya & Dwiprahasto, 2020; Wulandari & Kurniawan, 2021; Sari & Widodo, 2021; Handayani & Nurcahyo, 2021). Teachers with high job loyalty are more inclined and capable of implementing a curriculum tailored to students' needs, which contributes to their achievement and serves as an indicator of performance attainment.

Servant leadership positively influences and significantly impacts teacher job loyalty, indicating that the better the servant leadership style, the higher teacher job loyalty will be. The positive and significant influence of servant leadership on loyalty has been found to affect teacher performance according to Mira & Margaretha's (2012) research. Genuine, voluntary, and fair service can enhance positive behaviors beyond teachers' duties and responsibilities to foster loyalty that, in turn, affects performance. Factors influencing the type of leadership that can enhance loyalty include leaders paying attention to employee relationships, instilling trust, managing task and duty assignments, and involving teachers in idea generation and decision-making processes.

Teacher job loyalty can mediate the impact of servant leadership on teacher performance, indicating that when loyalty is high and servant leadership is effective, teacher performance will improve. Research supporting similar

outcomes has been presented by Mira & Margaretha (2012) regarding the influence of loyalty as a mediator of servant leadership on teacher performance. The targeted application of servant leadership that involves all employees in the decision-making process will influence employee loyalty, which directly contributes to improved performance due to a sense of fairness and appreciation.

Organizational justice has a positive and significant influence on teacher job loyalty, indicating an interrelationship between variables that suggests that the better the implementation of organizational justice, the higher the loyalty of teachers in the school. Sudibjo & Ananta's (2021) research supports this statement with similar results, showing a significant positive influence of organizational justice on loyalty, which impacts teacher performance. The ability of a servant leader to provide fairness to all employees will result in their commitment and loyalty, thus increasing their performance because they feel involved in decision-making processes, appreciate their tasks and responsibilities, and are motivated in their work.

Teacher job loyalty can mediate organizational justice's impact on teacher performance. The research results indicate that there is a relationship between organizational justice and teacher performance through loyalty. Therefore, when organizational justice is effectively implemented, it will influence loyalty, which in turn affects the increasingly improved teacher performance. Research supporting the significant influence of organizational justice on loyalty, which impacts performance, was presented by Sudibjo & Ananta (2021). Servant leadership with the implementation of organizational justice involving all its members will encourage teacher commitment and job loyalty, resulting in a significant improvement in performance.

## CONCLUSION

Servant leadership has a negative and insignificant influence on teacher performance, while organizational justice and job loyalty have a positive and significant impact. Servant leadership and organizational justice have a positive and significant impact on teacher job loyalty. Job loyalty can mediate the effects of servant leadership and organizational justice on teacher performance.

## SUGGESTION

The school principal is expected to consistently apply servant leadership indicators and conduct regular supervision in an effort to enhance and develop teacher performance. The improvement of job loyalty efforts through training and career development..

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