

The Role of Job Satisfaction in Mediating Green Organizational Culture and Servant Leadership on Lecturer Performance in Indonesia

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Abstract. The objective of this study is to investigate how work satisfaction mediates the relationship between green organizational culture and servant leadership on lecturer performance in Sibolga City and Central Tapanuli, North Sumatra Province, Indonesia. This study employs a quantitative methodology, utilizing surveys as quantitative instruments to gather research data. The study focused on the demographic of PTS professors located in Sibolga City and Central Tapanuli, inside the North Sumatra Province of Indonesia. The study included a population of 120 instructors from 8 private campuses in Sibolga City, Indonesia, for a total of 375 individuals. The sample strategy employed was purposive random sampling. The selection criteria involve instructors with over 15 years of tenure. A total of 120 professors were selected as research samples. The findings demonstrate a favorable correlation between servant leadership ($\beta=0.54$) and green corporate culture ($\beta=0.54$) and professor job satisfaction. Furthermore, the variables of servant leadership ($\beta=0.47$), green organizational culture ($\beta=0.40$), and work satisfaction ($\beta=0.91$) individually demonstrate a significant positive association with increased lecturer performance. Job satisfaction had a role in connecting the favorable impacts of servant leadership ($\beta=0.82$) and green corporate culture ($\beta=0.39$) to professor performance.

Keywords: Green Organizational Culture, Servant Leadership, Job Satisfaction, Lecturer Performance

1. Introduction

Presently, higher education is seen as a platform where students have the opportunity to enhance both their soft talents and hard skills (Mohamud, 2024). Many countries continue to strive to improve the quality of education in their tertiary institutions (Megdadi, 2024). The country will make lecturers the main capital in the development of the quality of education (Purwati, 2023). This is what the Indonesian government is also doing to continue to improve the equitable distribution of the quality of education. Currently, quality education centers are only centralized in big cities such as Jakarta, Bandung, Yogyakarta, Surabaya, Makassar, and Medan. Of course, this will have a fundamental difference, especially for private universities in the regencies

Sibolga City is one of the regions in North Sumatra Province, especially in the Medan area. Currently, there are eight private universities that are engaged in improving the quality of human resources. Changes in business environment conditions encourage private universities to continue to innovate learning to support the quality of their graduates. This aims to meet the expected value of users both in the industrial world and the Indonesian government. This factor is needed to determine the quality of lecturers in providing knowledge and experience to students.

Lecturer performance can be interpreted as the ability of lecturers to carry out their three main tasks, which have been known as the tridarma of higher education (Mursid, 2021). These three elements, namely, first, lecturers are required to be skilled in providing quality learning; second, lecturers are required to produce good-quality research; and third, lecturers are required to share their knowledge with the community or industrial world (Caulkins, 2022). Lecturer performance has a major impact on improving university rankings. Furthermore, lecturer performance is also a top priority in determining the results of study program accreditation (Hsin, 2024). The fact that so far what has happened in Sibolga City is that many private lecturers who teach at the eight universities are still considered far from what is expected. This condition can be seen from the results of university accreditation, which is still not good, the quality of research results that are able to penetrate international journals, and the lack of copyright from research results.

Lecturer satisfaction is currently considered an important factor in supporting the optimization of lecturer performance (Binh, 2023). Lecturer satisfaction is able to encourage them to work with high totality. The results of research (Alshemmari, 2023) state that the element of satisfaction is considered worthy of attention, especially for university leaders. One form of effort to increase lecturer satisfaction is by providing assistance for further education (Woehler, 2021). The university leaders provide full financial assistance for six semesters to permanent lecturers (Liu, 2021). The fact that there are private universities in Sibolga City that have provided educational assistance programs is stated in a work contract, which generally contains the obligation of permanent lecturers to devote 7 years. Lecturers are not allowed to move to other universities and are not allowed to become officials at other universities. Furthermore, in addition to the further education provided, the college leadership also gives awards to permanent lecturers who are able to produce reputable international journals such as Scopus and Web of Science.

Green organizational culture is currently starting to become a concern for higher education institutions in improving lecturer performance (Wulandari, 2022). Currently, universities continue to strive to increase the value of excellence compared to other universities through environmentally friendly activities (Otrębski, 2022). Universities implement a green culture to minimize operational costs (Hulu, 2022). To support a green culture, leaders establish policies that must be implemented by all parties, such as staff, lecturers, and students (Garcia, 2022). All activities in higher education use application devices that have been designed to help during the process of activities in higher education (Atan, 2021). The use of paper creates an environmentally friendly atmosphere. Then lecturers must not be allowed to bring food that has plastic

packaging material (Wang, 2021). However, the fact is that so far, the green organization in private universities in Sibolga City has had an information technology-based administration system for providing services to students. However, the existing system does not work well. The low understanding and awareness of lecturers means that green organizational culture is not optimally able to improve the quality of lecturers' work. Previous research results show that green organizational culture has a significant effect on job satisfaction (Stamati, 2023)(Mahto, 2021). Furthermore, (Ferreira, 2022) also stated that green organizational culture and behavior are also able to encourage the quality of the work of lecturers.

Servant leadership is an aspiration cherished by educators in Indonesia. (Sahibzada, 2021) argues that many academics believe that higher education leaders serve as a means for the Foundation to further its own personal agenda. Servant leadership is a leadership style at universities that emphasizes fairness, respect, and the provision of favorable treatment towards the job outcomes of lecturers (Buntuang, 2021). Currently, it is observed that in private universities in Sibolga City, the leaders of higher education institutions are perceived to favor the interests of the Foundation over the interests of the lecturers. Higher education administrators prioritize the security of the Foundation over advocating for the wellbeing of professors. Furthermore, the Foundation unequivocally upholds its authority to select and terminate the president of this university. The current senate is not functioning according to the prescribed guidelines. According to the findings of (Supriyanto, 2022)(Ryhal, 2021), servant leadership has a notable impact on the work satisfaction of lecturers. The research findings by (Irawan, 2022) further validate that servant leadership qualities have the potential to enhance the work quality of tenured teachers at private universities.

This research is very important to carry out in an effort to improve the performance of lecturers in supporting the quality of education in Indonesia, especially in areas far from the central government. Furthermore, this research is also considered urgent for leaders of private universities to improve university rankings and increase study program accreditation.

2. Literature Review

2.1 Lecturer Performance

The role of lecturers in supporting the learning process for students cannot be separated (S. B. E. E. N. Y. L. Nasib, 2023). Lecturers with maximum performance will be actively encouraged to motivate students to improve the quality of college graduates (Fitriano, 2023). Lecturer performance is also correlated with the results of joint research with students (F. R. A. L. Nasib, 2023). The results of the research carried out will also present community service programs through counseling or training on the problems faced (Syaifuddin, 2022). Lecturer performance is currently also measured by the lecturer's ability to produce papers of the highest quality, especially those that have been indexed in the Web of Science (WoS) and Scopus databases (Istiyonio, 2022). As a result, university rankings will also experience a significant increase compared to other universities (Setiawati, 2021). This condition means that university leaders have set a minimum performance for their lecturers in making a real contribution, especially increasing university rankings (Mish, 2020).

2.2 Job Satisfaction

A lecturer's job satisfaction is a university's main priority in providing welfare guarantees (Liu, 2021). Providing a decent salary and providing harmonious behavior is what university leaders strive for (Kurniasih, 2021). Lecturers have expectation values that change from time to time according to the conditions of the time (Kim, 2021). The many demands from universities make lecturers continue to be productive in producing their work to support the achievement of higher education goals (Osam, 2021). Often, lecturers who do not receive proper recognition and exhibit bad behavior encourage a lecturer to

move to another university (So, 2021). Currently, many universities implement a recruitment pattern for permanent lecturers based on specific requirements such as having a doctoral education, having published scientific works in international journals, having books, and copyrighting the work they have produced (Simut, 2021). Universities will try to poach permanent lecturers from other universities who are deemed worthy to help improve higher education performance (Stamati, 2023). Research results (Udin, 2021)(P. F. Endri, 2022)(Aggarwal, 2021) state that job satisfaction directly has a significant effect on lecturer performance.

H1: Job satisfaction has a significant effect on lecturer performance.

2.3 Green Organizational Culture

Green organizational culture can be interpreted as efforts by universities to present environmentally friendly commitments and policies during the educational activity process (Stamati, 2023). Green organizational culture starts with the values of higher education as a basis for determining policies (Hulu, 2022). Lecturers who share the values of an environmentally conscious organization may feel more emotionally connected to their goals for work (Chen, 2021). This can increase their sense of enjoyment because they feel that they are working in an environment that supports the ideas they believe in (M. A. M. A. S. H. M. Sajjad, 2021). An environmentally conscious organizational culture often encourages active participation from lecturers in environmental conservation efforts (Santos, 2023). Lecturers are given the opportunity to work on interesting and significant initiatives outside of their teaching responsibilities, which can increase job satisfaction (Ferreira, 2022). Green culture organizations often provide awards or recognition to individuals or teams who contribute to environmental activities (Setini, 2021). This award can increase lecturer satisfaction because it makes them feel appreciated for their contributions. One form of environmentally friendly policy in higher education is the policy of online final assignment guidance, waste recycling in the campus environment, sustainable tree planting programs, use of renewable energy, environmentally friendly culture education on campus, and use of environmentally friendly transportation (Wulandari, 2022). The results of research conducted by (Zainol, 2023)(Wang, 2021)(Stamati, 2023) state that green organizational culture has a significant effect on job satisfaction. Furthermore, (Hulu, 2022) also emphasized the point that a green organizational culture is considered important in encouraging maximum lecturer performance.

H2: A green organizational culture directly has a significant effect on lecturer job satisfaction.

H3: Green organizational culture directly has a significant effect on lecturer performance.

H4: A green organizational culture indirectly has a significant effect on lecturer performance through lecturer job satisfaction.

2.4 Servant Leadership

Basically, the servant leadership style fosters an environment where leaders strive to serve and support their team members (Abdullah, 2022). In an academic environment, this can influence lecturer satisfaction by paying attention to their needs, offering support, and fostering a more enjoyable work environment (Supriyanto, 2022). Servant leadership leaders really pay attention to the welfare of lecturers (Gaskin, 2022). Leadership builds a more supportive work atmosphere, pays attention to work-life balance, and reduces stress factors that can interfere with satisfaction by prioritizing lecturer needs (Lengkong, 2023). Servant leadership is able to appreciate all input from lecturers in improving the existing service system in higher education. Research results (Ryhal, 2021)(Buntuang, 2021) state that servant leadership has a significant effect on lecturer job satisfaction. Furthermore, (Alemayehu, 2021) also stated that servant leadership is considered to have an important contribution to make in improving the quality of work.

H5: Servant leadership directly has a significant effect on lecturer job satisfaction.

H6: Servant leadership directly has a significant effect on lecturer performance.

H7: Servant leadership culture indirectly has a significant effect on lecturer performance through lecturer job satisfaction.

3. Methodology

This study employs a deductive research methodology, namely utilizing theory as the primary foundation and subsequently integrating it with the outcomes of data analysis (Rahayu, 2020). A quantitative method integrates deductive reasoning with empirical research to uncover and elucidate behavior and trends (Pratama, 2020). This study employs ideas pertaining to variables, including the source theory of green organizational culture, servant leadership, work happiness, and lecturer performance, as outlined in prominent scholarly publications.

This study employed a cross-sectional methodology, encompassing a sample size of 120 individuals, namely consisting of all permanent instructors in Sibolga City. Non-parametric statistics is applied to Likert scale ordinal data that is generated by categorization or classification. This indicates that the data does not follow a normal distribution, hence removing the requirement for assumptions of normality and testing for outliers (Indri, 2021). The data were examined using the Partial Least Squares (PLS) approach, which does not make any assumptions about the distribution of parameter estimates. Consequently, there is no need to test the importance of parameters (Hoai, 2021).

This study also utilizes partial least squares structural equation modeling (PLS-SEM) to examine the data and present evidence of its reliability and validity. PLS-SEM is particularly advantageous when working with a small sample size and a complicated model (Nyoto, 2023). According to (Istiyonio, 2022), the PLS-SEM method is well acknowledged for its strong performance when dealing with small sample sizes and non-normal data. PLS-SEM has high efficacy when applied to small sample sizes and intricate models, while also exhibiting less reliance on assumptions regarding the underlying data (Fadli, 2023). PLS-SEM is capable of effectively managing both reflective and formative measurement models, as well as single-item constructs, without encountering any identification issues. In addition, Partial Least Squares Structural Equation Modeling (PLS-SEM) typically exhibits excellent levels of statistical power even when using small sample sizes. Hence, it may be utilized in many study scenarios (Pasaribu, 2024). PLS-SEM has the benefit of enabling researchers to target very particular populations (F. R. A. L. Nasib, 2023). PLS-SEM is a favorable option because to its enhanced statistical power, which implies that the model parameters remain rather stable even when new samples are drawn from the whole population (Siregar, 2022).

The questionnaire comprises screening questions, respondent identification, and questions relating to variables. The questionnaire employs a five-point Likert scale, which is a useful evaluation instrument for research employing interval scales, ensuring consistent intervals between response categories (Syaifuddin, 2022). This article focuses on the application of the Likert rating scale, a fixed format rating scale used to quantify psychometric factors (Rusiadi, 2023). The scale is a highly prevalent tool for assessing opinions, preferences, and attitudes, as shown by research (Binh, 2023). The Likert scale is a type of ordinal data that is used to rank perceptual indicators (Alshemmari, 2023). This ranking is based on the arrangement of things in ascending order of size or in descending order of magnitude. The Likert rating scale may be arranged with a range of two to eleven response points. As the number of response points grows, the scale becomes more reliable, exhibits stronger criterion validity, and better distinguishes between participant evaluations (Upadhyay, 2023).

This study utilizes a five-point Likert scale, which is a necessary component of a psychometric scale (Fang, 2023). The decision to employ a five-point Likert scale was based on its capacity to ensure indicator

reliability and facilitate respondents' comprehension and distinction of each point on the scale. This, in turn, enhances the processing of information derived from the collected data (Fitriano, 2023). These scales are essential for capturing the complexity of variables with multiple dimensions. In addition, the determination of the scale is influenced by the variables under investigation, constraints on questionnaire space, and the characteristics of the participants. The following table, Table 1, presents a measuring scale for variables that is constructed using indicators. The expectation is that the indicators employed will adequately represent the measurement of study variables.

Table 1. Measurement of Research Variables

| | | |
|------------------------------|---|-----|
| Lecturer Performance | Having comprehensive, engaging, and up-to-date teaching materials | LF1 |
| | Possess compelling communication abilities that captivate kids | LF2 |
| | Proficiency in producing scholarly works for international journals | LF3 |
| | Possessing an internationally renowned research network | LF4 |
| | Possessing an internationally recognized professional certification | LF5 |
| | Possessing creations that may be utilized by the community | LF6 |
| Job satisfaction | The basic salary is in accordance with the local regulations | JT1 |
| | Provision of educational grant for textbooks | JT2 |
| | Assistance for international journal publication | JT3 |
| | PhD education support | JT4 |
| | The ease of administration in submitting rank applications | JT5 |
| | Support for global legal procedures | JT6 |
| Green Organizational Culture | Lecturer's knowledge of sustainable green culture matters | GC1 |
| | Understanding of the issue of green culture | GC2 |
| | The existence of a green culture policy | GC3 |
| | The presence of rewards for green cultural behavior | GC4 |
| | The presence of technology in supporting green culture | GC5 |
| Servant Leadership | The leadership is committed to advocating for the rights of lecturers | SP1 |
| | The leadership have the ability to address faculty grievances | SP2 |

| | | |
|--|--|-----|
| | The leader demonstrates empathy with the issues faced by the lecturers | SP3 |
| | The leadership is capable of setting a good example | SP4 |
| | Capable of unifying the existing differences among each lecturer | SP5 |
| | Having a desire to learn from subordinates | SP6 |
| | Recognizing one's own weaknesses | SP7 |

Origin: Analyzed by scholars (2023)

Jumlah maksimum item per skala akan bergantung pada kompleksitas variabel yang diukur. Skala tipe Likert lima poin dipilih dengan menyelidiki perbedaan budaya dan demografi lainnya seperti jenis kelamin dan usia dalam penelitian ini (Leung, 2011). Lebih lanjut, skala tipe Likert lima poin lebih disukai masyarakat umum (Weijters et al., 2010) dan mampu mengungkapkan pernyataan responden secara tepat dan nyaman (Krosnick dan Fabrigar, 1997). Skala Titik Tengah telah menunjukkan validitas yang baik terhadap versi skala penuh yang setara (Nagy, 2002). Selain itu, beberapa peneliti berpendapat bahwa pengukuran satu item mungkin lebih disukai daripada skala multi-item (Postmes dkk., 2013).

The upper limit of items per scale will vary based on the intricacy of the variable being assessed. In this study, the choice of a five-point Likert-type scale was based on an examination of cultural variations and other demographic factors, such as gender and age (Elazzazy, 2023). In addition, the general public has a preference for the five-point Likert type scale, as indicated by (Savvidou, 2023). This scale allows respondents to express their statements accurately and easily, as noted by (Syafrial, 2023). The Midpoint Scale has exhibited strong validity when compared to an analogous full scale version (Giannakopoulos, 2023). In addition, several studies have contended that single-item measures may be more advantageous compared to multi-item scales (Roz, 2023).

4. Research Results

Respondent characteristics

The gender distribution of research respondents may be elucidated from a sample size of 120 participants, as presented in the subsequent table:

Table 2. Analysis of Respondent Demography

| Demography | Category | Freq | Percentage |
|------------|------------|------|------------|
| Gender | Male | 37 | 31% |
| | Female | 83 | 69% |
| | Total | 120 | 100% |
| Age | 30-39 Year | 0 | 0% |
| | 40-50 Year | 9 | 8% |
| | > 50 Year | 111 | 93% |
| | Total | 120 | 100% |

According to the provided data, 37 individuals, accounting for 31% of the total respondents, were male. On the other hand, 83 individuals, making up 69% of the total respondents, were female. In addition, there

are no participants in the age range of 30-39 years. There were 9 respondents between the ages of 40 and 50, accounting for 8% of the total. The other 111 respondents were beyond the age of 50, making up 93% of the total.

Measurement Model Analysis (Outer Model) Convergent Validity Test

Table 3. Convergent Validity Test Results

| Indicator | Outer Loading |
|-----------|---------------|
| LF1 | 0,903 |
| LF2 | 0,976 |
| LF3 | 0,874 |
| LF4 | 0,983 |
| LF5 | 0,971 |
| LF6 | 0,907 |
| JT1 | 0,935 |
| JT2 | 0,916 |
| JT3 | 0,939 |
| JT4 | 0,933 |
| JT5 | 0,984 |
| JT6 | 0,957 |
| GC1 | 0,842 |
| GC2 | 0,873 |
| GC3 | 0,859 |
| GC4 | 0,875 |
| GC5 | 0,856 |
| SP1 | 0,778 |
| SP2 | 0,772 |
| SP3 | 0,753 |
| SP4 | 0,737 |
| SP5 | 0,768 |
| SP6 | 0,743 |
| SP7 | 0,771 |

From the provided image, it can be inferred that all indicators in the model have values over 0.7, indicating their reliability in assessing research variables. Therefore, it may be utilized for subsequent analysis.

Average Variance Extracted (AVE)

The results of data processing show that:

Table 4. Average Variance Extracted (AVE)

| Research Variables | Average Variance Extracted (AVE) |
|-----------------------------------|----------------------------------|
| Green Organizational Culture (X1) | 0,953 |

| | |
|--------------------------|-------|
| Servant Leadership (X2) | 0,719 |
| Job Satisfaction (Z) | 0,895 |
| Lecturer Performance (Y) | 0,962 |

Based on the table above, it can be observed that the average variance extracted (AVE) values for each variable are over 0.5. Thus, it can be stated that overall, the average variance extracted (AVE) has achieved a satisfactory level.

Construct Reliability Test

The results of data processing show that:

Table 5. Construct Reliability

| Research Variables | Composite Reliability |
|-----------------------------------|-----------------------|
| Green Organizational Culture (X1) | 0,837 |
| Servant Leadership (X2) | 0,965 |
| Job Satisfaction (Z) | 0,824 |
| Lecturer Performance (Y) | 0,898 |

According to the provided data, it is evident that the average value exceeds 0.5. Given that the composite reliability value exceeds 0.7, it can be inferred that the indicators utilized in this study has a strong capacity to accurately measure.

Measurement Model Analysis (Inner Model) Coefficient of Determination (R²)

Table 6. R-Square

| | R Square | R Square Adjusted |
|--------------------------|----------|-------------------|
| Job Satisfaction (Z) | 0.776 | 0.788 |
| Lecturer Performance (Y) | 0.836 | 0.854 |

The given data indicates that the Adjusted R Square value for the job satisfaction variable in this research is 0.788 or 78.8%. Green organizational and servant leadership components account for 78.8% of the model's effect, with the remaining 21.2% being attributed to other variables. In addition, the Adjusted R Square value for the lecturer performance variable is 0.854, which is equivalent to 85.4%. This implies that green organizational practices, servant leadership, and work happiness collectively account for 85.4% of the model, with the remaining 14.5% being attributed to additional factors not related to green organizational practices, servant leadership, and job satisfaction.

Hypothesis Testing Results

Table 7. Research Hypothesis Test Results

| | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics (O/STDEV) | P Values |
|--|---------------------|-----------------|----------------------------|--------------------------|----------|
| Green organizational culture -> Job satisfaction | 0,541 | -0,560 | 0,088 | 6,134 | 0,000 |

| | | | | | |
|---|-------|--------|-------|-------|--------------|
| Servant leadership -> Job satisfaction | 0,544 | 0,580 | 0,171 | 3,178 | 0,002 |
| Green organizational culture -> Lecturer performance | 0,402 | -0,380 | 0,131 | 3,076 | 0,002 |
| Servant leadership-> Lecturer performance | 0,474 | 0,433 | 0,211 | 2,248 | 0,025 |
| Job satisfaction -> Lecturer performance | 0,909 | 0,928 | 0,101 | 9,043 | 0,000 |
| Green organizational culture -> Job satisfaction-> Lecturer performance | 0,390 | 0,370 | 0,200 | 3,910 | 0,003 |
| Servant leadership -> Job satisfaction-> Lecturer performance | 0,820 | 0,790 | 0,130 | 6,160 | 0,000 |

Source: Smart PLS (2023)

The Impact of a Green Organizational Culture on Lecturer Job Satisfaction

The table above demonstrates that there is a direct and substantial impact of green organizational culture on work satisfaction among academics in Sibolga Regency. The findings of this study are consistent with previous studies conducted by (Atan, 2021)(Setini, 2021)(Wulandari, 2022), which indicate that green corporate culture has a substantial impact on professor job satisfaction. Furthermore, the findings of (Wang, 2021) research validate the necessity of adopting a green organizational culture as a compulsory requirement for lecturers seeking employment in higher education. In addition, (Ferreira, 2022) elucidated that the absence of consequences for professors who breach the green culture code of ethics poses challenges for colleges in establishing a favorable reputation in a nation. The outcomes of this research suggest that the green culture in private universities in Sibolga City is presently not being implemented properly. Private universities in Sibolga City now lack a green organizational culture application to enhance the educational process. Presently, the final assignment guidance procedure still relies on manual paper usage. Consequently, students and lecturers continue to rely on paper for the completion of their final tasks.

The Impact of Servant Leadership on Lecturer Job Satisfaction

The table above demonstrates that servant leadership has a direct and substantial impact on work satisfaction among lecturers in Sibolga Regency. The findings corroborate the study outcomes (Ryhal, 2021)(Buntuang, 2021)(Gaskin, 2022) that assert the substantial impact of servant leadership on lecturer satisfaction. (Alemayehu, 2021) asserted that a leader's capacity to comprehend the specific challenges encountered by each person might foster a constructive sense of work consciousness. In addition, according to (Supriyanto, 2022), leaders that adopt a service-oriented approach prefer to treat their subordinates with a familial attitude. The outcomes of this research indicate that the heads of private universities in Sibolga City are seen to lack effective servant leadership qualities. This is evident from the leadership appointments, since they still maintain familial connections with the owner. The actions made often solely provide advantages for the proprietor. Several lecturers' interests cannot be effectively advocated for as before assured. The provision of study permits, payment of honorariums for final assignment supervision, and aid for publishing of scientific articles are not executed in a professional manner.

The Impact of Green Organizational Culture on Lecturer Performance

The table above demonstrates that there is a direct and significant impact of green organizational culture on Lecturer performance in Sibolga Regency. The findings align with previous studies conducted by

(Melhem, 2021)(Wang, 2021)(Garcia, 2022), which indicate that green corporate culture has a substantial impact on lecturer performance. Moreover, the research findings (Mahto, 2021) underscore the need of adopting a green organizational culture, which should be embraced by both educators and students to enhance the educational process. (Bentahar, 2021) also asserted that the integration of a green organizational culture should be a compulsory annual initiative included into the community service procedure. The outcomes of this research indicate that lecturers have introduced a green organizational culture. However, this activity is not being conducted in a systematic and consistent manner. The implementation of a green corporate culture has mostly taken the form of a clean living awareness campaign that has been disseminated to the local community.

The Impact of Servant Leadership on Lecturer Performance

The table above demonstrates that servant leadership has a direct and substantial impact on the performance of lecturers in Sibolga Regency. The findings of this study align with the findings of previous studies performed by (Ryhal, 2021)(Irawan, 2022)(Ghanbari, 2022), which indicate that servant leadership has a notable impact on the performance of Lecturers. Moreover, findings from the study conducted by (A. Sajjad, 2022) further validate the significance of servant leadership as a crucial component in fostering a cohesive work team and enhancing the reputation of higher education. According to the findings of research (Truong, 2021), servant leadership has the potential to decrease lecturers' inclination to transition to different colleges. The outcomes of this research suggest that lecturers' contentment with the treatment they receive from higher education executives is currently insufficient to create a sense of workplace comfort. A significant number of teachers from Sibolga have relocated to the central area of Medan, Indonesia, in search of institutions that are considered to offer optimal working conditions.

The Impact of Job Satisfaction on Lecturer Performance

The table above demonstrates a direct and strong impact of work satisfaction on Lecturer performance in Sibolga Regency. The findings align with the research conducted by (Udin, 2021)(P. F. E. Endri, 2022)(Aggarwal, 2021), which assert that work happiness has a notable impact on enhancing lecturer performance. According to the findings of research (Maheshwari, 2022), unhappiness with lecturers may be attributed to the insufficient dedication of university owners and leaders in ensuring the well-being of their faculty. Moreover, a study conducted by (Woehler, 2021) indicates that the elevated level of professor turnover intention at this university stems from the inadequate provision of lecturer welfare and the failure to secure their entitlements. The outcomes of this research suggest that professor satisfaction in Sibolga City is insufficient. The monthly wage received is still insufficient. The pay obtained is below the minimum wage in Sibolga City. The findings demonstrate that exclusively instructors who are 50 years old or older continue to be employed at institutions in Sibolga City. Presently, professors in the age range of 25 to 45 years tend to relocate to the city core of Medan City. Typically, the well-being aspect is a compelling motive to transfer to a more health-conscious university.

The impact of a green organizational culture on lecturer performance through job satisfaction

The table above demonstrates that work happiness indirectly mediates the strong impact of green organizational culture on lecturer performance in Sibolga Regency. The findings align with previous studies conducted by (Altinay, 2022)(Zainol, 2023)(Otrębski, 2022), which indicate that a green corporate culture has a substantial impact on enhancing lecturer performance by fostering work satisfaction. Moreover, findings from a study conducted by (F. R. A. L. Nasib, 2023) indicate that it is suitable to issue warnings to professors who fail to adhere to the environmentally conscious practices prevalent in universities for the purpose of establishing sustainable campuses. Moreover, it affirms that the code of ethics for fostering a

green corporate culture is limited to obligatory requirements that must be adhered to by each individual. The outcomes of this research suggest that the adoption of a green organizational culture by academics in Sibolga City is not perceived as a mandatory need. Due to the lack of a comprehensive green organizational culture application framework and enforceable laws, only a limited number of lecturers actively engage in green culture practices. The idea of green organizational culture has not been widely recognized as a benchmark for quality in higher education.

The Impact of Servant Leadership on Lecturer Performance through Job Satisfaction

The chart above demonstrates that work satisfaction serves as a strong mediator between servant leadership and lecturer performance in Sibolga Regency. The findings of this study align with previous studies conducted by (Elche, 2023)(Sahibzada, 2021)(Khan, 2022), which indicate that servant leadership has a substantial impact on professor performance by enhancing work satisfaction. The research findings of (Lengkong, 2023) also affirm that enhancing the quality of teaching in higher education hinges on the capacity of higher education leaders to foster work satisfaction among their lecturers. Moreover, as stated by (Bevanda, 2022), servant leadership is an essential requirement in the tertiary sector to enhance competitive advantage. The findings of this research indicate that higher education leaders in Sibolga City display a lack of concern, as evidenced by the growing number of young lecturers who choose to relocate to Medan, Indonesia. These lecturers seek professional higher education institutions in Medan, which are believed to offer better welfare opportunities.

5. Conclusion

This research aimed to explain the relationships between green culture, servant leadership and lecturer job satisfaction and performance using quantitative survey methods. Results indicated that servant leadership and green culture were both uniquely associated with higher lecturer satisfaction. Additionally, servant leadership, green culture, and satisfaction each positively predicted lecturer job performance, with lecturer satisfaction mediating the effects of servant leadership and green culture on performance. Study limitations included reliance on cross-sectional self-report data. Future inquiries should incorporate experimental or longitudinal approaches to uncover the nuanced mechanisms by which leadership style and culture interact to empower lecturers professionally across cultural contexts. Practical recommendations center on emphasizing servant leadership behaviors and establishing environmentally sustainable cultures to support lecturer retention and excellence in Indonesia's rapidly growing higher education landscape.

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