

## Servant Leadership and Catechist Performance: The Mediating Roles of Professional Commitment and Competence among Generation X and Y in the Diocese of Jakarta

Hendro Budiyanto <sup>1\*</sup>, Setyo Riyanto <sup>2</sup>, Mafizatun Nurhayati <sup>2</sup>, Singmin Johanes Lo <sup>2</sup>

<sup>1\*</sup> Doctoral Program Management, Faculty of Economics and Business, Mercu Buana University, Jakarta, Indonesia

<sup>2</sup> Faculty of Economics and Business, Mercu Buana University, Jakarta, Indonesia

*hendrobud79@gmail.com (Corresponding author)*

**Abstract.** This study investigates the influence of servant leadership on the performance of Generation X and Generation Y catechists in the Diocese of Jakarta, Indonesia. The research examines the mediating roles of professional commitment and competence in the relationship between servant leadership and catechist performance. Using a quantitative approach and structural equation modeling with partial least squares (SEM-PLS), the study analyzes data from a sample of 152 catechists (81 from Generation X and 71 from Generation Y) working in various regions of the Jakarta Archdiocese. The findings reveal that servant leadership has a positive and significant impact on catechist performance, professional commitment, and competence for both Generation X and Generation Y. Professional commitment and competence also positively influence catechist performance and mediate the relationship between servant leadership and performance. The study contributes to the understanding of servant leadership in religious education contexts and offers practical implications for enhancing the performance of catechists through leadership development and fostering professional commitment and competence.

**Keywords:** Servant Leadership, Professional Commitment, Competency, Catholic Community Guidance Area (BIMAS), Catechist performance.

## **1. Introduction**

Education is an effort that is carried out consciously as a form of the process of developing the potential, personality, and knowledge of students. The success of the educational process is influenced by various factors, one of which is the leading factor in the teacher, in this case, the Catholic religion teacher who, in the dictionary of the Catholic Church, is called the term 'Catechist'. Educational leadership becomes critical in directing, influencing, and motivating people to have academic knowledge and achieve educational goals.

Article 10 of the 2014 Teacher and Lecturer Law explains the Performance of the teacher profession assessed by the teacher's personality in general, the teacher's understanding of the vision, mission, and goals of the school, the quality of teacher work, the ability to manage the learning process and the professional development of teachers.

The Archdiocese of Jakarta (KAJ) has 12 commissions, one of which is the KAJ Catechetical Commission. These commissions are the Diocesan apparatus tasked with assisting in administrating the Diocese's pastoral mutual in some rural regions. As one of the institutional apparatuses in the Archdiocese of Jakarta, the Catechetical Commission emphasizes its institutional practice as a service organization. In the 2014 Guidebook for Pastoral Mutual Commissions of the Archdiocese of Jakarta, there is an understanding that the Catechetical Commission is a diocesan tool to encourage and facilitate the implementation of pastoral catechesis (read Catholic faith education) so that the faith of believers becomes alive, developing, and full of power, through religious instruction by using all assistance, didactic means and social communication tools that are considered more effective and through life experience Christian. In this context, the pastoral mutual of the Catechetical Commission is carried out to the Parish catechesis section, full-time catechists, volunteer catechists, Catholic teachers of Catholic/non-Catholic schools, and Catholic religious teachers in schools in the Archdiocese of Jakarta.

The results of the preliminary research interview obtained data. The first problem of catechist performance: 1) Student interest in religious studies. 2) Unpreparedness for spiritual processing in the face of the burden of work with the burden of the family daily. 3) Low income undervalued and mistreated. 4) Educational background: Most catechists working at KAJ do not have a teacher education background, so they lack pedagogic competence capital. The second problem is catechist professional commitment: 1) Teacher commitment is lacking, especially if they are honorary status. 2) Ample teaching hours. 3) The level of classes taught is too varied. 4) Catechists or religious teachers who are highly committed to teaching faith can be seen from their enthusiasm in carrying out their duties. 5) Award of catechists as a noble profession.

The next problem is catechist competence: 1) Teachers still lack effort in improving their competence due to cost factors. 2) Periodic coaching to improve the quality of human resources. 3) Mastery of teaching materials and the ability to present their teaching attractively are the primary keys to the Performance of catechists or religious teachers. Other problems with Catechist leadership: 1) Sometimes teachers cannot set an example for students. 2) The heavy workload at work and home makes the spirit of serving slack. 3) Economic or welfare factors that go unnoticed by schools or churches. 4) Pay sufficient attention to creating a comfortable working climate and culture for all school residents. 5) Establish communication with fellow catechists and teaching staff with a sense of brotherhood and kinship. 6) The catechist realizes that his profession is a vocation, so he will love his work, try to develop his abilities and skills and be willing to accept the risks of that work by becoming a catechist instead of dabbling or as a steppingstone before getting a suitable job.

Based on the variables, dimensions, and indicators that have been determined above, the author also conducted a pre-survey to get an overview of serving leadership, professional commitment, Competence, and Performance of generation X and generation Y catechists by distributing questionnaires to 30 catechists and getting the results based on data. There are differences between generation X and generation Y catechists related to the variables of servant leadership, professional commitment, Competence and catechist Performance in the Archdiocese of Jakarta.

Leadership aspects can have different impacts on the desired results, this requires a leader with the right style who can provide services to employees and society, such as the application of leadership that is serving (Servant Leadership). As a civil servant whose job is to provide services to the community, Self-Awareness of their duties in providing services to the community is very necessary, besides that ability or Competence is also very necessary because employees in the Public Works section have the duties to provide services in special fields such as managing water resources, development plan, spatial planning so that a competent workforce is needed in carrying out their work. The three aspects above are likely to influence organizational commitment and employee performance. Employee commitment is very important in improving employee performance because with commitment employees will always support achieving organizational goals because high employee commitment can improve their performance (Setiono et al., 2019). This is also closely related to the catechist's lifestyle.

Simplicity and the ability of a leader to acknowledge their limitations and the mistakes they made (Mancuso & Rowatt, 2021; Van Tongeren et al., 2019). Authenticity is a person's ability leader to consistently express thoughts and feelings his inner self (Dodd et al., 2018) or in other words a leader demonstrate his integrity, comply promises, and shows consistency of actions and morals (Pieterse et al., 2013). Forgiveness is also an acceptance intrapersonal where a person understand others and build confidence and ability to can understand, feel what it is that other people feel, motivates other people (Pieterse et al., 2013), as well adopt the perspective of others (Fleming, 2019). However, Apriyanti (2021) found that Servant Leadership had no effect on Performance.

Several previous research results on the relationship between serving leadership and employee performance produced inconsistent findings, as well as in Olesia's research (2013) stated that doing leadership is appropriate for use in public companies, so it still needs to be studied in education-oriented organizations to contribute to leadership development in teachers. It is necessary to re-examine the relationship between serving leadership and Performance to complement the results of previous research. It is hoped that the results of this research can be used as material for consideration by the Jakarta Diocese in improving performance and can also be used as material for consideration in evaluating the performance that has been demonstrated so far.

The novelty in the research that the author conducted is as follows: (1). It is a study in Catholic religious organizations that uses these four variables in one study, namely: servant leadership, Competence, professional commitment, and Performance for human resources that compare generation X and generation Y who are professionally called to be catechists in schools, parishes, and institutions or categorial communities. (2). It is research in Catholic religious organizations, the Catechetical Commission of the Archdiocese of Jakarta spread across the Jakarta, Bekasi, and Tangerang areas involving elements of the Catholic Community Guidance (BIMAS) government of the Provincial Ministry of Religious Affairs of the Special Capital Region of Jakarta. (3). This study will propose a catechist performance model between generation X and generation Y catechists in the Jakarta Archdiocese Catechetical Commission organization in partnership with DKI Catholic BIMAS. This research aims to compare the factors that influence the performance of generation X and generation Y catechists with the following relationships: 1. Does serving leadership influence competence? 2. ) Does serving leadership influence professional commitment? 3.) Does serving leadership influence catechist performance? 4.) Does competence influence catechist performance? 5.) Does professional commitment influence the performance of catechists? 6.) Does serving leadership influence catechist performance through competency? 7.) Does serving leadership influence catechist performance through professional commitment?

## **2. Literature Review**

### **2.1. Leadership Theory**

Hellriegel, Slocum, and Woodman say that leadership is achieving something through others, which would not have been completed or happened without that leader. Nowadays, a leader influences others more by gathering ideas and values to change minds, which will change behavior, not by commanding

or controlling others. So nowadays, leadership refers more to a person's ability to mobilize ideas/thoughts and values to synergize (combine the strengths of) others (Hellriegel, Slocum, and Woodman, 2009).

## **2.2. Servant Leadership**

Ministering leadership was taught by Jesus more than 2,000 years ago through his teachings and example. Jesus has stated that he was created or came into the world to serve; this can be seen in the Gospels (New Testament) Matthew chapter 20, verse 28, and Mark chapter 10, verse 45, where it is written that Jesus said: "The Son of man came, not to be served, but to serve." Jesus also ministered leadership by setting an example for his disciples, namely by washing the feet of his disciples one by one, even though he was their leader. In the Gospel of John 13, it is told that one day when Jesus was gathering with his twelve disciples, Jesus washed his disciples' feet with water and wiped them with a cloth. A servant usually does this tradition of washing feet or someone considered the lowest level/rank among the people present (Abdul LATIF, Arry BAINUS, Yogi Suprayogi SUGANDI, 2022). However, just then, Jesus suddenly did it without being asked. Barbuto and Wheeler (2006) suggest that servant leadership consists of 5 indicators, namely: 1) Altruistic calling, 2) Emotional healing, 3) Wisdom, 4) Persuasive mapping, and 5) Organizational stewardship.

## **2.3. Competence**

According to Mitchell et al. (2020); Yu & Ko (2017), personal competence is related to work theory. According to this principle, every job requires the presence of people skilled in their respective disciplines. Law No. 14/2005 on Teachers and Lecturers, in Article 10 section (1), states that teacher competencies, as defined in section 8, include pedagogical competencies, personal competence, social competence, and professional competence as achieved through professional education. Leadership competence theory underscores the idea that leadership is not solely determined by innate traits but is a result of the development of skills, abilities, and attributes over time. By understanding the various dimensions of leadership competence and its implications, organizations can effectively nurture and enhance their leadership talent, ultimately contributing to improved organizational performance and growth.

## **2.4. Professional Commitment**

In the writings of Khan et al. (2011: 254), commitment is recognition accompanied by devotion to the organization. Commitment can also be defined as a particular interest that ties an individual to the organization that employs him. Meyer and Allen, as cited by Khan et al. (2011: 254) and Shirazi et al. (2011: 170), convey three dimensions of organizational commitment: affective commitment, continuance commitment, and normative commitment.

## **2.5. Performance**

Performance has three parts as follows: a). The work results, namely the output of work in the form of goods and services, can be calculated in quantity and quality. b). Work behavior is employee behavior that has something to do with work. When viewed from its nature, work behavior is divided into two parts: general and specific. And c). Personal traits have something to do with work, so these qualities must be present in carrying out work.

According to Robbins and De Cenzo, Performance can be assessed from four dimensions, namely: 1) quantity of work, 2) quality of work, 3) knowledge of work, and 4) dependence of employees on supervision (Robbins and De Cenzo, 2007: 328). In the Law of the Republic of Indonesia, No. 14 of 2005 about teachers and lecturers, article 1 says that: teachers are professional educators with essential obligations to cheer up, guide, guide, focus, train, consider, and assess teaching participants in early childhood learning in official learning routes, lower knowledge, and secondary education. For Law No.

14 of 2015, teachers must be cheerful, guide, focus, train, consider, and assess teaching participants in early childhood learning in official learning routes, lower knowledge, and secondary education.

## **2.6. Theory of Generation Differences**

For example, Generation X was born between 1965-1980, the early days of the development of technology and information, such as PCs (personal computers), video games, cable TV, and the Internet. The characteristics of this generation are adaptability, ability to accept change well so that it is often called a complex generation, independent and loyal personality, prioritizing image, popularity, and material, hardworking type, responsible, and contributing to work results (Gabrielova & Buchko, 2021). Meanwhile, Generation Y, born in 1981-1995, is the Millennial generation. This generation often utilizes fast information and communication technology such as email, text messaging, instant messaging, and social media such as Facebook and Twitter. It can be said that Generation Y is a generation that grew up in the era of Internet development (Gabrielova & Buchko, 2021). The nature of this generation is easy to adjust and able to accept all changes well. They are referred to as a problematic generation, have an independent and loyal personality, prioritize image, fame, money, the type of hard work, and the calculation of the company's contribution to the work results (Gabrielova & Buchko, 2021).

Research conducted by Harwiki (2015) in women's cooperatives as the object of their research found positive and significant results among servant leadership and competence. Same result too obtained by Dumatubun (2018) after carrying out observations at the Education and Teaching Service (P&P) Mappi Regency, Papua. Research conducted by Liden et al (2014) obtained similar results significant impact that servant leadership can make employees show their best potential.

H1: Serving Leadership has associated with Competence

In research of Kamanjaya et al (2017) they found a positive influence significant relationship between servant leadership and subordinate commitment. In addition, the individual level, servant leadership has positive influence with Organizational Behavior, in-role performance and organizational commitment. Research by Ambali et al (2011) found that servant leadership has a significant positive effect on staff commitment in implementing organizational policies and Servant leadership has a significant positive effect on the organizational commitment of staff. Furthermore, research by Chinomona et al. (2013) found that organizational commitment

positively influenced by servant leadership

H2: Serving Leadership has associated with Commitment

Research by Kamanjaya et al., (2017) proves the performance of civil servants has improved significantly with servant leadership increased. The next research was conducted by Setiawan et al., (2015) towards civil servants of the Bekasi City government also proves the increase in servant leadership will improve employee performance significantly. The next research was conducted by Ajis et al., (2017) and Praja & Suparman (2015) also prove that performance employees will increase significantly as a result of the increase in servant leadership.

H3: Serving Leadership has associated with Cathecist Performance

Competence is said to be one of the factors that can influence the performance of employees themselves because competence is a basic characteristic of someone who enabling them to perform superior work in carrying out their work. Imayanti et al (2020) suggests that there is a relationship between the competencies possessed by an individual and the influence on performance. Therefore, hospital leaders must increase the competency possessed by each employee by doing continuous training. Competencies consist of a number of behaviors required to carry out certain roles to produce good performance satisfying Competence plays an important role in achieving organizational goals. With the competencies possessed by employees, they are expected to be able to provide a major contribution to the quality of service provided, and can be expected achieve the vision, mission and goals of the company and organization. This is supported by Empirical research conducted by Irmayanti

(2020) & Mikhail (2014) also obtained research results that competence has a significant and positive influence on performance.

H4: Competence has associated with Cathecist Performance

There is Such involvement will bring impact on the resulting performance. Employees who have emotional ties well and involved in the organization, of course it will provide good performance better. This is supported by research conducted by Nurandini and Eisha (2014), Nurbiyati and Kunto (2014), Sapitri (2016), Srimulyani (2017) and Dwi, et al (2017) research results show that the higher the affective commitment the the higher the resulting performance.

H5: Professional Commitment has associated with Cathecist Performance

Competencies are skills and behaviors that contribute to superior performance (Karimi et al, 2023). Individual competency is one of the important factors that determines the success of an organization (Rijanti & Sariati, 2023). Competent individuals will be able to work more effectively and efficiently, so they can produce quality products or services. Leadership is important in an organization because leadership is one of the vital keys to achieving organizational success. All decisions, movements and pace of development require leadership (Asri et al, 2021).

H6: Serving Leadership has associated with Cathecist Performance through Competencies.

Research related to servant leadership on performance among others, (Sapengga, 2016), found that servant leadership has an influence positive and significant on employee performance, (Setyaningrum et al., 2017) shows that servant leadership has relevance to organizational commitment, and employee performance. (Prasetyono & Ramdayana, 2020) found a positive influence and servant leadership, organizational commitment and physical work environment together have a significant impact on performance. Although several researchers above found that servant leadership has a positive effect on employee performance, but there are also researchers who found the opposite, (Gita & Ahmad, 2019) found that servant leadership does not has an effect on performance, (Saragih et al., 2016) found that servant leadership does not influence on performance.

H7. Serving Leadership has associated with Cathecist Performance through Professional Commitment.

### **3. Research Method**

This research was conducted in Jakarta by involving the Institute of the Catechetical Commission of the Archdiocese of Jakarta and the Catholic Community Guidance of the Special Capital Region of Jakarta, Ministry of Religious Affairs. The research time is scheduled for eight months, namely September 2022, until the completion of the research report in June 2023. Due to the pandemic, the study was conducted using questionnaires online. This type of research uses quantitative methods to test and prove hypotheses made through various tests and data processing.

The population in this study is catechists working in the Jakarta Archdiocese and the Jakarta Catholic BIMAS of the Ministry of Religious Affairs. The sample of this studi consist of catechists from Generation X numbered 81 people. Generation Y amounted to 71 people Respondents in this study was taken using the census method or saturated sample, which uses all catechists who work in the Jakarta area specifically included in Generation X and Generation Y. The scale used in this research is the Likert scale. The research instrument in a questionnaire contains four variables being studied: Servant Leadership, Professional Commitment, competencies, and Performance.

Samples for this dissertation are selected using purposive sampling techniques. Furthermore, the data were analyzed with Structural Equation Modeling (SEM) techniques using Partial Least Square (PLS), which is suitable for prediction and theory development. In this type of modeling using SEM-PLS, the focus is on identifying the best predictions of relationships between variables, and the focus is on maximizing the number of variances between latent variables to improve model interpretation. This research testing uses SEM PLS with the SmartPLS3 test tool. SEM PLS is a method commonly used to

process varying variables. The goal is to find the influence of various variables on an object simultaneously. The data in smartPLS 3 analysis does not have to have a normal distribution because SmartPLS uses a bootstrapping or random doubling method. Therefore the assumption of normality will not be a problem for PLS. Besides related to the normality of the data, by carrying out bootstrapping, PLS does not require a minimum sample size. SEM PLS consists of three activities simultaneously, namely inspection validity and reliability of instruments (confirmatory factor analysis), model testing relationship between variables (path analysis), and obtain a suitable model for prediction (structural models and regression analysis). A complete modeling on Basically it consists of a measurement model and a structural model or causal model. The measurement model is carried out to produce assessments regarding validity and discriminant validity, while the structural model, namely modelling describe the hypothesized relationships. The indicators of each variables are: A. Serving Leadership: 1.) forming a concept; 2.) restore emotions; 3.) prioritize followers; 4.) helpful followers grow and succeed; 5.) behave ethically; 6.) empower; and 7.) lead with love. B. Commitment: 1.) strong belief in and acceptance of the organization's values and goals, 2.) loyalty to the organization, and 3.) willingness to use efforts for the benefit of the organization. C. Competence: 1.) Knowledge; 2.) Job skills; 3.) Behavior; 4.) Work experience D. Employee Performance: 1.) Work Efficiency; 2.) Quality of Work. 3.) Work Discipline; 4.) Work Standards

Referring to the results of previous research and hypotheses that have been developed, the research model is made as described below:

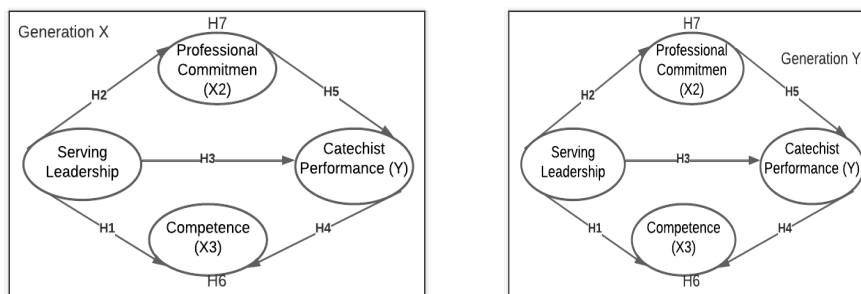


Fig.1: Conceptual Framework for Generation X and Generation Y Research

Note:

- >** This means that there is a direct relationship between variables.
- >** This means that the relationship between variables through mediation (leadership relationship).

## 4. Result and Discussion

The respondents in this study were Generation X, with a birth range of 1965 to 1976, and Generation Y, with a birth range of 1977 to 1994. Here is the description:

Table 1. Respondent Profile Description

Profile	Sum	Percent	Sum	Percent
	Generation X		Generation Y	
Gender				
1. Male	51	64%	20	28%
2. Women	29	36%	51	72%
Marital status				
1. Get married	62	77%	35	49%
2. Unmarried	12	15%	33	46%
3. Widow/Widower	2	3%	0	0%
4. Unmarried (Priest/Priory-i)	4	5%	3	4%
Education				

Profile	Sum	Percent	Sum	Percent
	Generation X		Generation Y	
1. Bachelor of Strata 1 (S1)	62	77%	66	93%
2. Bachelor of Strata 2 (S2)	17	22%	5	7%
3. Bachelor of Strata 3 (S3)	1	1%	0	0%
Period of Service				
1. ≤ 1 year	5	6%	15	21%
2. 1-3 years	7	9%	23	32%
3. ≥ 3 years	68	85%	43	61%

## 4.2. Research Instrument Test Results

### 4.2.1. Analysis of Generation X Catechists

#### 1. Test Outer Model

##### a. Test the Validity of Convergent Loading Factors

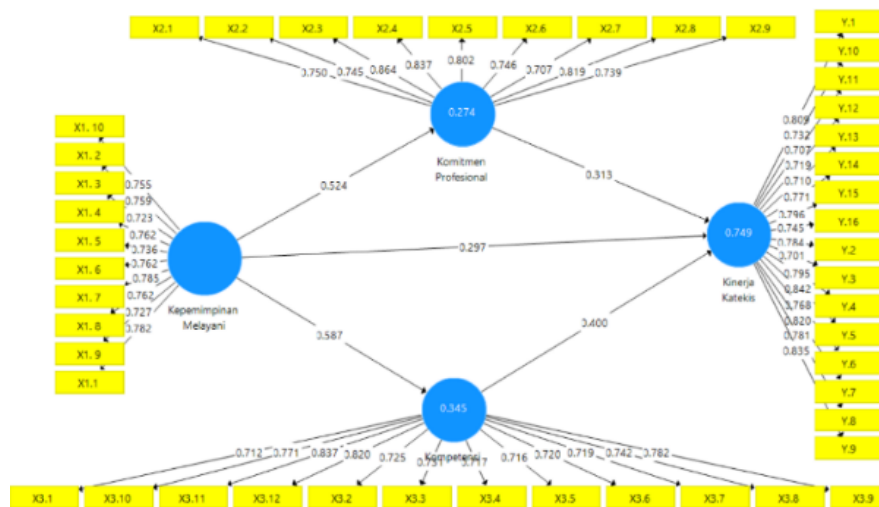


Fig.2: Outer Model Calculation Results

The concurrent validity test used in this study is the loading *factor* value and AVE value, with an *outer loading* value limit above 0.70 and an AVE value limit above 0.50. (*Cross Loading* of Each Indicator) shows that the *cross-loading* value (discriminant validity) of all variables used in the study > 0.7 in one variable, so it can be said that all constructs used are valid.

#### 2) Discriminant Validity Test: Fornell-Larcker Criterion

Table 2. Fornell-Larcker Criterion

	Serving Leadership	Catechist Performance	Professional Commitment
Serving Leadership	0.756		
Catechist Performance	0.695	0.771	
Professional Commitment	0.524	0.734	0.781
Competence	0.587	0.782	0.663

Based on the Table above, the value of the square root of AVE and the correlation value of a latent variable (construct) with other constructs show a more excellent value. It can be concluded that the results of the discriminant validity examination through the *Fornell-larcker* criterion for the latent construct as a whole have a valid discriminant validity value.

Furthermore, the second convergent validity test will be carried out with Average Variance Extracted (AVE); the model's good convergent validity can be seen from the AVE value; it is said to be valid if the AVE value is more significant than 0.5. From the processing data, the following results were obtained:

Table3. Average Variance Extracted (AVE)

Variable	Average Variance Extracted (AVE)	Cut-Off	Information
Serving Leadership	0.571	0.500	Valid
Catechist Performance	0.595		Valid
Professional Commitment	0.609		Valid
Competence	0.563		Valid

Source: results of research data processing 2023 (SmartPLS Output 3)

All AVE values > 0.5 indicate that all estimated model latent variables meet the *convergent validity* criteria.

### 3) Discriminant Validity

Cross loadings indicate good *discriminant validity* because the correlation value of the indicator to its construct is higher than the correlation value of the indicator with other constructs. As an illustration (example), the loading factor X.10 (a question indicator for servant leadership) is 0.755, which is higher than the *loading factor* with other constructs, namely catechist performance (0.575), professional commitment (0.450) and competence (0.437).

### 4) Reliability Test

Table4. Composite Reliability and Cronbach's Alpha

Variable	Cronbach's Alpha	Composite Reliability	Cutt-Off	Information
Serving Leadership	0.917	0.930		Reliable
Catechist Performance	0.954	0.959		Reliable
Professional Commitment	0.920	0.933	0.700	Reliable
Competence	0.930	0.939		Reliable

Source: 2023 processing results (SmartPLS 3 output)

The results of construct reliability testing showed Composite Reliability and Cronbach Alpha values of all latent variables > 0.70. So that all manifest variables in measuring latent variables in the estimated model are declared reliable. Thus, testing of the structural model (inner model) can continue.

### 5) Formative Construct Test

The VIF results in the Table above state that these indicators are within a safe score because all indicators are worth less than 10 (Sarwono, 2015). In other words, there is no multicollinearity between the indicators that make up these variables. It can be concluded that according to the formative construct test, four variables are declared valid and reliable

#### b. Generation X Inner Model Test

##### 1) Endogenous Construct Variance at R-Square Value

Table5. Structural Model Evaluation

	<b>R Square</b>	<b>R Square Adjusted</b>	<b>Limit</b>
Catechist Performance	0.749	0.739	> 0,5
Professional Commitment	0.274	0.265	0,25-0,5
Competence	0.345	0.336	0,25-0,5
	R Square	R Square Adjusted	Limit

Source: 2023 processing results (*SmartPLS 3 output*)

The test results showed an R2 performance value of 0.749, more significant than 0.5, classified as vital, and the results explained that 74.9% of Performance was influenced by servant leadership, professional commitment, and competence. In comparison, the remaining 25.1% was influenced by other factors not observed in this study. While the second R2 value of professional commitment was 0.274, higher than 0.25, classified as moderate, the results explained that 27.4% of professional commitment was influenced by servant leadership. In comparison, 72.6% was influenced by other factors not observed in this study. Then the R2 value of competence of 0.345 is between 0.25-0.50, classified as moderate, and the results explain that 34.5% of competencies are influenced by serving leadership. In comparison, the remaining 65.5% are influenced by other factors not observed in this study.

The results of the Q2 calculation show that the *predictive relevance* value for the structural model in this study is 88%, meaning that the model can explain phenomena related to the variables studied. Therefore the model can be said to be good or has a predictive value that can be used and is excellent for hypothesis testing.

2) Path Analysis Equation *Testing (Path Coefficient)*

$$\text{Model 1: } Y = 0.319X_1 + 0.206X_2 + \zeta_1 \dots\dots$$

The model test results show that the variable of leadership serving has a significant positive effect on the Performance of the catechist, and professional commitment has a positive impact on Performance. This positive Influence can be seen from the path coefficient (path coefficient) value on the serving leadership variable, which shows a positive value of 0.319, and on the professional commitment variable, which offers a positive value of 0.206.

$$\text{Model 2: } Y = 0.219X_1 + 0.417X_3 + \zeta_1 \dots\dots$$

The model test results show that the variables of serving leadership and competence positively affect the Performance of catechists. This positive Influence can be seen from the value of the path coefficient (path coefficient) of each variable which shows a positive value of 0.219 (servant leadership) and 0.417 (Competence). This means the more (good) leadership and competence increase, the more catechist performance increases.

3) Test the hypothesis

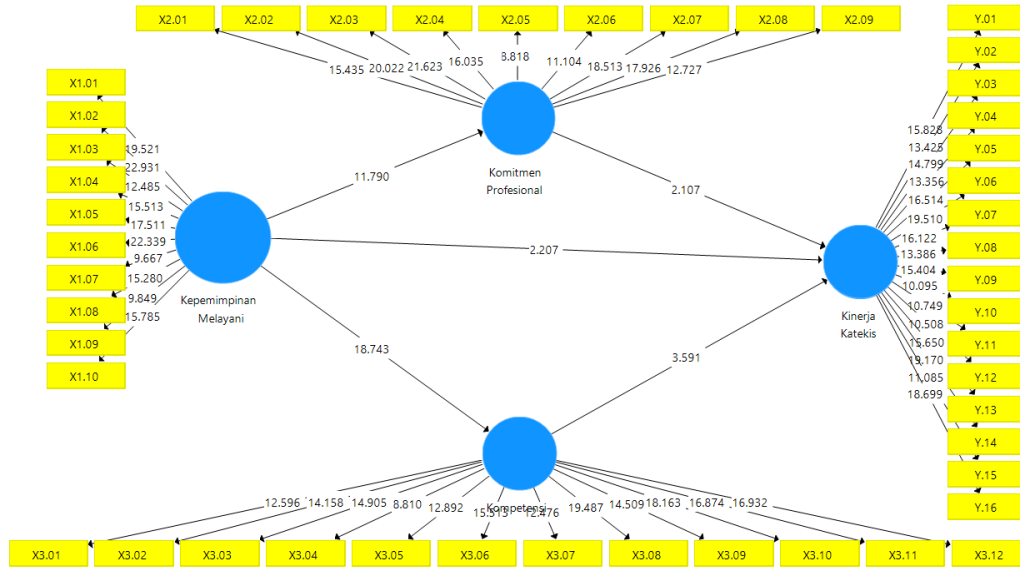


Fig.3: t-Statistic Value Path Diagram (Bootstrapping)

Table6. Test Hypothesis

Variable	Original Sample (O)	Sample Mean (M)	Standart Deviation (STDEV)	T Statistics ( O/STDEV )	P Values	Information
<b>Direct Influence</b>						
Serving Leadership -> Catechist Performance	0.319	0.312	0.145	2.207	0.028	Significant
Serving Leadership -> Professional Commitment	0.752	0.747	0.064	11.790	0.000	Significant
Serving Leadership -> Competence	0.825	0.822	0.044	18.743	0.000	Significant
Professional Commitment -> Catechist Performance	0.206	0.211	0.098	2.107	0.036	Significant
Competence -> Catechist Performance	0.417	0.419	0.116	3.591	0.000	Significant

Source: processing result in 202 3 (SmartPLS output 3)

**The indirect effect of leadership serving Performance through professional commitment.**  
 The results of the Inner Model of indirect Influence are described as follows:

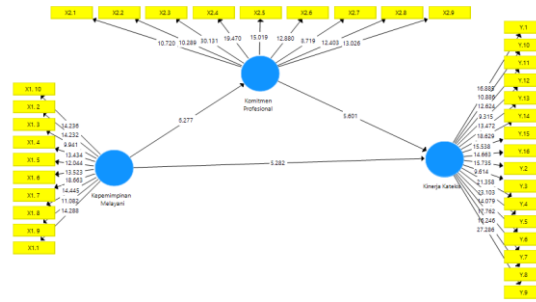


Fig.4: t-Statistic Value Path Diagram (Bootstrapping)

Table7. Hypothesis Test Results of Leadership Serving Performance Through Professional Commitment

Variable	Original Sample (O)	Sample Mean (M)	Standart Deviation (STDEV)	T Statistics ( O/STDEV )	P Values	Information
<b>Indirect Influence</b>						
Serving Leadership -> Professional Commitment -> Catechist Performance	0.269	0.270	0.045	5.914	0.000	Significant

Source: 202 processing 3 (SmartPLS 3 output)

The test results shown in Table 7 show a path coefficient value of 0.269, significant at t-statistic 5.914 > t-table 1.993 and p-value 0.000 < significance level 0.05. Thus, the hypothesis that there is a significant influence between servant leadership on catechist performance through professional commitment is acceptable; in other words, professional commitment mediates the Influence of serving leadership on catechist performance in a positive direction in teachers. The better the leadership level served, the higher the level of catechist performance through the professional commitment of Generation X catechists.

**Indirect Effect of Leadership Serving Performance Through Competence**

The results of the Inner Model of indirect Influence are described as follows:

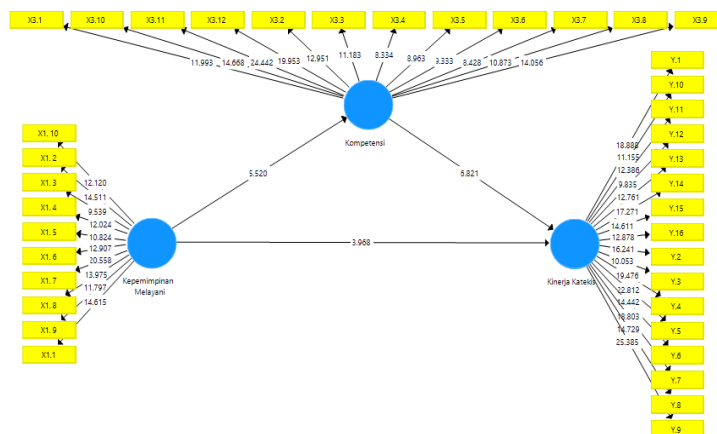


Fig.4: t-Statistic Value Path Diagram (Bootstrapping)

Table8. Results of the Leadership Hypothesis Test Serving Performance Through Competency

Variable	Original Sample (O)	Sample Mean (M)	Standart Deviation (STDEV)	T Statistics ( O/STDEV )	P Values	Information
<b>Indirect Influence</b>						
Serving Leadership -> Competence -> Catechist Performance	0.337	0.341	0.068	4.925	0.000	Significant

Source: processing result in 202 3 (SmartPLS output 3)

The test results shown in Table show a path coefficient value of 0.337, significant in t-statistic  $4.925 > t\text{-table } 1.993$  and  $p\text{-value } 0.000 < \text{significance level } 0.05$ . Thus, the hypothesis that there is a significant influence between serving leadership on catechist performance through competence can be accepted; in other words, competence mediates the Influence of doing leadership on catechist performance in a positive direction for Generation X catechists.

**1. Catechist Analysis of Generation Y**

**a. Outer test of the Generation Y Catechist model**

1) Convergent Loading Factor Validity Test

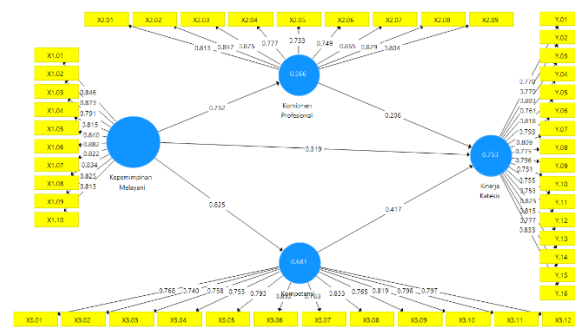


Fig.5: Calculation Results of Outer Model Generation Y

Table9. Average Variance Extracted (AVE)

Variable	Average Variance Extacted (AVE)	Cut-Off	Information
Serving Leadership	0.697		Valid
Catechist Performance	0.635	0.500	Valid
Professional Commitment	0.659		Valid
Competence	0.584		Valid

Source: processing result in 202 3 (SmartPLS output 3)

Based on Table 9 above, it can be seen that all AVE values are  $> 0.5$ , indicating that all latent variables in the estimated model meet the criteria of *convergent validity (valid)*.

2) Discriminant Validity Test: *Fornell-Larcker Criterion*

Table10. Fornell-Larcker Criterion

	Serving Leadership	Catechist Performance	Professional Commitment	Competence
Serving Leadership	0.835			
Catechist Performance	0.814	0.797		
Professional Commitment	0.753	0.707	0.812	
Competence	0.842	0.861	0.725	0.764

Source: processing result in 202 3 (SmartPLS output)

Based on the Table above, the value of the square root of AVE and the correlation value of a latent variable (construct) with other constructs show a more excellent value. It can be concluded that the results of the discriminant validity examination through the Fornell-lacker criterion for the latent construct have a valid discriminant validity value.

3) Discriminant Validity

Based on the test result data, the cross-loading value shows good discriminant validity because the correlation value of the indicator to the construct is higher than the correlation value of the indicator with other constructs. As an illustration (example), the loading factor X.01 (question indicator for servant leadership) is 0.846, which is higher than the loading factor with other constructs, namely the Performance of generation Y catechists (0.710), professional commitment (0.624), and competence (0.733).

4) Reliability Test

Measuring the reliability of a construct with shift reflex items can be done in two ways: Cronbach's Alpha and Composite Reliability. However, using Cronbach's Alpha to test construct reliability will give a lower value (*underestimate*), so it is more advisable to use Composite Reliability to determine a construct's reliability. The rule of thumb usually used to assess construct reliability is that the Composite Reliability value must be greater than 0.7 for confirmatory research. A 0.6-0.7 is still acceptable for explanatory research (Ghozali and Latan 2015).

Here are the outputs from Composite Reliability and Cronbach's Alpha:

Table11. Composite Reliability and Cronbach's Alpha

Variable	Cronbach's Alpha	Composite Reliability	Cutt-Off	Information
Serving Leadership	0.951	0.958		Reliable
Catechist Performance	0.952	0.958		Reliable
Professional Commitment	0.935	0.945	0.700	Reliable
Competence	0.949	0.955		Reliable

Source: processing result from 202 3 (SmartPLS output 3)

The test results show the Composite Reliability and Cronbach Alpha values of all latent variables > 0.70. then all manifest variables used to measure latent variables in the estimated model are reliable and testing on the structural model can be continued.

5) Formative Construct Test

Formative constructs can be measured in two ways: reliability indicators with a VIF score of less than 10 (Sarwono 2015). This reliability indicator score can be seen from the results of model measurements with the PLS outer weight algorithm. VIF scores are also obtained from model measurements using PLS algorithms. The results of the formative construct test state that these

indicators are within a safe score because all hands are worth less than 10 (Sarwono 2015). In other words, there is no multicollinearity between the indicators that make up these variables. It can be concluded that according to the formative construct test, the variables are declared valid and reliable.

b. Structural Model Analysis (*Inner Model*)

1) Endogenous Construct Variance at R-Square Value

The R2 values (0.75), (0.50), and (0.25) mean that the model formed (strong), (moderate), and (weak) on the amount of construct variance that can be explained by the model (Ghozali and Latan, 2015), so that variance can be measured changes in exogenous constructs to endogenous. This means that the variance of changes in endogenous constructs (coefficient of determination) is explained by exogenous constructs, as follows:

Table 12. Structural Model Evaluation

	R Square	R Square Adjusted	Limit	Information
<b>Catechist Performance</b>	<b>0.753</b>	<b>0.753</b>	<b>&gt; 0,5</b>	<b>Strong</b>
Professional Commitment	0.566	0.566	> 0,5	Strong
Competence	0.681	0.681	> 0,5	Strong

The test results shown in the Table show an R2 performance value of 0.753, more significant than 0.5 is strong; the results explain that 75.3% of catechists' Performance is influenced by servant leadership, commitment, and competence while the remaining 24.7% is influenced by other factors not observed in this study. While the second R2 value of professional responsibility was 0.566, which was higher than 0.5 was strong, the results explained that 56.6% of professional commitment was influenced by servant leadership. In comparison, 43.4% were influenced by other factors not observed in this study. Then the R2 value of competence of 0.681 is among the greater than 0.5 classified as strong, and the results explain that 68.1% of competencies are influenced by serving leadership. In comparison, the remaining 21.9% are influenced by other factors not observed in this study.

In addition to the R Square value, the inner model measurement is also measured by evaluating the Goodness of Fit Model, using predictive relevance (Q<sup>2</sup>) values where the values obtained are 0.02 (small), 0.15 (medium), and 0.35 (large). The results of the Q<sup>2</sup> calculation show that the predictive relevance value for the structural model in this study is 97.7%, meaning that the model can explain phenomena related to the variables studied. Therefore the model can be said to be good or has a predictive value that can be used and is excellent for hypothesis testing.

2) Path Analysis Equation Testing (Path Coefficient)

Before hypothesis testing, structural model equations can be made based on the results of statistical testing presented in Figure 4.4:

$$\text{Model 1: } Y = 0.297X_1 + 0.313X_2 + \zeta_1 \dots \dots (4.1)$$

The model test results show that the variable of leadership serving has a significant positive effect on the Performance of the catechist, and professional commitment has a positive impact on Performance. This positive Influence can be seen from the value of the path coefficient (path coefficient) on the serving leadership variable, which shows a positive value of 0.297, and on the professional commitment variable, which offers a positive value of 0.313. This means that servant leadership and professional commitment affect model one that the more administration serves and professional responsibility, the more (good) the Performance of Generation Y catechists.

For the second construct model it can be seen as the following equation formula:

$$\text{Model 2: } Y = 0.297X_1 + 0.400X_3 + \zeta_1 \dots \dots (4.2)$$

The model test results show that the variables of serving leadership and competence positively affect the Performance of catechists. This positive Influence can be seen from the value of the path coefficient (path coefficient) of each variable which shows a positive value of 0.297 (servant leadership)

and 0.4 (competence). This means the more (good) leadership and competence increase, the more catechist performance increases.

3) Test the hypothesis

This study will explain the results of the path coefficient, and hypothesis tests that researchers have carried out.

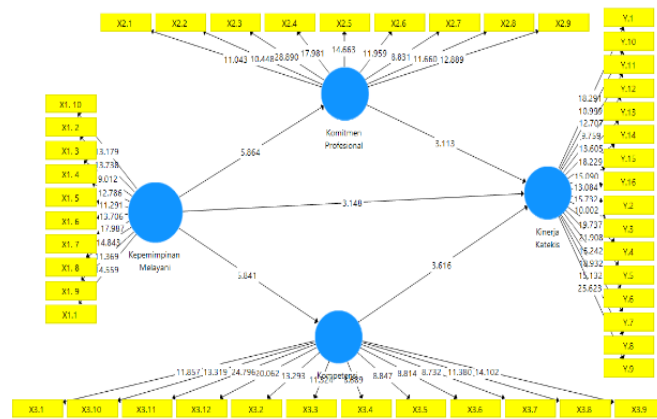


Figure 6. t-Statistic Value Path Diagram (Bootstrapping)

Table 13. Generation Y Hypothesis Test

Variable	Original Sample (O)	Sample Mean (M)	Standart Deviation (STDEV)	T Statistics ( O/STDEV )	P Values	Informati on
Direct Effect						
Serving Leadership -> Catechist Performance	0.297	0.291	0.094	3.148	0.002	Significant
Serving Leadership -> Professional Commitment	0.524	0.548	0.089	5.864	0.000	Significant
Serving Leadership -> Competence	0.587	0.613	0.100	5.841	0.000	Significant
Commitment -> Catechist Performance	0.313	0.322	0.101	3.113	0.002	Significant
Competence -> Catechist Performance	0.400	0.396	0.111	3.616	0.000	Significant

Source: processing result in 2023 (SmartPLS output 3)

1. The Influence of servant leadership on the Performance of Generation Y Catechists

The test results shown in Table show a path coefficient value of 0.297, significant in t-statistic  $3.148 > t\text{-table } 1.996$  and  $p\text{-value } 0.002 < \text{significance level } 0.05$ . Thus, the hypothesis that servant leadership influences catechist performance is acceptable, or in other words, there is a positive and significant influence of servant leadership on catechist performance in teachers. The better the leadership serves, the higher the Performance of teacher catechists. Problem formulation Whether leadership serves directly affects catechist performance with PLS applications answered

2. The Influence of Servant Leadership on Professional Commitment

The test results in Table 4.8 show a path coefficient value of 0.524 significant at t-statistic 5.864 > t-table 1.996 and p-value 0.000 < significance level 0.05. Thus, the hypothesis that servant leadership influences professional commitment is acceptable, or in other words, there is a positive and significant influence of servant leadership on professional commitment in teachers. The better the leadership serves, the higher the teacher's professional commitment. Problem formulation Whether leadership serves directly affects professional commitment with PLS applications answered

3. The Influence of Servant Leadership on Competency

The test results in Table 4.8 show a path coefficient value of 0.587 significant at t-statistic 5.841 > t-table 1.996 and p-value 0.000 < significance level 0.05. Thus, the hypothesis that servant leadership influences competence is acceptable; in other words, servant leadership has a positive and significant influence on teachers. The better the leadership serves, the higher the competence of teachers. Problem formulation Whether leadership serving directly affects Competence with PLS applications missed

4. The Effect of Professional Commitment on the Performance of Catechists

The test results in Table 4.8 show a path coefficient value of 0.313, significant at t-statistic 3.113 > t-table 1.996 and p-value 0.002 < significance level 0.05. Thus, the hypothesis that professional commitment affects catechist performance is acceptable, or in other words, there is a positive and significant influence of professional commitment on catechist performance in teachers. The higher the professional commitment, the higher the Performance of teacher catechists. Problem formulation Whether professional commitment has a direct effect on catechist performance with PLS applications is missed

5. The Effect of Professional Competence on the Performance of Catechists

The test results in Table 4.8 show a path coefficient value of 0.400, significant at t-statistic 3.616 > t-table 1.996 and p-value 0.000 < significance level 0.05. Thus, the hypothesis that competence influences catechist performance is acceptable, or in other words, there is a positive and significant influence of competence on catechist performance in teachers. The higher the competence, the higher the Performance of the teacher catechist. Problem formulation Whether competence has a direct effect on catechist performance with PLS applications is missed

6. The indirect effect of leadership serving Performance through professional commitment

The results of the Inner Model of indirect Influence are described as follows:

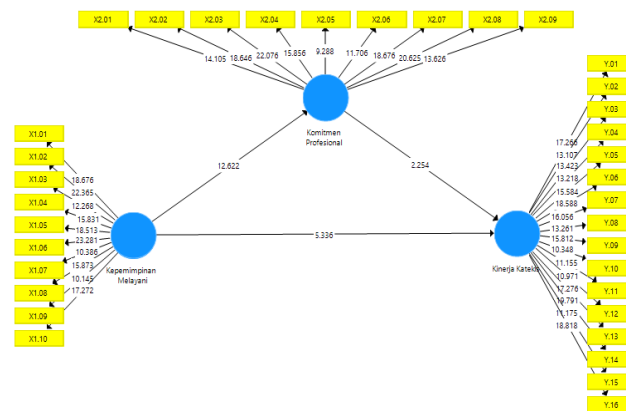


Fig.7: t-Statistic Value Path Diagram (Bootstrapping)

Table14. Test of the Indirect Influence of Servant Leadership on Performance through Professional Commitment

Variable	Original Sample (O)	Sample Mean (M)	Standart Deviation (STDEV)	T Statistics ((O/STD EV))	P Values	Informa tion
<b>Indirect Influence</b>						

Serving Leadership -> Professional Commitment -> Catechist Performance	0.202	0.205	0.089	2.268	0.024	Significant
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Source: processing result in 2023 (SmartPLS output 3)

The test results showed a path coefficient value of 0.202 significant at t-statistic 2.268 > t-table 1.996 and p-value 0.024 < significance level 0.05. Thus, the hypothesis that there is a significant influence between servant leadership on catechist performance through professional commitment is acceptable; in other words, professional commitment mediates the Influence of serving leadership on catechist performance in a positive direction in teachers. The better the level of leadership served, the higher the level of catechist performance through the professional commitment of teachers

7. The indirect effect of leadership serving Performance through Competence

The results of the Inner Model of indirect Influence are described as follows:

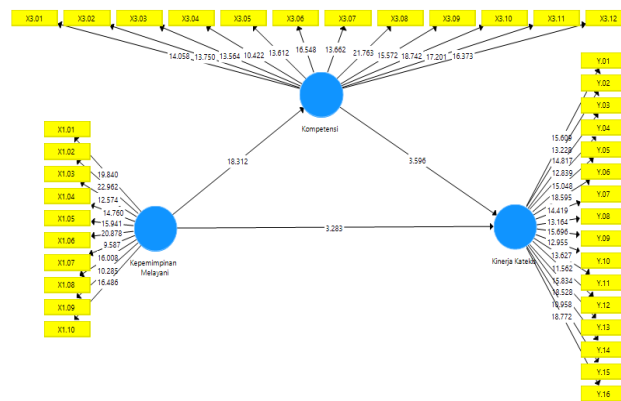


Fig.9: t-Statistic Value Path Diagram (Bootstrapping)

Table 15. Test of the Indirect Influence of Servant Leadership on Performance through Competency

Variable	Original Sample (O)	Sample Mean (M)	Standart Deviation (STDEV)	T Statistics ( O/STDEV )	P Values	Information
<b>Indirect Influence</b>						
Serving Leadership -> Competence -> Catechist Performance	0.377	0.376	0.105	3.592	0.000	Significant

Source: processing result in 2023 (SmartPLS output)

The test results in the Table show a path coefficient value of 0.377, significant at t-statistic 3.592 > t-table 1.996 and p-value 0.000 < significance level 0.05. That the hypothesis that there is a significant influence between serving leadership on catechist performance through competence is acceptable; in

other words, competence mediates the Influence of serving leadership on catechist performance in a positive direction to teachers. The better the leadership level served, the higher the level of catechist performance through the Competence of Generation Y catechists.

Here are the final models of Generation X and Generation Y.

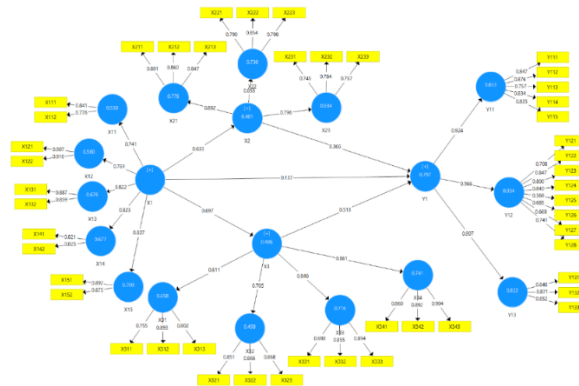


Fig.10: Final Model of Generation X

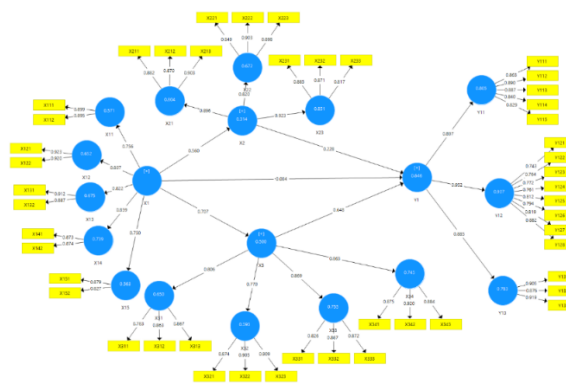


Fig.11: Generation Y End Model

**1) The Influence of servant leadership on the Performance of Catechists both X & Y generation**

The results of testing the hypothesis that servant leadership influences the Performance of catechists are acceptable. In other words, serving leadership positively and significantly influences the Performance of Generation X catechists. Problem formulation: Does servant leadership have a direct effect on the Performance of generation X catechists with PLS applications answered. The leadership role that serves servant leadership must be maintained well and can serve with all my heart so as well as maintain or even improve services to individuals in order to provide a good example.

**2) The Influence of Servant Leadership on Professional Commitment both X & Y generation**

The results of testing the hypothesis that servant leadership influences professional commitment is acceptable, or in other words, there is a positive and significant influence of serving leadership on professional commitment in Generation X catechists. The better the leadership serves, the higher the professional commitment of Generation X catechists. Problem formulation Does servant leadership have a direct effect on professional commitment with PLS applications Missed. Professional commitment is an individual's level of loyalty to his profession as perceived by that individual. Professional commitment underlies a person's professional attitude and orientation in carrying out their duties or work which enhance by serving foccuss.

**3) The Influence of Servant Leadership on Competency both X & Y generation**

The results of testing the hypothesis that servant leadership's Influence on Competence can be accepted. In other words, serving leadership positively and significantly influences Competence in

Generation X catechists. The better the leadership serves, the higher the Competence of Generation X catechists. Servant Leadership is someone who becomes a servant first. Starting from the natural feeling that someone who wants to serve, must first serve. Then a conscious choice leads someone to lead by placing employee needs as a priority, recognizing the honor and importance of values for each individual, and helping others in achieving a common goal. Servant leadership is a type or model of leadership that was developed to overcome the leadership crisis experienced by a society or nation. Servant leaders have a tendency to prioritize the needs, interests and aspirations of the people they lead above themselves. Leaders who prioritize service begin with a person's natural feeling of wanting to serve and to prioritize service. Furthermore, consciously, this choice brings aspirations and encouragement in leading others. Apart from influencing how employees behave, leaders must certainly master things such as management which is usually needed to overcome complexity by creating rules by drawing up formal plans, designing a strict organizational structure, then monitoring the results that have been carried out by means of comparing it with a previously established plan, this represents individual competence.

#### **4) The Effect of Professional Commitment on the Performance of Catechists both X & Y generation**

The results of testing the hypothesis that professional commitment influences the Performance of catechists are acceptable. In other words, professional commitment positively and significantly influences the Performance of Generation X catechists. Problem formulation: Whether professional commitment directly affects the Performance of Generation X catechists with PLS applications is answered. Commitment has an impact on the work performance of human resources, and ultimately also greatly influences the performance of an organization. A person's success and performance in their field of work is largely determined by their commitment to their field of work. This commitment is important because it represents self-esteem and improves quality. A true leader is able to combine commitment and professionalism. The higher the commitment, the higher the responsibility entrusted, the higher the responsibility will have an impact on the performance carried out by the individual.

#### **5) The Effect of Competence on the Performance of Catechists both X & Y generation**

The results of hypothesis testing that state that competence influences the Performance of catechists can be accepted. In other words, competence has a positive and significant influence on the Performance of Generation X catechists. The higher the Competence, the higher the Performance of Generation X catechists. Problem formulation Whether competence has a direct effect on catechist performance with PLS applications is answered. Competent individuals will be able to work more effectively and efficiently, so they can produce quality products or services. Competence is often shown in a person's knowledge of something. Meanwhile, competence is more about a person's actions that refer to his abilities. The higher the competency of employees at work, the higher their performance will be.

#### **6) The indirect effect of leadership serving Performance through professional commitment both X & Y generation**

Servant leadership has a positive and significant effect on the performance of catechists mediated by organizational commitment. The better the quality of servant leadership, the more the high organizational commitment of the catechists will also have an impact increasing employee performance in the organization. These findings are in line with research Setyaningrum et al (2017) that servant leadership has relevance to organizational commitment and individual performance. Organizational commitment can mediate the relationship between servant leadership and catechist performance. The explanation above provides input to the organization that to improve the performance of catechists, the company needs improve the concept of servant leadership in the company so that organizational commitment from individuals can improve which will later have an impact on improving performance.

#### **7) The indirect effect of leadership serving Performance through Competence both X & generation**

Individuals can have competent values when the meaning of competition is includes tasks, skills,

attitudes and appreciation that must be possessed by someone to be able to carry out tasks according to their main duties and functions these resources. Competency indicates skills or knowledge that are characterized by professionalism in a particular field as the most important thing, as a leader in this field. The research results show that competence mediates serving leadership on catechist performance. The results of this research are in accordance with research conducted by Chiniara & Benten (2016) who in their statement also supports the results of this research, the truly positive influence a servant leader can have on organizational outcomes and help us better appreciate how servants are leaders are not just servants but also leaders because they actually get things done. Second, our results shed light on specific psychological mechanisms through which servant leaders can influence their followers: our research is the first to discover such a powerful and powerful mechanism positive relationship between servant leadership and the three basic psychological needs.

## **5. Conclusion and Limitations**

The results of research testing the Servant Leadership hypothesis on Performance shows that Servant Leadership has a positive and significant effect on the Performance of Generation Testing the Servant Leadership hypothesis on Professional Commitment shows that Servant Leadership has a positive and significant effect on Professional Commitment of Generation. The results of testing the Servant Leadership hypothesis on competence show that Servant Leadership has a positive and significant effect on the competence of Generation X and Generation Y catechists, indicating the importance of increasing Servant Leadership to have high and robust competence for catechists working in the Jakarta Archdiocese. The results of testing the Professional Commitment to Performance hypothesis show that Professional Commitment has a positive and significant influence on the Performance of the Generation from Jakarta.

Testing the competency hypothesis on Performance shows that competency positively and significantly affects the Performance of Generation. The results of testing the Servant Leadership hypothesis moderated by Professional Commitment on Performance show that Servant Leadership moderated by Professional Commitment has a positive and significant influence on the Performance Variables of Generation Big on the catechists who work in the Jakarta Archdiocese. The research that has been done can improve catechists' performance models for use in education. This research also attempts to fill research gaps from previous studies. However, in this research, these weaknesses can be corrected with further analysis, including using indicators based on a limited number of previous studies. At the same time, many indicators can still be used in future research, such as Leadership Variables, including Contingent Rewards, Constructive Transactions, Management by Exception, Active and Passive Corrective Transactions, and Laissez-faire.

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