

RESEARCH ARTICLE

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The Effect of Servant Leadership, Work Ethics, Organizational Culture, and Organizational Commitment on Teacher Performance in State Vocational High School in Denpasar

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ABSTRACT

This study aimed at examining the influence of servant leadership, work ethic, organizational culture, and organizational commitment towards teachers' performance at State Vocational High Schools in Denpasar. This quantitative research was conducted by involving 181 the teachers of state vocational schools in Denpasar. They were selected by using random sampling technique. The data were obtained through survey by using questionnaire as the research instrument. The obtained data were analyzed by using *Structural Equation Modeling* and *Partial Least Squares* (SEM PLS) technique. The results showed that servant leadership, work ethic, organizational culture, and organizational commitment had a positive and significant influence on teachers' performance. In addition, organizational commitment can indirectly mediate the influence of servant leadership, work ethic, and organizational culture on teacher performance. The results of this study could be used as input for school management in improving teacher performance through the development of servant leadership, work ethic, organizational culture, and organizational commitment.

Keywords: Servant Leadership, Work Ethics, Organizational Culture, Organizational Commitment to Teacher Performance.

INTRODUCTION

An inseparable connection between teachers and the learning quality is a great dealt in education system. Teachers have been long regarded as a main key of educational process in building a quality nation as a contribution of cultural transformation (Minon, 2017). Liana and Hidayat (2021) argue that achieving a successful education program depends on the teachers who are able to conduct an effective and efficient teaching and learning process to build students' competencies as the learning objective. Fulfilling the learning objectives depends on the teachers' ability, pedagogy, teaching aptitude, content knowledge, and professional ethics (Asadi & Davoodi, 2020; Fitria, 2018; Sherpa, 2018). It is stated that a poor teaching process can be occurred due to teachers' lack competencies affecting their working performance (Burakgazi et al., 2020).

Teachers' performance becomes a factor influencing the development of potential participants as a part of educational quality improvement. Larasati et al., (2022) state that teachers' performance is a benchmark for improving educational quality viewed from how the performance influencing students' potential ability. Teachers' performance is obtained quantitatively and qualitatively affecting by many factors (Fajrin & Saragih, 2018). Teachers are perceived to have a good work performance when they have exceeded the work requirement (Liana & Hidayat, 2021). Kusumaningrum et al., (2019) add that teachers are demanded to show a good teaching performance as the prerequisite of achieving educational goals in which it deals with the teachers themselves and other significant factors. It indicates that teachers are supposed to conduct a well-prepared teaching and learning process

reflecting their performance to improve the development of their students.

A recent phenomenon occurs related to teachers' performance. It is pointed out that the education productivity is decreased due to unoptimized teachers' performance (Hardian et al., 2021). It is relevant to the problem occurs in several state vocational high schools. The preliminary observation shows that the vocational school teachers' performance is not optimal considering that they still have a challenge and difficulty in managing the time to handle the students due to the lack of pedagogical competence. The unoptimized work ethics, organizational commitment, and organizational culture are also found as factors influencing the decrease of vocational teachers' productivity reflecting on the lack of achievement towards the vision and mission of state vocational high schools in Denpasar.

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Leadership is also perceived as an essential dimension in determining school productivity along the headmaster or principal's role in improving the education quality (Farsani et al., 2013). The headmaster or principal has an essential role related the recent issue about teachers' performance considering that improving teachers' performance also depends on other's involvement particularly the principal as the leader in the education institution (Hardi et al., 2020). As the highest position, the principal is an individual or a teacher who formally has a responsibility in resourcing and leading the teachers and other stakeholders to improve the education quality (Muspawi, 2020). Noland and Richards (2015) argue that the principal needs to emphasize servant leadership in developing the human resource in the institution to achieve the primary goals. Servant leadership is referred to the characters owned by the leader in which the leader shows a friendly character and nurturing attitude to the other teachers and staffs (Sugito, 2022). It reveals that the principal's servant leadership is also a factor that influences teachers' performance.

However, other factors including work ethics, organizational culture, and organizational commitment also play a significant role towards teaching performance. Work ethics is recognized as a set of professional skills supposed to be learnt by an individual to develop and improve their work performance. They are supposed to fulfil those skills as a prerequisite before working (Asio et al., 2019). The skills can be strengthened by the existent organizational culture defined as a meaning shared among the members of a certain organization which distinguishes the organization with other organizations (Kersiati et al., 2023; Wan et al., 2012). Fajrin and Saragih (2018) ever state that organizational culture is interrelated with organizational commitment which have a high level of resilience towards an individual satisfaction and performance. It can be seen that work ethics, organizational culture, and work ethics has a relation towards teachers' performance.

Several studies have investigated the factors affecting teachers' performance. Fajrin and Saragih (2018) investigate the effect of organizational commitment and organizational culture towards teachers' performance. It reveals that both of those factors have partial effect towards teachers' performance. Batugal and Tindowen (2019) find out that organizational culture has a significant influence towards employees' organizational commitment and job satisfaction. Sudirman et al., (2020) investigate the impact of work discipline and work ethics towards teachers' performance. It reveals that both of those factors impacting teachers' performance. The previous studies have revealed that work ethics, organizational culture, and organizational commitment have an effect towards teachers' performance. Further research is required to be conducted since servant leadership is also perceived as a factor which has an impact towards teachers' performance

considering there is no recent study discussing about its impact. Therefore, this current study is conducted to find out the effect of servant leadership, work ethics, organizational culture, and organizational commitment on teacher performance in state vocational high school in Denpasar.

METHODS

This study was designed by using a quantitative approach by adapting an ex-post facto model to examine an event which had been occurred. The population of this study was 260 civil servant teachers in which there were only 188 teachers selected as the research sample by using proportional randomly sampling technique. They were the teachers in state vocational high school, Denpasar, Bali. The data of this study were obtained by conducting survey. A Likert-scale questionnaire was distributed as a research instrument to the teachers. The instrument covered the research variables, such as; servant leadership (X1), work ethic (X2), organizational culture (X3), organizational commitment (Y1) and teacher performance (Y2). The obtained data were analyzed using *Structural Equation Modeling* and *Partial Least Squares* (SEM PLS) technique.

RESULT AND DISCUSSION

Result

The obtained data were analyzed by using *Structural Equation Modeling* and *Partial Least Square* (SEM PLS) technique in which the hypothesis testing results were obtained from the outer evaluation and inner evaluation. The results were presented in the figure 1.

Based on the presented result in figure 1, the servant leadership (X1), work ethics (X2), organizational culture (X3) have a direct effect towards the improvement of organizational commitment (Y1). Then, the servant leadership (X1), work ethics (X2), and organizational culture (X3) had a direct effect towards teachers' performance (Y2). Organizational commitment (Y1) had an important role as mediator variable

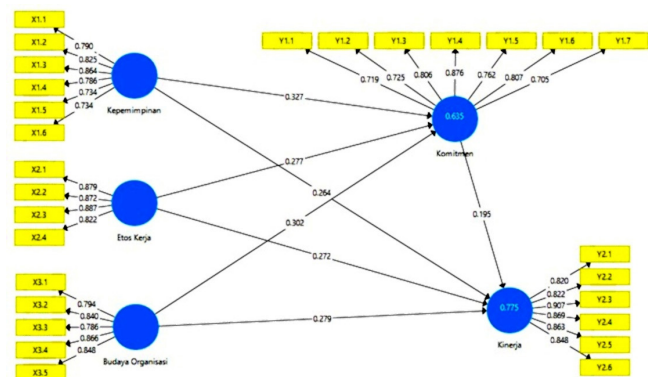


Fig. 1: The Result of SEM-PLS Analysis

which mediated the indirect effect given by the servant leader (X1), work ethics (X2), and organizational culture (X3) towards teachers' performance (Y2). In addition, the hypothesis testing result were presented in the following sub-sections.

Direct Effect Testing Result

The direct effect testing was conducted to find out the direct effect given by independent variables towards the dependent variables. The result was presented in table 1.

The table 1 showed that the variables had a significant direct effect in which it was supported by loading factor analysis shown in figure 2.

Figure 2 showed the coefficient of each variable which presented the direct effect of each variable in which there were seven hypotheses answered in this study.

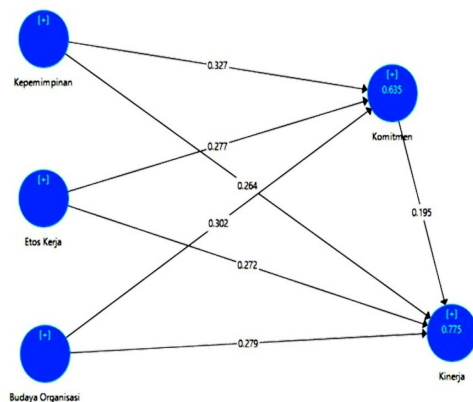


Fig. 2: The Loading Factor Analysis Result

The Direct Effect of Servant Leadership towards Organizational Commitment

It was found out that there was a direct effect given by the servant leadership towards the organizational commitment of state vocational high school teachers in Denpasar shown by the coefficient 0.327 with the *t-value* 4.566 > 1.96 and *p-value* 0.000, 0.05. It showed that the servant leadership significantly affected teachers' organizational commitment.

The Direct Effect of Work Ethics towards Organizational Commitment

It revealed that the work ethics had a significant direct impact towards the organizational commitment of the vocational high school teachers in Denpasar. The conclusion was taken by considering the coefficient 0.277 with the *t-value* 4.135 > 1.96 and *p-value* 0.000 < 0.05. It was considered that the work ethics directly affected teachers' organizational commitment since the *t-value* was higher than *t_{count}* and the Sig. *value* was lower than 0.05.

The Direct Effect of Organizational Culture towards Organizational Commitment

There was a direct effect contributed by organizational culture significantly shown by the coefficient 0.302 with *t-value* 4.135 > 1.96 and *p-value* 0.000 < 0.05. It was inferred that the organizational culture had a direct significant contribution towards teachers' organizational commitment.

The Direct Effect of Servant Leadership towards Teachers' Performance

It was found that servant leadership has a significant effect on teachers' performance with a path coefficient of 0.264

Table 1: The Direct Effect Testing Result

Hypothesis	Hypothesis Statement	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O / STDEV)	P Values	Note
H1	Servant Leadership -> Organizational Commitment	0.327	0.325	0.063	5.176	0.000	Significant
H2	Work Ethics -> Organizational Commitment	0.277	0.277	0.067	4.135	0.000	Significant
H3	Organizational Culture -> Organizational Commitment	0.302	0.304	0.066	4.566	0.000	Significant
H4	Servant Leadership -> Teachers' Performance	0.264	0.264	0.060	4.387	0.000	Significant
H5	Work Ethics -> Teachers' Performance	0.272	0.276	0.075	3.634	0.000	Significant
H6	Organizational Culture -> Teachers' Performance	0.279	0.275	0.058	4.840	0.000	Significant
H7	Organizational Commitment -> Teachers' Performance	0.195	0.194	0.057	3.430	0.001	Significant

statistical *t-value* obtained at $4.387 > 1.96$ and *p-value* $0.000 < 0.05$ (significant). It could be concluded that servant leadership has a direct and significant effect on teacher performance. It meant that improving servant leadership increased teachers' performance.

The Direct Effect of Work Ethics towards Teachers' Performance

The result showed that work ethic had a significant effect on teacher performance with a path coefficient of 0.272, the statistical *t-value* was $3.634 > 1.96$ and *p-value* of $0.000 < 0.05$ (significant). It could be concluded that the performance ethic had a direct and significant effect on the performance of state vocational school teachers in Denpasar. It meant that improving the work ethic increased teachers' performance.

The Direct Effect of Culture Organization towards Teachers' Performance

The results show that Organizational Culture has a significant effect on Teachers' performance at state vocational schools in Denpasar with a path coefficient of 0.279, the statistical *t-value* is $4.840 > 1.96$ and *p-value* of $0.000 < 0.05$ (significant). It could be concluded that organizational culture has a direct and significant effect on teacher performance at state vocational schools in Denpasar. It meant that improving organizational culture can lead to increased teacher performance.

The Direct Effect of Organizational Commitment towards Teachers' Performance

Organizational commitment had a significant effect on teachers' performance in state vocational schools in Denpasar with a path coefficient of 0.195 statistical *t-value* obtained at $3.430 > 1.96$ and *p-value* $0.000 < 0.05$ (significant). It could be concluded that organizational commitment had a direct and significant effect on teachers' performance in state vocational schools in Denpasar. It meant that increasing organizational commitment increased teacher performance.

Indirect Effect Testing Result

The obtained data were also analyzed to find out the indirect effect given by independent variables towards dependent variables. The result was presented in table 2.

Table 2 showed the p-values gained by the causal effect of each variable in which a detail description was shown in the following sub-sections.

The Indirect Effect of Servant Leadership towards Teachers' Performance Mediated by Organizational Commitment

The indirect effect analysis of the servant leadership variable on teachers' performance through organizational commitment showed a path coefficient of 0.064 with T statistic of $3.198 > 1.96$ and *p-value* of $0.001 < 0.05$ (significant). The result showed that the servant leadership had a significant effect on teachers' performance in state vocational schools in Denpasar which was mediated by organizational commitment. It meant that organizational commitment was able to mediate the influence of servant leadership on teachers' performance. It indicated that increasing servant leadership improved organizational commitment and ultimately increased teachers' performance.

The Indirect Effect of Work Ethics towards Teachers' Performance Mediated by Organizational Commitment

The result showed that there was indirect effect given by work ethics towards teachers' performance through organizational commitment obtained from path coefficient of 0.054 with T statistic of $2.508 > 1.96$ and *p-value* of $0.0012 < 0.05$ (significant). It meant that organizational commitment was able to mediate the effect of work ethic on teachers' performance. Increasing the work ethic improved the organizational commitment and ultimately increased teachers' performance.

Table 2. The Indirect Effect Testing Result

<i>Hypothesis</i>	<i>Hypothesis Statement</i>	<i>Original Sample (O)</i>	<i>Sample Mean (M)</i>	<i>Standard Deviation (STDEV)</i>	<i>T Statistics (O/STDEV)</i>	<i>P Values</i>
H8	Servant Leadership -> Organizational Commitment -> Teachers' Performance	0.064	0.062	0.020	3.198	0.001
H9	Work Ethics -> Organizational Commitment -> Work Performance	0.054	0.054	0.022	2.508	0.012
H10	Organizational Culture -> Organizational Commitment -> Work Performance	0.059	0.059	0.022	2.644	0.008

The Indirect Organizational Culture towards Teachers' Performance Mediated by Organizational Commitment

The result showed that organizational culture had indirect effect towards teachers' performance contributed through organizational commitment. The path coefficient of 0.059 with T statistic $2.644 > 1.96$ and p-value $0.008 < 0.05$ (significant). It indicated that organizational culture significantly affected teachers' performance which was mediated by organizational commitment. It meant that organizational commitment mediated the influence of organizational culture towards teachers' performance in which it showed that increasing organizational culture improved organizational commitment and indirectly improved teachers' performance.

DISCUSSION

The current finding of this study supported the previous relevant studies. The indirect effect contributed by organizational culture towards teachers' performance supported the study conducted by Rivai et al., (2019). The study also found that organizational culture had a positive effect towards teachers' performance mediated by teachers' motivation meanwhile the current study showed that organizational commitment becoming the mediator variable between organizational culture and teachers' performance. The current finding also strengthened the previous study revealing that there was a correlation between organizational commitment and organizational culture (Raman et al., 2015). It was also relevant to the finding indicated that organizational culture influencing organizational commitment which directly affected teachers' performance (Ahmad et al., 2019).

The recent study revealed that work ethics directly influenced teachers' performance supported the finding of previous study conducted by Warman et al., (2021). It was also found out that work ethics contributed a significant effect towards teachers' performance which directly increased learning process effectiveness. The finding related the indirect effect given by work ethics towards teachers' performance also strengthen the previous findings which showed that work ethics had a significant influence towards teachers' performance. The indirect influence found in the current study was mediated by organizational commitment meanwhile the previous studies were mediated by job satisfaction (Amiati et al., 2021; Desrina et al., 2020). The finding was relevant to the statement which defined work ethics as a set of positive behaviours perceived as a fundamental believe assisted with a high commitment (Sinamo as cited in Sudirman et al., 2020). It indicated that organizational commitment significantly mediated work ethics towards teachers' performance.

The current finding showed that servant leadership also had a direct impact towards teachers' performance.

It supported the finding shown by Gultekin and Kara (2022) in which servant leadership determining the success of learning process obtained from how it affected teachers' performance. It was different from the current study considering that the result of the previous study obtained quantitatively by analysing teachers' perceptions. The finding about the indirect effect given by servant leadership mediated by organizational commitment towards teachers' performance strengthened the correlation between organizational commitment and servant leadership. The previous studies showed that there was a positive correlation (causal relation) between organizational commitment and servant leadership (Fischer & Jong, 2017; Wahyuni et al., 2014). It was inferred that servant leadership influenced organizational commitment which directly affected teachers' performance.

CONCLUSION

Several factors have been recognized to improve learning and teaching process quality obtained from teachers' performance. The current study concludes that there are several factors influencing the performance of state vocational school teachers in Denpasar to improve the quality of teaching and learning process. The conclusions are; 1) servant leadership directly affects organizational commitment which also improves teachers' performance, 2) work ethics brings a direct and indirect influence towards teachers' performance mediated by teachers' performance, and 3) organizational culture influences teachers' performance through organizational commitment. Overall, the study indicates that servant leadership, work ethics, organizational culture, and organizational commitment influences teachers' performance in state vocational high schools in Denpasar. The recent result strengthens the existent theory about the factors affecting teachers' performance that can be used by other researchers in conducting further research to deepen the issue.

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