

Servant Leadership In Primary Schools: Its Relationship With Organizational Citizenship Behavior Moderated By Workplace Spirituality

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ARTICLE INFO

Keywords:

*Servant Leadership,
Organizational Citizenship
Behavior, Workplace
Spirituality*

Article history:

Received 2025-05-07

Revised 2025-06-07

Accepted 2025-07-07

ABSTRACT

This study aims to determine and examine the influence of servant leadership on organizational citizenship behavior (OCB) and test the role of workplace spirituality as a moderator variable in the relationship. This study uses a quantitative approach with a causal-comparative research type (explanatory research), data are analyzed using the SmartPLS 4 program in two stages: outer model analysis and inner model analysis. This study aims to analyze the influence of servant leadership on OCB in elementary schools and test the moderating role of workplace spirituality in the relationship between servant leadership and OCB. The results of this study indicate that servant leadership does not have a direct and insignificant effect on OCB and workplace spirituality cannot moderate the relationship between servant leadership and OCB.

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1. INTRODUCTION

Basic education is an important foundation in the formation of character and intelligence of students. In this context, the role of the principal's leadership as a driving force for change is very important. Servant leadership is a leadership model that always prioritizes service to members of the organization, supports them in achieving common goals, and creates a positive work culture (Syamril, 2020). In the context of educational institutions, this leadership style is important for creating an inclusive school and learning environment that is oriented towards character development.

Meanwhile, Organizational Citizenship Behavior (OCB) is the behavior of an individual who is not forced or voluntary in doing their work. In (Afifah & Mulyana, 2024) it is said that OCB can help increase teacher productivity, adapt to environmental developments, and encourage compliance and participation in the organization. There are several examples of OCB actions, namely helping coworkers voluntarily, replacing tasks in urgent situations, work ethic, and having an impact on organizational activities that involve all parties (Pratama et al., 2022; Sucahyowati & Suryani, 2022).

Meanwhile, workplace spirituality refers to the inner values of an employee in carrying out their work. According to (Robbins & Judge, 2018; Purnami et al., 2024) explains that workplace spirituality is the recognition of employees who have personal lives that grow and are fostered by meaningful work and occur in a community context. It can be understood that if the application of workplace spirituality in educational institutions is very helpful in creating a productive, healthy, and harmonious work culture.

Previous research shows between the variables studied in this study. In (Manoppo et al., 2024) servant leadership is a leadership style that has a very important role in supporting OCB, namely contributing to increasing employee loyalty to the company. In addition, the implementation of proper servant leadership can increase employee performance satisfaction which indirectly also has an impact on increasing OCB behavior (Puspasari, 2023). In this study, the researcher added the workplace spirituality variable as a moderating variable between servant leadership and OCB.

Based on this explanation, the purpose of this study is to test the following hypotheses: (1) Servant leadership has a positive effect on OCB; (2) Workplace spirituality moderates the relationship between servant leadership and OCB. The main findings show that servant leadership has no direct and significant effect on OCB and workplace spirituality cannot moderate the relationship between servant leadership and OCB.

2. METHODS

This study uses a quantitative approach with a causal-comparative research type (explanatory research). According to (Sugiyono, 2022) causal-comparative research is a study that aims to determine the cause and effect relationship between two or more variables without any manipulation. The quantitative approach is used to test the independent variable Servant Leadership against the dependent variable Organizational Citizenship Behavior (OCB), and to see the role of Workplace Spirituality as a moderator variable.

The research sample included teachers who had taught for more than one year and were willing to fill out the questionnaire in three districts, namely Lumajang Regency, Jember Regency, and Probolinggo Regency. The selection of areas was carried out purposively based on data availability and ease of access. In selecting samples, researchers used a simple random sampling method where everyone in the target population had an equal opportunity to be selected. The results of the distribution of this research questionnaire obtained data from 51 respondents consisting of elementary school teachers/equivalent.

Data was collected by distributing questionnaires via Google Form to elementary school teachers who were the samples distributed via social media such as WhatsApp, Telegram, and Email. The research instrument used a closed questionnaire using a Likert scale of 1-5. The instruments consist of: Servant leadership: 3 indicators, organizational citizenship behavior: 4 indicators, workplace spirituality: 4 indicators. Data analysis was conducted using moderated regression analysis (MRA) with the help of statistical software program SmartPLS 4.

3. FINDINGS AND DISCUSSION

3.1 Outer Model Test

The measurement of the outer model is to explain the relationship between latent variables and all indicators in it by conducting several stages, namely: convergent validity test, discriminant validity test, and reliability test. The basic guideline used as a benchmark for determining the loading factor

meets the calculation requirements is a minimum value of 0.7. However, a value of 0.5 is at least acceptable if the AVE value is 0.5.



Figure 1. Results of Model 1 calculations after the first calculation was performed.

	SERVANT LEADERSHIP	ORGANIZATION AL CITIZENSHIP BEHAVIOR	WORKPLACE SPIRITUALITY
SL1	0,831		
SL2	0,806		
SL3	0,831		
OCB1		0,739	
OCB2		0,769	
OCB3		0,692	
OCB4		0,751	
WS1			0,812
WS2			0,734
WS3			0,822
WS4			0,807

Table 1. Outer loading value of each indicator after the first calculation.

The data above shows that the outer loading of several indicators from each dimension/variable after calculation shows that there is one indicator whose outer loading does not meet the requirements, namely OCB3. Therefore, the dimension indicator whose outer loading value is less than 0.7 because it does not meet the validity requirements, must be partially deleted by considering its AVE value. After the selection, a second calculation is carried out with the following results:

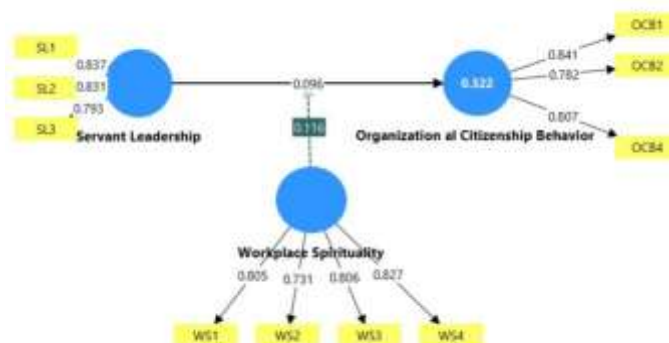


Figure 2. Outer loading value of model 2 after calculation.

The image above shows that the outer loading value of each indicator of each latent variable (dimension) has met the requirements, because it is greater than 0.5.

	SERVANT LEADERSHIP	ORGANIZATION AL CITIZENSHIP BEHAVIOR	WORKPLACE SPIRITUALITY
SL1	0,837		
SL2	0,831		
SL3	0,793		
OCB1		0,841	
OCB2		0,782	
OCB4		0,807	
WS1			0,805
WS2			0,731
WS3			0,806
WS4			0,827

Table 2. Outer loading value of each indicator after the second calculation.

From the table of outer loading values above, it can be seen that all items or indicators have outer loading values > 0.5 although still < 0.7 . The limit of outer loading values > 0.5 is still acceptable as long as the validity and reliability of the construct meet the requirements and the model is still newly developed. So based on the validity of outer loading, it is stated that all items or indicators have been valid in terms of item validity.

3.2 Construct Validity

Construct validity is a way to measure whether the construct value on each latent variable is valid or not. A construct is said to be valid if its Average Variance Extracted (AVE) value is > 0.5 .

	Cronbach's alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Servant Leadership	0,746	0,755	0,852	0,657
Organizational Citizenship Behavior	0,761	0,777	0,861	0,674
Workplace Spirituality	0,805	0,821	0,871	0,629

Table 3. Construct validity and reliability values.

The basis for decision making to determine the reliability and validity values of the construct is if the AVE is more than 0.5. The data above shows that all dimensions/latent variables have an AVE value of more than 0.5, so the construct has met the requirements for further testing.

3.3 Internal Consistency Reliability

Internal consistency reliability measures how well an indicator can measure its latent construct. The instruments used to assess this are composite reliability and Cronbach's alpha. A composite reliability value of 0.6 - 0.7 is considered to have good reliability (Sarstedt et al., 2017) and the expected Cronbach's alpha value is above 0.7 (Ghozali & Latan, 2015). Based on the table above, it can be seen

that all constructs have a Cronbach's alpha value > 0.6 and even all > 0.7 , so it can be said that all these constructs are reliable.

3.4 Unidimensionality Analysis of the Model

The unidimensionality test is to ensure that there are no problems in the measurement. The unidimensionality test is carried out using composite reliability indicators and Cronbach's alpha. For both indicators, the cut-value is 0.7. So based on the table above, all constructs have met the unidimensionality requirements because the composite reliability value is > 0.7 .

3.5 Convergent Validity

Convergent validity can be determined based on the principle that the measures of a construct should be highly correlated (Ghozali & Latan, 2015). The convergent validity of a construct with reflective indicators is evaluated by the Average Variance Extracted (AVE). The AVE value should be equal to 0.5 or more. An AVE value of 0.5 or more means that the construct can explain 50% or more of its item variance (Furadantin, R. 2018). Based on the AVE value seen in table 2 above, it shows that the convergent validity requirements have been achieved because the AVE value for all constructs is > 0.50 .

3.6 Discriminant Validity Value

Discriminant validity aims to determine whether a reflective indicator is truly a good measure of its construct based on the principle that each indicator must be highly correlated to its construct only. Different construct measures should be highly correlated (Ghozali & Latan, 2015). In the SmartPLS application, the discriminant validity test uses cross loadings and the Fornell-Larcker Criterion, and Heterotrait-Monotrait (HTMT) (Furadantin, R. 2018).

Discriminant validity aims to test to what extent the latent construct is truly different from other constructs. A high discriminant validity value indicates that a construct is unique and able to explain the phenomenon being measured. A construct is said to be valid by comparing the root value of AVE with the correlation value between latent variables. The root value of AVE must be greater than the correlation between latent variables.

	Servant Leadership	Organizational Citizenship Behavior	Workplace Spirituality
Servant Leadership	0,484		
Organizational Citizenship Behavior			
Workplace Spirituality	0,649	0,719	

Table 4. Discriminant validity values.

The data shows that the discriminant validity value of each construct is higher than the other constructs, so it can be said that all latent constructs are truly different from the other constructs and meet the requirements for further analysis processes.

3.7 Cross Loading Value

Cross loading is another method to determine discriminant validity, namely by looking at the cross loading value. If the loading value of each item against its construct is greater than its cross

loading value. The cross loading value of each construct is evaluated to ensure that the correlation of the construct with the measurement item is greater than the other constructs. The expected cross loading value is greater than 0.7 (Ghozali & Latan, 2015).

SL1	0,292	0,841	0,390
SL2	0,322	0,782	0,543
SL3	0,300	0,807	0,358
OCB1	0,837	0,339	0,520
OCB2	0,831	0,339	0,319
OCB4	0,793	0,237	0,548
WS1	0,373	0,447	0,805
WS2	0,315	0,419	0,731
WS3	0,507	0,276	0,806
WS4	0,550	0,526	0,827

Table 5. Cross loading values

The data in table 5 above shows that the cross loading value on each construct is greater than its cross loading value, so it can be concluded that the value of each construct is valid. Therefore, because all indicators of the loading value of the construct are > cross loading, this model has met the requirements of discriminant validity.

3.8 Collinearity Statistics (VIF) Values

The assumption or requirement that must be met in the outer model analysis is that there is no multicollinearity problem. That is, a problem where there is intercorrelation or strong correlation between indicators. The limit is a correlation value > 0.9 which is usually marked by a Variance Inflating Factor (VIF) value in the indicator level > 5. So if there is a VIF indicator value > 5, then there is a multicollinearity problem. The consequence is that one of the strongly correlated indicators can be dropped or removed. The following are the results of the VIF analysis in the indicator level:

VIF	
SL1	1,530

SL2	1,492
SL3	1,620
OCB1	2,330
OCB2	1,197
OCB4	2,224
WS1	1,882
WS2	1,423
WS3	2,399
WS4	1,960

Table 6. VIF values of each indicator in each dimension.

The data above shows that all indicators have VIF values less than 5, so it can be said that all indicators do not have multicollinearity problems.

3.9 Outer Model Analysis Conclusion

All items or indicators have met the validity and reliability requirements and there is no multicollinearity between indicators. So the next step is an analysis of the inner model.

	R Square	R Square Adjusted
Organizational Citizenship Behavior	0,322	0,279

Table 7. R-Square Value

The R-Square value is a value that shows how much all predictor variables (independent) influence the dependent variable. The data above shows that the independent variable (SL) influences the increase in organizational citizenship behavior by 32%, while the other 68% is influenced by other factors outside the model.

3.10 Research Hypothesis Testing

Bootstrapping Results Analysis

Path Coefficient

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Servant Leadership -> Organizational Citizenship Behavior	0,096	0,107	0,148	0,648	0,258

Workplace Spirituality x Servant Leadership -> Organizational Citizenship Behavior	0,116	0,113	0,119	0,976	0,165
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4. DISCUSSION

4.1 Servant Leadership on OCB

Based on the results of the hypothesis test, the p value of the path between servant leadership and OCB is not positive (0.258), then H1: Servant leadership does not have a direct and insignificant effect on organizational citizenship behavior. The results of this study indicate that servant leadership does not have a direct and significant effect on OCB. This explains that this service-based leadership style, although it is expected to be able to encourage extra-curricular behavior (OCB), the linear relationship is not statistically proven. Several studies supporting similar results, (Subhaktiyasa et al., 2023) show that servant leadership is not directly significant on OCB in an academic environment, but spiritual leadership still has a positive effect. This shows the need to consider other leadership styles or spiritual dimensions in educational organizations.

In addition, there is literature that highlights that intermediary variables such as trust, affective commitment, and public motivation can bridge servant leadership and OCB. According to (Gnakob et al., 2022) explains that servant leadership has a positive effect on OCB through public service motivation, but there is no direct effect. Another study, (Hadi et al., 2024) showed that affective commitment can be a significant mediator between servant leadership and OCB. Because without considering the mediator, direct analysis may fail to explain the true effect of servant leadership. The impact is the need for additional variables such as job satisfaction, spiritual campaigns, or trust, adding other hypotheses, and the importance of developing models such as mediator variables or testing the effect of moderation so that the analysis is more comprehensive.

Recommendations for further research are to conduct a test of the mediation model of affective commitment or trust, and workplace spirituality moderation, expand the sample to several elementary schools or different educational contexts so that the findings are more general, consider valid measurements of spirituality dimensions such as sense of community, meaningful work, and value alignment, and use the PLS-SEM method to identify indirect paths.

4.2 Workplace Spirituality towards Servant Leadership and OCB

Based on the results of the hypothesis test, the p value of the path between workplace spirituality moderating the relationship between servant leadership and OCB is not positive (0.165), then H2: Workplace spirituality cannot moderate the relationship between servant leadership and organizational citizenship behavior. The results of this study indicate that workplace spirituality does not significantly strengthen or weaken the relationship between servant leadership and OCB. This makes it clear that spirituality in the workplace does not act as a moderator in the context of the influence of servant leadership on the OCB behavior of elementary school teachers. Previous studies (Modus, 2024) found that workplace spirituality influences OCB through the mediator wellbeing, not as a direct moderator. This means that this supports the possibility that spirituality plays a role in the trajectory of influence, but does not strengthen the relationship between the main variables. Meanwhile, research (Amir, 2022) shows that the role of perceived organizational support (POS) as a

moderator is important, while workplace spirituality was not tested as a moderator. This means that there are other organizational variables that are more relevant in strengthening the relationship between servant leadership and OCB.

The impact is that there needs to be an expanded research model such as testing mediation through wellbeing, job satisfaction, or commitment, alternative moderator variables such as organizational support, trying to use POS, or trust as moderators that may be more relevant, and multi-path analysis can use PLS-SEM to test a combination of moderators, mediators, and direct paths at once so that the model is comprehensive. Further research recommendations are to use samples across schools and levels (elementary, junior high) so that the results are general, test models with mediation (wellbeing, commitment) and moderators (POS, trust), consider spiritual leadership as the main leadership style, not a moderating variable, ensure variations in workplace spirituality such as valid meaningful work instruments, sense of community, and value alignment.

3 CONCLUSION

This study aims to determine the direct influence of servant leadership on organizational citizenship behavior (OCB) and to test whether workplace spirituality is able to moderate the relationship between the two in the context of elementary school teachers. Based on the results of data analysis, it can be concluded that: Servant leadership does not have a direct and significant influence on teacher OCB. This shows that the servant leadership style is not necessarily able to encourage extra-role behavior directly in the elementary school environment. Workplace spirituality cannot moderate the relationship between servant leadership and OCB. This means that the level of spirituality in the workplace does not strengthen or weaken the relationship between servant leadership and teachers' OCB behavior. These findings suggest that the relationship between servant leadership and OCB is complex, and may involve other mediating variables, such as affective commitment, job satisfaction, or perceived organizational support, which were not tested in this model.

Further research suggestions are to test the mediating role of variables such as job satisfaction, organizational commitment, and psychological empowerment to determine the indirect path between servant leadership and OCB, expand the research context by involving schools from various regions or junior high/high school levels to increase the generalization of findings, comparisons between leadership styles such as comparing servant leadership with spiritual leadership or transformational leadership which can provide additional insights, and use a mixed methods approach (a combination of quantitative and qualitative) in order to explore a deeper understanding of teachers' perceptions of servant leadership and spiritual values in the workplace.

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