



Unveiling the Influence of Servant Leadership on Teacher Job Satisfaction : A Study on the Mediating Effects of Work Motivation, Organizational Culture, and Organizational Climate

Sunarni, Sultoni

Universitas Negeri Malang

*Corresponding Author. Email: sunarni.fip@um.ac.id

Abstract: This study aims to: (1) describe the variable servant leadership, teacher job satisfaction, work motivation, organizational culture, and organizational climate, (2) analyze the relationship between servant leadership and teacher elementary school job satisfaction moderated by work motivation, organizational culture, and organizational climate, and (3) analyze the influence of servant leadership on teacher job satisfaction moderated by work motivation, organizational culture, and organizational climate. The approach used in this research is quantitative, with descriptive and correlation method. The population of the research is elementary school teachers in the Nganjuk Regency, with a total of the sample are 274 respondents. Samples were taken by non-probability sampling, namely purposive sampling. Data were taken by questionnaire. The data analysis technique used SPSS relation 24.0 and SmartPLS 4. The results of the study: (1) The description of servant leadership was dominated by excellent answers, teacher job satisfaction respondents answered satisfied, very high work motivation, good organizational culture, and good organizational climate. (2) The results of the path analysis simultaneously show a relationship. However, partially the relationship between servant leadership and teacher job satisfaction has only a relationship if moderated by the variables of work motivation and organizational climate, which have a significant relationship. In contrast, moderation of organizational culture has nothing to do. (3) there is an influence between servant leadership and teacher job satisfaction which is moderated by work motivation, organizational culture, and organizational climate. The results of the analysis of specific indirect effects are, the strongest is the relationship between servant leadership and teacher job satisfaction which is moderated by organizational climate variables. The results of the analysis of the influence between variables, namely that there is a contribution between servant leadership and teacher job satisfaction which is moderated by work motivation, organizational culture, and organizational climate.

Article History

Received: 15-04-2023

Revised: 11-05-2023

Accepted: 29-05-2023

Published: 16-06-2023

Key Words:

Servant Leadership;
Teacher Job
Satisfaction; Work
Motivation;
Organizational
Culture;
Organizational
Climate.

How to Cite: Sunarni, S., & Sultoni, S. (2023). Unveiling the Influence of Servant Leadership on Teacher Job Satisfaction : A Study on the Mediating Effects of Work Motivation, Organizational Culture, and Organizational Climate. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 9(2), 605-617. doi:<https://doi.org/10.33394/jk.v9i2.7817>



<https://doi.org/10.33394/jk.v9i2.7817>

This is an open-access article under the [CC-BY-SA License](https://creativecommons.org/licenses/by-sa/4.0/).



Introduction

Customer satisfaction has recently received attention, both in the field of goods/products and services. Customer satisfaction is adopted into the education world, embodied in Total Quality Management (TQM). Sallis (2005) states that customer satisfaction is a top priority, making customers loyal. Kanal (2015) and Kotlet in Gofur (2019) state that satisfaction is a feeling of satisfaction, pleasure, and relief for someone due to getting a product or service with good service as expected. Supriyanto, Wiyono, & Burhanuddin (2021) the results of the study show that service quality has no significant effect on customer loyalty but has a significant effect on customer satisfaction, which is followed



by influencing customer loyalty. Service quality has an indirect effect on customer loyalty through customer satisfaction.

Poli (2011) and Greenleaf (2002) state that servant leadership is a reciprocal process that occurs between someone who leads and someone who is led, wherein in the implementation of leadership, the leader always provides service sincerely to those who are led so that he is accepted and recognized as a leader. A servant leader tries to prioritize the needs of his followers or subordinates and treats them like co-workers, not treating them like a leader and his subordinates. Dierendonck & Patterson (2010) define servant leadership as a leadership style that benefits the organization by building, developing, and involving individuals or employees with sincerity, mind, and whole soul. Barbuto & Wheeler (2006) *servant leadership* has several dimensions that can be used as indicators that a leader applies this leadership style, namely as follows: (a) *Altruistic Calling*, (b) *Emotional Healing*, (c) *Listening*, (d) *Empathy*, (e) *Stewardship*, (f) *Persuasion*. The research of Jing (2019) shows that servant leadership contributes positively to health professionals' job satisfaction. Santosa et al. (2019) state that servant leadership positively and significantly influences teacher performance. School organizational culture positively and significantly influences teacher performance at State Senior High Schools in Padang City. Kurniawan & Eru's (2015) results of servant leadership research, organizational culture, and motivation significantly affect performance.

Hoy & Miskel (2010); George & Jones (2012); Robbins & Judge (2013) & Hitt et al. (2011) that organizational culture is the shared orientation that a unit adheres to and gives it a specific identity. It includes previous ideas about informal organization, norms, values, ideologies, and emerging systems. Organizational culture shows the organization's view as something special and unique, distinguishing the organization from other organizations characterized by a stable set of meanings. Research conducted on 206 teachers at SMKN Pekanbaru City by Putra, R. et al. (2019) shows a positive and significant relationship between organizational culture and teacher performance. The evidenced by the acceptance of hypothesis testing with an original sample value of 0.254, which means a relationship exists between organizational culture and teacher performance at the Pekanbaru City Vocational School. The same thing follows the findings in research conducted by Purwoko (2018) on 242 teachers that organizational culture strongly influences teacher performance with an r-value of 0.497 which is included in the excellent category. Next, by involving 118 teachers, the result was that organizational culture affected the performance of Wonosobo State Senior High School teachers (Handayani & Rasyid, 2015).

Motivation is a person's desire and energy directed toward achieving a goal. McClelland (1965) argues that individuals have potential energy reserves that can be released or developed depending on individual motivational drives and are supported by available situations and opportunities. Thus, the motivation to mobilize these potential energy reserves, according to McClelland, focused on three forms of need, namely: 1) the need for achievement (abbreviated as nAch), 2) the need for power (need of power), abbreviated as now, and 3) the need for affiliation (need of affiliation). Robbins (2002) and Handayani & Rasyid (2015) define motivation as a process that explains an individual's intensity, direction, and persistence to achieve goals. In addition to organizational culture and motivation, it would only be complete if it discussed organizational climate. Organizational climate is a work environment that can influence the behavior of an organization. Gemnafle et al. (2018) explain the concept of organizational climate as a research or study of the perceptions of an organization's members towards various aspects of activities and environmental conditions around the organization.

The principal can create satisfaction through the service provided to the teachers and many customers. The education sector that provides services has internal and external customers. Ideally, if the services provided by the principal motivate teachers, the creation of an excellent organizational culture and climate will affect the achievement of educational goals both institutionally and nationally. Therefore, the research aims to (1) describe the servant leadership variables, teacher job satisfaction, work motivation, organizational culture, and organizational climate. (2) analyze the relationship between servant leadership and teacher job satisfaction, moderated by the variables of work motivation, organizational culture, and organizational climate. (3) analyze the effective contribution of servant leadership to teacher job satisfaction moderated by work motivation, organizational culture, and organizational climate.

Research Method

This study uses a quantitative approach with descriptive and correlation methods. This method of descriptive research describes the variables of servant leadership, teacher job satisfaction, and moderator variables, namely work motivation, organizational culture, and organizational climate in the Nganjuk Regency. The correlation with the Path Analysis technique was used to analyze whether servant leadership influenced teacher job satisfaction, moderated by the variables of work motivation, organizational culture, and organizational climate. This research was conducted in Nganjuk Regency, East Java, Indonesia, with the population of research being elementary school teachers. Data collection techniques using questionnaires distributed to respondents. The number of respondents in the study was 274 teachers. Samples were taken by non-probability sampling, namely purposive sampling. The research variables in this study consist of 5 variables, namely: servant leadership (X_1), teacher job satisfaction (Y), work motivation (X_2), organizational culture (X_3), and organizational climate (X_4), the relationship between variables is depicted in figure 1.

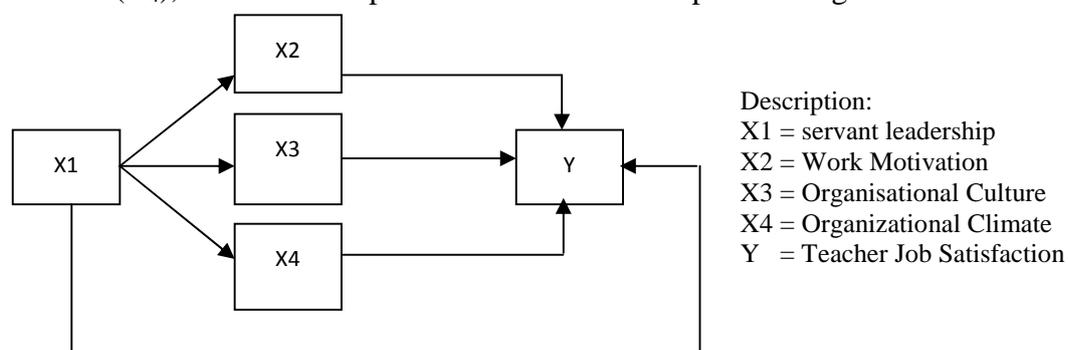


Figure 1. Schematic Framework of Mind

The reliability analysis results show that Cronbach's alpha and composite reliability (ρ_c) are all variables above 0.8 (Table 1). The reliability test uses the formula *Alpha Cronbach* to identify how good the relationship between items in the research instrument is Kurniawan, A. W & Puspitaningtyas (2015). The research instrument is declared reliable if the value *Cronbach Alpha* > 0,07 (Ghozali, 2005). Data analysis used IBM SPSS Statistics 24 and the SmartPLS 4 program. Chin and Newsted in Ghozali & Latan (2015) that the SmartPLS program explains whether there is a relationship between latent variables (prediction) and is also used to confirm the theory. The IBM SPSS Statistics program analyses descriptions descriptively: frequency, mean, and median. The SmartPLS 4 program is used to analyze the validity and reliability of the questionnaire, the relationship between variables, and the contribution/influence between variables.

Table 1. Construct Reliability and Validity

	Cronbach's alpha	Composite reliability (rho_c)	Composite reliability (rho_o)	Average variance extracted (AVE)
Climate	0.814	0.821	0.825	0.425
Culture	0.672	0.679	0.686	0.419
Motivation	0.678	0.677	0.697	0.402
Satisfaction	0.883	0.891	0.841	0.471
Servant Leadership	0.889	0.893	0.885	0.386

The results of the Discriminant Validity analysis on HTMT showed that all variables scored below 0.90, meaning that the evaluation of discriminant validity was fulfilled as a condition for further analysis (Table 2).

Table 2. Discriminant Validity

	Climate	Culture	Motivation	Satisfaction	Servant Leadership
Climate					
Culture	0.691				
Motivation	0.701	0.791			
Satisfaction	0.885	0.805	0.781		
Servant Leadership	0.692	0.677	0.783	0.658	

Results and Discussion

Describe The Variable Servant Leadership, Teacher Job Satisfaction, Work Motivation, Organizational Culture, and Organizational Climate in Kabupaten Nganjuk

The results of the analysis of descriptive data showed that the servant leadership variable was dominated by very good respondents, namely 200 (73.00%), job satisfaction of respondents answered satisfied 143 (52.2%), very high work motivation 160 (58.4%), organizational culture was answered well 145 (52.9), and organizational climate variables answered well by 149 (54.4%) which are summarised in Table 3.

Table 3. Results of Description Analysis of Servant Leadership Variables, Teacher Job Satisfaction, Work Motivation, Organizational Culture, Organizational Climate

No.	Variable	Criteria	Frequency	%	Mean	Median
1.	Servant Leadership	Not good	0	0.00	53.53	54.00
		Less Good	0	0.00		
		Good	74	27.00		
		Very good	200	73.00		
2.	Teacher Job Satisfaction	Not satisfied	0	0.00	61.58	61.00
		Less satisfied	0	0.00		
		Satisfied	143	52.2		
		Very satisfied	131	47.8		
3.	Work Motivation	Low	0	0.00	45.40	46.00
		Less high	0	0.00		
		High	114	41.6		
		Very high	160	58.4		
4.	Organizational Culture	Not good	0	0.00	41.10	57.66
		Less good	0	0.00		
		Good	145	52.9		
		Very good	129	47.1		
5.	Organizational Climate	Not good	0	0	57.66	57.00
		Less good	0	0		
		Good	149	54.4		
		Very good	125	45.6		

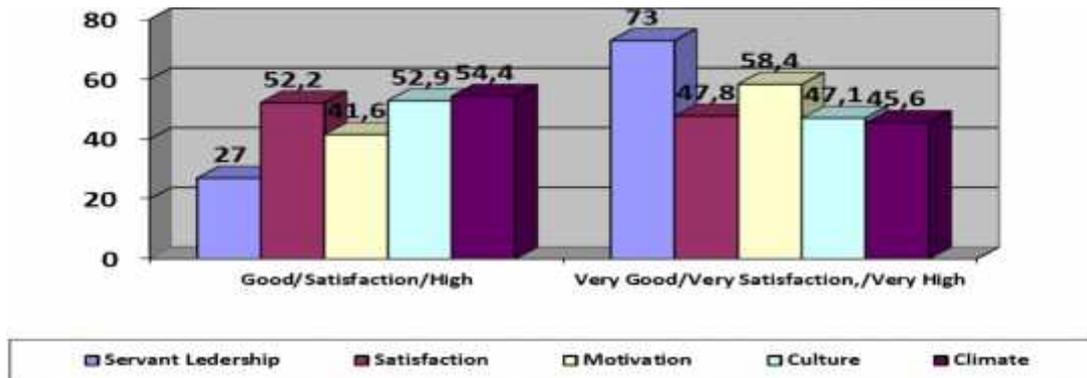


Figure 2. Analysis Results in Description Frequency

Hypothesis Test

1) The relationship between variables

The relationship between servant leadership and teacher elementary school job satisfaction in the Nganjuk Regency is moderated by work motivation, organizational culture, and organizational climate hasil dari graphical output terete pada figure 3.

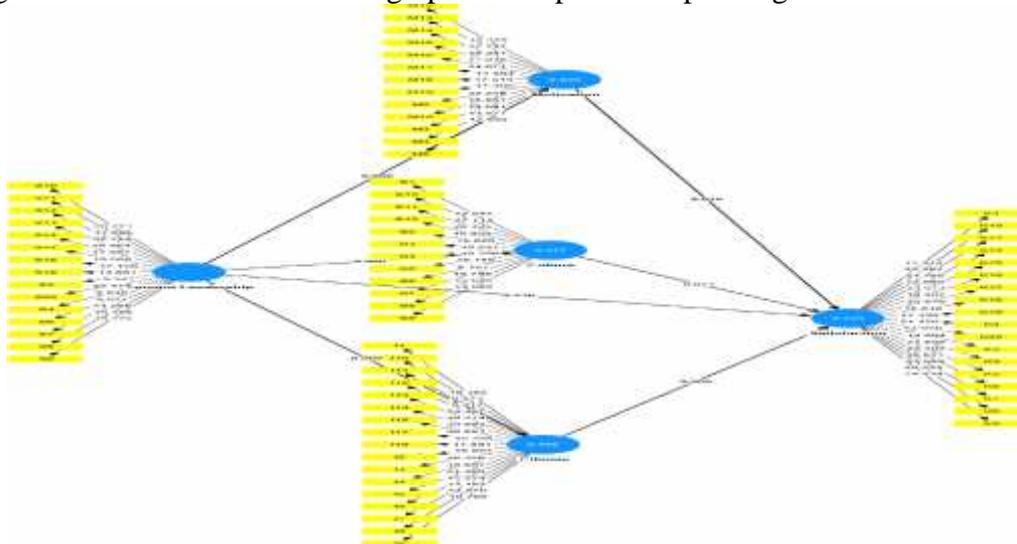


Figure 3. Relations between Variables

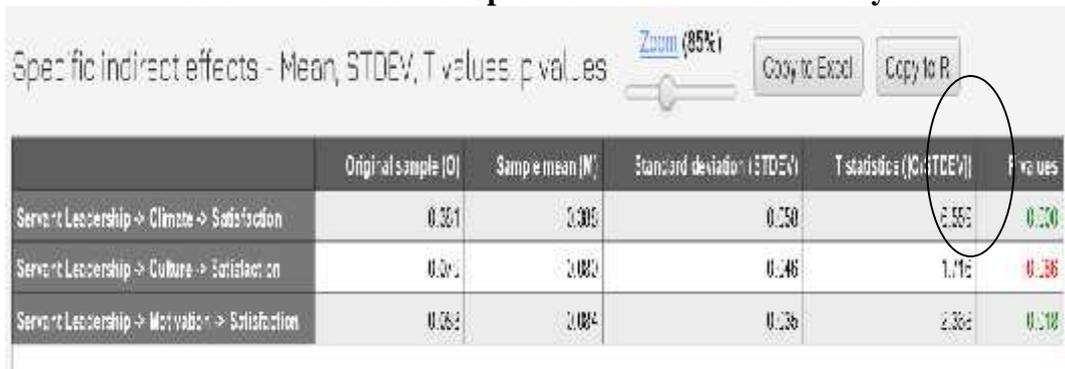
In more detail, the results of the analysis of data path coefficients in Figure 3 can be seen in full in Table 4. The overall results of the relationship between variables simultaneously show that the total indirect effect between servant leadership and teacher job satisfaction gets a P-Value of 0.000. If the P-Values < sig. 0.05 means H_1 accepted and when P-Values > sig. 0.05 means H_0 accepted. The results of servant leadership analysis simultaneously with teacher job satisfaction get a P-Values of 0.000 < sig. 0.5, then H_1 accepted, which means a simultaneous relationship exists between servant leadership and teacher job satisfaction.

Table 4. The Results of Total Indirect Effects Analysis

Total indirect effects - Mean, STDEV, T-values, p-values					
	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T-statistics (O/(STDEV))	P-values
Servant Leadership → Satisfaction	0.543	0.532	0.045	12.052	0.000

The results of the SmartPLS analysis in terms of the specific indirect effects of the relationship between servant leadership and teacher job satisfaction moderated by the organizational climate variable obtained a P-Values of 0.000. The relationship between servant leadership and teacher job satisfaction moderated by organizational culture variables obtained a P-Value of 0.086. The relationship between servant leadership and teacher job satisfaction moderated by the variable work motivation gets a P-Value of 0.018. The analysis results mean that organizational climate variables moderate a relationship between servant leadership and teacher job satisfaction. Work motivation variables moderate a relationship between servant leadership and teacher job satisfaction. Meanwhile, servant leadership and teacher job satisfaction moderated by organizational culture variables have no relationship (Table 5).

Table 5. The Result of Specific Indirect Effects Analysis



	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O /STDEV)	P-values
Servant Leadership → Climate → Satisfaction	0.361	0.305	0.250	2.565	0.000
Servant Leadership → Culture → Satisfaction	0.077	0.080	0.46	1.112	0.386
Servant Leadership → Motivation → Satisfaction	0.083	0.084	0.36	2.302	0.018

Table 5 results of the analysis of path coefficients are described in detail, and the results of the P-Values of the relationship between the servant leadership variable and teacher job satisfaction result in P-Value = 0.230. The relationship between servant leadership and work motivation results in P-Values = 0.000. The relationship between servant leadership and organizational culture results in P-Values = 0.000. The relationship between servant leadership and organizational climate results in P-Values = 0.000. The relationship between work motivation and teacher job satisfaction results in P-Values = 0.000. The relationship between organizational culture variables and teacher job satisfaction results in P-Values = 0.077. The relationship between organizational climate and teacher job satisfaction results in P-Values = 0.000.

Based on the findings, the relationship between organizational culture variables, teacher job satisfaction variables, and servant leadership variables with teacher job satisfaction both get P-Values > sig. 0.5, then H_0 accepted means that there is no relationship between organizational culture and teacher job satisfaction, and there is no relationship between servant leadership and teacher job satisfaction. While the relationship between organizational climate and teacher job satisfaction, the relationship between work motivation and teacher job satisfaction, the relationship between servant leadership and organizational climate, the relationship between servant leadership and organizational culture, and the relationship between servant leadership and work motivation, P-Values = 0.000 < sig. 0.5, then H_1 accepted means that there is a relationship between organizational climate and teacher job satisfaction, a relationship between work motivation and teacher job satisfaction, a relationship between servant leadership and organizational climate, a relationship between servant leadership and organizational culture, and a relationship between servant leadership and work motivation.

Table 6. The result of Path Coefficients Analysis

	Original sample (O)	Sample mean (M)	Standard Deviation (STDEV)	T-statistics (O/STDEV)	P-values
Climate → Satisfaction	0.095	0.800	0.577	0.166	0.000
Culture → Satisfaction	0.130	0.129	0.574	0.228	0.000
Motivation → Satisfaction	0.120	0.020	0.550	0.418	0.000
Servant Leadership → Climate	0.640	0.645	0.320	2.000	0.000
Servant Leadership → Culture	0.611	0.610	0.340	1.797	0.000
Servant Leadership → Motivation	0.661	0.660	0.320	2.066	0.000
Servant Leadership → Satisfaction	0.000	0.000	0.000	1.100	0.200

The Path Coefficients-Confidence Interval analysis results show that the most vital relationship is servant leadership, with a work motivation of 0.661. The result means that within a 95% confidence interval, the relationship between servant leadership and work motivation lies between 0.583 – 0.739 (Table 7).

Table 7. The Result Path Coefficients-Confidence Interval Analysis

	Original sample (O)	Sample mean (M)	2.5%	97.5%
Climate → Satisfaction	0.095	0.800	0.140	0.750
Culture → Satisfaction	0.130	0.129	-0.010	0.271
Motivation → Satisfaction	0.120	0.120	0.020	0.220
Servant Leadership → Climate	0.640	0.640	0.583	0.718
Servant Leadership → Culture	0.611	0.610	0.550	0.690
Servant Leadership → Motivation	0.661	0.660	0.583	0.739
Servant Leadership → Satisfaction	0.000	0.000	-0.040	0.160

Table 7 shows the results of the specific indirect effects analysis. The most vital relationship is between servant leadership and teacher job satisfaction, moderated by the organizational climate variable of 0.381. This means that within a 95% confidence interval, the relationship between servant leadership and teacher job satisfaction is moderated by the organizational climate variable, which lies between 0.281 – 0.507 (Table 6).

Table 8. The Results of Specific Indirect Effects Analysis

	Original sample (O)	Sample mean (M)	2.5%	97.5%
Servant Leadership → Climate → Satisfaction	0.381	0.388	0.281	0.507
Servant Leadership → Culture → Satisfaction	0.070	0.050	-0.011	0.174
Servant Leadership → Motivation → Satisfaction	0.080	0.061	0.010	0.151

2) Contribution between variables

The results of data analysis for the influence between variables that the results of R-Square on servant leadership on the organizational climate variable are $0.410 \times 100\% = 41\%$. Servant leadership to the organizational culture variable is $0.373 \times 100\% = 37.3\%$. Servant leadership to the variable work motivation organization of $0.437 \times 100\% = 43.7\%$. In contrast, all variables' influence on teacher job satisfaction is $0.709 \times 100\% = 70.9\%$. This means that servant leadership, organizational climate, organization culture, and work motivation contribute to the teacher job satisfaction variable of 70.9%, and the remaining 29.1% is contributed by variables outside of the variables studied (Table 9).

Table 9. The Results of R-Square Analysis

	R-square	R-square adjusted
Climate	0.410	0.400
Culture	0.373	0.371
Motivation	0.437	0.435
Satisfaction	0.709	0.705



Discussion

The results of the descriptive analysis show that the variable servant leadership of elementary schools in the Nganjuk Regency is in an outstanding category, in line with the results of the study by Kurniawan (2019) that the average descriptive statistical value of the servant leadership variable is 3,930, where the result lies in the high category. Based on this, the difference in research results is similar. The results of the subsequent analysis of the work motivation variable in the very high category position. While the variable level of satisfaction, organizational culture, and organizational climate lie in the satisfied category, organizational culture in the excellent category, and organizational climate in the good category. Based on the results of the descriptive description, this is the initial capital of the principal as a leader to maintain the level of teacher satisfaction, which can later affect the loyalty and performance of teachers/school residents. Following research by Supriyanto, Wiyono, & Burhanuddin (2021) showed that service affects satisfaction, and satisfaction affects loyalty.

The results of the hypothesis path analysis show that there is a relationship simultaneously between servant leadership and teacher job satisfaction. However, partially with servant leadership and teacher job satisfaction, there is no significant relationship, except if it is moderated by work motivation and organizational climate variables, there will be a significant relationship. In line with the results of the study by Cansoy (2019), Lin et al. (2020), and Tantri et al. (2022) that servant leadership has a positive effect on job satisfaction. Different studies still have similarities, namely research on servant leadership, organizational culture, and motivation on variable Y (performance), not teacher job satisfaction Kurniawan & Eru (2015) that servant leadership, organizational culture, and motivation significantly affect school performance. Results from the research of "X" School in Bandung City apply a leadership style that leads to organizational management; namely, leaders can prepare their organizations well. The school already has an organizational culture that leads to the following indicators: team-oriented, people-oriented, and aggressive.

Wong & Page (2003) explain some concepts in measuring *servant leadership*. The concept consists of 4 kinds of categories, namely: (1) *character orientation*, relating to the attitude of a leader that focuses on the level of trust in a leader, such as integrity, humility, and service; (2) *people orientation*, which focuses on developing human resources and the closeness of leaders and subordinates and commits to improving their capabilities, such as caring for others, empowering others, and developing others; (3) *task-orientation*, focus on achieving organizational productivity and success and prioritizing the role of leaders and capabilities in achieving success, such as achieving the vision, setting goals, and leading; and (4) *process-orientation*, focus on increasing the effectiveness and efficiency of an organization and prioritizing the ability of leaders to develop open, flexible, and efficient systems. A *servant leader* has characteristics in the form of behavior that can be seen in leading an organization. Dierendonck & Patterson (2010) mention and explain the characteristics of a person *servant leader* in exercising leadership. These characteristics include: (a) servant leaders always listen attentively to subordinates. This leader tries to identify the will of a group and then clarify the will so that it can be appropriately conveyed. Listening in this context is related to the sensitivity of a leader's heart to what his subordinates need. (b) *Empathy*, servant leaders always try to understand others or have empathy with subordinates. A leader can know what his colleagues or subordinates are feeling and thinking. (c) *Healing*, a leader who serves can heal himself and others. Leaders in this model can encourage and hope for colleagues or subordinates who have been discouraged and have emotional wounds. (d) *Awareness*, a leader who serves has the



awareness to see issues related to values, ethics, and power and can see the position and circumstances in a group. (e) *Wisdom* means that the leader can catch and understand the signs that occur in the organizational environment so that they can understand the conditions and their implications. (f) *Conceptualization*, a leader who serves can see things from a conceptual perspective, meaning a leader has long-term thinking in deciding something. (g) *Organizational Stewardship* means that a leader can provide an overview of the organization's direction and goals and prepare the organization to contribute to the environment. (h) *Foresight*, as a servant leader, has foresight and thoroughness in understanding the past and present realities and deciding the consequences of policies for the future. (i) *Persuasive Mapping* is a leader's ability to map a problem and create a solution concept. (j) *Commitment to the Growth of People*, servant leaders have a sense of responsibility and commitment in developing the professionalism of subordinates and their organization. Furthermore, (k) *Building Community*, the servant leader always identifies ways to build community.

The most vital relationship from the Path Coefficients-Confidence Interval analysis is between servant leadership and work motivation, compared to the relationship between servant leadership, cultural variables, and organizational climate variables. This shows that school principals must foster intrinsic and extrinsic motivation for teachers/school members to achieve teacher job satisfaction. Robbins (2002) Motivation is a process that explains an individual's intensity, direction, and persistence to achieve goals. Based on this opinion, it can be concluded that: (1) work motivation is an urgent part of an organization that functions as a tool for achieving goals or objectives to be achieved, (2) work motivation contains two main goals in individuals, namely to fulfil needs or desires personal and organizational goals, and (3) work motivation given to someone is only effective when someone has confidence or confidence to move forward and succeed in the organization. Motivation can arise from two factors, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from satisfaction, a natural part of the work content. Therefore, according to Siagian (2002), Intrinsic motivation comes from within the individual. Intrinsic motivation, when connected with the hierarchy of human needs, involves higher-level needs (higher-level needs), namely esteem and self-actualization. Intrinsic work value is work value related to the work itself. Intrinsic work values include being interested in work, being challenged at work, learning new things, making significant contributions, and entirely using one's potential, responsibility, autonomy, and creativity. Intrinsic motivation exists for positions of interest and challenge in work. Meanwhile, extrinsic motivation is the motivation that has something to do with the reward one receives after doing the job. These rewards can be anything a person has, while employee performance results from maximum employee work to achieve company goals and objectives for progress and achieving the company's goals. Tarsim & Elihami (2020) that the function of motivation is as follows: (a) Encouraging humans to do something or as a driving force for every activity to be carried out. (b) Determine the direction of action so that the steps taken follow the goals to be achieved. (c) Selecting actions, namely determining actions that are beneficial to the achievement of the goals to be achieved.

The results of the data analysis show that there is a relationship between servant leadership and organizational culture variables. That the principal's service to teachers/school residents as subordinates has a relationship with organizational culture. Therefore, school principals need to cultivate a good school culture and reduce or even eliminate bad/bad school culture. Unfavorable school culture can affect the behavior of school members. George & Jones (2012) state that organizational culture begins with shared



values, which produce norms that govern behavior. Behavior produces results that are reinforced, thereby strengthening culture. The same organizational norms, values, and language can improve team and task force performance. This makes it easier for organizational members to share information and trust each other when they share the same cultural values. Hoy & Miskel (2010) the school's organizational culture model consists of unspoken norms, values, and assumptions. Norms as fundamental elements of an organization's culture to understand other aspects of organizational life. In addition, norms are also communicated to organization members through stories and ceremonies, which provide solid and actual examples of what the organization wants. Robbin's (2002) types of organizational culture, among others, *network culture*, *mercenary culture*, *fragmented culture*, and *communal culture*. The type of culture is determined based on the level of kinship or familiarity that focuses on the same tasks and goals. Nawawi (2013) identifies the characteristics of organizational culture as follows: (a) Innovation and risk-taking (*innovation and risk-taking*), the degree to which teachers are encouraged to innovate and take risks; (b) Pay attention to every detail (*attention to detail*), the extent to which the teacher sees each problem in detail; (c) Results-oriented (*result-oriented*), school principals pay more attention to the degree of results, not the technology and processes to achieve results; (d) Human-oriented (*people orientation*), the extent to which the director's decision considers the impact of outcomes on teachers in the organization; (e) Team oriented (*team orientation*), the extent to which work activities are organized into teams rather than individuals; (f) Aggressive (*aggressiveness*), the extent to which teachers are aggressive and competitive in carrying out their duties rather than relaxing; (g) Stable (*stability*), the extent to which an organization can condition maximum productivity.

Aquino (2019) Organizational culture has several organizational functions. The function of the organizational culture itself needs to be identified to improve the organizational culture's function so that it is in line with the goals to be achieved. As we all know, the ability of organizational culture to motivate employees is directly related to how members learn the values and norms of the organization. They learn essential values and norms from the organization's formal socialization practices and from the signs, symbols, stories, rites, ceremonies, and organizational language that develop informally as the organization's culture matures. Machali & Hidayat (2016) Organizational culture is significant for the success of an organization in achieving its goals, so it needs to be appropriately managed. Therefore, organizations need quality and integrity because, with high quality and integrity, the organization will survive and achieve success and quality. Integrity contained in the organization is very dependent on the solidarity of its members. In his book *Division of Labor in Society*, Durkheim divides solidarity into mechanical and organic solidarity. Mechanical solidarity is solidarity based on the mechanical relationship between organization members. There is no division of tasks and work by cooperation in that solidarity. The second is organic solidarity based on a clear division of labor and responsibilities between members of an organization, such as a company or government organization. These two organizations can be used interchangeably by looking at the situations and conditions to strengthen the organization. Although organizational culture is significant for the success of an organization in achieving its goals, the results of the study state that there is no relationship with teacher job satisfaction. This is because when the same organizational norms, values, and language are good (results of descriptive analysis), this is considered average/typical and has nothing to do with teacher job satisfaction.



The analysis results of the specific indirect effects are the strongest in the relationship between servant leadership and teacher job satisfaction, moderated by the organizational climate variable. Therefore, as a school principal, giving teachers a sense of job satisfaction and providing good service is also accompanied by creating a good school/organizational climate. The same thing was also expressed by Emu & Nwannunu (2018), is have found that a positive school atmosphere is an essential component of a robust learning environment and stimulates teacher effectiveness, especially for punctual learners. A positive school climate can therefore encourage teachers to work better. So, working in a conducive, comfortable, and clean environment will create high employee performance Pratami et al. (2018). However, when the school climate becomes unfavorable, i.e., where the school and physical environment are unsafe, the principal's leadership is autocratic; this can affect teacher performance and student learning outcomes Emu & Nwannunu (2018) Therefore, it is crucial to maintain a stable organizational climate and be in a positive organizational climate.

Conclusion

Based on the research findings, the variable servant leadership, and the work motivation variable for elementary school teachers in the Nganjuk district, the results are excellent, and their work motivation are very high. During the variable teacher job satisfaction, organizational culture, and organizational climate, the results of the respondents were satisfied/good answers. The results of the hypothesis path analysis show that there is a relationship simultaneously between servant leadership and teacher job satisfaction. However, partially with servant leadership and teacher job satisfaction, there is no significant relationship, except if it is moderated by work motivation and organizational climate variables, there will be a significant relationship. There is no relationship if organizational culture variables moderate the relationship between servant leadership and teacher job satisfaction.

Recommendation

Recommendations based on the results of this study that; principals need to foster work motivation in their subordinates. If his work motivation grows, then teacher job satisfaction will increase. Giving motivation can be given both formally and informally. Formally it can be done during a flag ceremony/during work meetings with subordinates/formal events at school. Informally, it can be done by way of friendship with subordinates. Principals also need to create an excellent organizational climate, including a good work structure according to the main tasks and functions of each, responsibility, respect for subordinates, support for subordinates, and commitment among school members.

References

- Barbuto, & Wheeler. (2006). Scale development and construct clarification of servant leadership. *Group & Organization Management*, 31(3), 300–326. <https://journals.sagepub.com/doi/10.1177/1059601106287091>
- Cansoy, R. (2019). The Relationship between School Principals' Leadership Behaviours and Teachers' Job Satisfaction: A Systematic Review. *International Education Studies*, 12(1), 37–52.
- Dierendonck, V. D., & Patterson, K. (2010). *Servant Leadership: Developments in Theory and Research*. Palgrave Macmillan.
- Emu, W. H., & Nwannunu, B. I. (2018). Management of School Climate and Teachers' Job Performance in Secondary Schools in Calabar Education Zone, Cross River State.



- Global Journal of Educational Research*, 17, 127–137.
- Gemnafle, M., Waimuri, S. P., & Batlolona, J. R. (2018). Organizational Climate of the School and Teacher Performance Improvement in the 21st Century. *International Journal of Science and Research (IJSR)*, 7(2), 119–126. <https://doi.org/10.21275/ART20179865>.
- George, J. M., & Jones, G. R. (2012). *Understanding and Managing Organisational Behavior* (6th ed.). Prentice Hall.
- Ghozali, I., & Latan, H. (2015). *Partial Least Squares, Konsep, teknik, dan Aplikasi Menggunakan Program SmartPLS 3.0*. Universitas Diponegoro.
- Gofur, A. (2019). Pengaruh Kualitas Pelayanan Dan Harga Terhadap Kepuasan Pelanggan. *Jurnal Riset Manajemen Dan Bisnis (JRMB) Fakultas Ekonomi UNIAT*, 4(1), 37–44. <https://doi.org/https://doi.org/10.36226/jrmb.v4i1.240>
- Greenleaf, R. K. (2002). *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*. Paulist Press.
- Handayani, T., & Rasyid, A. A. (2015). Pengaruh Kepemimpinan Kepala Sekolah, Motivasi Guru, dan Budaya Organisasi terhadap Kinerja Guru SMA Negeri Wonosobo. *Jurnal Akuntabilitas Manajemen Pendidikan*, 3(2), 264–277. <http://journal.uny.ac.id/index.php/jamp>
- Hitt, M. A., Miller, C. C., & Colella, A. (2011). *Organisational Behavior Third Edition*. Wiley.
- Hoy, W. K., & Miskel, C. G. (2010). *Educational Administration: Theory, Research, and Practice* (9th ed.). McGraw-Hill.
- Jing, X. (2019). *Servant Leadership and Job Satisfaction: A Qualitative Study in the Chinese Healthcare Context*. In *Servant Leadership Styles and Strategic Decision Making*. IGI Global.
- Kanal. (2015). *Pengertian Kepuasan*. <https://www.kanal.web.id/pengertian-kepuasan>.
- Kurniawan, A. W. Puspitaningtyas, Z. (2015). *Metode Penelitian Kuantitatif*. Pandiva Buku.
- Kurniawan, & Eru. (2015). Pengaruh Servant Leadership, Budaya Organisasi, dan Motivasi terhadap Kinerja Guru (Studi Kasus di SMA “X” Bandung). *Maranatha Repository Sistem*. <http://repository.maranatha.edu/17472/>,
- Kurniawan, T. (2019). Pengaruh Servant Leadership terhadap Kinerja Karyawan di Pt. Tata Mulia Nusantara Indah dengan Persepsi Budaya Organisasional sebagai Mediasi. *Agora*, 7(1), 1–6. <http://publication.petra.ac.id/index.php/manajemen-bisnis/article/view/8192/7385>
- Lin, L. L. C., Irawan, A. P., Anggarina, P. T., & Yu-Wen, Z. (2020). The Relationship Between Servant Leadership and Job Satisfaction: The Mediating Effect of Job Empowerment. In *8th International Conference of Entrepreneurship and Business Management Untar (ICEBM 2019)*, 301–306.
- Machali, I., & Hidayat, A. (2016). *The Handbook of Education: Teori dan Praktik Pengelolaan Sekolah/Madrasah di Indonesia*. Prenadamedia Group. http://digilib.uinsgd.ac.id/30325/1/Ara_Hidayat_Handbook_of_Education_Management.pdf
- McClelland, D. C. (1965). Toward a theory of motive acquisition. *American Psychologist*, 20(5), 321–333. <https://doi.org/https://doi.org/10.1037/h0022225>.
- Mickahail, B. K., & Aquino, C. T. E. (Ed.). (2019). *Practical and Creative Leadership in Diverse Workforces: Improving Organizational Performance and Culture in the Workplace*. Palgrave Macmillan.
- Nawawi, I. (2013). *Budaya Organisasi Kepemimpinan dan Kinerja*. Prenamedia Group.



- Poli, W. I. M. (2011). *Kepemimpinan Stratejik: Pelajaran dari Yunani Kuno hingga Bangladesh*. Identitas Universitas Hasanuddin.
- Pratami, F. A. R., Harapan, E., & Arafat, Y. (2018). Influence of School Principal and Organizational Climate Supervision on Teachers' Performance. *International Journal of Scientific & Technology Research*, 7(7).
- Purwoko, S. (2018). Pengaruh Kepemimpinan Kepala Sekolah, Komitmen Guru, Disiplin Kerja Guru, dan Budaya Sekolah Terhadap Kinerja Guru SMK. *Jurnal Akuntabilitas Manajemen Pendidikan*, 6(2), 149–162. <http://journal.uny.ac.id/index.php/jamp>.
- Putra, R., dkk. (2019). The Effect of Motivation, Training, Organizational Culture, and Organizational Commitment on Work Satisfaction and Performance of Teachers at SMK Negeri Pekanbaru. *Procuratio: Jurnal Ilmiah Manajemen*, 7(3), 328–343. <http://www.ejournal.pelitaindonesia.ac.id/ojs32/index.php/PROCURATIO/index>.
- Robbins. (2002). Sociology and Philosophy in the Work of Pierre Bourdieu. *Journal of Classical Sociology*. <https://doi.org/10.1177/1468795X02002003196>
- Robbins, S. P., & Judge, T. A. (2013). *Organizational Behavior Fifteenth Edition* (15th ed.). Pearson.
- Sallis, E. (2005). *Total Quality Management in Education* (3rd ed.). Taylor & Francis e-Library.
- Santosa, F., Adrianto, S., & Khaidir, A. (2019). Pengaruh Servant Leadership dan Budaya Organisasi Sekolah terhadap Kinerja Guru pada Sekolah Menengah Atas Negeri di Kota Padang. *Jurnal Kepemimpinan Dan Pengurusan Sekolah*, 4(2), 101–108. <http://ejournal.stkip-pessel.ac.id/index.php/kp/article/view/404/255>,
- Siagian, S. P. (2002). *Kepemimpinan Organisasi dan Perilaku Administrasi*. Gunung Agung Pabundu Tika.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Supriyanto, A., Wiyono, B. B., & Burhanuddin. (2021). Effects of service quality and customer satisfaction on loyalty of bank customers. *Cogent Business & Management*, 8(1). <https://doi.org/https://doi.org/10.1080/23311975.2021.1937847>
- Tantri, S. N., Patiro, S. P. ., & Gaol, L. L. (2022). The Role of Job Demands in Moderating the Relationship between Servant Leadership and Job Satisfaction: A Study on Civil Apparatus in Five Major Cities in Indonesia. *Jurnal Ilmiah Akuntansi*. <https://doi.org/10.23887/jia.v6i2.33412>
- Tarsim, & Elihami. (2020). Motivasi Kerja Pendidikan dalam Meningkatkan Manajemen Lembaga. *MAHAGURU: Jurnal Pendidikan Guru Sekolah Dasar*, 1(1), 48–53. <https://ummaspul.e-journal.id/MGR/article/view/328>.
- Wong, T. P., & Page, D. (2003). Servant Leadership: An Opponent-Process Model and the Revised Servant Leadership Profile. *Paper Presented at The Servant Leadership Roundtable*. <http://www.drpaulwong.com/wp-content/uploads/2013/09/Wong-Servant-Leadership-An-Opponent-Process-Model.pdf>