



Analysis of the Influence of Servant Leadership, Job Crafting and Quality of Work Life on Organizational Citizenship Behavior and High School Teacher Performance in Pematangsiantar City

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ABSTRACT

This study aimed to determine how servant leadership, job crafting, and quality of work life impact organizational citizenship behavior and teacher performance based on job satisfaction. This study involved 278 high school teachers in Pematangsiantar City. This study aimed to determine how servant leadership, job crafting, and quality of work life affect organizational citizenship behavior and teacher performance through job satisfaction. This study used a quantitative approach. This study used a sample of 278 high school teachers in Pematangsiantar City. This study obtained data from the results of filling out the questionnaire and then analyzed using the Structural Equation Modeling analysis technique with the help of the AMOS version 22 program. The results showed that satisfaction could positively and significantly mediate the influence of servant leadership, job crafting, and quality of work life on organizational citizenship behavior and teacher performance. Servant leadership partially did not affect OCB and teacher performance, and job crafting partially did not affect OCB and teacher performance. The results of this study indicate that satisfaction was able to positively and significantly mediate the influence of servant leadership, job crafting, and quality of work life on organizational citizenship behavior and teacher performance. Servant leadership partially does not considerably influence OCB and teacher performance. Job crafting hurts teacher OCB and is not significant on teacher performance.

Keywords: Servant Leadership, Job Crafting, Quality of Work Life, Job Satisfaction, OCB, Performance

Introduction

Many factors affect the quality of education in schools, including improvement or decline. Job satisfaction is one factor that affects teacher performance. Job satisfaction allows a person to motivate themselves to do more. Individual performance is a person's work performance regulated according to organizational standards or criteria. Reasonable job satisfaction is related to organizational citizenship behavior (OCB). Namely, an individual will be satisfied with the results of the cooperation with their coworkers. The organization can give job satisfaction from various things, such as awards, promotion opportunities, and others (Hasanah et al., 2021).

In addition, teacher performance is considered to be influenced by the concept of servant leadership. A leader who applies this concept will prioritize the needs of all organization members. This leadership style will increase teacher productivity (Rahmawati et al., 2022). This is because leadership can systematically and positively impact teacher performance (Bakry and Syamril, 2020; Pala'langan and Satrya, 2023). Another factor that is considered to contribute to the decline in the quality of education is the lack of work created by teachers. Due to the inability to meet the facilities available in the school environment, it is considered that there is no job creation factor. Personalized understanding from work

experience used to fulfill desires and needs is known as job crafting (Yuridha, 2022). In an activity, this will show the changes that workers actively make in building their jobs.

Another factor that affects teacher performance is the quality of work life (QWL). Quality of work life is defined as how each teacher can responsibly fulfill their needs. The quality of fulfilling the quality of work life will affect the improvement of each teacher's performance. Thus, the school's goal, which is to produce quality students, can be achieved through teacher performance. A person's sense of personal satisfaction in working, namely fulfilling the quality of work life, can play a role in achieving this goal (Marlinda and Turnip, 2012).

Job satisfaction affects the level of involvement in the organization. Teachers who are happy with their work will help the organization. A person's willingness to take additional actions outside of their primary duties is known as organizational citizenship behavior. This can be achieved in various ways, such as leading students or helping those who do volunteer work outside the classroom (Rahmi, 2014). Conceptually, OCB and teacher performance will be better if influenced by job satisfaction as a mediating variable. Therefore, this study will examine the effect of servant leadership, job crafting, and quality of work life on OCB and teacher performance with job satisfaction as a mediating variable in SMA Kota Pematangsiantar.

Research Method

This study used descriptive and explicit surveys as the type of causality investigation. This study involved teachers from 21 high schools in Pematang Siantar City, consisting of 6 public high schools and 15 private high schools, a total of 916 teachers. The respondents in this study were teachers with A accreditation from public and private high schools, a total of 278 people.

The dimensions of each variable, namely servant leadership (X1), include altruistic calling, emotional healing, wisdom, persuasive mapping, and organizational stewardship. The dimensions of the job crafting variable (X2) include task crafting, relation crafting, and cognitive crafting. Quality of work life (X3) includes pride, employee participation, conflict resolution, communication, health and well-being, job security, safe environment, and compensation. The dimensions of job satisfaction (Z) include factors related to employees, factors related to the organization, and factors related to work. OCB (Y1) dimensions include altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. The dimensions of teacher performance (Y2) include the ability to prepare learning plans, the ability to carry out learning, the ability to carry out interpersonal relationships, the ability to carry out assessments, the ability to carry out enrichment, and the ability to carry out remedial. Primary and secondary data were used in this study. The research questionnaire was created with a Likert scale, including five categories of respondents' answers (scores). The research tool was tested by distributing questionnaires to 55 teachers who were not the research sample.

Result And Discussion

A descriptive analysis of research variables was conducted to see the description of respondents' perceptions of the research variables, so the results of this descriptive analysis will provide a description of servant leadership, job crafting, quality of work life, job satisfaction, organizational citizenship behavior, and the performance of high school teachers in Pematangsiantar City. The determination of the criteria for the average value of the respondents' answers was entered into the interval class. The class interval value obtained was 0.8. The average value of the answers to each question variable from 278 respondents can be seen in the table below :

Table 1. Average Value and Standard Deviation of Respondents' Answers

Interval Value	Average	Std.Deviasi
<i>ServantLeadership</i>	3,44	0,858
<i>JobCrafting</i>	3,46	0,939
<i>QualityofWork Life</i>	3,52	0,821
Job satisfaction	3,12	1,073
<i>Organizational Citizenship Begaviour</i>	3,29	0,890
Teacher Performance	3,33	0,825

Source: processed data, 2024

Based on Table 1, all respondents' answers are stated by the average value (mean). Deviation 0.824, Servant Leadership mean of 3.44 with agree criteria and Std. Deviation 0.858, Job Crafting mean of 3.46 agree criteria and Std. Deviation 0.939, Quality of Work Life mean 3.52 with agree criteria and Std. Deviation 0.821, Job Satisfaction mean of 3.12 with disagree criteria and Std. Deviation 1.073, Organizational Citizenship Behavior mean of 3.29 with disagree criteria and Std. Deviation 0.890, teacher performance mean of 3.33 with disagree criteria and Std. Deviation 0.825.

Variabel Servant Leadership

Servant leadership is measured from 15 question items with five dimensions: altruistic calling, emotional healing, wisdom, persuasive mapping, and organizational stewardship. From the findings, the number of respondents who answered items that stated strongly disagree (STS) was 0.43%, those who answered disagree (TS) were 13.31%, those who answered less agree (KS) was 37.96%, those who answered agree (S) were 38.42% and finally those who answered strongly agree (ST) was 9.88%. This means that the data is divided from the smallest to the largest with an overall average value of 3.440 and a

standard deviation of 0.858 so that the range of respondent answer values is 3.277 to 3.565 with the answer category being in the criteria of less agree to agree.

Variabel Job Crafting

Job crafting is measured from 9 question items with three dimensions: task crafting, relational crafting, and cognitive crafting. The results present the recapitulation of the answers of 278 teachers with the results of the respondent's answer items stated that they strongly disagree (STS) of 2.12%, those who disagree (TS) of 11.79%, those who disagree (KS) of 37.09%, those who agree (S) of 35.53% and finally those who strongly agree (ST) of 13.47%. This means the data is divided from the smallest to the largest, with an overall average value of 3.464 and a standard deviation of 0.939. The range of respondent answer values is 3.374 to 3.604, with the answer category being in the criteria of disagree to agree.

Variabel Quality of Work Life

Quality of work life is measured from 27 question items with nine dimensions: pride, teacher participation, career development, conflict resolution, communication, health and welfare, job security, safe environment, and fair compensation. The results present the recapitulation of the respondents' answers totaling 278 teachers who gave answers as respondents who stated to disagree (STS) by 0.17% strongly, those who answered disagree (TS) by 10.13%, those who answered less agree (KS) by 38.04%, those who answered agree (S) by 41.10% and finally those who answered strongly agree (ST) by 10.56%. This means the data is divided from the smallest to the largest, with an overall average value of 3.518 and a standard deviation of 0.821. The range of respondent answer values is 3.392 to 3.701, with the answer category being in the criteria of less agree to agree.

Job Satisfaction Variables

Job satisfaction is measured from 8 question items with two dimensions: teacher satisfaction is measured from factors related to teachers, and teacher satisfaction is measured from work-related factors. The results of the recapitulation of respondents' answers totaling 278 teachers as respondents who stated that they strongly disagreed (STS) by 6.61%, those who disagreed (TS) by 21.40%, those who answered less agree (KS) by 36.42%, those who answered agree (S) by 24.55% and finally those who answered strongly agree (ST) by 11.02%. This means the data is divided from the smallest to the largest, with an overall average value of 3.120 and a standard deviation of 1.073. The respondents' answer values range from 2.982 to 3.209, with the answer category being in the criteria of less agree to agree.

Variabel Organizational Citizenship Behavior (OCB)

OCB is measured from 15 question items with five dimensions: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. Respondents totaling 278 teachers answered strongly disagree (STS) by 0.02%, those who answered disagree (TS) by 17.60%, those who answered less agree (KS) by 47.05%, those who answered agree (S) by 23.72%, and finally those who answered strongly agree (ST) by 11.61%. This means the data is divided from the smallest to the largest, with an overall average value of 3.293 and a standard deviation of 0.890. The range of respondent answer values is 3.058 to 3.608, with the answer category being in the criteria of less agree to agree.

Teacher Performance Variables

Teacher performance is measured from 28 question items with five dimensions, namely the ability to prepare a lesson plan, the ability to implement learning, the ability to establish interpersonal relationships, the ability to carry out learning outcome assessments, and the ability to carry out enrichment. The number of respondents who answered items that stated that they strongly disagreed (STS) was 0.03%, those who answered disagreed (TS) was 14.21%, those who answered disagreed (KS) were 47.74%, those who answered agree (S) were 29.24% and finally those who answered strongly agree (ST) was 8.79%. This means the data is divided from the smallest to the largest, with an overall average value of 3.326 and a standard deviation of 0.825. The range of respondent answer values is 3.011 to 3.68, with the answer category being in the criteria of disagreeing to agreeing.

SEM Analysis

This study used SEM analysis to evaluate the influence of assistant leadership, job creation, quality of work life, and OCB and teacher performance through teacher job satisfaction. This study chose SEM analysis because the model meets the mediating (intervening) variables, the large sample (more than 100), and the research variables are latent variables measured by several indicators. There are two stages in SEM analysis: the measurement model testing stage and the structural model testing stage.

Confirmatory Factor Analysis (CFA)

The testing model is used to test the validity and reliability of the indicators in measuring their constructs. Testing is carried out independently on each construct. An indicator is considered valid if the indicator's filler factor value is more significant than 0.5. A series of indicators is deemed reliable if the construct's AVE value is more significant than 0.5 and the construct's CR value is greater than 0.7. The CR (Construction Reliability) formula obtains the filler factor value. The container factor value is obtained from the AMOS output. In contrast, the AVE and CR values are obtained from manual calculations that enter the indicator's container factor value in one construct. In this study, seven latent variables or latent constructs will be used to estimate the SEM model. These variables are servant leadership, job crafting, QWL, teacher job satisfaction, OCB, and teacher performance. The results of the validity and reliability tests of the four constructs are presented here :

1. CFA Servant Leadership Analysis (SL)

In this study, five indicators are used to measure employee leadership. Indicator SL1 shows the leadership style related to altruistic calling; indicator SL2 shows the leadership style related to emotional healing; indicator SL3 shows the leadership style related to knowledge; indicator SL4 shows the leadership style linked to persuasive maps; and indicator SL5 shows the leadership style related to organizational management. The form of the CFA construct based on the number of indicators that make up the servant leadership variable is as follows :

Source: processed data, 2024

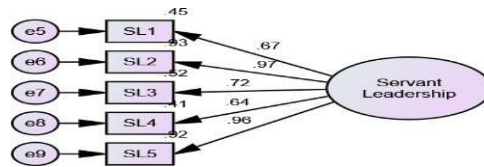


Figure 1. Estimation Results of the CFA Servant Leadership Model

Based on the results of the CFA model estimation of the servant leadership construct, it can be seen that all indicators in the construct have a loading factor > 0.5, which means that all indicators in the construct are valid when measuring the construct. Furthermore, the results of the calculation of the CR and AVE construct values obtained an AVE construct value of 0.646 and a CR construct value of 0.898; therefore, the AVE construct value has exceeded 0.5, and the CR construct has exceeded 0.7, so it can be concluded that the servant leadership construct has met the required construct reliability criteria.

2. CFA Job Crafting Analysis (JC)

In this study, job construction is measured by three indicators: indicator JC1 indicates task-related job construction, indicator JC2 indicates relationship-related job construction and indicator JC3 indicates cognitive-related job construction. The resulting CFA constructs are as follows:

Source: processed data,2024

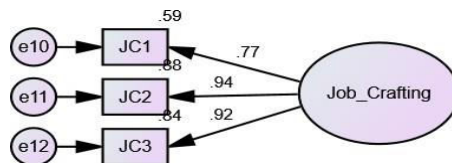
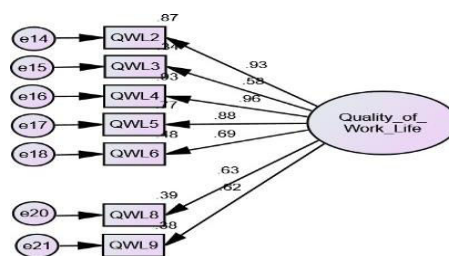


Figure 2. CFA Job Crafting Model Estimation Results

All construct indicators have a loading factor greater than 0.5, which means that all construct indicators are valid to measure their constructs, according to the results of the CFA model estimation of the job crafting construct. Furthermore, the calculation results of the CR and AVE construct values show that the AVE construct value is 0.770 and the CR construct value is 0.909, so the AVE construct value exceeds 0.5, and the CR construct value exceeds 0.7. Therefore, it can be concluded that the job construction has met the required construct reliability criteria.

3. CFA Quality of Work Life Analysis (QWL)

In this study, there are eight dimensions of work-life quality. The QWL1 dimension indicates the work-life quality related to pride, the QWL2 dimension indicates the work-life quality related to teacher participation, the QWL3 dimension indicates the work-life quality related to career development, the QWL4 dimension indicates the work-life quality related to conflict resolution, the QWL5 dimension indicates the work-life quality related to communication, and the QWL6 dimension indicates the work-life quality that The CFA construct form is then as follows :



Source: processed data (2024)

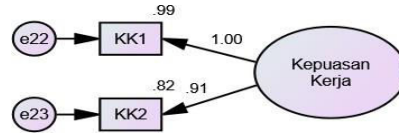
Figure 3. CFA QWL Model Estimation Results

Based on the results of the CFA model estimation of the Quality of Work Life construct, it can be seen that there are indicators in the construct that have a loading factor below <0.5 (invalid); these indicators include (QWL1 and QWL7). So then the invalid indicators (<0.5) are dropped and not included in the following analysis, namely the combined complete model analysis. Figure 3 shows the CFA model analysis of the Quality of Work Life that has been fit. Based on the results of the CFA model estimation of the Quality of Work Life construct in Figure 3, it can be seen that all indicators in the construct have a loading factor > 0.5; this means that all indicators in the construct are valid in measuring the construct. Furthermore, the results of the calculation of the CR and AVE construct values obtained an AVE construct value of 0.594 and a CR construct value of 0.908; therefore, because the AVE construct value has exceeded 0.5 and the CR construct has exceeded 0.7, it can be concluded that the Quality of Work Life

construct has met the required construct reliability criteria.

4. CFA Analysis of Job Satisfaction (KK)

Two measurement indicators measure job satisfaction in this research; the KK1 indicator is the teacher's job satisfaction with the teacher's personality, followed by KK2, which is job satisfaction with the job as a teacher. Based on the number of indicators that make up the job satisfaction variable, the CFA form of this construct is as follows :



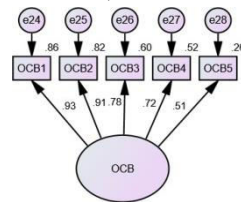
Source: Processed data, 2024

Figure 4. Estimation Results of the Job Satisfaction CFA Model

Based on the results of the CFA model estimation of the job satisfaction construct, it can be seen that all indicators in the construct have a loading factor > 0.5, which means that all indicators in the construct are valid for measuring the construct. Furthermore, the calculation of the CR and AVE construct values in Table 12 obtained a construct AVE value of 0.905 and a construct CR value of 0.950. Therefore, the construct AVE value has exceeded 0.5, and the construct CR has exceeded 0.7; it can be concluded that the job satisfaction construct has met the required construct reliability criteria.

5. CFA Analysis of Organizational Citizenship Behavior (OCB)

Fifteen measurement indicators measured OCB in this study: the OCB1 dimension related OCB related to Altruism, the OCB2 dimension related to OCB Conscientiousness, the OCB3 dimension related to Sportsmanship, the OCB4 related to OCB related Courtesy, and OCB5 related to Civic Virtue. Based on the number of indicators that make up the OCB variable, the CFA form of the construct is as follows :



Source: processed data, 2024

Figure 5. CFA OCB Model Estimation Results

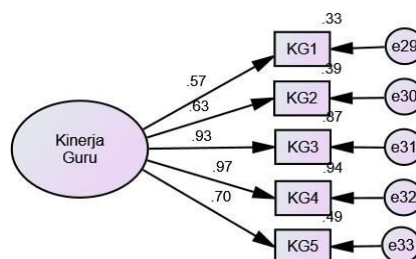
Based on the results of the CFA model estimation of the OCB construct, it can be seen that all indicators in the construct have a loading factor > 0.5, which means that all indicators in the construct are valid when measuring the construct. Furthermore, the results of the calculation of the CR and AVE construct values obtained an AVE construct value of 0.661 and a CR construct value of 0.883; therefore, the AVE construct value has exceeded 0.5, and the CR construct has exceeded 0.7, so it can be concluded that the job satisfaction construct has met the required construct reliability criteria.

6. CFA Analysis of Teacher Performance (KG)

Teacher performance in this study was measured by 28 measurement indicators: the KG1 dimension related to teacher performance related to the ability to prepare learning plans, the KG2 dimension showed teacher performance related to the ability to carry out learning, the KG3 dimension related to the ability to establish interpersonal relationships, KG4 showed teacher performance related to the ability to carry out learning outcome assessments and KG5 related to the ability to carry out enrichment. Based on the number of indicators that make up the teacher performance variable, the CFA form of the construct is as follows :

Source: processed data, 2024

Figure 6. Results of CFA Model Estimation of Teacher Performance



Based on the results of the CFA model estimation of the teacher performance construct, it can be seen that all indicators in the construct have a loading factor > 0.5, which means that all indicators in the construct are valid when measuring the construct. Furthermore, the calculation results of the CR and AVE construct values in Table 14 obtained a construct AVE value of 0.604 and a construct CR value of 0.880. Therefore, the construct AVE value has exceeded 0.5, and the construct CR has exceeded 0.7; it can be concluded that the job satisfaction construct has met the required construct reliability criteria.

Testing the Influence between Variables

This study will investigate how teacher performance is affected by servant leadership, job design, and quality of work life. This study will also look at how servant leadership, job design, and quality of work life influence organizational citizenship behavior directly. To determine the significance of the influence between variables, testing the influence between variables is carried out using the following test hypothesis :

$H_0=0$, This means that there is no influence of exogenous variables on endogenous $H_a \neq 0$, meaning that there is an influence of exogenous variables on endogenous.

With a significance level of 5%, H_0 is rejected if the p value <0.05 or $CR > 1.96$

Table 2. Results of the Direct Influence Test between Variables
Regression Weights:(Groupnumber1-Defaultmodel)

		Estimate	S.E	C.R	P
Job satisfaction	Servant Leadership	.538	.106	5.091	***
Job satisfaction	Job Crafting	.649	.106	6.125	***
Job satisfaction	Quality of Work Life	.325	.055	5.928	***
Teacher Performance	Job satisfaction	.021	.007	3.176	.001
Teacher Performance	Servant Leadership	-.007	.009	-.744	.457
Teacher Performance	Job Crafting	-.017	.010	-1.776	.076
Teacher Performance	Quality of Work Life	.695	.040	17.239	***
OCB	Servant Leadership	.089	.099	.900	.368
OCB	Job Crafting	-.305	.110	-2.774	.006
OCB	<--Quality of Work Life	.436	.067	6.539	***
OCB	<-- Job satisfaction	.323	.073	4.440	***

Source: processed data,2024

Table 3. Path Coefficient of Influence between Variables
Standardized Regression Weights:(Groupnumber1-Defaultmodel)

		Estimate
Job satisfaction	<Servant Leadership	.284
Job satisfaction	<Job Crafting	.392
Job satisfaction	<Quality of Work Life	.255
Teacher Performance	< Job satisfaction	.036
Teacher Performance	<Servant Leadership	-.006
Teacher Performance	<Job Crafting	-.018
Teacher Performance	<Quality of Work Life	.923
OCB	<Servant Leadership	.054
OCB	<Job Crafting	-.212
OCB	<--Quality of Work Life	.394

Source: processed data,2024

Based on the results of the analysis in the table above, the results of testing the influence between variables are as follows :

1) Servant Leadership Path → Job Satisfaction

On the path that shows the influence of servant leadership on job satisfaction, a very significant p-value (***) was obtained with a CR of 5.091 and a positive path coefficient of 0.538. Therefore, with the p-value <0.05 and $CR > 1.96$ with a positive path coefficient, it is concluded that servant leadership positively and significantly affects job satisfaction. This means that the higher the servant leadership, the higher the teacher's job satisfaction; vice versa, the lower the servant leadership, the lower the teacher's job satisfaction. The results of this analysis support hypothesis 4 in this study, so Hypothesis 4 is accepted.

2) Servant Leadership Path → OCB

On the path that shows the influence of servant leadership on OCB, an insignificant p-value (0.368) was obtained with a CR of 0.900 and a positive path coefficient of 0.089. Because the p value > 0.05 and $CR < 1.96$ with a positive path coefficient, it is concluded that servant leadership cannot directly influence OCB. This means that good servant leadership does not necessarily support OCB in schools; not all schools have good school organizations, and even though school leaders have criteria and perform very well, other factors besides servant leadership can influence school OCB. The results of this analysis contradict Hypothesis 5 in this study, so Hypothesis 5 is rejected.

3) Servant Leadership Path → Teacher Performance

On the path that shows the influence of servant leadership on Teacher Performance, an insignificant p-value (0.457) was obtained with a CR of -0.744 and a negative path coefficient of -0.007. Because the p-value is > 0.05 and $CR < 1.96$ with a negative path coefficient, it is concluded that servant leadership cannot directly affect teacher performance. This means that good servant leadership does not necessarily support teacher performance. The results of this analysis contradict Hypothesis 6 in this study, so Hypothesis 6 is rejected.

4) Job Crafting Path → Job Satisfaction

On the path that shows the effect of job crafting on job satisfaction, a very significant p-value (***) is

obtained with a CR of 6.125 and a positive path coefficient of 0.649. Because the p-value < 0.05 and $CR > 1.96$ with a positive path coefficient, it is concluded that job crafting positively and significantly affects teacher job satisfaction. This means that the higher the job crafting, the higher the teacher's job satisfaction, and vice versa; the lower the job crafting, the lower the teacher's job satisfaction. The results of this analysis are based on hypothesis 7 in this study, so Hypothesis 7 is accepted.

5) Job Crafting Path \rightarrow OCB

On the path that shows the influence of job crafting on OCB, a significant p-value (0.006) was obtained with a CR of -2.774 and a negative path coefficient of 0.305. Because the p-value < 0.05 and $CR > 1.96$ with a negative path coefficient, it is concluded that job crafting has a negative and significant effect on OCB. This means that the better the job crafting, the lower the school's OCB, and vice versa; the worse the job crafting, the higher the school's OCB. The results of this analysis contradict Hypothesis 8 in this study, so Hypothesis 8 is rejected.

6) Job Crafting Path \rightarrow Teacher Performance

On the path that shows the influence of job crafting on teacher performance, an insignificant p-value (0.076) was obtained with a CR of -1.776 and a negative path coefficient of -0.017. Therefore, with the p value > 0.05 and $CR < 1.96$ with a negative path coefficient, it is concluded that job crafting does not positively and significantly affect teacher performance. This means that whether or not job crafting can affect teacher performance. The results of this analysis contradict Hypothesis 9 in this study, so Hypothesis 9 is rejected.

7) QWL Path \rightarrow Job Satisfaction

On the path that shows the influence of QWL on job satisfaction, a very significant p-value (***) was obtained with a CR of 5.928 and a positive path coefficient of 0.325. Therefore, with the p-value < 0.05 and $CR > 1.96$ with a positive path coefficient, it is concluded that QWL has a positive and significant effect on job satisfaction. This means that the better the QWL, the better the teacher's job satisfaction, and vice versa; the lower the QWL, the lower the teacher's job satisfaction. The results of this analysis are based on hypothesis 10 in this study, so Hypothesis 10 is accepted.

8) QWL \rightarrow OCB Path

On the path that shows the influence of QWL on OCB, a very significant p-value (***) was obtained with a CR of 6.529 and a positive path coefficient of 0.436. Because the p-value < 0.05 and $CR > 1.96$ with a positive path coefficient, it is concluded that QWL has a positive and significant effect on OCB. This means that the higher the QWL, the higher the OCB, and vice versa, the lower the QWL, the lower the OCB. The results of this analysis are based on hypothesis 11 in this study, so Hypothesis 11 is acc.

9) QWL Path \rightarrow PERFORMANCE

On the path that shows the influence of QWL on performance, a very significant p-value (***) is obtained with a CR of 17.239 and a positive path coefficient of 0.695. Because the p-value < 0.05 and $CR > 1.96$ with a positive path coefficient, it is concluded that QWL has a positive and significant effect on teacher performance. This means that the higher the QWL, the higher the teacher's performance; vice versa, the lower the QWL, the lower the teacher's performance. The results of this analysis are based on hypothesis 12 in this study, so hypothesis 12 is accepted.

10) JOB SATISFACTION Path \rightarrow OCB

On the path that shows the influence of teacher job satisfaction on OCB, a very significant p-value (***) is obtained with a CR of 4.440 and a positive path coefficient of 0.323. Because the p-value < 0.05 and $CR > 1.96$ with a positive path coefficient, it is concluded that teacher job satisfaction has a positive and significant effect on OCB. This means that the higher the teacher's job satisfaction, the higher the OCB, and vice versa; the lower the teacher's job satisfaction, the lower the OCB. The results of this analysis are based on hypothesis 13 in this study, so Hypothesis 13 is accepted.

11) Path JOB SATISFACTION \rightarrow PERFORMANCE

On the path showing teacher job satisfaction's effect on performance, a significant p-value (0.001) is obtained with a CR of 3.176 and a positive path coefficient of 0.021. Because the p-value < 0.05 and $CR > 1.96$ with a positive path coefficient, it is concluded that teacher job satisfaction has a positive and significant effect on teacher performance. This means that the higher the teacher's job satisfaction, the higher the teacher's performance, and vice versa, the lower the teacher's job satisfaction, the lower the teacher's performance. The results of this analysis are based on hypothesis 14 in this study, so Hypothesis 14 is accepted.

1. Indirect Partial Effect with 1 Mediation

The job satisfaction variable is the only mediating variable in this research model. The Sobel test can be used to evaluate the role of job satisfaction in mediating the influence of servant leadership, job crafting, and work environment on teacher performance. This test is based on the values obtained from SEM analysis and supported by standard direct and indirect effect calculations in the AMOS program.

Table 4.Results of the Direct Influence Test between Variables
Regression Weights:(Groupnumber1-Defaultmodel)

		Estimate	S.E.	C.R.	P
Job satisfaction	<--- <i>Servant_Leadership</i>	.538	.106	5.091	***
Job satisfaction	<--- <i>Job_Crafting</i>	.649	.106	6.125	***
Job satisfaction	<--- <i>Quality_ofWork_Life</i>	.325	.055	5.928	***
Teacher Performance	<--- Job satisfaction	.021	.007	3.176	.001
Teacher Performance	<--- <i>Servant_Leadership</i>	-.007	.009	-.744	.457
Teacher Performance	<--- <i>Job_Crafting</i>	-.017	.010	-1.776	.076
Teacher Performance	<--- <i>Quality_ofWork_Life</i>	.695	.040	17.239	***

Source: processed data,2024

Table 5.Path Coefficient of Influence between Variables

Standardized RegressionWeights:(Groupnumber1-Defaultmodel)

		Estimate
Job satisfaction	<-- <i>Servant_Leadership</i>	.284
Job satisfaction	<-- <i>Job_Crafting</i>	.392
Job satisfaction	<-- <i>Quality_of_Work_Life</i>	.255
Teacher Performance	<-- Job satisfaction	.036
Teacher Performance	<-- <i>Servant_Leadership</i>	-.006
Teacher Performance	<-- <i>Job_Crafting</i>	-.018
Teacher Performance	<-- <i>Quality_ofWork_Life</i>	.923
OCB	<-- <i>Servant_Leadership</i>	.054
OCB	<-- <i>Job_Crafting</i>	-.212
OCB	<-- <i>Quality_ofWork_Life</i>	.394
OCB	<-- <i>Kepuasan_Kerja</i>	.372

Source: processed data,2024

The results of the Sobel test to evaluate the role of job satisfaction in mediating the influence of servant leadership, job crafting, and quality of work life on teacher performance are as follows, based on the results of the SEM test shown in the table above :

1) Test of the Indirect Influence of Servant Leadership on OCB through Job Satisfaction

The following are the results of the Sobel Test on the influence of servant leadership on OCB through job satisfaction as an intervening variable :

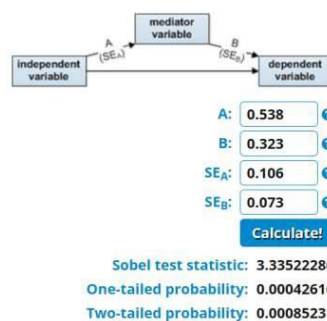


Figure 7.Sobel Test Results of the Influence of Servant Leadership on OCB Through Satisfaction

Table 6.Sobel Test Results of the Role of Job Satisfaction in Mediating the Influence of Servant Leadership on OCB

A	B	Sa	Sb	SobleTest Statistics	1 Probability	Tail2 Probability	Tail
0,538	0,323	0.106	0.073	3,33522	0,00042616	0,00085231	

Description:

a = exogenous path coefficient to endogenous; b = intervening path coefficient to endogenous; Sa = standard error of exogenous path coefficient to endogenous; sb = standard error of intervening path coefficient to endogenous.

Source: processed data,2024

Based on the results of the Sobel test in the figure, it was obtained that the p-value of the Sobel test results was 0.00042616; therefore, the p-value <0.05, it was concluded that job satisfaction could mediate the indirect effect of servant leadership on OCB. Good servant leadership will increase teacher job satisfaction, supporting high OCB. The results of this analysis support hypothesis 16 in this study, so

Hypothesis 16 is accepted.

2) Test of the Indirect Effect of Job Crafting on OCB through Job Satisfaction

The following are the results of the Sobel Test on the influence of job crafting on OCB through job satisfaction as an intervening variable :

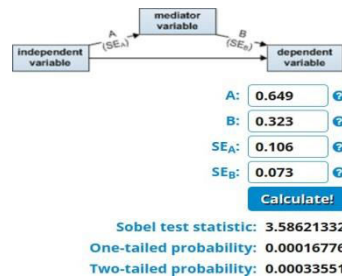


Figure 8.Sobel Test Results of the Effect of Job Crafting on OCB through Satisfaction
Table 7.Sobel Test Results of the Role of Job Satisfaction in Mediating the Effect of Job Crafting on OCB

	B	Sa	Sb	SobleTestStati	1 Tail Probability	2 Tail Probability
	0,323	0.106	0.073	3,58621	0,00016776	0,00033551

Description:
 a = exogenous path coefficient to endogenous; b = intervening path coefficient to endogenous; Sa = standard error of exogenous path coefficient to endogenous; sb = standard error of intervening path coefficient to endogenous.

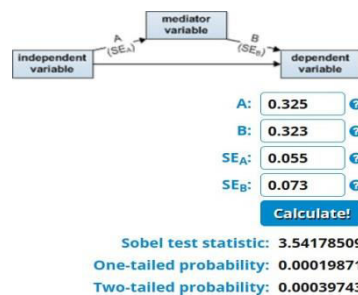
Source: processed data,2024

Based on the results of the Sobel test in the figure, it was obtained that the p-value of the Sobel test results was 0.00016776; therefore, the p-value <0.05, it was concluded that job satisfaction could mediate the indirect effect of job crafting on OCB. Good job crafting will increase teacher job satisfaction, supporting high OCB. The results of this analysis support hypothesis 17 in this study, so Hypothesis 17 is accepted.

3) Test of the Indirect Effect of QWL on OCB through Job Satisfaction

The following are the results of the Sobel Test on the influence of QWL on OCB through job satisfaction as an intervening variable :

Figure 9.Sobel Test Results of the Influence of Quality of Work Life on OCB through



Satisfaction

Table 8.Sobel Test Results of the Role of Job Satisfaction in Mediating the Influence of QWL on OCB

A	B	Sa	Sb	SobleTest Statistics	1 Tail Probability	2TailProbability
0,325	0,323	0.055	0.073	3,54178	0,00019871	0,00039743

Description:
 a = exogenous path coefficient to endogenous; b = intervening path coefficient to endogenous; Sa = standard error of exogenous path coefficient to endogenous; sb = standard error of intervening path coefficient to endogenous.

Source: processed data,2024

Based on the results of the Sobel test in the figure, it was obtained that the p-value of the Sobel test results was 0.00019871; therefore, the p-value <0.05, it was concluded that job satisfaction could mediate the indirect effect of QWL on OCB. Good QWL will increase teacher job satisfaction and

support high school OCB. The results of this analysis support hypothesis 18 in this study, so Hypothesis 18 is accepted.

4) Test of the Indirect Influence of Servant Leadership on Teacher Performance through Job Satisfaction

The following are the results of the Sobel Test of the influence of servant leadership on teacher performance through job satisfaction as an intervening variable:

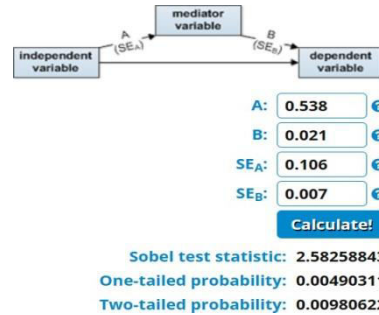


Figure 10.Sobel Test Results of the Influence of Servant Leadership on Performance through Job Satisfaction

Table 9.Sobel Test Results of the Role of Job Satisfaction in Mediating the Influence of Servant Leadership on Teacher Performance

A	B	Sa	Sb	SobleTest Statistics	1 Tail Probability	2 Tail Probability
0,538	0,021	0.106	0.007	2,58258	0,00490311	0,00980622

Description:

a = exogenous path coefficient to endogenous; b = intervening path coefficient to endogenous; Sa = standard error of exogenous path coefficient to endogenous; sb = standard error of intervening path coefficient to endogenous.

Source: processed data,2024.

Based on the results of the Sobel test in the figure, it was obtained that the p-value of the Sobel test result was 0.00490311; therefore, the p-value <0.05, it was concluded that job satisfaction could mediate the indirect effect of servant leadership on teacher performance. Good servant leadership will increase teacher job satisfaction, supporting high teacher performance. The results of this analysis support hypothesis 20 in this study, so Hypothesis 20 is accepted.

5) Test of the Indirect Effect of Job Crafting on Teacher Performance through Job Satisfaction

The following are the results of the Sobel Test on the effect of job crafting on teacher performance through job satisfaction as an intervening variable :

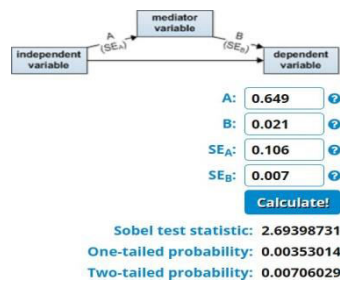


Figure 11.Sobel Test Results of the Effect of Job Crafting on Performance through Satisfaction

Table 10.Sobel Test Results of the Role of Job Satisfaction in Mediating the Effect of Job Crafting on Teacher Performance

A	B	Sa	Sb	SobleTest Statistics	1 Tail Probability	2 Tail Probability
0,649	0,021	0.106	0.007	2,69398	0,00353014	0,00706029

Description:

a = exogenous path coefficient to endogenous; b = intervening path coefficient to endogenous; Sa = standard error of exogenous path coefficient to endogenous; sb = standard error of intervening path coefficient to endogenous.

Source: processed data,2024

Based on the results of the Sobel test in the image above, it was obtained that the p-value of the Sobel test results was 0.00353014; therefore, the p-value <0.05, it was concluded that job satisfaction

could mediate the indirect effect of job crafting on teacher performance. High job crafting will increase teacher job satisfaction, supporting high teacher performance. The results of this analysis support hypothesis 21 in this study so Hypothesis 21 is accepted.

6) Test of the Indirect Influence of QWL on Teacher Performance through Job Satisfaction

The following are the results of the Sobel Test on the influence of QWL on teacher performance through job satisfaction as an intervening variable :

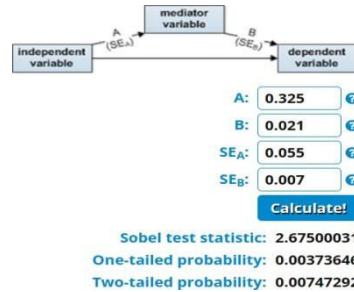


Figure 12. Sobel Test Results of the Influence of QWL on Performance through Satisfaction
Table 11. Sobel Test Results of the Role of Job Satisfaction in Mediating the Influence of QWL on Teacher Performance

A	B	Sa	Sb	SobleTest Statistics	1 Tail Probabilit y	2 Tail Probability
0,325	0,021	0.055	0,007	2,675000	0,003736646	0,00747292

Description:
 a = exogenous path coefficient to endogenous; b = intervening path coefficient to endogenous; Sa = standard error of exogenous path coefficient to endogenous; sb = standard error of intervening path coefficient to endogenous.

Source: processed data,2024

Based on the results of the Sobel test in the figure, it was obtained that the p-value of the Sobel test results was 0.003736646; therefore, the p-value <0.05, it was concluded that job satisfaction could mediate the indirect effect of QWL on teacher performance. High QWL will increase teacher job satisfaction and support high teacher performance. The results of this analysis support hypothesis 22 in this study, so Hypothesis 22 is accepted.

2. Coefficient of Determination

The coefficient of determination shows the magnitude of the simultaneous influence of exogenous variables on endogenous variables. The value of the coefficient of determination ranges from 0–1. The greater the coefficient of determination value, the better the model because the percentage of endogenous variance that can be explained by exogenous is also higher. In one SEM model, it is possible to form several Rsquare values depending on the number of variables whose contribution is considered. This coefficient of determination value can be used to calculate the F value using the following formula :

$$F = \frac{R^2 / k}{(1 - R^2) / (N - k - 1)}$$

Based on the formula and the determination coefficient value of the endogenous variable with various model variations, the following is a summary of the results of the total or partial R square calculations along with the calculated F and F table values obtained:

Table 12. Results of the R square and calculated F and F table calculations

Component			R2	F Calculation			F Table Calculation		
Exogenous	Endogenous	Intervening		N	k	FCount	df1=k-1	df2=n-k	FTable
1. Servant leadership	Job satisfaction	Satisfaction	0.475	278	4	61,848	3	275	2.640
2. Jobcrafting		OCB	0.356	278	4	37,872	3	275	2.640
3. Quality of worklife		Performance	0.872	278	5	170.980	4	273	2.640

Description: n = number of samples; k = number of exogenous variables

Source: processed data,2024

The explanation of the meaning of the R2 value (coefficient of determination) is as follows:

- 1) Full Model SEM Determination Coefficient with exogenous Servant Leadership, Job Crafting and Quality of Work Life, intervening Job Satisfaction

The following are the results of the Rsquare test of Servant Leadership, Job Crafting and Quality

of Work Life, intervening Job Satisfaction:

Table 13. Coefficient of Determination

Squared Multiple Correlations:(Groupnumber1-Defaultmodel)

	Estimate
Job satisfaction	.475
OCB	.356
Teacher Performance	.872

Source: processed data,2024

Based on the analysis results in Table 13, the coefficient of determination value of Job Satisfaction is 0.475, which means that 47.5% of the variance in Job Satisfaction is influenced by servant leadership, job crafting, and quality of work life. In comparison, the remaining 52.5% is influenced by factors outside the four variables, such as compensation, organizational culture, training, and organizational support. Furthermore, in the OCB variable, the coefficient of determination value is 0.356, which means that 35.6% of the variance in OCB is influenced by servant leadership, job crafting, and quality of work life. In comparison, the remaining 64.4% is influenced by factors outside the four variables, such as compensation, organizational culture, and organizational support. Furthermore, in the teacher performance variable, the coefficient of determination value is 0.872, which means that 87.2% of the variance in teacher performance is influenced by servant leadership, job crafting, and quality of work life. In comparison, the remaining 12.8% is influenced by factors outside the five variables, such as compensation, organizational culture, teacher training, and organizational support.

3. Direct Simultaneous Influence (Without Mediation)

- 1) The influence of Servant Leadership, Job Crafting and Quality of Work Life simultaneously on Job Satisfaction.

The simultaneous direct influence can be illustrated by the following figure:

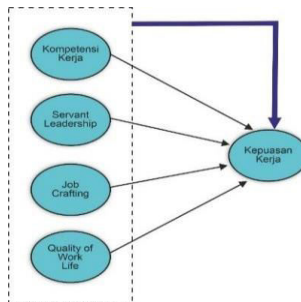


Figure 13.Illustration of the Simultaneous Influence Model of Servant Leadership, Job Crafting and Quality of Work Life on Job Satisfaction

Based on Figure 13, it explains the influence of exogenous variables, namely servant leadership, job crafting and quality of work life, which together influence the endogenous variable, namely job satisfaction. The following are the results of simultaneous testing :

Table 14.Coefficient of Determination of Job Satisfaction by Servant Leadership, Job Crafting and Quality of Work Life

SquaredMultipleCorrelations:(Groupnumber1-Defaultmodel)

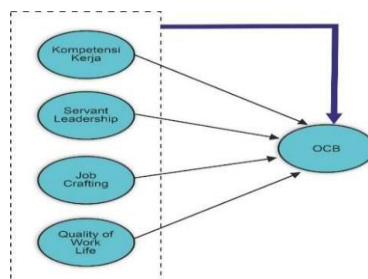
	Estimate
Job satisfaction	.475

Source: processed data,2024

Using the F count formula, the F count value for R2 is 0.475 with n = 278; k = 4 is 61.848. By looking at the F Table, the F count value for n = 278, k = 4, and a significance level of 5%, the F table value is 2.640. Because of the F count value > F table, it is concluded that servant leadership, Job Crafting, and quality of work life simultaneously affect job satisfaction. The results of this analysis support hypothesis 23 so that Hypothesis 23 is accepted.

- 2) Servant leadership, job crafting dan quality of work life influences teachers' organizational citizenship behavior (OCB). The simultaneous direct influence can be illustrated by the following image :

Figure 14.Illustration of the Simultaneous Influence Model of Servant Leadership, Job Crafting and Quality of Work Life on Organizational Citizenship Behavior (OCB)



Based on Figure 14, it explains the influence of exogenous variables, namely servant leadership, job crafting and quality of work life, which simultaneously influence the endogenous variable, namely OCB. The following are the results of simultaneous testing :

Table 15.Coefficient of Determination of OCB by Servant Leadership, Job Crafting and Quality of Work Life Squared Multiple Correlations: (Group number 1 - Default model)

	Estimate
OCB	.356

Source: processed data,2024

Using the F count formula, the F count value for R2 is 0.356 with n = 278; k = 4 is 37.872. By looking at the F Table, the F count value for n = 278, k = 4, and a significance level of 5%, the F table value is 2.640. Because of the F count value > F table, it is concluded that servant leadership, job Crafting, and quality of work life simultaneously affect OCB. The results of this analysis support hypothesis 24, so that Hypothesis 24 is accepted.

3) The influence of Servant Leadership, Job Crafting and Quality of Work Life simultaneously on Performance.

The simultaneous direct influence can be illustrated by the following image:

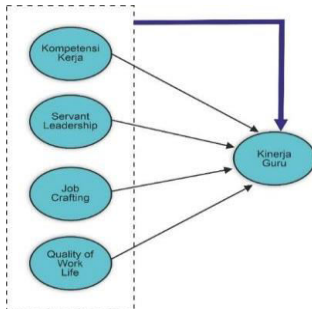


Figure 15.Illustration of Simultaneous Influence Model of Servant Leadership, Job Crafting and Quality of Work Life on Teacher Performance

Table 16.Performance Determination Coefficient by Servant Leadership, Job Crafting and Quality of Work Life Squared Multiple Correlations: (Group number 1 - Default model)

	Estimate
Teacher Performance	.872

Source: processed data, 2024

Using the F count formula, the F count value for R2 is 0.872 with n = 278; k = 4 is 170.980. By looking at the F Table, the F count value for n = 278, k = 4, and a significance level of 5%, the F table value is 2.640. Because of the F count value > F table, it is concluded that servant leadership, Job Crafting, and quality of work life simultaneously affect teacher performance. The results of this analysis support hypothesis 25, so that Hypothesis 25 is accepted.

4) Hypothesis Testing Results

The testing of the research hypothesis is based on the results of SEM analysis, Sobel test, and F test. The following are the results of the research test :

Table 17.Summary of Hypothesis Test Results

No.	Hypothesis	Results	Conclusion
4	H ₄ : servant leadership has a positive and significant effect on teacher job satisfaction.	Pvalue=***;CR=5,091; Path Coef =0,284	<i>accepted</i>
5	H ₅ : servant leadership does not significantly affect teachers' organizational citizenship behavior (OCB)	Pvalue=0,368;CR=0,900;Path Coef =0,054	Rejected
6	H ₆ : servant leadership does not significantly affect teacher performance	Pvalue=0,457;CR=-0,744;Path Coef =-0,006	Rejected
7	H ₇ : job crafting has a positive and significant effect on teacher satisfaction	Pvalue=***;CR=6,125; Koef Jalur=0,392	<i>accepted</i>
8	H ₈ : job crafting has a negative and significant effect on teachers' organizational citizenship behavior (OCB).	Pvalue=0,006;CR=-2,774;Path Coef =-0,212	Rejected
9	H ₉ : job crafting does not significantly affect teacher performance.	Pvalue=-0,076;CR=-1,776;Path Coef =-0,018	Rejected

10	H ₁₀ : quality of work life has a positive and significant effect on teacher satisfaction.	Pvalue=***;CR=5,928; Path Coef =0,255	<i>accepted</i>
11	H ₁₁ : quality of work life has a positive and significant effect on teachers' organizational citizenship behavior (OCB).	Pvalue=***;CR=6,539; Path Coef =0,394	<i>accepted</i>
12	H ₁₂ : quality of work life has a positive and significant effect on teachers' performance.	Pvalue=***;CR=17,239; KoefJalur=0,923	<i>accepted</i>
13	H ₁₃ : satisfaction has a positive and significant effect on teachers' organizational citizenship behavior (OCB).	Pvalue=***;CR=4,440 ; Path Coef =0,372	<i>accepted</i>
14	H ₁₄ : satisfaction has a positive and significant effect on teacher performance	Pvalue=0,001;CR=3,176; Path Coef =0,036	<i>accepted</i>
16	H ₁₆ : servant leadership has a positive and significant effect on teacher organizational citizenship behavior (OCB) through job satisfaction	Pvalue=0,00042616;t=0,00085231	<i>accepted</i>
17	H ₁₇ : job Crafting has a positive and significant effect on teacher organizational citizenship behavior (OCB) through job satisfaction	Pvalue=0,00016776;t=0,00033551	<i>accepted</i>
18	H ₁₈ : quality of work life has a positive and significant effect on teacher organizational citizenship behavior (OCB) through job satisfaction	Pvalue=0,00019871;t=0,00039743	<i>accepted</i>
19	H ₁₉ : servant leadership has a positive and significant effect on performance through job satisfaction	Pvalue=0,00490311;t=0,00490311	<i>accepted</i>
20	H ₂₀ : job Crafting has a positive and significant effect on performance through job satisfaction	P value=0,00353014;t=0,00706029	<i>accepted</i>
21	H ₂₁ : quality of work life has a positive and significant effect on performance through job satisfaction	Pvalue=0,003736646;t=0,00747292	<i>accepted</i>
22	H ₂₂ : servant leadership, job Crafting and quality of work life have a positive and significant effect on job satisfaction	F _{hitung} =61,848F _{tabel} =2,640 F _{count} >F _{table}	<i>accepted</i>
23	H ₂₃ : servant leadership, job Crafting and quality of work life have a positive and significant effect on teacher organizational citizenship behavior (OCB).	F _{hitung} =37,872 F _{tabel} =2,640 F _{count} >F _{table}	<i>accepted</i>
24	H ₂₄ : servant leadership, job Crafting and quality of work life have a positive and significant effect on teacher performance.	F _{hitung} =170,980 F _{tabel} =2,640 F _{count} >F _{table}	<i>accepted</i>

Source: processed data (2024)

DISCUSSION

The Influence of Servant Leadership on Job Satisfaction

The results of this study successfully showed that servant leadership has a positive and significant effect on job satisfaction. This means that the higher the principal's servant leadership, the higher the teacher's job satisfaction, and the lower the principal's servant leadership, the lower the teacher's job satisfaction. This shows that there is a relationship between servant leadership and job satisfaction. Principals who can apply servant leadership in the school environment tend to listen carefully and appreciate criticism from teachers. Therefore, it shows a positive influence of servant leadership on teacher job satisfaction (Admaja and Fanny, 2017; Widyaningrum, 2021; Yuanita and Padmantlyo, 2022; Christian, 2021; Sunarni and Sultoni, 2023; Jing, 2019; Anshori et al., 2023;

Bayangkari et al., 2024). Principals who can apply servant leadership in the school environment listen carefully and appreciate input from teachers.

The Influence of Servant Leadership on OCB

The results of this study indicate that the principal's servant leadership does not significantly affect teachers' OCB. In other words, although the principal applies servant leadership to teachers to support learning in schools, it does not substantially affect teachers' OCB. As OCB is influenced by the personality, values, and intrinsic motivation of each teacher, the leadership style of certain teachers may be less influenced by the leadership style and more driven by their internal factors to demonstrate OCB. Therefore, its effect on teachers' OCB is insignificant (Susanti et al., 2021; Putra et al., 2023; Ludin and Mukti, 2023). Principals who apply servant leadership in leading teachers do not affect the number of OCBK teachers.

The Influence of Servant Leadership on Teacher Performance

The results of this study prove that servant leadership has a negative and insignificant effect on teacher performance. Servant leadership does not directly affect teacher performance. This means that the servant leader applied by the principal to teachers does not support teacher performance at school, and not all teachers perform well if the principal applies servant leadership. In other words, servant leadership does not significantly affect teacher performance at school. Furthermore, this can happen because servant leadership will only effectively influence teacher performance if it is supported by adequate resources such as facilities, training, incentives, and organizational support.

There is no significant impact of school culture that does not follow servant leadership. This is especially true for organizational cultures that are highly hierarchical, bureaucratic, or oriented towards short-term results. In addition, an appropriate organizational culture will help implement servant leadership in influencing teacher performance. In addition, the lack of consistency of the principal in implementing servant leadership will affect teacher performance. One reason for this is that the time the principal applies servant leadership to teachers is too short, which causes teachers' perceptions of them to be less favorable. Therefore, there is no significant influence between servant leadership and teacher performance (Rambe et al., 2020; Jannah, 2021).

The Effect of Job Crafting on Job Satisfaction

The results of this study indicate that handmade work affects job satisfaction. In other words, if teachers do handmade work during the learning process, it directly and significantly affects their job satisfaction. In other words, the more handmade work teachers have during the learning process, the higher their job satisfaction. Conversely, if teachers still need handmade work, job satisfaction will decrease. Teachers can change tasks and responsibilities according to their interests, principles, and skills. This shows that a high level of job crafting will increase teacher job satisfaction (Rahardini, 2020; Yuridha, 2022; Zhang and Li, 2020). Teachers tend to be happier and more engaged when tasks align with individual desires.

The Influence of Job Crafting on OCB

The results of this study indicate that job crafting hurts teachers' OCB. In other words, if teachers have job crafting to help them complete their work, it does not affect their OCB. In other words, not all teachers with job crafting in their work increase their OCB. This may be due to role conflict. When teachers use job crafting to change the scope of their duties, it can cause conflict or role ambiguity with other coworkers. Situations like this can lead to reduced teamwork, and OCB behaviors such as helping coworkers or participating in school activities can be hampered. Factors that need to be aligned with organizational goals: if job crafting is done without considering the goals and priorities of the organization, teachers can change their jobs to be out of line with school goals. This can reduce the desire to participate in OCB behaviors that help the organization's overall success. This shows that underground job crafting positively impacts OCB (Tamar et al., 2022).

The Influence of Job Crafting on Teacher Performance

The results of this study prove that job crafting does not affect teacher performance. So, job crafting cannot directly affect teacher performance. This means that the job crafting that teachers have to support task completion does not necessarily support improving teacher performance at school. Other evidence that states job crafting does not affect improving teacher performance is seen from the results of the significance test, which shows that job crafting does not significantly affect teacher performance. Furthermore, the findings of this study can occur due to strict or standard curriculum standards, so a standard curriculum will limit the teacher's room to do job crafting.

Because schools, education offices, and the Ministry of Education, Culture, Research, and Technology carry out strict teacher performance monitoring and evaluation processes, other components that can cause job crafting do not significantly affect teacher performance. School culture factors, such as the principal's and colleagues' more significant influence on supporting teacher performance, are more critical than individual teacher job crafting factors. This shows no significant relationship between task crafting and performance (Pala'langan and Satrya, 2023). In addition, it turns out that teacher task crafting does not always support performance when completing tasks (Safarova and Şehitoglu, 2023; Prayogi et al., 2023).

The Effect of QWL on Teacher Job Satisfaction

The results of this study indicate that the amount of working hours (QWL) of teachers can affect their level of satisfaction with their jobs. This study also explains that a good amount of QWL possessed by teachers will positively impact their level of satisfaction with their jobs. This means that the more factors that influence the

number of working hours (QWL) of teachers at school, the more satisfied they will be with their jobs; conversely, if the amount of QWL of teachers is low, their job satisfaction will decrease. This shows that QWL positively and significantly impacts job satisfaction (Maesaroh et al., 2021; Wirawan and Sutarjo, 2020; Suryani, 2023). When teachers' QWL is well met, their job satisfaction will increase. In addition, it is explained that the fulfillment of teachers' QWL is seen from a good work environment, which includes security.

The Influence of QWL on Teachers' OCB

The results of this study indicate that teachers' QWL can affect teachers' OCB. This study explains that having good QWL from teachers will positively and significantly impact increasing teachers' OCB in the workplace. If the quality of life of teachers while working is fulfilled, the teachers' OCB in the school environment will increase for both teachers and students. The principal will also give additional tasks to the teacher. This shows that OCB is enhanced by QWL (Suriyana et al., 2020; Hastuti and Wibowo, 2020; Titin et al., 2021; Kurniawati, 2018). With a good balance of QWL, teachers can balance employee needs with their personal lives. Teachers tend to be more motivated when they obtain the ideal QWL.

The Influence of QWL on Teacher Performance

The results of this study indicate that QWL has a positive effect on teacher performance. In other words, if the teacher's QWL is adequately met, teacher performance at school will increase, and if QWL is not met correctly, teacher performance will decrease. This shows that QWL positively and significantly influences teacher performance. (Hersanti and Rahmatika, 2020; Arif et al., 2020; Junita et al., 2022; Nurlaili et al., 2023; Tripambudi et al., 2022; Santika and Dewi, 2023). In addition, the number of teacher expertise (QWL) significantly improves teacher performance.

The Influence of Job Satisfaction on OCB

The results of this study indicate that job satisfaction has a positive effect on teachers' OCB. In other words, if teachers' OCB is more satisfied with their jobs, their OCB is higher at school. In other words, if teachers' OCB is lower, their OCB is lower. This shows a positive and significant effect between teacher job satisfaction and OCB. When teachers are satisfied with their jobs, they will behave positively, such as enthusiastic about helping coworkers. This significantly affects job satisfaction and OCB (Sudarmo and Wibowo, 2018; Hayati, 2020; Jang and Juliana, 2020). From the study results, it can be explained that when teachers are satisfied with their jobs, they will behave positively, such as wanting to help coworkers.

Conclusion

The results of the analysis show that there is a positive and significant correlation between the variables studied. The general conclusions of this study are as follows :

1. The higher the servant leadership, the higher the teacher's job satisfaction
2. The results show that good servant leadership does not necessarily support OCB in schools; not all schools have good school organizations, even though school leaders have criteria and perform very well.
3. Shows that good servant leadership only sometimes supports teacher performance.
4. The higher the job crafting, the higher the teacher's job satisfaction, and vice versa; the lower the job crafting, the lower the teacher's job satisfaction.
5. The better the job crafting, the lower the school's OCB, and vice versa; the worse the job crafting, the higher the school's OCB.
6. The results show that good or bad job crafting cannot affect teacher performance.
7. The better the QWL, the better the teacher's job satisfaction, and vice versa; the lower the QWL, the lower the teacher's job satisfaction.
8. The higher the QWL, the higher the OCB, and vice versa; the lower the QWL, the lower the OCB.
9. The higher the QWL, the higher the teacher's performance, and vice versa; the lower the QWL, the lower the teacher's performance.
10. The higher the teacher's job satisfaction, the higher the OCB, and vice versa; the lower the teacher's job satisfaction, the lower the OCB.
11. The higher the teacher's job satisfaction, the higher the teacher's performance, and vice versa; the lower the teacher's job satisfaction, the lower the teacher's performance.
12. Good servant leadership will increase teacher job satisfaction, which will then support high OCB
13. Good job crafting will increase teacher job satisfaction, supporting high OCB.
14. Good QWL will increase teacher job satisfaction, supporting high school OCB.
15. Good servant leadership will increase teacher job satisfaction, which will then support high teacher performance
16. High job crafting will increase teacher job satisfaction, supporting high teacher performance.
17. High QWL will increase teacher job satisfaction, supporting high teacher performance.
18. Servant leadership, job crafting, and quality of work life simultaneously positively and significantly affect job satisfaction.
19. Servant leadership, job crafting, and quality of work life simultaneously positively and significantly affect OCB.
20. Servant leadership, job crafting, and quality of work life simultaneously have a positive and significant effect on teacher performance.

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