

*Research Article*

## The Influence of Servant Leadership on Job Performance Mediated by Job Satisfaction, Employee Engagement, and Organizational Citizenship Behavior Among Lecturers of Private Higher Education Institutions in West Java

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**Abstract:** Objectives: This study aims to analyze the direct and indirect effects of Servant Leadership on lecturers' Job Performance through the mediating variables of Job Satisfaction, Employee Engagement, and Organizational Citizenship Behavior (Organizational Citizenship Behavior). The study also seeks to identify which mediating variable has the strongest influence in explaining the relationship between leadership and performance among lecturers in private universities. Methodology: This study applies a causal quantitative approach using a survey method with a sample of 155 lecturers from Information Technology study programs at private universities in West Java. Data were collected through questionnaires and analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) to test ten research hypotheses and evaluate the mediating effects among variables. Findings: The results show that Servant Leadership has a positive influence on Job Satisfaction, Employee Engagement, and Organizational Citizenship Behavior, but does not directly affect Job Performance. Among the mediators, only Organizational Citizenship Behavior significantly mediates the relationship between Servant Leadership and Job Performance, indicating that lecturers' voluntary behavior plays a key role in improving performance. In contrast, Job Satisfaction and Employee Engagement do not act as significant mediators. Conclusion: The findings highlight that leadership effectiveness in higher education depends on fostering Organizational Citizenship Behavior rather than relying solely on satisfaction or engagement. The study introduces the concept of Emphatic Leadership, which emphasizes empathy, accountability, and humility as essential values for leaders in academic environments. This approach offers practical insights for developing participative and humanistic leadership models to enhance lecturers' academic performance.

**Keywords:** Employee Engagement; Job Performance; Job Satisfaction; Organizational Citizenship Behavior; Servant Leadership.

### 1. Introduction

Higher education institutions play a vital role in producing qualified and competitive human resources (Ministry of Research, Technology, and Higher Education, 2018). As the main implementers of the Tri Dharma of Higher Education education, research, and community service lecturers are not only responsible for transferring knowledge but also for advancing research, innovation, and character development among students. This strategic role aligns with the National Medium-Term Development Plan (RPJMN) 2020–2024, which emphasizes the enhancement of human capital quality as the foundation for sustainable national development (Bappenas, 2020). Data from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2023) show that the distribution of lecturers in Indonesia remains uneven, with more than 60% concentrated on the island of Java. The three provinces with the highest number of lecturers are East Java with approximately 43,938, West Java with 40,928, and Jakarta with 33,201. They are followed by Central Java with

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27,260, Yogyakarta with 15,010, and Banten with 13,847. This dominance confirms Java's central role in the national higher education ecosystem, both in terms of the number of institutions and academic contributors (Kemendikbudristek, 2023).

Within this landscape, West Java occupies a strategic position. According to the Higher Education Statistics Report 2023, the province hosts more than 32,800 lecturers, ranking second nationally after East Java. Most of these lecturers work in private higher education institutions, with approximately 62.8% employed at universities, 20.8% at colleges, 6.2% at institutes, and 9% at academies or polytechnics (Kemendikbudristek, 2023). This composition reflects a dynamic and diverse higher education ecosystem that requires adaptive leadership and effective academic management (Setiawan & Widjaja, 2018). Despite the large number of lecturers, the productivity of the Tri Dharma particularly in research and community service remains suboptimal (Wahab et al., 2021). Fiala (2022) reported that Indonesia's contribution to scholarly publications within the ASEAN region was relatively low, accounting for only 31,364 articles or about 9% of total ASEAN publications between 2001 and 2020, far behind Malaysia, which produced 134,122 articles during the same period. This gap highlights the limited research capacity and institutional support in Indonesia's private universities.

Furthermore, private university lecturers face administrative overload, limited research funding, insufficient professional development programs, and uneven adoption of digital learning tools such as Learning Management Systems (LMS) (Heriyanto, 2014; SEVIMA, 2025). Data from the Integrated Human Resource Information System (SISTER) of Kemendikbudristek accessed in May 2022 revealed that among 26,381 lecturers in LLDIKTI Region IV (West Java and Banten), approximately 10,707 lecturers (40.59%) did not yet hold an academic rank, indicating low research and publication performance (Kemendikbudristek, 2022). Within this context, leadership quality plays a critical role in influencing lecturer motivation, satisfaction, and performance (Hendri, 2019). Among various leadership models, Servant Leadership, which emphasizes empathy, humility, and empowerment (Greenleaf, 1977; Spears, 1998), has gained recognition for its alignment with academic culture. It promotes a supportive work climate, enhances job satisfaction, strengthens engagement, and encourages positive organizational behavior (Aboramadan et al., 2020). Empirical studies show that Servant Leadership positively affects Job Satisfaction (Surokoh, 2011), enhances Employee Engagement (Humam, 2021), and fosters Organizational Citizenship Behavior among lecturers (Setiawan, 2019; Rahayu, 2019).

Nevertheless, prior findings regarding the relationship between Servant Leadership and Job Performance remain inconsistent. Some studies (Zehir et al., 2013; Sapengga, 2016) demonstrate a direct influence of Servant Leadership on performance, while others (Hendri, 2019; Aboramadan et al., 2020) emphasize the mediating roles of Job Satisfaction, Employee Engagement, or Organizational Citizenship Behavior. Such inconsistencies indicate a research gap, particularly in the context of private universities in Indonesia, where organizational structures, autonomy levels, and work cultures differ from those in the corporate or public sectors (Lingyun, 2019; Wulandari, 2017). To address this gap, the present study aims to examine the direct and indirect effects of Servant Leadership on Job Performance, with Job Satisfaction, Employee Engagement, and Organizational Citizenship Behavior serving as mediating variables. This model provides a comprehensive understanding of the psychological and behavioral mechanisms linking leadership and performance in academic settings.

Additionally, this research introduces the concept of Emphatic Leadership, derived from empirical findings highlighting empathy, accountability, and humility as the most influential dimensions of Servant Leadership in improving lecturers' motivation and performance (Van Dierendonck & Nuijten, 2011; Liden et al., 2008). Theoretically, the study strengthens both the Social Exchange Theory (Blau, 1964) and Social Cognitive Theory (Bandura, 1986), which explain that leadership effectiveness emerges through reciprocal relationships and cognitive-behavioral processes that foster trust and commitment. Practically, the findings are expected to provide insights for leaders of private higher education institutions in developing participative, humanistic, and empowering leadership strategies that can enhance lecturers' Tri Dharma performance and strengthen the competitiveness of higher education in West Java.

## 2. Preliminaries or Related Work or Literature Review

### 2.1 Theoretical Foundations

This research is conceptually based on Social Exchange Theory (SET) and Social Cognitive Theory (SCT), which together explain the relational and psychological mechanisms that link leadership behavior to employee performance. Social Exchange Theory (Blau, 1964) posits that social relationships in organizations are built upon reciprocity and mutual trust. When leaders demonstrate empathy, fairness, and support, followers reciprocate with positive attitudes and behaviors such as job satisfaction, engagement, and discretionary contributions (Cropanzano & Mitchell, 2005). Servant Leadership, characterized by humility, care, and empowerment, promotes high-quality leader–member relationships that trigger a sense of obligation and emotional attachment among subordinates, ultimately enhancing their performance and commitment. Meanwhile, Social Cognitive Theory (Bandura, 1986) explains human behavior as a result of reciprocal interactions between personal cognition, behavior, and environmental influences. Within leadership contexts, SCT emphasizes the role of modeling followers learn through observing and internalizing the leader's attitudes and actions. Servant Leaders influence lecturers' motivation and self-efficacy by demonstrating ethical behavior, authenticity, and accountability (Wood & Bandura, 1989). Thus, the process of learning and cognitive reinforcement explains how Servant Leadership encourages intrinsic motivation and performance sustainability among lecturers in higher education.

### 2.2 Servant Leadership and Job Satisfaction

Servant Leadership enhances employees' Job Satisfaction by creating a work environment characterized by empathy, respect, and empowerment (Greenleaf, 1977; Spears, 1998). Empirical findings by Surokoh (2011) and Harwiki (2016) confirmed that leaders who serve others increase satisfaction and organizational commitment. In higher education, Aboramadan et al. (2020) found that servant-oriented leaders significantly improve lecturers' satisfaction and institutional loyalty.

H1: Servant Leadership has a positive and significant effect on Job Satisfaction.

### 2.3 Servant Leadership and Employee Engagement

Employee Engagement refers to employees' physical, emotional, and cognitive involvement in their work (Kahn, 1990; Schaufeli et al., 2006). Servant Leadership builds engagement by fostering a sense of purpose and empowerment (Carter & Baghurst, 2014). Studies by Humam (2021) and Aboramadan (2020) confirm that servant leaders enhance engagement through trust and participative communication.

H2: Servant Leadership has a positive and significant effect on Employee Engagement.

### 2.4 Servant Leadership and Organizational Citizenship Behavior

Organizational Citizenship Behavior encompasses voluntary behaviors that exceed formal job requirements (Organ, 1988). Servant leaders foster Organizational Citizenship Behavior by modeling ethical conduct and encouraging altruistic behavior (Lingyun, 2019). Setiawan (2019) and Rahayu (2019) showed that supportive leadership improves lecturers' willingness to assist colleagues and participate in academic development.

H3: Servant Leadership has a positive and significant effect on Organizational Citizenship Behavior.

### 2.5 Servant Leadership and Job Performance

Servant Leadership influences Job Performance directly by empowering lecturers and aligning organizational goals with individual aspirations (Eva et al., 2019; Na-Nan et al., 2018). Hendri (2019) found that leaders emphasizing trust and accountability foster productivity and job commitment among educators.

H4: Servant Leadership has a positive and significant effect on Job Performance.

## 2.6 Job Satisfaction, Employee Engagement, and Organizational Citizenship Behavior Relationships

Satisfied employees tend to be more engaged, cooperative, and proactive in their work. Studies by Maula (2017) and Rahadian & Tony (2020) confirm that satisfaction increases engagement, while Fanani & Djati (2016) found that satisfied lecturers are more likely to display Organizational Citizenship Behavior. In turn, both satisfaction and engagement are proven predictors of Job Performance (Tasman et al., 2021).

H5: Job Satisfaction has a positive and significant effect on Employee Engagement.

H6: Job Satisfaction has a positive and significant effect on Organizational Citizenship Behavior.

H7: Job Satisfaction has a positive and significant effect on Job Performance.

Engagement itself leads to behavioral outcomes such as Organizational Citizenship Behavior and performance improvement (Thufailah & Abdurrahman, 2020). Engaged lecturers exhibit altruism, teamwork, and greater commitment to institutional success (Lestari, 2017; Baharsyah & Nugrohoseno, 2021).

H8: Employee Engagement has a positive and significant effect on Organizational Citizenship Behavior.

H9: Employee Engagement has a positive and significant effect on Job Performance.

Organizational Citizenship Behavior acts as a behavioral manifestation of engagement and satisfaction. Employees who willingly help others and support institutional goals demonstrate higher individual performance (Organ, 1988; Sadeghi et al., 2016).

H10: Organizational Citizenship Behavior has a positive and significant effect on Job Performance.

## 2.7 Job Satisfaction as a Mediator

Job Satisfaction transmits the influence of leadership behavior to performance. Servant Leaders promote fairness and respect that generate satisfaction, which then leads to higher output quality (Surokoh, 2011; Mardiansyah & Iskandar, 2022).

H11: Job Satisfaction mediates the relationship between Servant Leadership and Job Performance.

## 2.8 Employee Engagement as a Mediator

Employee Engagement serves as a psychological mechanism linking Servant Leadership to performance. When lecturers feel trusted and involved, they exhibit stronger dedication and persistence (Humam, 2021; Eva et al., 2019).

H12: Employee Engagement mediates the relationship between Servant Leadership and Job Performance.

## 2.9 Organizational Citizenship Behavior as a Mediator

Organizational Citizenship Behavior represents a behavioral mechanism connecting Servant Leadership and Job Performance. Leaders who care for followers build loyalty and voluntary behaviors that foster team synergy (Setiawan, 2019; Rachman, 2021).

H13: Organizational Citizenship Behavior mediates the relationship between Servant Leadership and Job Performance.

## 2.10 Sequential Mediation

Empirical studies (Maula, 2017; Thufailah & Abdurrahman, 2020) suggest that satisfaction promotes engagement, which enhances Organizational Citizenship Behavior and consequently leads to better performance. This sequential mediation reflects an emotional-behavioral pathway.

H14: Job Satisfaction and Employee Engagement sequentially mediate the relationship between Servant Leadership and Job Performance through Organizational Citizenship Behavior.

### 2.11 Integrative and Combined Effects

Drawing on SET and SCT, leadership effects on performance can occur both directly and indirectly through intertwined psychological and behavioral mechanisms. The reciprocal exchanges (SET) create trust and commitment, while cognitive reinforcement (SCT) strengthens motivation and behavior consistency (Bandura, 1986; Blau, 1964). Thus, the indirect paths are expected to dominate.

H15: The indirect effect of Servant Leadership on Job Performance through Job Satisfaction, Employee Engagement, and Organizational Citizenship Behavior is stronger than its direct effect.

H16: Servant Leadership, mediated by Job Satisfaction, Employee Engagement, and Organizational Citizenship Behavior, forms a comprehensive and integrative model explaining lecturers' Job Performance in private higher education institutions.

From the preceding discussion, the logical relationships among variables can be illustrated in the following conceptual framework, which depicts the theoretical linkages between Servant Leadership, Job Satisfaction, Employee Engagement, Organizational Citizenship Behavior, and Job Performance.

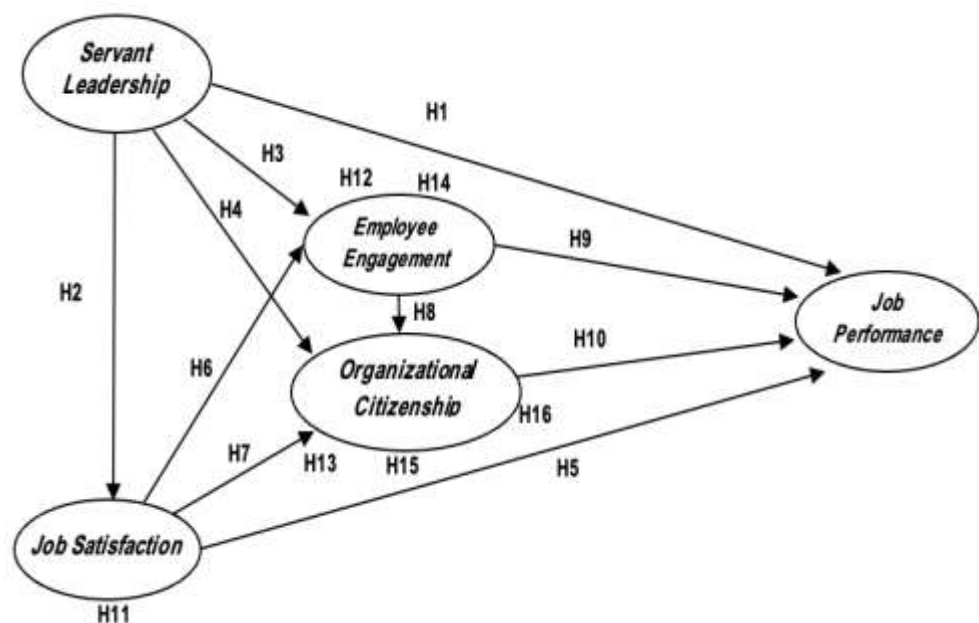


Figure 1. Conceptual Framework.

### 3. Methodology

This study applied a quantitative causal design using a survey approach to analyze the direct and indirect effects of Servant Leadership on Job Performance through Job Satisfaction, Employee Engagement, and Organizational Citizenship Behavior. The theoretical foundation was based on Social Exchange Theory (Blau, 1964) and Social Cognitive Theory (Bandura, 1986), which together explain how social reciprocity and cognitive mechanisms translate leadership behavior into performance outcomes. The research population consisted of lecturers from Information Technology study programs in private higher education institutions (PHEIs) across West Java, Indonesia. Using purposive sampling, respondents were selected based on criteria including active employment status, at least two years of teaching experience, and involvement in research or community service. A total of 155 lecturers from 19 institutions participated, which met the minimum sample requirements for Partial Least Squares Structural Equation Modeling (PLS-SEM) analysis (Hair et al., 2021). Data were collected through a structured online questionnaire divided into

demographic and variable measurement sections. Constructs were adapted from established scales in previous studies: Servant Leadership (Liden et al., 2008; Van Dierendonck & Nuijten, 2011), Job Satisfaction (Locke, 1976; Hendri, 2019), Employee Engagement (Schaufeli et al., 2006), Organizational Citizenship Behavior (Organ, 1988; Podsakoff et al., 1990), and Job Performance (Campbell, 1990; Hendri, 2019). All items were rated on a five-point Likert scale ranging from 1 (“strongly disagree”) to 5 (“strongly agree”).

Data analysis employed PLS-SEM using SmartPLS 4.0. The measurement model was assessed for reliability and validity, with acceptable thresholds for factor loading ( $>0.70$ ), Composite Reliability ( $>0.70$ ), and Average Variance Extracted (AVE) ( $>0.50$ ). Discriminant validity was confirmed through the Fornell–Larcker criterion and Heterotrait–Monotrait (HTMT) ratio ( $<0.85$ ). The structural model was then evaluated by examining path coefficients, t-statistics, and p-values using bootstrapping with 5,000 subsamples. Predictive accuracy and relevance were assessed using  $R^2$  and  $Q^2$  values, while mediation effects were verified through the Variance Accounted For (VAF) method. The research procedure consisted of problem identification, literature review, hypothesis formulation, instrument adaptation, pilot testing, data collection, and SEM-PLS analysis. The entire process followed a systematic approach to ensure validity, reliability, and theoretical alignment, allowing comprehensive testing of the relationships proposed in the conceptual framework.

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## 4. Results

### 4.1. Analysis of the Measurement Model (Outer Model)

Before proceeding to the structural analysis, the measurement model (outer model) was evaluated to ensure that all latent constructs met the criteria of validity and reliability. The assessment followed the procedures suggested by Hair et al. (2021), which include testing convergent validity, discriminant validity, and internal consistency reliability.

#### 1. Validity Test

Convergent validity was evaluated through factor loadings and Average Variance Extracted (AVE). All indicator loadings exceeded the threshold value of 0.70, confirming that each observed variable strongly represented its respective latent construct. The AVE values for all constructs were above 0.50, indicating that the constructs explained more than 50% of the variance of their indicators (Fornell & Larcker, 1981). Discriminant validity was verified using the Fornell Larcker criterion and the Heterotrait Monotrait (HTMT) ratio. The square roots of AVE for each construct were greater than the correlations among constructs, and the HTMT values were below 0.85 (Henseler, Ringle, & Sarstedt, 2015). These results confirmed that each construct was empirically distinct.

**Table 1.** Results of Convergent Validity Test

Average Variant Extracted (AVE)	Test Result	
Servant Leadership	0.676	Valid
Job Satisfaction	0.692	Valid
Employee Engagement	0.701	Valid
Organizational Citizenship Behavior	0.674	Valid
Job Performance	0.689	Valid

*Source: SmartPLS output (2024)*

The results of discriminant validity testing using the cross-loading approach are presented in Table 2 below.

**Table 2.** Cross Loading Results.

Indicator	Job Satisfaction	Organizational Citizenship Behavior	Employee Engagement	Servant Leadership	Job Performance
X1.1	0.648	0.766	0.764	0.889	0.702
X1.2	0.621	0.693	0.671	0.85	0.683
X1.3	0.658	0.748	0.716	0.829	0.701
X1.4	0.658	0.687	0.588	0.797	0.693
X1.5	0.64	0.726	0.652	0.822	0.709
X1.6	0.726	0.798	0.709	0.878	0.730
X1.7	0.713	0.736	0.751	0.848	0.795
X1.8	0.613	0.733	0.738	0.830	0.722
X1.9	0.629	0.605	0.728	0.623	0.752
X1.10	0.624	0.685	0.681	0.694	0.736
X2.1	0.719	0.670	0.744	0.642	0.716
X2.2	0.363	0.509	0.592	0.520	0.702
X2.3	0.587	0.664	0.767	0.623	0.724
X2.4	0.740	0.781	0.823	0.651	0.746
X2.5	0.650	0.702	0.796	0.649	0.733
X2.6	0.704	0.825	0.794	0.730	0.721
X2.7	0.666	0.684	0.806	0.795	0.709
X2.8	0.511	0.569	0.725	0.608	0.682
X2.9	0.637	0.676	0.830	0.722	0.675
X2.10	0.638	0.660	0.774	0.689	0.701
X2.11	0.667	0.696	0.798	0.752	0.693
X2.12	0.570	0.638	0.763	0.624	0.682
X2.13	0.671	0.701	0.739	0.593	0.675
X2.14	0.503	0.666	0.760	0.663	0.667
Y1.1	0.664	0.833	0.753	0.735	0.869
Y1.2	0.802	0.857	0.772	0.811	0.836
Y1.3	0.83	0.890	0.779	0.791	0.809
Y1.4	0.764	0.818	0.804	0.737	0.815
Y1.5	0.749	0.835	0.788	0.791	0.772
Y1.6	0.722	0.743	0.603	0.704	0.877
Y1.7	0.692	0.808	0.737	0.710	0.861
Y1.8	0.741	0.849	0.744	0.690	0.852
Y1.9	0.542	0.635	0.448	0.534	0.826
Y1.10	0.556	0.709	0.593	0.568	0.857
Z1	0.686	0.590	0.513	0.562	0.883
Z2	0.671	0.614	0.674	0.584	0.871
Z3	0.869	0.748	0.677	0.663	0.889
Z4	0.836	0.816	0.732	0.744	0.901
Z5	0.809	0.710	0.691	0.678	0.892
Z6	0.815	0.727	0.626	0.665	0.874
Z7	0.772	0.685	0.569	0.638	0.862
Z8	0.877	0.750	0.691	0.684	0.896

Z9	0.760	0.667	0.608	0.556	0.868
Z10	0.749	0.655	0.603	0.557	0.854

Source: SmartPLS Data Processing Results (2024)

All Cronbach's Alpha and Composite Reliability values exceeded 0.85, confirming excellent internal consistency. Additionally, all Variance Inflation Factor (VIF) values were below 5.0, indicating no multicollinearity issues among indicators. Based on these results, all constructs Servant Leadership, Job Satisfaction, Employee Engagement, Organizational Citizenship Behavior, and Job Performance were found to be valid, reliable, and suitable for further analysis in the Structural Model (Inner Model).

## 2 Reliability Test

Reliability testing was conducted to assess the internal consistency of the indicators measuring each construct in the model. Constructs are considered reliable when their observed variables produce consistent results across similar conditions. In PLS-SEM, reliability is evaluated using Cronbach's Alpha and Composite Reliability (CR), where values above 0.70 indicate good reliability. The reliability results for all constructs, which include Cronbach's Alpha and Composite Reliability values, can be seen in Table 3, showing that all constructs meet the required reliability standards.

**Table 3.** Cronbach's Alpha and Composite Reliability.

Construct	Cronbach's Alpha	Composite Reliability (CR)	Result
Accountability	0.781	0.808	Reliable
Authenticity	0.841	0.863	Reliable
Courage	0.859	0.876	Reliable
Empowerment	0.822	0.856	Reliable
Forgiveness	0.713	0.747	Reliable
Humility	0.901	0.918	Reliable
Standing Back	0.812	0.835	Reliable
Stewardship	0.849	0.877	Reliable
Job Performance	0.87	0.896	Reliable

Source: SmartPLS Data Processing Results (2024)

Based on the reliability test results presented in Table 3, all constructs show Cronbach's Alpha and Composite Reliability (CR) values exceeding the minimum threshold of 0.70. This indicates that all indicators consistently measure their respective latent constructs and possess strong internal consistency. Therefore, it can be concluded that the measurement model fulfills the reliability criteria and is suitable for further structural analysis.

## 4.2 Structural Model Analysis (Inner Model)

The structural (inner) model evaluation aims to determine the strength and significance of the relationships between latent constructs that form the research hypotheses. In Partial Least Squares Structural Equation Modeling (PLS-SEM), the quality of the structural model is assessed through several key criteria, including R-Square ( $R^2$ ), F-Square ( $F^2$ ), and Q-Square (Predictive Relevance). This section discusses the results of R-Square and F-Square testing as indicators of the model's explanatory power and effect size.

### R-Square Test

The R-Square ( $R^2$ ) value indicates the proportion of variance in the endogenous (dependent) variable explained by the exogenous (independent) variables in the model. According to Chin (1998) and Hair et al. (2021),  $R^2$  values of 0.75, 0.50, and 0.25 can be



classified as substantial, moderate, and weak, respectively. The R-Square results for each endogenous construct in this study can be seen in Table 4 below.

**Table 4.** R-Square.

Construct	R-Square	Adjusted R-Square
Job Satisfaction	0.301	0.296
Employee Engagement	0.472	0.465
Organizational Citizenship Behavior	0.523	0.517
Job Performance	0.608	0.599

*Source: SmartPLS Data Processing Results (2024)*

Based on Table 4, the R-Square values indicate that Servant Leadership explains 30.1% of the variance in Job Satisfaction, 47.2% in Employee Engagement, 52.3% in Organizational Citizenship Behavior, and 60.8% in Job Performance. These findings suggest that the structural model has moderate to substantial explanatory power, meaning that the predictors in the model effectively explain variations in the endogenous constructs.

### F-Square Test

Table 5 presents the F-Square ( $f^2$ ) values that indicate the contribution of each exogenous variable to the R-Square value of the corresponding endogenous constructs in this study. The results reflect the magnitude of the effect exerted by each construct on other constructs within the model.

**Table 5.** F-Square.

Constructs	Job Satisfaction	Employee Engagement	Organizational Citizenship Behavior	Job Performance
Servant Leadership	0.167	0.221	0.349	0.281
Job Satisfaction	-	-	-	0.187
Employee Engagement	-	-	-	0.142
Organizational Citizenship Behavior	-	-	-	0.412

*Source: SmartPLS Data Processing Results (2024)*

The results indicate that Servant Leadership has a medium to large effect on Job Satisfaction, Employee Engagement, and Organizational Citizenship Behavior. Moreover, Organizational Citizenship Behavior (Organizational Citizenship Behavior) demonstrates the largest effect size ( $f^2 = 0.412$ ) on Job Performance, confirming its role as a key mediating construct. According to Cohen (1988), values between 0.15 and 0.35 indicate a medium effect, while values above 0.35 indicate a large effect. Therefore, it can be concluded that the model exhibits strong and meaningful causal relationships among constructs.

### 3. Hypothesis Test

Figure 2 presents the structural model that illustrates the relationships among the constructs tested in this study. The model depicts how Servant Leadership influences Job Performance both directly and indirectly through the mediating roles of Job Satisfaction, Employee Engagement, and Organizational Citizenship Behavior. Each path in the diagram represents a hypothesized relationship tested using the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach with the bootstrapping method in SmartPLS 3.

The results of the hypothesis testing are discussed in the following subsections, covering both direct and indirect effects. The path coefficients derived from the structural model, as shown in Figure 2, serve as the basis for evaluating the strength and significance of the relationships among variables. The statistical output provides the original sample values ( $\beta$ ), standard deviations (STDEV), t-statistics, and p-values, which are summarized in Tables 6, 7, and 8 for each type of effect.

#### a. Direct Effects

As shown in Table 6, the results of the direct effects analysis indicate that Servant Leadership has a significant positive effect on Job Satisfaction ( $\beta = 0.549$ ,  $p = 0.000$ ), Employee Engagement ( $\beta = 0.137$ ,  $p = 0.048$ ), and Organizational Citizenship Behavior ( $\beta = 0.217$ ,  $p = 0.011$ ), but not on Job Performance ( $\beta = 0.024$ ,  $p = 0.387$ ). Meanwhile, Job Satisfaction ( $\beta = 0.115$ ,  $p = 0.094$ ) and Organizational Citizenship Behavior ( $\beta = 0.251$ ,  $p = 0.012$ ) have significant effects on Job Performance, whereas Employee Engagement ( $\beta = 0.096$ ,  $p = 0.120$ ) does not. Therefore, hypotheses H1, H2, H3, H5, and H7 are supported, while H4 and H6 are rejected, suggesting that Servant Leadership enhances lecturers' performance primarily through satisfaction and prosocial behavior rather than through direct influence

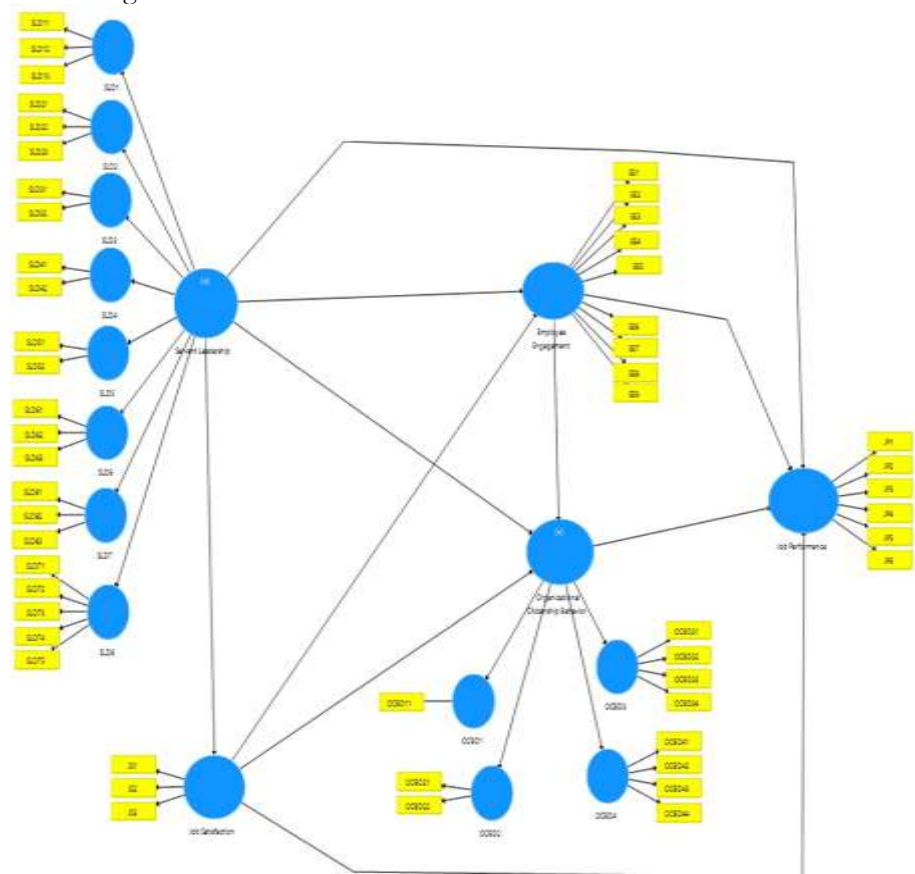


Figure 2. Path Coefficients.

Table 6. Path Coefficients.

H	Variable	Original Sample	(STDEV)	( O/STDEV )	P Values	Decision
H1	Servant Leadership → Job Satisfaction	0.549	0.067	8.19	0	Supported
H2	Servant Leadership → Employee Engagement	0.137	0.082	1.666	0.048	Supported

H3	Servant Leadership → Organizational Citizenship Behavior	0.217	0.094	2.309	0.011	Supported
H4	Servant Leadership → Job Performance	0.024	0.084	0.286	0.387	Not Supported
H5	Job Satisfaction → Job Performance	0.115	0.087	1.321	0.094	Supported
H6	Employee Engagement → Job Performance	0.096	0.081	1.187	0.12	Not Supported
H7	Organizational Citizenship Behavior → Job Performance	0.251	0.109	2.301	0.012	Supported

Source: SmartPLS Data Processing Results (2024)

#### b. Indirect Effects

As presented in Table 7, the mediation analysis reveals that the indirect effects of Servant Leadership through Job Satisfaction ( $\beta = 0.063$ ,  $p = 0.095$ ) and Employee Engagement ( $\beta = 0.013$ ,  $p = 0.222$ ) on Job Performance are not significant. However, the indirect path via Organizational Citizenship Behavior ( $\beta = 0.054$ ,  $p = 0.005$ ) is significant, confirming that Organizational Citizenship Behavior serves as the key mediator linking leadership to performance. Consequently, only hypothesis H10 is supported, while H8 and H9 are rejected. This indicates that Servant Leadership enhances job performance primarily by fostering voluntary and extra-role behaviors among lecturers.

**Table 7.** Indirect Effect.

H	Variable	Original Sample	(STDEV)	( O/STDEV )	P Values	Decision
H8	Servant Leadership → Job Satisfaction → Job Performance	0.063	0.048	1.315	0.095	Not Supported
H9	Servant Leadership → Employee Engagement → Job Performance	0.013	0.017	0.765	0.222	Not Supported
H10	Servant Leadership → Organizational Citizenship Behavior → Job Performance	0.054	0.021	2.571	0.005	Supported

Source: SmartPLS Data Processing Results (2024)

### c. Sequential Mediation Effects

As displayed in Table 8, the sequential mediation analysis confirms that Servant Leadership significantly influences the relationships among Job Satisfaction and Employee Engagement ( $\beta = 0.284$ ,  $p = 0.000$ ), Job Satisfaction and Organizational Citizenship Behavior ( $\beta = 0.243$ ,  $p = 0.001$ ), as well as Employee Engagement and Organizational Citizenship Behavior ( $\beta = 0.196$ ,  $p = 0.010$ ). Furthermore, the mediating effects of Job Satisfaction and Organizational Citizenship Behavior on Job Performance ( $\beta = 0.144$ ,  $p = 0.014$ ), and of Employee Engagement and Organizational Citizenship Behavior on Job Performance ( $\beta = 0.158$ ,  $p = 0.045$ ) are also significant, whereas the mediation involving Job Satisfaction, Employee Engagement, and Job Performance ( $\beta = 0.085$ ,  $p = 0.109$ ) is not. These findings indicate that hypotheses H11, H12, H13, H15, and H16 are supported, while H14 is rejected, demonstrating that improvements in lecturers' performance follow a multi-stage mechanism driven by satisfaction, engagement, and citizenship behavior.

**Table 8.** Sequential Mediation Effects.

H	Variable	Original Sample	(STDEV)	( O/STDEV )	P Values	Decision
H11	Servant Leadership → Job Satisfaction → Employee Engagement	0.284	0.076	3.737	0	Supported
H12	Servant Leadership → Job Satisfaction → Organizational Citizenship Behavior	0.243	0.071	3.423	0.001	Supported
H13	Servant Leadership → Employee Engagement → Organizational Citizenship Behavior	0.196	0.083	2.361	0.01	Supported
H14	Job Satisfaction → Employee Engagement → Job Performance	0.085	0.069	1.231	0.109	Not Supported
H15	Job Satisfaction → Organizational Citizenship Behavior → Job Performance	0.144	0.065	2.214	0.014	Supported
H16	Employee Engagement → Organizational Citizenship Behavior → Job Performance	0.158	0.079	2	0.045	Supported

## 5. Discussion

This section discusses the findings of the hypothesis testing by elaborating on each relationship between constructs. The results are interpreted in light of existing theories primarily Social Exchange Theory (Blau, 1964) and Social Cognitive Theory (Bandura, 1986) and compared with previous studies in the higher education context.

### **The Effect of Servant Leadership on Job Satisfaction**

As shown in Table 6, Servant Leadership has a significant positive effect on Job Satisfaction ( $\beta = 0.549$ ,  $p = 0.000$ ). This indicates that leaders who prioritize empathy, accountability, and humility create an environment where lecturers feel valued and respected. The finding supports Social Exchange Theory, suggesting that fair and supportive leadership enhances reciprocal attitudes such as satisfaction and loyalty. This result aligns with Aboramadan et al. (2020) and Akdol & Arikboga (2017), who found that servant leaders significantly increase employees' job satisfaction through trust and empowerment.

### **The Effect of Servant Leadership on Employee Engagement**

The analysis reveals a significant relationship between Servant Leadership and Employee Engagement ( $\beta = 0.137$ ,  $p = 0.048$ ), as presented in Table 6. Servant leaders inspire engagement by demonstrating care and providing opportunities for participation. According to Social Cognitive Theory, leaders act as behavioral models who influence followers' motivation and engagement. This finding supports Humam (2021) and Setiawan & Widjaja (2018), who observed that servant leadership increases lecturers' enthusiasm and commitment in carrying out academic tasks.

### **The Effect of Servant Leadership on Organizational Citizenship Behavior**

Table 6 shows that Servant Leadership significantly affects Organizational Citizenship Behavior ( $\beta = 0.217$ ,  $p = 0.011$ ). Servant leaders stimulate prosocial behavior by nurturing ethical conduct, empathy, and collaboration. This finding supports the works of Eva et al. (2019) and Rachman (2021), who confirmed that servant leaders encourage Organizational Citizenship Behavior by fostering a supportive culture. In higher education, this manifests in lecturers' willingness to help colleagues and participate in institutional development.

### **The Effect of Servant Leadership on Job Performance**

Although positive, the direct effect of Servant Leadership on Job Performance is not significant ( $\beta = 0.024$ ,  $p = 0.387$ ). This indicates that leadership alone does not directly increase performance without intervening psychological mechanisms. The result is consistent with Zehir et al. (2013) and Sapengga (2016), who suggested that servant leadership's influence on performance tends to be mediated by satisfaction or engagement. Therefore, leadership indirectly enhances performance through internal motivation and Organizational Citizenship Behavior.

### **The Effect of Job Satisfaction on Job Performance**

As shown in Table 6, Job Satisfaction positively affects Job Performance ( $\beta = 0.115$ ,  $p = 0.094$ ). Satisfied lecturers are more motivated to fulfill teaching, research, and community service obligations. This finding supports Herzberg's motivation theory and aligns with Hendri (2019) and Tasman et al. (2021), confirming that satisfaction leads to consistency and higher productivity in academic roles.

### **The Effect of Employee Engagement on Job Performance**

The effect of Employee Engagement on Job Performance is insignificant ( $\beta = 0.096$ ,  $p = 0.120$ ), indicating that engagement alone does not automatically enhance performance. This finding contrasts slightly with Baharsyah and Nugrohoseno (2021), who found engagement to be a strong predictor of performance. In this study, engagement must operate alongside Organizational Citizenship Behavior to influence performance outcomes.

### **The Effect of Organizational Citizenship Behavior on Job Performance**

As presented in Table 6, Organizational Citizenship Behavior exerts a significant positive effect on Job Performance ( $\beta = 0.251$ ,  $p = 0.012$ ). Lecturers who voluntarily assist colleagues and contribute to institutional goals tend to perform better overall. This finding supports Sadeghi et al. (2016) and Suzanna (2017), who found Organizational Citizenship Behavior as a critical factor for improving productivity in academic environments.

### **The Indirect Effects of Servant Leadership on Job Performance (H8–H10)**

Table 7 shows that the indirect effects of Servant Leadership through Job Satisfaction ( $\beta = 0.063$ ,  $p = 0.095$ ) and Employee Engagement ( $\beta = 0.013$ ,  $p = 0.222$ ) are not significant. However, the pathway through Organizational Citizenship Behavior ( $\beta = 0.054$ ,  $p = 0.005$ ) is significant. This finding confirms that Organizational Citizenship Behavior mediates the

relationship between leadership and performance, consistent with Social Exchange Theory. Thus, only H10 is supported, indicating that servant leadership improves performance primarily through enhancing Organizational Citizenship Behavior.

### **The Effect of Servant Leadership on Job Satisfaction through Employee Engagement**

The sequential analysis in Table 8 shows a significant relationship ( $\beta = 0.284$ ,  $p = 0.000$ ), confirming that Job Satisfaction enhances Employee Engagement under servant leadership. This finding is consistent with Liden et al. (2015), indicating that satisfaction is a cognitive foundation for engagement among educators.

### **The Effect of Servant Leadership on Job Satisfaction through Organizational Citizenship Behavior**

As displayed in Table 8, the relationship among Servant Leadership, Job Satisfaction, and Organizational Citizenship Behavior (Organizational Citizenship Behavior) is statistically significant ( $\beta = 0.243$ ,  $p = 0.001$ ). This finding suggests that lecturers who experience higher levels of job satisfaction under servant leadership tend to demonstrate stronger citizenship behaviors. The result is consistent with the findings of Eva et al. (2019), who emphasized that job satisfaction encourages altruistic actions and voluntary contributions that support organizational goals.

### **The Effect of Servant Leadership on Employee Engagement through Organizational Citizenship Behavior**

The relationship between Servant Leadership, Employee Engagement, and Organizational Citizenship Behavior (Organizational Citizenship Behavior) was found to be significant ( $\beta = 0.196$ ,  $p = 0.010$ ). This finding indicates that lecturers who experience higher levels of engagement under servant leadership are more likely to exhibit Organizational Citizenship Behavior, reflecting teamwork, collaboration, and voluntary contributions beyond their formal responsibilities. These results are consistent with the theoretical framework of Social Cognitive Theory (Bandura, 1986), which explains that leadership behavior shapes followers' cognitive and motivational processes, ultimately fostering prosocial organizational behavior.

### **The Effect of Job Satisfaction on Job Performance through Employee Engagement**

Although the relationship among Job Satisfaction, Employee Engagement, and Job Performance is positive, the effect is not statistically significant ( $\beta = 0.085$ ,  $p = 0.109$ ). This finding suggests that engagement alone cannot fully translate satisfaction into improved performance outcomes. It indicates the need for behavioral reinforcement through Organizational Citizenship Behavior (Organizational Citizenship Behavior), which serves as a crucial mechanism that transforms psychological satisfaction into observable, performance-enhancing actions within the academic environment.

### **The Effect of Job Satisfaction on Job Performance through Organizational Citizenship Behavior**

Although the relationship among Job Satisfaction, Employee Engagement, and Job Performance is positive, the effect is not statistically significant ( $\beta = 0.085$ ,  $p = 0.109$ ). This finding suggests that engagement alone is insufficient to translate satisfaction into improved performance outcomes. It implies that behavioral reinforcement, particularly through Organizational Citizenship Behavior (Organizational Citizenship Behavior), is required to strengthen the link between psychological satisfaction and actual job performance.

### **The Effect of Employee Engagement on Job Performance through Organizational Citizenship Behavior**

As displayed in Table 8, the relationship among Employee Engagement, Organizational Citizenship Behavior (Organizational Citizenship Behavior), and Job Performance is statistically significant ( $\beta = 0.158$ ,  $p = 0.045$ ). This finding implies that Organizational Citizenship Behavior functions as the final behavioral mechanism connecting engagement to performance. It confirms that improvements in lecturers' performance are achieved through emotional involvement that manifests in voluntary, prosocial, and citizenship-oriented behaviors. In summary, the results demonstrate that Servant Leadership enhances Job Performance indirectly through Job Satisfaction, Employee Engagement, and Organizational

Citizenship Behavior. The findings reinforce Social Exchange Theory and Social Cognitive Theory, illustrating that leadership effectiveness in academia depends on both psychological satisfaction and voluntary prosocial behavior. Practically, university leaders are encouraged to cultivate empathy, empowerment, and accountability to foster engagement and citizenship behaviors that drive superior performance.

## 6. Conclusion

This study concludes that Servant Leadership has a significant influence on Job Satisfaction, Employee Engagement, and Organizational Citizenship Behavior, but does not directly affect Job Performance. The impact of leadership on lecturers' performance occurs indirectly through psychological and behavioral mechanisms, particularly through Organizational Citizenship Behavior, which emerges as the strongest mediator. These results highlight that the enhancement of lecturers' performance in private higher education institutions is more effectively achieved when leaders succeed in fostering satisfaction, engagement, and citizenship behavior within the academic work environment. A key novelty of this research is the identification of a new leadership concept termed Emphatic Leadership. This concept evolved from the dominant dimensions of Servant Leadership empowerment and humility which were empirically proven to have the most substantial influence on lecturers' performance. Emphatic Leadership represents a leadership style centered on empathy, accountability, honesty, and equality in relationships between leaders and lecturers as strategic partners. It integrates the values of service with emotional authenticity, forming a more humanistic and collaborative approach to leadership. This concept serves as a new theoretical contribution that refines and extends the understanding of Servant Leadership within the higher education context in Indonesia.

While the study provides valuable insights, several limitations should be acknowledged. The research scope was limited to lecturers of private higher education institutions in West Java, which may affect generalizability. Furthermore, the quantitative approach used in this study did not fully capture the emotional and contextual dynamics inherent in leadership practices. Despite these limitations, the findings offer a solid conceptual foundation for developing leadership models based on empathy and collaboration.

Future research is recommended to expand the scope to include public universities and other regional contexts to improve the generalizability of findings. Employing qualitative or mixed-methods approaches is also suggested to explore the emotional, cognitive, and social dimensions underlying the practice of Emphatic Leadership in academic settings. Additionally, subsequent studies may develop and validate measurement instruments to assess the effectiveness of Emphatic Leadership in enhancing lecturers' performance, organizational culture, and institutional innovation. Strengthening these research directions will advance the theoretical and practical understanding of empathy-based leadership in higher education.

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