

Human Capital and Sustainable Teacher Performance: Examining the Impact of Servant Leadership, Competence, and Professional Commitment in Catholic Education

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Abstract

This study examines the impact of servant leadership on the performance of Catholic religious teachers, with competence and professional commitment as mediating variables. Using Partial Least Squares Structural Equation Modeling (PLS-SEM), data were collected from 151 Catholic religious teachers in the Jakarta Archdiocese. The results show that servant leadership has a direct positive impact on teacher performance ($\beta = 0.317$, $p < 0.001$) and indirectly enhances performance through competence ($\beta = 0.199$, $p = 0.008$) and professional commitment ($\beta = 0.186$, $p = 0.002$). Competence ($\beta = 0.357$, $p = 0.001$) and professional commitment ($\beta = 0.340$, $p = 0.002$) significantly improve teacher performance. The structural model explains 74.9% of the variance in teacher performance, indicating strong predictive power. This study contributes to the literature by demonstrating the mediating role of competence and professional commitment in the relationship between servant leadership and performance, particularly in Catholic education. The findings provide practical implications for school administrators and policymakers to implement servant leadership strategies that enhance teacher competence and commitment. This research introduces a comprehensive approach to improving teacher effectiveness in religious education settings, emphasizing the importance of leadership styles that prioritize service, empowerment, and professional development.

Keywords: Performance, Competency, Professional Commitment, Servant Leadership

1. Introduction

Teachers serve a dual function as leaders in the dynamic and complex field of education. Beyond imparting knowledge, they act as moral mentors and role models for students. This role is particularly significant for Catholic religious educators, who must not only teach religious concepts but also embody servant leadership. This leadership approach encompasses profound theological, spiritual, and ethical dimensions. According to Greenleaf's concept of servant leadership, an effective leader prioritizes the needs of others and strives to create a better environment [1]

For Catholic religious educators, the application of the servant leadership principle is highly pertinent within the context of moral and religious education [2]. Servant leaders must be able to provide a supportive learning environment, build strong relationships with their students, and encourage them to seek spiritual growth [3]. Catholic religious educators can be inspired to work more productively and focus more on their students' development by using servant leadership [4].

But servant leadership's effectiveness is not self-contained. The ability and commitment of the teacher to their profession can play a significant role in performance improvement [5]. The professionalism and degree of competence of Catholic religious teachers have a significant impact on their success. Professional dedication to completing

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assignments with complete accountability and proficiency in religious teaching materials and pertinent learning strategies encourage improved performance. A teacher needs competence, which includes pedagogical and technical abilities as well as a thorough comprehension of the teaching materials, in order to lead and instruct successfully. An instructor's professional commitment, which demonstrates dedication and accountability to their industry, also determines their capacity to do their best job.

Although it is well recognized that servant leadership increases teacher competency, its exact mechanism of action needs more clarification. In addition to fostering a positive work atmosphere, servant leadership pushes educators to develop their emotional intelligence which includes the capacity for empathetic communication and the development of strong interpersonal bonds and technical proficiency, which includes mastery of instructional materials and application of contemporary teaching techniques [6]. A long-term process that entails continual training, professional development, and the bolstering of emotional and spiritual values is also included in the impact of servant leadership on teacher competency. Furthermore, this study might go into further detail on outside variables that may have an impact on teacher effectiveness.

Government initiatives like training programs and national education standards have a big influence on how servant leadership is applied. Expectations from the community are also crucial since they can raise pressure and accountability due to demands for morality and high-quality education from Catholic religious instructors. However, economic factors also have an impact on teacher welfare and the distribution of educational resources, which means they can either help or hinder the growth of servant leadership in educational environments. These components come together to create a complex environment in which, under specific conditions, servant leadership can flourish.

The Archdiocese of Jakarta was chosen as a case study because it is a hub for Catholic religious education and deals with a variety of urban and multicultural issues [7]. In Jakarta, religious instructors must not only efficiently impart knowledge but also offer moral direction within the city's diverse socioeconomic variety. In this setting, enabling teachers to meet these difficulties with increased skill and commitment requires servant leadership.

Overall, competence, professional commitment, servant leadership, and the performance of Catholic religious educators in Jakarta are strongly correlated. While professional experience and commitment enhance the quality of instruction and the development of students' character, servant leadership enables educators to offer students more comprehensive support. Religious teachers in Jakarta are supposed to be adaptable, competent, and dedicated people who carry out their responsibilities as mentors and educators in light of the urban and multicultural concerns of today. Teachers have a dual function as leaders in the dynamic and complex field of education. In addition to teaching knowledge, they can act as moral mentors and role models for pupils. Strong theological, spiritual, and ethical connections can be found in this book.

2. Literature Review

2.1. Servant Leadership

Robert K. Greenleaf first presented the concept of servant leadership in his article *The Servant as Leader*, published in 1970. According to this leadership philosophy, a leader must first serve others. Serving workers, communities, and organizations is the main objective of servant leadership, which aims to enhance the growth and well-being of both groups. Greenleaf supporter Larry Spears listed eleven essential traits of servant leadership: listening, empathy, healing, care, persuasion, conceptualization, foresight, service, dedication to staff development, and community building. Numerous research on servant leadership in a variety of settings, including education, are based on these traits. When it comes to education, servant leadership is essential to creating a setting that fosters professional development for teachers and raises the standard of instruction. Teachers' and students' personal growth and well-being are given equal weight with academic success by educational leaders who practice servant leadership. According to Sipe and Frick, servant leadership in education can contribute to the development of a more moral and inclusive classroom [8]. In the context of education, administrators and academic leaders can use Van Dierendonck's servant leadership paradigm, which stresses the harmony between serving and leading, to support teachers and foster a collaborative culture [9]. By encouraging a collaborative and inclusive work culture, servant leadership promotes innovation in companies, including schools, according to research by Eva et al. [10]. Additionally, it has been demonstrated that servant

leadership significantly affects teachers' competency and professional commitment. By fostering an atmosphere that encourages self-improvement and acknowledges teachers' hard work, servant leadership raises their level of professional commitment. According to Sousa and van Dierendonck [11], combining transformational and servant leadership can improve organizational performance and job satisfaction, which in the context of education can be translated into more motivated and committed teachers. From the standpoint of professional competence, servant leadership supports the growth of teachers' emotional and technical competencies. In their meta-analysis study, Hoch et al. [12] showed a favorable correlation between servant leadership and organizational commitment and employee engagement. In the educational context, this can be translated into improved classroom management and teaching competency. Teachers are better equipped to create creative teaching methods and enhance their interactions with students when they have leadership that fosters professional development. This study demonstrates how servant leadership contributes to teachers' increased competence and professional commitment, which in turn affects their performance. By comprehending this relationship, educational institutions can create leadership methods that are more effective in fostering teachers' professional development and raising the standard of instruction overall.

2.2. Professional Commitment

Meyer and Allen[13] updated their three-component model of organizational commitment namely affective, continuance, and normative commitment by focusing on how modern work dynamics affect all three types of commitment. Becker [14] explored how professional commitment evolves in the gig economy, where many workers do not have formal ties to a single employer, providing insights into how organizations can enhance gig workers' professional commitment through flexible strategies and tailored support. Mathieu and Zajac [15] conducted a longitudinal study examining changes in professional commitment over an individual's career and how factors such as career development, mentoring, and professional recognition influence that commitment. Their study also highlighted the importance of long-term investment in career development to maintain high levels of professional commitment.

Klein and Park [16] discuss innovative strategies for enhancing professional commitment, including the use of technology for training and development, as well as new approaches to employee engagement. Their study provides practical tools and techniques that organizations can implement to enhance professional commitment in the modern era. Leslie E. Palich and Peter W. Hom [17] explore how professional commitment varies across cultures and how multinational organizations can manage these differences to achieve high levels of commitment across their global divisions, emphasizing the importance of a culturally tailored approach. Meyer and Parfyonova [18] examine the relationship between employee engagement and professional commitment, suggesting that high levels of engagement can strengthen professional commitment and vice versa, offering an integrated approach to simultaneously managing both aspects to achieve optimal performance. Dene Pereira, J. Leitao and L Ramos [19] focus on the healthcare sector, identifying the unique challenges in maintaining professional commitment within demanding and high-stress work environments, while also providing policy recommendations and best practices to enhance commitment in this field.

[20] M. Riketta, This study examines how organizational supports, such as training, career development, and work-life balance, contribute to professional commitment. Emphasizes the importance of organizational supports in building and maintaining high levels of professional commitment. Professional commitment remains a relevant and important topic in human resource management. Recent research highlights the importance of flexibility, organizational support, and innovative strategies to enhance professional commitment in the digital and global era. In addition, approaches tailored to the cultural context and integration between employee engagement and professional commitment are also identified as key to achieving optimal organizational performance.

2.3. Competence

Competence is generally defined as the combination of knowledge, skills, attitudes, and values required to perform a specific task effectively. Competence includes the ability to apply knowledge and skills in real-world situations. [21] Maria Spante et al. emphasize the importance of competence in the digital age, where the ability to adapt to new technologies and digital skills is key. John Raven [22] developed a competency model that emphasizes the importance of soft skills, such as leadership, communication, and teamwork, in effective job performance. Benjamin Palmer, M. Walls, Z. Burgess et al [23] examined the relationship between emotional competence and leadership performance, finding that leaders with high emotional intelligence were more effective in leading teams and achieving organizational

goals. Hoffman and Tadelis [24] showed that developing employee competence through continuous training and development significantly improved organizational performance.

S. Aririguzoh [25] emphasized the importance of global competence, such as cultural awareness and cross-cultural communication skills, in facing the challenges of globalization. C. O'Toole [26] developed an intercultural competence model that emphasized the importance of cultural understanding and adaptability in an international work environment. M. Kodama [27] highlighted the importance of digital competencies and the ability to use advanced technologies in everyday work.

B. Ngereja, B. Hussein [28] examined the impact of digital transformation on competency needs, finding that employees need to develop analytical skills and the ability to work with big data. Competencies are becoming an important element in job performance and organizational success. Digital competencies and soft skills are becoming increasingly important in the context of the digital era and globalization. The importance of continuous competency development through training and development, as well as the ability to adapt to changing technologies and work environments. Intercultural competencies are also crucial in facing the challenges of globalization. These competencies include not only technical skills but also intercultural and emotional skills that are crucial in an increasingly global and digital work environment.

2.4. Performance

A. Neely, J. Mills, K. Platts et al [29] propose a new approach to measuring and managing performance that takes into account the organizational context and underlying processes. They emphasize the importance of considering factors such as organizational culture, work environment, and team dynamics. Provides a comprehensive framework for understanding performance in a broader context, not just the end result. Cascio and Aguinis [30] discusses the latest trends and innovations in performance management, including the use of data analytics, artificial intelligence, and real-time feedback. Highlights the importance of adopting new technologies to improve the accuracy and effectiveness of performance appraisals. Provides insights into how technology can be used to optimize the performance management process. R. Nyathani [31] examines effective performance appraisal strategies for the modern workforce. Grote highlights the importance of constructive feedback, clear goals, and employee engagement in the appraisal process. Offers practical strategies for improving the effectiveness of performance appraisals in the workplace.

Pulakos and Mueller-Hanson [32] discusses transforming performance management systems to improve organizational outcomes. They emphasize the importance of integration between performance management and organizational strategy, and the role of leaders in driving change. Provides guidance for designing and implementing performance management systems that are aligned with the organization's strategic goals. G. Latham, E. Locke [33] Latham examines the relationship between goal setting and performance, showing that specific, challenging goals can enhance the motivation and performance of individuals and teams. The book also discusses effective goal setting techniques and strategies for overcoming barriers to goal achievement. Contributions: Provides in-depth insight into how effective goal setting can improve performance across a variety of work contexts.

K. Murphy, E. Torres, W. Ingram et al. [34] reviews evidence-based approaches to performance appraisal and management. Murphy highlights the importance of data and analysis in informing performance management decisions and suggests methods for improving the accuracy and fairness of appraisals. Provides guidance for using evidence-based approaches to performance management to improve organizational decisions and outcomes. J. Brockner, F. Flynn, R. Dolan et al. [35] discusses performance management strategies that focus on improving organizational success. Armstrong highlights the importance of the relationship between performance management, organizational strategy, and employee development. Offers guidance for designing and implementing effective, results-focused performance management strategies. Performance management continues to evolve by leveraging new technologies, evidence-based approaches, and integration with organizational strategy. Recent research emphasizes the importance of flexibility, employee engagement, and effective goal setting to improve performance. A holistic approach that takes into account the organizational context and underlying processes is also increasingly considered important in achieving optimal performance outcomes. Catechists in their profession in schools are included in the teaching profession, therefore in line with Hartanto and Purwanto who explain that the main tasks of teachers include: 1) planning, 2) implementation, and 3) assessment of learning. According to Permendikbud No. 11, 2015 Law Number 14 of 2015,

teachers have the task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education, and secondary education. In the Republic of Indonesia Law Number 14 of 2005 concerning teachers and lecturers, article 1 states that: teachers are professional educators who have an essential obligation to cheer, guide, direct, focus, train, consider, and assess students in early childhood learning on the path of civil service learning, low knowledge, and secondary education. Based on Law Number 14 of 2015, teachers are required to be cheerful, guide, focus, train, consider, and assess students in early childhood learning on the path of formal, non-formal, and secondary education. This study provides a foundation for future theoretical research, particularly in the area of servant leadership tactics that may be used to enhance human resources in order to improve teacher and organizational performance. The conceptual definition is displayed in [table 1](#).

Table 1. Conceptual definitions

Construct	Definition	Source
Servant Leadership	This leadership model emphasizes that leaders must first be servants of others. The primary focus of servant leadership is on serving employees, communities, and organizations, with the primary goal of improving the well-being development of individual and communities.	[8], [9], [10], [11], [12]
Professional Commitment	Professional commitment is a highly relevant concept in human resource management, with an emphasis on flexibility, organizational support, and innovative strategies adapted to the cultural context as well as employee involvement to achieve optimal performance.	[13], [14], [15], [16], [17], [18], [19], [20]
Competence	Competencies are becoming a crucial component of both organizational success and job performance. With a focus on ongoing competency development, adaptability to evolving technologies, and the capacity to operate in both digital and cross-cultural contexts, digital skills and soft skills are becoming more and more important in the context of the digital era and globalization.	[21], [22], [23], [24], [25], [26], [27], [28]
Performance	Through the use of new technologies, evidence-based methodologies, and integration with corporate strategy, the definition of performance keeps changing. Enhancing performance also requires a focus on adaptability, staff involvement, and efficient goal setting. In order to get the best performance results, a comprehensive strategy that takes into account the organizational environment and underlying processes in becoming more and more crucial.	[29], [30], [31], [32], [33], [34], [35], [36]

3. Hypothesis Development

The development of staff competencies is significantly impacted by servant leadership [36]. In addition to enhancing technical proficiency, servant leadership develops workers' social and emotional intelligence, which is regarded as a critical component of competency in job involving a lot of contact [37]. In the healthcare industry, where staff competency is crucial to delivering high-quality services, there is a connection between servant leadership and the development of employee competency [38]. Workers in the industrial sector might benefit from servant leadership by developing job-related capabilities, particularly in technical and problem-solving skills [39]. The ideal components of team building, empowerment, total quality, participative management, and service ethics are all combined into the leadership concept of servant leadership. The Greenleaf Center for Servant Leadership states that the Servant Leadership model places a strong emphasis on enhancing service to others, taking a comprehensive approach to work, fostering a sense of community, and sharing decision-making authority [40]. According to [41], competency is a sequence of interconnected elements that begins with knowledge, skills, and attitudes. The findings of the research conducted by [42], In order to develop high-caliber human resources, school principals' servant leadership plays a critical role in enhancing teachers' pedagogical proficiency.

Hypothesis 1 (H1). Servant leadership has a favorable and significant impact on competence.

Teachers who practice servant leadership are more committed to their careers. According to this study principals or school administrators that practice servant leadership inspire teachers to be more dedicated to their work. Teachers are more inclined to support educational objectives when they feel appreciated, empowered, and personally cared for [43].

There is a strong correlation between greater professional commitment and servant leadership in public sectors like health and social services. Employees' emotional commitment to their work eventually rises as servant leaders assist them in finding purpose in their work. Because employees are encouraged to work for the community's benefit rather than solely to meet professional goals, servant leadership in the public sector enhances service quality [44]. [45] looked at how professional dedication, work satisfaction, and servant leadership relate to one another in different businesses. They discovered that in addition to directly raising professional commitment, servant leadership also acts as a mediator by raising job happiness. Employees are more likely to be dedicated and loyal to their career when they are happy in their positions. In this sense, servant leadership is essential to fostering a positive and inspiring workplace where staff members feel appreciated and inspired to advance. [46], investigated professional dedication and servant leadership among college instructors. The findings demonstrated that instructors under the direction of servant leaders were more dedicated to the school and their work. High work ethics are demonstrated by servant leaders, who also assist lecturers with their professional needs and motivate them to strive for personal growth and raise the standard of instruction. Lecturers' dedication to the university is positively impacted by this, as seen by their participation in more rigorous teaching and research initiatives. Servant leadership is a major factor in raising professional commitment in non-profit organizations, according to [47]. Servant leadership lays the groundwork for staff members to feel encouraged and inspired to go above and beyond for the organization's objectives in a non-profit setting, where motivation is frequently intrinsic.

Hypothesis 2 (H2). Servant leadership has a favorable and significant impact on professional commitment.

According to Greenleaf, referenced in Spear a good leader must be prepared to put his followers' needs and interests first while also assisting them in becoming leaders. The traits of servant leaders in management were assessed in three high-performance companies using a survey created by [48]. One of the few studies that tests the servant leadership approach in an organizational setting empirically is this one. This supports Greenleaf's conclusions that servant leadership aims to transform followers into healthier, wiser, more independent, and even more self-sufficient individuals who will serve him. It is important to take into account that leaders have a significant impact on the quality of staff performance in this study. moral principles, a leader's ability. Employee performance and servant leadership are positively correlated in respectable organizations, according to research by [49]. This finding is supported by research by [50], which shows that employee performance is impacted by the five aspects of servant leadership: agape love, empowerment, vision, humility, and trust. However, employee performance is not always consistently impacted by servant leadership, research, employee performance is significantly improved by servant leadership.

Hypothesis 3 (H3). Servant leadership has a favorable and significant impact on the performance

This study emphasizes how employee performance is impacted by professional competencies, especially in the healthcare industry. According to the survey, interpersonal and technical skills are essential for enhancing success in the healthcare industry. These skills help healthcare professionals provide effective, high-quality care, which improves patient satisfaction and medical results [51]. Given the growing popularity of remote work, this study looks at how employees' performance is affected by their level of digital competency. The findings indicate that employees' productivity and effectiveness when working from home or other locations outside of the office are significantly influenced by their level of digital competency [52]. This study examines the relationship between job satisfaction and technical proficiency and how it affects worker performance in the information technology industry. According to the study, performance is directly impacted by technical proficiency. Stated differently, workers with high technical competence are more likely to be content with their positions, which eventually leads to better performance [53]. The significance of emotional intelligence in enhancing worker performance in service-oriented businesses is examined in this study. According to the study's findings, workers who possess strong emotional intelligence which includes the capacity to identify, control, and communicate emotions are more equipped to adjust to changing work requirements and uphold service standards. Employees with emotional intelligence are also better able to handle consumer contacts, which improves performance. This study looks at how training and development can help small and medium-sized businesses become more competent and perform better. Training programs that emphasize the development of both technical and soft skills have been shown to increase employee competency, which in turn raises productivity and performance standards in small and medium-sized businesses. This study looks at how employees' innovation-related talents impact their job performance, with an emphasis on high-tech companies. The findings demonstrate that

performance progress is driven by technical and inventive skill competencies, particularly in work situations that necessitate quick adaptation to market demands and technological advancements.

Hypothesis 4 (H4). Competence has a positively influence on the performance.

Teachers with high levels of professional dedication performed better during the teaching process and engaged students more, according to this study, which was carried out in the education sector. Curriculum development and student learning results are greatly enhanced by teachers' dedication to their careers. According to the study, healthcare professionals that exhibit high levels of professional commitment typically report higher levels of job satisfaction, which enhances their ability to deliver healthcare services. Professional dedication has been demonstrated to be a major motivator for staff members to enhance patient care quality and successfully finish duties [54]. According to this study, performance in the information technology industry is significantly impacted by professional devotion, particularly when it comes to innovation. Because they are inspired to come up with fresh concepts and find more innovative solutions to challenges, workers who are dedicated to their jobs perform better. Work outcomes are positively impacted by professional commitment, which boosts perseverance and inventiveness [55]. This study looks into how professional dedication might boost output in the financial services industry. According to the study, workers who are very committed to their jobs perform better because they take greater ownership of the caliber of the services they offer. The function of professional dedication in non-profit organizations is investigated in this study. According to the study's findings, workers who are highly committed to their jobs are typically more productive and directly help the company fulfill its objective. This study demonstrates that workers in the hospitality sector who have a high level of professional commitment are more driven to give clients the best possible service. Employees are able to sustain great client satisfaction and a pleasant attitude thanks to this dedication. According to the study's findings, professional dedication enhances both the general reputation of hotels and the guest experience [56]. The function of professional dedication in the public sector is examined in this study, particularly in light of how work-related stress affects output. According to the study, workers who are very committed to their careers are better equipped to handle stress at work and perform more consistently under pressure [57].

Hypothesis 5 (H5). Professional commitment has a positively influence on the performance.

This study demonstrates how leaders that put an emphasis on the growth and well-being of their staff members help them become more competent, which enhances their performance. It has been demonstrated that competence acts as a mediating factor to improve the connection between performance and servant leadership [58]. Martinez and Torres watched the healthcare industry and examined how servant leadership enhances professional competence, which in turn affects medical staff performance. According to the findings, servant leadership enhances the clinical and communication abilities of employees, which benefits the performance of health services [59]. According to the study's findings, academic leaders who practice servant leadership can enhance teachers' pedagogical and cognitive proficiency, which in turn enhances their ability to teach [60]. Through the development of employee competence, servant leadership has a significant impact on the performance of public organizations, according to Rahman and Awan's study of the public sector in numerous Asian nations. Servant leaders promote pertinent training and skill development, which enhances staff proficiency in performing administrative and public service duties. It has been demonstrated that this growth in competence greatly enhances labor productivity and service quality, leading to more optimal organizational performance. An examination of organizational performance, competency, and servant leadership across a range of industries. The analysis's findings demonstrate that competence consistently mediates the relationship between servant leadership and performance in a variety of organizational cultures and contexts. Organizational productivity and innovation have been demonstrated to rise when servant leadership fosters employee competency.

Hypothesis 6 (H6). Servant leadership exert a positive impact on performance via competence.

Employees are more dedicated to their work when servant leadership prioritizes their needs before the leader's own. Workers are more dedicated to completing their work professionally when they perceive that their supervisors care about and encourage them, which eventually improves performance [61]. According to the study's findings, educators under the direction of principals who practice servant leadership are more dedicated to their work. Teacher motivation and dedication are raised by this professional commitment, which eventually helps students perform better and achieve

higher learning outcomes [62]. It was discovered that servant leadership enhances medical staff members' professional commitment in addition to fostering a positive work atmosphere. Staff members that are more dedicated to their jobs are more driven to deliver the finest care possible, which enhances the standard of medical care and the hospital's overall performance [63]. Employee professional commitment rises under servant leadership, which eventually helps project teams perform better. Employees feel more professionally engaged and driven to produce better work when their bosses are concerned about their well-being and encourage their professional growth. Employee motivation to accomplish shared objectives is increased as a result of this professional dedication, strengthening the link between servant leadership and performance [64]. Data from numerous researches on servant leadership, professional commitment, and performance across sectors were gathered for Wang and his team's meta-analysis. Across all industries, it was discovered that the relationship between servant leadership and performance was consistently mediated by professional dedication. Employees that are more committed to their careers are more eager to complete tasks to a high standard, which enhances performance in all work environments [65].

Hypothesis 7 (H7). Servant leadership exert a positive impact on performance via professional commitment.

4. Research Method

The Ministry of Religious Affairs of the Republic of Indonesia's Jakarta Archdiocese Catechetical Commission and the Jakarta Catholic Community Guidance collaborated on this study, which was carried out in Jakarta. Sample data was gathered from September 2022 to June 2023 by a cross-school survey that included an online self-assessment questionnaire. Through a variety of tests and data processing, this kind of research employs quantitative approaches to examine and validate the hypotheses. The study's participants were catechists employed by the Ministry of Religious Affairs' Jakarta Catholic BIMAS and the Jakarta Archdiocese. There were 151 catechists in the study's sample. Saturated samples or the census method were used to gather respondents for this study, which focused on catechists working in the Jakarta Archdiocese. The questionnaire underwent a pilot test conducted with 30 teachers from several schools participating in the pre-testing phase. The questionnaire was refined based on the pilot test results to formulate the final version for this study. Before being used in the main study, this questionnaire underwent a pilot testing phase involving 30 teachers from various schools in the Archdiocese of Jakarta. This pilot test aimed to evaluate the validity of the content, the clarity of the statement items, and the reliability of the instrument in measuring the research variables. Respondents were given the opportunity to provide feedback on the clarity of the language and terminology in each item, the relevance of the questions to their work experience, and the potential for bias or ambiguity that might arise in understanding the statements. Based on the results of the pilot test, several items underwent editorial modifications to improve clarity and readability. Several items that were considered overlapping or less relevant were also adjusted to ensure that each statement could be understood well by respondents and accurately reflected the aspects to be measured. After the revisions were made, the questionnaire was tested for reliability using the Cronbach's Alpha coefficient to ensure the internal consistency of the instrument. The results of the analysis showed that all research scales had a Cronbach's Alpha value above 0.70, indicating that the instrument had a good level of reliability. Based on the findings from this pilot test, the questionnaire was further refined before being applied in the main study. This refinement was carried out to ensure that the research instrument was able to measure the variables of servant leadership, teacher performance, competence, and professional commitment validly and reliably according to the research context. In Table 2, the respondents' demographic compositions are displayed.

Table 2. Sample demographics

Characteristic	Items	Frequency	Percentage
Gender	Male	71	47.0%
	Female	80	53.0%
Marital Status	Get married	97	64.0%
	Unmarried	45	30.0%
	Widow/Widower	2	1.4%
	Unmarried (Priest/Priory-i)	7	4.6%
Education of Service	Undergraduate	128	85.0%

	Postgraduate	22	14.3%
	Doctor	1	0.7%
years spent in service	≤ 1 year	20	13.2%
	1-3 years	30	19.9%
	≥ 3 years	101	66.9%

The questionnaire is divided into two sections: questions about demographics and questions about measuring hypotheses. The complete framework of this study was organized in accordance with the framework employed in earlier research. The questions were created using approved scales and prior research. The questionnaire's content validity was then carefully examined. To increase the measure's accuracy, this study employed a five-point Likert scale. The research framework and hypothesis formulation are depicted in [figure 1](#).

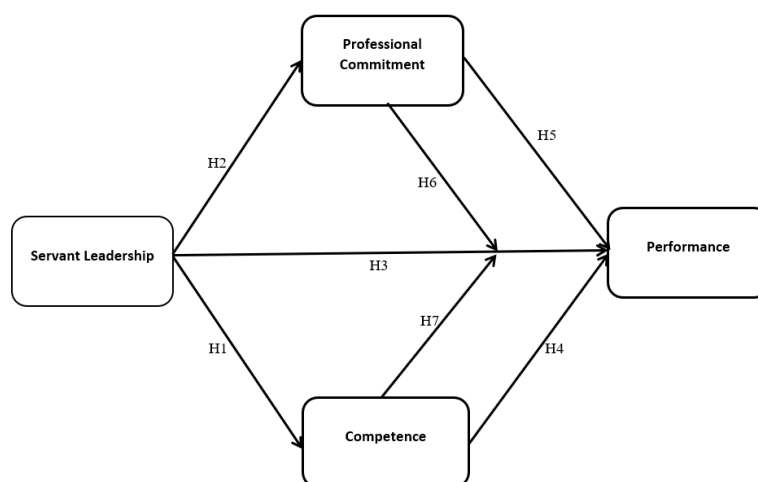


Figure 1. Research framework

The Variance Inflation Factor (VIF) is commonly used to evaluate multicollinearity throughout the model validation process. If an instrument's VIF value is less than 3 for the inner model and less than 5 for the outer model, it is considered appropriate for more analysis. [Table 3](#) shows that the inner model's VIF values fall below the 3-point criterion, ranging from 1.210 to 2.093. Covariance therefore has no detrimental effects on the path coefficients in the structural model in this investigation.

Table 3. Inner VIF results

	Name of Construct	VIF
H1	SLP → CPT	1.809
H2	SLP → PFC	1.210
H3	SLP → PERF	1.710
H4	CPT → PERF	1.725
H5	PFC → PERF	1.809
H6	SLP → CPT → PERF	2.071
H7	SLP → PFC → PERF	2.093

Note: SLP: Servant Leadership, CPT: Competence, PFC: Commitment Professional, PERF: Performance

5. Data Analysis

Partial least squares (PLS) analysis and assessment were conducted using Smart PLS 3. The measurement instruments utilized in this investigation are listed in [table 4](#). Smart PLS 3 was used for the analysis and evaluation. [Table 4](#) contains a list of the measurement tools utilized in this investigation. [66] is used to measure servant leadership. It has ten elements that assess altruistic calling, emotional healing, persuasive mapping, wisdom, and organizational management. The Barbuto and Wheeler scale is used in this study to gauge servant leadership. Because it is one of the

tools that has been widely used to measure servant leadership comprehensively. This scale evaluates a number of important aspects of servant leadership that are pertinent to leadership in educational settings, including organizational management, wisdom, persuasive mapping, emotional healing, and altruistic calling. Furthermore, prior research has demonstrated that this measure exhibits strong validity and reliability across a range of organizational contexts, including the educational field. With a Cronbach's Alpha reliability score above 0.80 and strong internal consistency, this scale is a reliable tool for assessing servant leadership traits, according to [67]. The construct validity of this scale in assessing the influence of servant leadership on many facets of individual and organizational performance has also been validated by a number of other research. In order to guarantee that the measurement of servant leadership is done correctly and can be methodologically explained in the educational environment, the Barbutto and Wheeler scale was chosen for this study. The analysis step concentrates on the path coefficients and the suitability of the specified structural model, while the measurement stage evaluates validity and reliability. Examining the connections between the constructs and confirming their validity and reliability are the goals of both phases. Using a variety of indicators covered in earlier research, this study investigates the causal relationships among servant leadership, competence, professional commitment, and performance.

Table 4. Questionnaire measurement items

Measurement Items	
<i>Servant Leadership</i> [10], [18], [38], [41], [50], [66]	
SLP 1	Prioritizing the interests of others over one's own Making a concerted effort to address students' needs
SLP 2	Bring the spirit back Raise the spirits
SLP 3	Skills for mapping problems Imagining potential
SLP 4	Recognizing circumstances Recognizing the effects of events that take place in the educational setting
SLP 5	Building up communities fostering community-wide support for higher education
<i>Competence</i> [22], [24], [26]	
CPT 1	Understanding the physical, moral, spiritual, sociocultural, emotional, and intellectual traits of students Understanding educational learning theories and principles Creating a curriculum that is relevant to the subjects being taught
CPT 2	Following Indonesia's national cultural, legal, social, and religious norms Presenting oneself as a morally upright individual Projecting an image of stability, maturity, wisdom, and authority
CPT 3	Being impartial, inclusive, and nondiscriminatory Effective, sympathetic, and courteous communication with others Getting used to a workplace with sociocultural diversity
CPT 4	learning resources that complement the subjects being taught gaining proficiency in the fundamental skills and competency standards of the disciplines being taught Creating educational resources that are taught in an innovative way
<i>Professional Commitment</i> [18], [19], [51], [61], [61], [68]	
PFC 1	Glad to have entered this field Do not associate yourself with the teaching profession. Be passionate about this line of work.
PFC 2	It is really challenging to leave your current career. Leaving this career to pursue another one right now will have a significant impact on life. It will take a lot of personal sacrifice to leave this line of work.
PFC 3	Be accountable have a duty to instruct pupils have a duty to instruct pupils
<i>Performances</i> [29], [30], [31], [32], [34]	
PERF 1	SK/KD Mapping Creating educational exercises

	Organizing educational exercises
	Choosing educational resources
	Outlining educational exercises
	Maintaining a learning diary
	Assisting participants in realizing their potential
	Motivating them with a variety of strategies
PERF 2	Adhering to the order of the learning materials
	Speaking courteously,
	Appropriately answering participant inquiries
	Ensuring equal opportunities for pupils
	Offering educational possibilities
PERF 3	Providing updates on students' progress and any challenges
	Addressing students' errors in
	Assembling evaluation instruments that align with learning goals

Note: SLP: Servant Leadership, CPT: Competence, PFC: Commitment Professional, PERF: Performance

This study used PLS-SEM as its analytical tool, guided by Henseler's suggestion and the study's focus on predictive explanation. The technique's goals of reducing prediction error, improving the predictive relevance of results, and evaluating the explanatory power (R² values) of dependent variables for determining statistical significance and evaluating the influence of path coefficients were the main factors in this choice. According to Hair et al., there are many advantages to using PLS-SEM, such as its ability to analyze theoretical constructs from a predictive standpoint, its capacity to add complexity by investigating extensions to preexisting theories, its skill at incorporating complex estimates into the model, and its support for conducting mediation analysis. In accordance with Hair et al., the analysis of reflective measurement models also referred to as measurement or structural models was conducted using Smart PLS 4 software.

5.1. Outer Model and Validation

Model measurements were conducted by evaluating the reliability and validity of the instrument. This assessment involved three metrics: indicator loadings and internal consistency reliability, convergent validity, and discriminant validity. The indicators were examined using the findings of the PLS-SEM analysis used in this study, as shown in [table 1](#). The indicators' loadings should preferably be more than 0.7, per Hair et al. The factor loadings in this study were all above the 0.7 standard, ranging from 0.714 to 0.919. Cronbach's alpha (α) and composite reliability (CR) were used to evaluate internal consistency reliability. According to Hair Jr et al., for a variable to be considered reliable, its Cronbach's alpha coefficient needs to be more than 0.7. Additionally, the CR ought to exceed 0.708. The study's Cronbach's alpha and CR values both exceeded the 0.7 criterion, ranging from 0.912 to 0.959 and 0.934 to 0.963, respectively. The specifics of these measurement values are given in [table 5](#). The degree to which one construct is different from another is measured by discriminant validity. The Fornell-Larcker criterion states that each construct's square root of the AVE must be greater than the variance that it shares with every other construct in the model. Discriminant validity is confirmed by the study's findings, which are shown in [table 6](#), which show that for each construct, the square root of the AVE is in fact larger than its shared variances with other constructs.

Table 5. Convergent validity and reliability analyses.

Measurement Items	Loadings Factors	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
SLP 1	0.809			
SLP 2	0.718			
SLP 3	0.829	0.951	0.958	0.703
SLP 4	0.842			
SLP 5	0.790			
PERF 1	0.820			
PERF 2	0.919	0.959	0.963	0.757
PERF 3	0.799			

CPT 1	0.788			
CPT 2	0.747	0.944	0.951	0.726
CPT 3	0.807			
CPT 4	0.788			
PFC 1	0.850			
PFC 2	0.714	0.912	0.934	0.740
PFC	0.887			

Note: SLP: Servant Leadership, CPT: Competence, PFC: Commitment Professional, PERF: Performance

Table 6. Discriminant validity Fornell-Larcker Criterion.

Construct	SLP	PERF	CPT	PFC
SLP	0.765			
PERF	0.548	0.816		
CPT	0.557	0.667	0.725	
PFC	0.702	0.752	0.760	0.771

Note: SLP: Servant Leadership, CPT: Competence, PFC: Commitment Professional, PERF: Performance

5.2. Testing of Hypotheses and Result of Inner Model

The bootstrapping approach in PLS is used in this work to compute t-statistics and path coefficients (β), as well as to examine the correlations between independent, mediating, and dependent variables. Hair et al. state that both the direct and indirect effects involving the mediator must be statistically significant in order to validate a successful mediating effect. Additionally, as shown in figure 2, 500 bootstrap samples were used to determine the path coefficients' significance levels. Table 7 displays each path coefficient, T statistics (t-value), and p-value. The hypothesized outcomes are also depicted in figure 2.

Table 7. Summary of the inner model results.

Hypothesis	Path Coefficient	T statistic	p-value	Result
H1 SLP \rightarrow CPT	0.557	4.803	0.000	Accepted
H2 SLP \rightarrow PFC	0.548	6.047	0.000	Accepted
H3 SLP \rightarrow PERF	0.317	3.430	0.001	Accepted
H4 CPT \rightarrow PERF	0.357	3.300	0.001	Accepted
H5 PFC \rightarrow PERF	0.340	3.120	0.002	Accepted
H6 SLP \rightarrow CPT \rightarrow PERF	0.199	2.652	0.008	Accepted
H7 SLP \rightarrow PFC \rightarrow PERF	0.186	2.652	0.002	Accepted

Note: SLP: Servant Leadership, CPT: Competence, PFC: Commitment Professional, PERF: Performance

Figure 2 and table 7 show that servant leadership has a positive impact on competence, supporting H1 (SLP \rightarrow CPT: $\beta = 0.557$, t-value = 4.803). In addition, the analysis shows that servant leadership has a positive impact on professional commitment, supporting H2 (SLP \rightarrow PFC: $\beta = 0.548$, t-value = 6.047). Then, the analysis shows that servant leadership has a positive impact on performance, supporting H3 (SLP \rightarrow PERF: $\beta = 0.317$, t-value = 3.047)., and the analysis shows that competence has a positive impact on performance, supporting H4 (CPT \rightarrow PERF: $\beta = 0.357$, t-value = 3.300). Professional commitment has a positive impact on performance, supporting H5 (PFC \rightarrow PERF: $\beta = 0.340$, t-value = 3.120). In addition, the R² value shows that PFC is 0.300, CPT is 0.310 and PERF is 0.749. This means that PERF can be explained by the three antecedents by 74.9%.

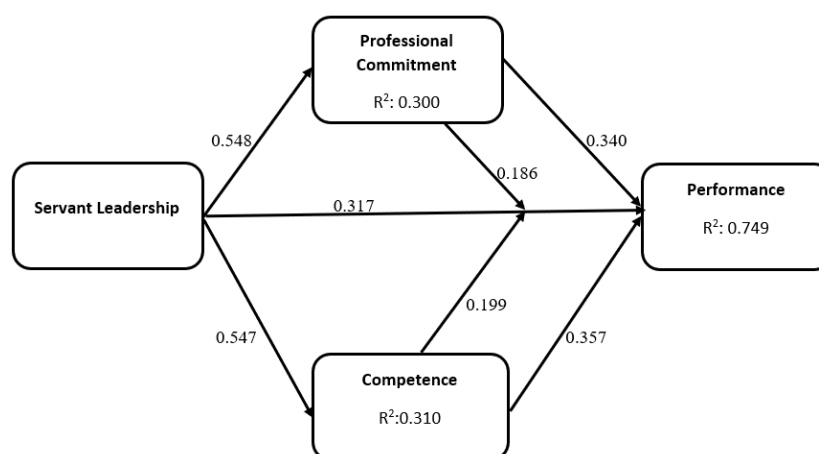


Figure 2. The inner model result framework. P-value < 0.001.

5.3. Testing of Mediation Effects

The bootstrapping approach in PLS is used in this work to compute t-statistics and path coefficients (β), as well as to examine the correlations between independent, mediating, and dependent variables. Hair et al. state that both the direct and indirect effects involving the mediator must be statistically significant in order to validate a successful mediating effect. This section presents the findings from the study model's hypothesized relationships. Both the direct impact of one construct on another and the indirect effects of mediating constructs are represented by total effects, which are the sum of direct and indirect effects. Table 8 displays the hypotheses, their direct and indirect effects, their total effects, and their outcomes. Every theory was validated.

Table 8. Mediation results

Construct	Construct Relationship	t-Value of Path Coefficient	Direct effect	Indirect effect	p-Value
SLP → CPT → PERF	SLP → CPT	4.803			
	CPT → PERF	3.300	0.317	0.199	0.008
SLP → PFC → PERF	SLP → PFC	6.047			
	PFC → PERF	3.120	0.317	0.186	0.002

Note: SLP: Servant Leadership, CPT: Competence, PFC: Commitment Professional, PERF: Performance

6. Discussion

The purpose of this study is to examine how SLP affects PERF, SLP affects CPT, SLP affects PFC, CPT affects PERF, PFC affects PERF, and SLP affects PERF in this dynamic through the mediation of CPT and PFC. Seven hypotheses were developed by the researchers, who also created a 47-item questionnaire. The gender distribution of participants is one of the responder characteristics covered in this study. This study hasn't, however, thoroughly examined how gender might affect how teachers view and react to servant leadership and how it affects their performance. Further research might look at examining gender disparities in servant leadership efficacy in educational settings, since gender characteristics may modify the relationship between professional commitment, competence, and servant leadership. There were 151 legitimate responses to an online survey that was sent to Catholic religious teachers in the Archdiocese of Jakarta, which includes eight deaneries (Jakarta, Bekasi, and Tangerang). SEM-PLS was used to evaluate the data, and the results are shown in table 7 and table 8. The results reported are only based on hypotheses because this research approach is focused on quantitative data. However, after viewing the study's findings, a number of issues are raised to enhance the conversation, specifically: 1). How may principles of servant leadership, like developing sympathetic bonds with students and fostering an inclusive classroom environment, help teachers perform better? 2). What long-term effects does servant leadership have on teachers' emotional intelligence (the capacity to form relationships with

others) and technical competence (the command of instructional materials and learning techniques)? 3). How might servant leadership techniques, such as praising and acknowledging teachers' work, inspire them to put in more effort in their positions? 4). What effects do outside factors have on the use of servant leadership in the classroom, such as the interplay between leadership techniques and school policies? 5). What effects does a servant leadership-created supportive work environment have on teachers' physical, mental, and emotional well-being and how does it affect their performance? 6). How does Jakarta's cultural variety impact the application of servant leadership, particularly how educators modify their methods to accommodate pupils from different backgrounds?

The results of this study indicate that servant leadership has a significant impact on the performance of Catholic religious teachers, both directly and through the mediation of competence and professional commitment. These findings provide practical insights that can be applied by school administrators and policy makers in improving teacher effectiveness through more inclusive and empowering leadership strategies. One step that can be taken is to develop a training program for school leaders that focuses on the implementation of servant leadership. This training can include strengthening empathetic communication skills, empowering teachers, and creating a more supportive work environment. By implementing this approach, principals and administrators can build more harmonious working relationships, which ultimately contribute to increasing teacher motivation and dedication.

Enhancing teacher proficiency is another crucial component that supports servant leadership's efficacy. Programs for continuous professional development that are tailored to the unique requirements of Catholic religious instructors might be offered by educational institutions. Teachers may continue to grow and give students higher-quality instruction by receiving training in cutting-edge teaching techniques, pedagogical skills development, and the use of technology in the classroom. Additionally, by establishing policies that promote teachers' involvement and well-being, servant leadership can increase their dedication to their jobs. Providing performance-based awards, social and moral support, and opportunities to contribute to school decision-making can boost teachers' sense of belonging and emotional commitment to their institution.

Another pertinent tactic is creating a school atmosphere that encourages servant leadership. Teachers may be more motivated to actively grow as individuals and contribute to the educational community if their workplace culture values cooperation, transparency, and compassion. Teachers can exchange experiences and get helpful criticism for their professional growth in a discussion space that principals can set up. Using a performance evaluation model that adheres to servant leadership ideals can also be a successful strategy. Evaluations that take into account input from students, coworkers, and administrators in addition to student academic performance can give a more complete picture of how well leadership works to enhance teacher performance. By using these tactics, educational establishments can maximize the benefits of servant leadership in raising the professional competence and dedication of instructors, which will ultimately raise the standard of Catholic religious education overall.

6.1. Theoretical Implications

In addition to examining the direct effects of servant leadership practices on competence, professional commitment, and employee performance, this study also examines the indirect effects of servant leadership practices on employee performance through the inclusion of competence and professional commitment as mediating variables. This thorough analytical method provides a fresh theoretical viewpoint to clarify the precise connection between employee performance and servant leadership approaches. This study enhances the direct effect of competence and professional commitment practices on employee performance by incorporating them as dependent variables. This thorough analytical method provides a fresh theoretical viewpoint to clarify the precise connection between professional commitment practices and competence on employee performance.

This study provides a new analytical framework to investigate. The relationship between leadership practices and employee performance by empirically explaining the mediating function of competence in the relationship between servant leadership and employee performance. It makes it easier to comprehend the different ways that servant leadership techniques could affect worker performance.

This study offers a novel analytical framework to investigate the relationship between servant leadership practices and employee performance by empirically explaining the mediating function of professional commitment in the relationship between servant leadership and employee performance. It makes it easier to comprehend the different ways

that servant leadership techniques could impact worker performance. This study integrates the theories of professional commitment, competence, and servant leadership to examine the factors that influence the performance of Catholic school religious instructors in the setting of religious education in the Archdiocese of Jakarta schools. It shows how they affect school religion teachers' performance and provides fresh theoretical understanding of how the ideas of competence, professional commitment, and servant leadership interact. Through qualitative insights into the dynamics of servant leadership implementation in the classroom setting, as well as quantitative data, this technique enables a more thorough analysis of the relationships. Case studies, observations, and interviews can offer more background information to help test these theories. An exploratory method grounded in qualitative insights could offer a broader context for the findings, even if this study used a quantitative approach to investigate the links between teacher performance, professional dedication, competence, and servant leadership. This study can investigate the dynamics of interactions between instructors and students as well as the opportunities and challenges that teacher encounter when putting servant leadership ideas into practice in the classroom.

6.2. Managerial Implications

The Jakarta Archdiocese's Catechetical Commission is chosen as a case study in this study to examine successful tactics for raising teacher performance, which is situated within the backdrop of Jakarta's unequal distribution of religious teacher resources. This method gives the study distinctive regional features and usefulness for real-world applications, providing a fresh viewpoint on how to comprehend and resolve issues with resource allocation in the supply of religious instructors. It gives chairs of the Catechetical Commissions and education policymakers important information on how to better oversee and inspire religious instructors.

By offering continuous training pertinent to their positions, such as pedagogical training, theological comprehension, and proficiency with educational technology, the Jakarta Diocese Catechetical Commission and school administrators can strengthen teachers' dedication to their profession and boost their skills and self-esteem. Their calling as educators can be strengthened by fostering spiritual and religious motivation through retreats, spiritual meditation, or faith-based community building. Teachers' sense of self-worth and commitment to their work can be improved by recognizing their achievements, whether with official recognition or just plain gratitude. Religious instructors will be more dedicated to fostering their students' faith and character as well as more professional in their work as a result of these initiatives.

Training and continuing education, including seminars and workshops pertaining to teaching strategies, educational technology, and contemporary theological thinking, should be made available by the Jakarta Diocese Catechetical Commission and school administrators. To raise the bar and increase their expertise, encourage educators to pursue professional certification in religious education. To make learning more engaging and relevant, teach educators how to use digital resources like interactive presentation tools and online learning software. To foster more meaningful learning, offer training in student-based learning, classroom management, and effective teaching techniques. Create communities of practice or study groups for religious educators to exchange ideas, insights, and teaching innovations. By doing this, religious educators can become more competent, which will benefit the standard of instruction and the development of students' moral character.

School administrators and the Jakarta Archdiocese Catechetical Commission must take a comprehensive approach to evaluating different servant leadership management techniques. Make sure that every program and policy put in place prioritizes the emotional, professional, and spiritual needs of religious instructors. Enhance religious teachers' pedagogical, theological, and technical skills by offering them pertinent training and mentoring. Using open communication, collaborative decision-making, and gratitude for everyone's contributions, cultivate cooperative working relationships among educators, staff, and the community. To become an inspiration to educators, live out qualities like love, humility, and commitment every day. Provide resources and initiatives for the well-being of teachers, such as material aid when required, psychological therapy, and spiritual retreats. Encourage educators to view their work as a noble vocation that involves forming students' faith and character via a common goal and vision. This tactic enhances performance, fortifies the commitment of Catholic religious teachers, and fosters a service-centered learning environment.

Additionally, this study will produce specific recommendations for educators, including: Methods for establishing an inclusive learning environment, strategies for developing empathetic relationships with students through effective communication, and self-reflective practices to cultivate servant attitudes in the classroom. This study can offer direct practical guidance for Catholic religious teachers in addition to recommendations for educational policy makers. These include: a training module based on servant leadership to enhance teachers' interpersonal competencies and skills; the creation of professional learning communities (PLCs) that emphasize the application of servant leadership principles; and the establishment of mentoring programs to assist new teachers in incorporating servant leadership principles into their everyday interactions. This study can make a more thorough contribution by using an exploratory methodology that incorporates qualitative findings and offers helpful advice for educators. In addition to enhancing the body of knowledge on servant leadership, this will help Catholic religious educators raise the standard of their students' moral and spiritual instruction.

7. Conclusion

Through empirical investigation of the mediating variables CPT and PFC, this study examined the effects of SLP on PERF, SLP on CPT, SLP on PFC, CPT on PERF, PFC on PERF, and SLP on PERF. The study's conclusions demonstrated that SLP not only directly improved competence, professional commitment, and performance, but also indirectly impacted these factors by boosting competence and professional commitment. This supported the notion that competence and professional commitment play a mediating role in the relationship between servant leadership practices and employee performance. These results emphasize the necessity of competence and professional dedication for effective and efficient servant leadership practices, particularly emphasizing the critical role that these attributes play in bolstering the performance of Catholic religious instructors. Institutions or organizations can more successfully develop and apply servant leadership techniques to improve competence, professional commitment, and overall organizational performance by developing a thorough grasp of the relationships among these characteristics.

Data for this study came from the Archdiocese of Jakarta's schools and the Catechetical Commission, therefore the results might not be entirely generalizable to other areas. In order to improve the generalizability of the research findings, future studies can broaden their coverage by incorporating professors from different dioceses in the Java region as well as other regions. This study's ability to describe causal linkages may be limited by its cross-sectional research design, which fails to adequately capture the dynamics of religious teacher performance and the variables influencing it. Therefore, to investigate the longer-term effects of professional dedication, competence, and servant leadership practices on teacher performance, future study can employ a longitudinal approach. Furthermore, even though competence and professional dedication were found to be mediating variables in this study, other moderators or mediator variables might still exist and affect the association. Therefore, additional study can examine other latent characteristics that may moderate the association between servant leadership and performance, such as organizational culture within schools, support for educational initiatives, or intrinsic motivation among teachers. Future studies could also look at the ways in which particular facets of servant leadership such wisdom, emotional healing, or humanitarian calling affect particular facets of teacher performance, like job satisfaction, effectiveness, or involvement in school development. To give school administrators and policymakers more useful information, future study might also look at practical methods for resolving the difficulties of applying servant leadership in various educational contexts.

8. Limitations and Future Research

The Catechetical Commission and schools in the Archdiocese of Jakarta provided the data for this study, therefore the findings might not be entirely applicable to other areas. By including instructors from different dioceses in the Java region in the sample, further research could increase the study's universality and application. This study may not be as applicable to instructors in other areas or religious contexts because it only looked at Catholic religious teachers in Jakarta. The results could be more broadly applicable in other educational contexts if a larger sample was used. The cross-sectional research approach employed in this study may have limited its capacity to characterize causal links by failing to adequately capture the dynamic nature of religious teacher performance and the factors that affect it. To better understand the causal links between professional dedication, competence, performance, and servant leadership practices, future research could employ a longitudinal study design.

Despite identifying competence and professional commitment as mediating variables, this study might have missed other possible moderators or mediators. To further enhance and improve the current theoretical framework, future studies should look at other latent factors that might have an impact on the research model. There is no discussion of how intrinsic motivation affects teachers' performance and willingness to use servant leadership techniques. By adding this, a more comprehensive assessment of teacher effectiveness that goes beyond skill and dedication may be possible.

The limitations and future research section is quite broad. It could be made more specific by suggesting specific areas for future research, such as how different dimensions of servant leadership affect specific aspects of teacher performance or how to address the challenges of implementing servant leadership in diverse educational settings.

9. Declarations

9.1. Author Contributions

Conceptualization: H.B., S.P.D., M.S.A., and W.A.R.; Methodology: S.P.D.; Software: H.B.; Validation: H.B., S.P.D., and W.A.R.; Formal Analysis: H.B., S.P.D., and W.A.R.; Investigation: H.B.; Resources: S.P.D.; Data Curation: S.P.D.; Writing Original Draft Preparation: H.B., S.P.D., and W.A.R.; Writing Review and Editing: S.P.D., H.B., and W.A.R.; Visualization: H.B. All authors have read and agreed to the published version of the manuscript.

9.2. Data Availability Statement

The data presented in this study are available on request from the corresponding author.

9.3. Funding

The author received funding from Universitas Multimedia Nusantara to conduct research, write, and/or publish this work.

9.4. Institutional Review Board Statement

Not applicable.

9.5. Informed Consent Statement

Not applicable.

9.6. Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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