

## **The Improvement of Teacher's Organizational Commitment through Strengthening Servant Leadership with Trust as a Mediator**

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**Abstract:** Teacher's organizational commitment is crucial for achieving school goals. Teachers with high commitment to their schools can significantly positively impact both students and the overall school environment. This study explores the influence of servant leadership and trust on teacher's organizational commitment, an area that has not been researched in the context of private Buddhist elementary schools. This research aims to analyze the direct and indirect relationships between servant leadership, trust, and teacher's organizational commitment. The study employs a quantitative approach with path analysis techniques. The sample was drawn from a population of 355 permanent teachers from private Buddhist elementary schools in the Greater Jakarta area, resulting in a total of 189 respondents. Data were collected through questionnaires and analyzed using path analysis to test the proposed hypotheses. The results indicate that servant leadership ( $\beta = 0.314$ ), and trust ( $\beta = 0.395$ ) have a direct positive influence on teacher's organizational commitment. Additionally, trust ( $\beta = 0.262$ ) serves as a significant intervening variable between servant leadership and teacher's organizational commitment. The findings offer recommendations for schools and stakeholders as a strategy to improve teacher's organizational commitment by strengthening servant leadership and trust.

**Keywords:** Servant Leadership, Teacher's Organizational Commitment, Trust

### **A. Introduction**

In an organization, the commitment of its members is crucial for achieving its goals. In the field of education, teacher commitment is essential for the successful attainment of school objectives. Teachers are the spearhead of sustainable education and the execution of the teaching and learning process, so they must be able to perform their duties and functions effectively and maintain good performance.

Teachers should be fully and sincerely involved in developing the school organization. Teachers need to have loyalty and a desire to make the best contributions to the school. Teachers with a strong commitment to the school can have a significant positive impact, both on students and the school environment as a whole. Teachers can create a better learning environment, improve student achievement, and contribute positively to the development of the entire school community.

Through observations and interviews with school principals at several schools, various signs have been found indicating problems related teacher's commitment. Some teachers are not willing to work to their fullest potential according to their duties and functions, exhibit a lack of dedication, have low work discipline, and do not adhere to rules. Teachers show a lack of responsibility for advancing the school, as evidenced by their indifference toward implementing programs and achieving school objectives. They are less active in participating in school activities, only fulfilling their primary teaching duties, which reflects a lack of ownership towards the school. In terms of teaching, teachers demonstrate low creativity and innovation, among other issues. Problems with emotional bonds can be seen in the lack of harmonious relationships and reluctance to assist fellow teachers. Instances of teachers resigning or transferring to other schools also occur in several institutions, indicating that they are not loyal to the school. These various shortcomings among teachers highlight the low levels of both professional and organizational commitment.

Private Buddhist schools are organized by Buddhist foundations and have a vision and mission focused on two aspects: education and the preservation of Buddhism. In these schools, all teachers are expected to contribute to achieving this vision and mission according to their abilities. Therefore, strong commitment from teachers toward the school is essential. Schools run by Buddhist religious foundations must also contribute to the development and advancement of national education.

Preliminary research was conducted to understand the issues surrounding teacher commitment. An initial survey was carried out with 30 permanent teachers at 3 private Buddhist elementary schools in Jakarta and Tangerang, using a questionnaire containing 15 items of research instruments. The research results reveal that 1) 14.67% of teachers still have issues in the dimension of affective commitment, particularly regarding their emotional ties to the school where they work; 2) 44.00% of teachers have problems in the dimension of continuance commitment, especially when they receive job offers that are more appealing

elsewhere; 3) 16.67% of teachers face challenges in the dimension of normative commitment, particularly concerning their willingness to prioritize the interests of the school over their personal interests.

A number of studies have explored various strategies to enhance teacher's organizational commitment. The study by Abadi (2020), involving 80 respondents from XYZ company, showed that servant leadership has a significant direct positive influence on organizational commitment. Similarly, study by Harwiki (2016) on 30 employees and 10 manager Women's Cooperative in East Java found that servant leadership has a significant direct positive influence on organizational commitment. The study by Harini (2018), involving 22 respondents of junior high school guidance and counseling teacher, showed that trust has a significant direct positive influence on organizational commitment.

### **Organizational Commitment**

Organizational commitment is the desire of an employee to remain a member of the organization. Dimensions of organizational commitment include: 1) affective commitment, 2) continuance commitment, and 3) normative commitment (Colquitt et al, 2019). Organisational commitment is typically conceived of as an individual's psychological bond to the organization, including a sense of job involvement, loyalty, and a belief in the values of the organization (Mullins, 2017). Organizational commitment to be a global feeling that involves three things: 1) an acceptance of the organization's goals, 2) a willingness to work hard for the organization, 3) the desire to stay with the organization (Spector, 2015). Organizational commitment as 1) a strong desire to remain a member of a particular organization; 2) a willingness to exert a high level of effort on behalf of the organization and 3) a firm belief in and acceptance of the organization's values and goals (Luthans, 2021). Organizational commitment is the extent to which an employee identifies with the organization and its goals and desires to maintain membership in the organization (Robbins, Judge, & Campbell, 2017). In this study, teacher's organizational commitment defined as the desire to remain a member of the school and to identify with and engage in the school's efforts to achieve its goals

### **Servant Leadership**

A servant leader serves followers, helps them meet their needs, becomes a guide, servant, and facilitator for follower development (Glinow & McShane, 2019). Servant leadership is an approach to achieving corporate goals by making the growth needs

of individual members of the organization a priority (Onyama, 2021). Servant leadership serves employees to become more independent and wise, starting with the intention of wanting to help and serve employees, the moral dimension is clearly expressed, the results are manifested in satisfaction, personal growth and shouldering the social responsibility of employees (Šumi et al, 2017). Servant leadership emphasizes the necessary balance between morality, mission accomplishment, and advancing the best interests and well-being of key stakeholders: employees, clients, customers, and communities (Roberts, G, 2015). Rather than the use of power, servant leadership is more of a philosophy based on the ethical responsibility of leaders, a spiritual understanding of people and empowering people through honesty, respect, nurturance and trust (Mullins, 2017). In this study, servant leadership refers to the behavior of school principals in using power and influence to motivate teachers to achieve school goals by prioritizing the interests of teachers above his own, with the aim of helping teachers achieve improvement.

## **Trust**

Trust refers to people's positive expectations of others in situations involving risk. (Glinow & McShane, 2019). Trust is an employee's belief in their leader and other employees in their work environment, which is based on character, ability and strength in achieving organizational goals (Setyaningsih, 2016). Trust is a psychological state consisting of the intention to accept vulnerability based on positive expectations of another person's intentions or behavior (Cooper, et al, 2018). Trust is confidence and loyalty to a leader in an organization. Trust is the willingness of an individual or group to be vulnerable to another party based on the belief that the other party is benevolent, reliable, competent, honest, and open (Balyer, 2017). Dimensions of trust include: 1) ability, 2) benevolence, and 3) integrity. In this study, trust defined as the belief of teachers that the principal will always act in good faith in accordance with commitments, based on character and ability to achieve the school goals.

Based on the background of the problem above, the urgency to research teacher's organizational commitment becomes increasingly relevant. Therefore, this study offers a new approach in the form of strategies to enhance teacher's organizational commitment in private Buddhist elementary schools through strengthening servant leadership and trust. The aim is to optimize the output of teacher's organizational commitment, thus contributing to the achievement of organizational goals. The outcomes of this research are expected to provide theoretical benefits as a new

reference in educational management and practical benefits to find solutions to the researched issues, including recommendations for Buddhist schools to improve teacher's organizational commitment and its implementation.

Based on explanation above the research questions of this study are:

1. Does servant leadership have a direct influence on teacher's organizational commitment?
2. Does trust have a direct influence on teacher's organizational commitment?
3. Does servant leadership have a direct influence on trust?
4. Does servant leadership have an indirect influence on teacher's organizational commitment through trust?

## **B. Methods**

This research employed a quantitative survey methodology with a causal design to explore the causal relationships among variables. The dependent variable is teacher's organizational commitment (Y), while the independent variables is servant leadership ( $X_1$ ) and trust ( $X_2$ ) as the mediating variable. The research conducted at 19 private Buddhist elementary schools in the Greater Jakarta area on February to March, 2024. The sample was drawn from a population of 355 permanent teachers, resulting in a total of 189 respondents. Data were collected using questionnaires and analyzed using path analysis to test the proposed hypotheses. Three key variables were measured in this study:

**Teacher's Organizational Commitment:** Measured using a 32-item scale adapted from previous studies, focusing on the dimensions of affective commitment, continuance commitment, and normative commitment. Respondents rated each item on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

**Servant Leadership:** Measured using a 34-item scale adapted from previous studies, focusing on the dimensions of listening, empathy, emotional healing, stewardship, humility, commitment to people growth, and building community. Respondents rated each item on a five-point Behavioral Rating Scales ranging from 1 (Never) to 5 (Always).

**Trust:** Measured using a 38-item scale adapted from previous studies, focusing on the dimensions of integrity, benevolence, ability, and openness. Respondents rated each item on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

The study employs a quantitative approach with path analysis techniques for hypothesis testing. Path analysis is a statistical method used to evaluate causal relationships among variables, specifically through linear regression to calculate path coefficients and assess both direct and indirect influence of the variables.

## C. Results and Discussion

### Nonparametric Correlations

The correlation test was conducted using Spearman's Rank Correlation Coefficient using SPSS 16.0 for Windows software. The hypothesis ( $H_1$ ) stipulated that if the significance value (Sig. 2-tailed) is less than 0.05, a significant relationship exists between variables.

**Table 1. The Spearman's Rank Correlation Coefficient Value**

		Correlations			
			Servant Leadership	Trust	Organizational Commitment
Spearman's rho	Servant Leadership	Correlation Coefficient	1.000	0.692**	0.582**
		Sig. (2-tailed)	.	0.000	0.000
		N	189	189	189
	Trust	Correlation Coefficient	0.692**	1.000	0.586**
		Sig. (2-tailed)	0.000	.	0.000
		N	189	189	189
	Organizational Commitment	Correlation Coefficient	0.582**	0.586**	1.000
		Sig. (2-tailed)	0.000	0.000	.
		N	189	189	189

\*\* . Correlation is significant at the 0.01 level (2-tailed)

The Spearman correlation test results showed a medium (Guilford, 1973) and significant positive relationship between servant leadership and teacher's organizational commitment ( $r = 0.582$ ,  $p < 0.05$ ), indicating that substantial contributions of servant leadership can enhance teacher's organizational commitment. Trust has a significant positive relationship with teacher's organizational commitment ( $r = 0.586$ ,  $p < 0.05$ ), indicating that trust can enhance teacher's organizational commitment. Servant leadership has a significant positive

relationship with trust ( $r = 0.692$ ,  $p < 0.05$ ), indicating that servant leadership can enhance trust.

### Model Test: Path Analysis

Model testing was conducted to analyze the direct and indirect influence between variables, which will be visualized through a path analysis diagram, including the calculated coefficient values of each path. Path analysis is an advanced form of regression analysis used to model sequential relationships between variables that have a casual relationships.

#### 1. Direct Influence of Variables

##### a. Model-1

The path influence of Model-1 consists of servant leadership ( $X_1$ ), trust ( $X_2$ ), and the residual variable ( $\epsilon_2$ ). The following path coefficient values were obtained from the regression analysis:

**Table 2. Path Coefficients for Model-1**  
Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	53.311	7.905		6.744	0.000
	Servant Leadership	0.687	0.056	0.666	12.203	0.000

a. Dependent Variable: Trust

**Table 3. Probability Value (p-Value) for Model-1**

Model		ANOVA <sup>b</sup>				Sig.
		Sum of Squares	df	Mean Square	F	
1	Regression	24349.906	1	24349.906	148.918	0.000 <sup>a</sup>
	Residual	30576.761	187	163.512		
	Total	54926.667	188			

a. Predictors: (Constant), Servant Leadership

b. Dependent Variable: Trust

**Table 4. Coefficient of Determination for Model-1**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.666 <sup>a</sup>	0.443	0.440	12.787

a. Predictors: (Constant), Servant Leadership

The tables of path coefficients reveal that  $\beta_{X_2X_1} = 0.666$ , with  $p < 0.05$  (Sig. 0.000), indicating a significant influence of servant leadership ( $X_1$ ) on trust ( $X_2$ ). The R-Square value of 0.443 shows that servant leadership ( $X_1$ ) contribute 44.3% of variance in trust ( $X_2$ ). The residual coefficient ( $\epsilon_2$ ) is calculated as  $\epsilon_2 = \sqrt{(1 - 0.443)} = 0.746$ . Results of the regression equation significance test in Model-1 show a p-value probability  $< 0.05$  (Sig. 0.000), thus  $H_0$  is rejected, and the test results are statistically significant. Therefore, the equation for Model-1 can be formulated as follows:

$$\hat{X}_2 = 53.311 + 0.687X_1 + 0.746$$

#### b. Model-2

The path influence of Model-2 consists of teacher's organizational commitment (Y), servant leadership ( $X_1$ ), trust ( $X_2$ ), and the residual variable ( $\epsilon_y$ ). The following path coefficient values were obtained from the regression analysis:

**Table 5. Path Coefficients for Model-2**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	55.895	6.559		8.522	0.000
	Servant Leadership	0.235	0.056	0.314	4.185	0.000
	Trust	0.285	0.054	0.393	5.243	0.000

a. Dependent Variable: Organizational Commitment

**Table 6. Probability Value (p-Value) for Model-2**

ANOVA <sup>b</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12069.261	2	6034.630	66.659	0.000 <sup>a</sup>
	Residual	16838.496	186	90.530		
	Total	28907.757	188			

a. Predictors: (Constant), Trust, Servant Leadership

ANOVA <sup>b</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12069.261	2	6034.630	66.659	0.000 <sup>a</sup>
	Residual	16838.496	186	90.530		
	Total	28907.757	188			

b. Dependent Variable: Organizational Commitment

**Table 7. Coefficient of Determination for Model-2  
 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.646 <sup>a</sup>	0.418	0.411	9.515

a. Predictors: (Constant), Trust, Servant Leadership

The tables of path coefficients reveal that  $\beta_{yx_1} = 0.314$  and  $\beta_{yx_2} = 0.393$ , each with  $p < 0.05$  (Sig. 0.000), indicating a significant influence of servant leadership ( $X_1$ ) and trust ( $X_2$ ) on teacher's organizational commitment ( $Y$ ). The R-Square value of 0.418 shows that servant leadership ( $X_1$ ) and trust ( $X_2$ ) simultan contribute 41.8% of variance in teacher's organizational commitment ( $Y$ ). The residual coefficient ( $\epsilon y$ ) is calculated as  $\epsilon y = \sqrt{1 - 0.418} = 0.763$ . Results of the regression equation significance test in Model-2 show a p-value probability  $< 0.05$  (Sig. 0.000), thus  $H_0$  is rejected, and the test results are statistically significant. Therefore, the equation for Model-2 can be formulated as follows:

$$\hat{Y} = 55.895 + 0.235X_1 + 0.285X_2 + 0.763$$

## 2. Indirect Influence of Variables

To determine whether the relationship through a mediating variable is significantly capable of being a mediator in the relationship, the Sobel Test can be used (Setyaningsih, 2020). The formula is If  $Z_{value} \geq Z_{table}$  ( $Z_{table} = 1.96$ ), then  $H_0$  is rejected, indicating that there is an indirect influence of independent variable on dependent variable through the mediating or intervening variable.

$$Z_{value} = \frac{a.b}{\sqrt{b^2 . Se_a^2 + a^2 . Se_b^2}}$$

a = the path coefficient of the independent variable on the mediating (intervening) variable

b = the path coefficient of the the mediating (intervening) variable on the dependent variable

SEa = the standard error of estimation of the influence of the independent variable on the mediating (intervening) variable

SEb = the standard error of estimation of the influence of the mediating (intervening) variable on the dependent variable

### Test of the Indirect Influence of Servant Leadership (X<sub>1</sub>) on Teacher's Organizational Comittment (Y) through Trust (X<sub>2</sub>)

Based on Model-1 (Table 2), the path coefficient for the direct influence of servant leadership (X<sub>1</sub>) on trust (X<sub>2</sub>) is  $\beta_{x_2x_1} = 0.666$ . Based on Model-2 (Table 5) the direct influence of trust (X<sub>2</sub>) on teacher's organizational comittment (Y) is  $\beta_{yx_2} = 0.393$ . The path coefficient for the indirect influence of servant leadership (X<sub>1</sub>) on teacher's organizational comittment (Y) through trust (X<sub>2</sub>) is  $0.666 \times 0.393 = 0.262$ , therefore  $\beta_{yx_2x_1} = 0.262$ .

Based on Model-1 (Table 2), the values of a = 0.666 and standard errors SEa = 0.056, based on Model-2 (Table 5), the values of b = 0.393, and standard errors SEb = 0.054, were used to assess the indirect influence using the Sobel Test (Soper, 2024). The result showed  $Z_{value} = 6.208 > Z_{table} = 1.96$  at a significance level (Sig.) of 0.000, which is less than the alpha threshold ( $\alpha = 0.05$ ). This statistical outcome leads to the rejection of H<sub>0</sub>, indicating that the mediation influence is significant. Therefore, this finding suggests that the trust (X<sub>2</sub>) plays a mediating variable in the relationship between servant leadership (X<sub>1</sub>) and teacher's organizational commitment (Y).

### Hypothesis Test Results

The Summary of results of the hypothesis tests based on the statistical testing of path analysis, encompassing direct and indirect influence.

**Table 8. The Summary of Results of Intervariable Hypothesis Test**

No	Hypothesis	Path Coefficient	Statistic Test	Decision	Conclusion
1	Servant Leadership → Teacher's Organizational Commitment	0.314	H <sub>0</sub> : $\beta_{yx_1} \leq 0$ H <sub>1</sub> : $\beta_{yx_1} > 0$	H <sub>0</sub> is rejected H <sub>1</sub> is accepted	Has a direct positive influence
2	Trust → Teacher's Organizational Commitment	0.393	H <sub>0</sub> : $\beta_{yx_2} \leq 0$ H <sub>1</sub> : $\beta_{yx_2} > 0$	H <sub>0</sub> is rejected H <sub>1</sub> is accepted	Has a direct positive influence
3	Servant Leadership → Trust	0.666	H <sub>0</sub> : $\beta_{x_2x_1} \leq 0$ H <sub>1</sub> : $\beta_{x_2x_1} > 0$	H <sub>0</sub> is rejected H <sub>1</sub> is accepted	Has a direct positive influence
4	Servant Leadership → Trust → Teacher's Organizational Commitment	0.262	H <sub>0</sub> : $\beta_{yx_2x_1} \leq 0$ H <sub>1</sub> : $\beta_{yx_2x_1} > 0$	H <sub>0</sub> is rejected H <sub>1</sub> is accepted	Has an indirect positive influence

## **Discussion**

**H1.** The results of the first hypothesis test indicate that servant leadership ( $X_1$ ) has a direct positive and significant influence on teacher's organizational commitment ( $Y$ ), with a path coefficient of  $\beta = 0.314$  and a medium significant correlation ( $r = 0.582$ ,  $p < 0.05$ ).

The study by Abadi (2020), involving 80 respondents from XYZ company, showed that servant leadership has a significant direct positive influence on organizational commitment,  $t_{\text{value}} 3.217 > t_{\text{table}} 2.035$ ,  $p_{\text{value}} 0.003 < \alpha = 0.05$ . Similarly, study by Harwiki (2016) on 30 employees and 10 manager Women's Cooperative in East Java found that servant leadership has a significant direct positive influence on organizational commitment ( $\beta = 0.789$ ). The integrative model of organizational behavior by Colquitt et al. (2019) also confirmed that leadership influences organizational commitment. These findings support the hypothesis that servant leadership has a direct positive and significant influence on teacher's organizational commitment, strengthening servant leadership can enhance teacher's organizational commitment.

**H2.** The results of the second hypothesis test indicate that trust ( $X_2$ ) has a direct positive and significant influence on teacher's organizational commitment ( $Y$ ), with a path coefficient of  $\beta = 0.393$  and a medium significant correlation ( $r = 0.586$ ,  $p < 0.05$ ).

The study by Harini (2018), involving 22 respondents of junior high school guidance and counseling teacher, showed that trust has a significant direct positive influence on organizational commitment ( $\beta = 0.161$ ). The study by Sihombing, et al (2024) with a sample of 108 lecturers at Catholic universities in Indonesia, found that there is a significant positive direct effect of servant leadership on organizational commitment. Study by Dahmardeh & Nastiezaie (2019), involving respondents of 208 employees of Zahedan education organization, found that organizational trust has a positive and significant effect on organizational commitment and participation. The study by Lashari, et al (2016), with a total of 201 respondent's of faculty members in University of Sargodha, the result that efect of organizational trust on ocnizational Commitment, the value of R-statistic is 0.343. Study by Baek & Jung (2015), found that institutional trust pro-motes organizational commitment ( $\lambda = 0.76$ ,  $p < 0.001$ ). Study by Akkaya (2020), was conducted among 156 administrative personnel in health organizations in Turkey, the results show that trust in organization has

positive impact on affective organizational commitment ( $\beta=0.248$ ,  $p<0.01$ ), on continuance organizational commitment ( $\beta=0.372$ ,  $p<0.01$ ).

The integrative model of organizational behavior by Colquitt et al. (2019) also confirmed that trust influences organizational commitment. These findings support the hypothesis that trust has a direct positive and significant influence trust on teacher's organizational commitment, strengthening trust can enhance teacher's organizational commitment.

**H3.** The results of the third hypothesis test indicate that servant leadership ( $X_1$ ) has a direct positive and significant influence on trust ( $X_2$ ), with a path coefficient of  $\beta = 0.666$  and a medium significant correlation ( $r = 0.692$ ,  $p < 0.05$ ).

The study by Almutairi et al. (2020), involving 248 respondents of Kuwaiti Ministry of Higher Education., showed that servant leadership has a significant direct positive influence on trust ( $\beta = 0.500$ ). The study by Chan & Mak (2014) involving 218 respondents from a service-oriented private firm in the People's Republic of China, showed that servant leadership has a significant direct positive influence on trust ( $\beta = 0.72$ ). The integrative model of organizational behavior by Colquitt et al. (2019) also confirmed that leadership influences trust. These findings support the hypothesis that servant leadership has a direct positive and significant influence on trust, strengthening servant leadership can enhance trust. The study by Sendjaya & Pekerti (2010) with a total of 555 respondents, including teachers and staff, the result that servant leadership was found to be a significant predictor of trust  $\beta = 0.51$ ;  $F(1.553) = 191.31$ ,  $p < 0.001$ . The study by Jaiswal & Dhar (2017) involving 567 respondent of subordinates of firm in India, the findings of the study revealed that servant leaders instilled trust within followers, which acted as a mediator in predicting creativity. The study by Dami, et al (2022), involving a sample of 160 lecturers from 26 Christian higher education in Indonesia, the results showed that servant leadership has a significant positive effect on job satisfaction and trust. The study by Kadarusman & Bunyamin (2021), with the study sample includes 164 of the STIE Malangkececwara postgraduate program alumni, found that servant leadership tends to increase employee trust in leaders  $\beta = 0.644$  with a statistical  $t_{12.803} > 1.97$  ( $t_{table} \alpha = 5\%$ ,  $df = 160$ ). The study of Nemati, et al (2022) involving the sample size was 415, which we selected from the employees of the leading banks in Pakistan, found that trust mediates servant leadership and employee performance.

**H4.** The results of the fourth hypothesis test indicate that servant leadership ( $X_1$ ) has

an indirect influence on teacher's organizational commitment (Y) through trust (X<sub>2</sub>), with a path coefficient of  $\beta = 0.262 > 0$  and a  $Z_{\text{value}}$  of  $6.208 > (Z_{\text{table}} = 1.96)$ ,  $p < 0.05$ . Therefore, the variable of trust (X<sub>2</sub>) successfully mediates the relationship between servant leadership (X<sub>1</sub>) and teacher's organizational commitment (Y).

The study by Harini (2018), involving 22 respondents of junior high school guidance and counseling teacher, showed that the trust plays a mediating variable in the relationship between leadership and organizational commitment. This finding aligns with the theory proposed by Colquitt et al. (2019), which states that leadership is the use of resources to influence and guide the activities of followers or subordinates to achieve desired goals. In directing subordinates, the outcomes can be seen in the interpretations that emerge in their work, the commitment that becomes key to success, the relationships formed among peers, access to the organization, and support from various stakeholders. These findings support the hypothesis that servant leadership (X<sub>1</sub>) has an indirect influence on teacher's organizational commitment (Y) through trust (X<sub>2</sub>).

This research has demonstrated that servant leadership and trust have both direct and indirect positive and significant influences on teacher's organizational commitment. However, the complexity of the issues, the broad scope of the material, and the diverse references used have limited the ability to capture this phenomenon comprehensively from the research subjects. It is also possible that teachers' organizational commitment is influenced by other variables. Despite these limitations, this study is expected to serve as a reference and foundation for future researchers to conduct more comprehensive and integrated studies across various disciplines.

#### **D. Conclusions**

The research has developed a strategy to improve teacher's organizational commitment by identifying the influence of various research variables. This strategy involves strengthening factors such as servant leadership and trust. Based on the analysis results and proposed hypotheses, it can be concluded that there are direct positive and significant influences of servant leadership ( $\beta = 0.314$ ) and trust ( $\beta = 0.393$ ) on teacher's organizational commitment. Furthermore, servant leadership also has direct positive influences on trust ( $\beta = 0.666$ ). The results of the indirect influences testing indicate that trust ( $\beta = 0.262$ ) mediates the relationship between servant leadership and teacher's organizational commitment, although this

mediation influences is less effective since the direct influences are greater than the indirect influences. These findings suggest that strengthening servant leadership is more effective in directly improving teacher's organizational commitment.

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