THE INFLUENCE OF SERVANT LEADERSHIP ON ORGANIZATIONAL CITIZENSHIP BEHAVIOR FROM AN ISLAMIC PERSPECTIVE: THE MEDIATING ROLES OF JOB SATISFACTION AND EMOTIONAL INTELLIGENCE (A STUDY OF ISLAMIC JUNIOR HIGH SCHOOLS IN SLEMAN, YOGYAKARTA)

Zulfikar Fikry[1]
Universitas Islam Indonesia, Yogyakarta, Indonesia
21311343@students.uii.ac.id *(Corresponding)

Andriyastuti Suratman[2]
Universitas Islam Indonesia, Yogyakarta, Indonesia
andri_suratman@uii.ac.id

Abstract

This study investigates the influence of servant leadership on organizational citizenship behavior (OCB) from an Islamic perspective, with emotional intelligence and job satisfaction as mediating variables among employees of State Islamic Junior High Schools (Madrasah Tsanawiyah Negeri, MTsN) in Sleman Regency, Indonesia. A quantitative approach was employed, with data collected from 112 employees through structured questionnaires and analyzed using Structural Equation Modeling with Partial Least Squares (SEM-PLS). The findings indicate that servant leadership does not have a significant direct effect on OCB, suggesting that extra-role behaviors in Islamic educational institutions are primarily driven by intrinsic and spiritual motivations. However, servant leadership positively and significantly influences job satisfaction and emotional intelligence, both of which enhance OCB. Mediation analysis shows that emotional intelligence plays a significant mediating role in the relationship between servant leadership and OCB, whereas job satisfaction does not. These results underscore the importance of emotional intelligence as a key mechanism through which servant leadership fosters voluntary, prosocial, and value-based behaviors in an Islamic context. This study contributes empirical evidence to the literature on Islamic-based OCB and provides practical insights for human resource management in religious educational institutions.

Keywords: Servant Leadership, Organizational Citizenship Behavior, Emotional Intelligence, Job Satisfaction, Islamic Perspective, Islamic Educational Institutions

INTRODUCTION

Effective and efficient human resource management is a key determinant of organizational success, as employees are the primary drivers of organizational processes and competitive advantage. One key strategy in human resource management is fostering positive employee behaviors, particularly extra role or voluntary behaviors. Organizational citizenship behavior (OCB) is a widely studied form of extra role behavior that has gained significant attention in organizational behavior and psychology (Hanaysha et al., 2022). OCB is important because it reflects multidimensional positive behaviors that support organizational development, reduce employee turnover, and enhance commitment, communication, and overall performance (Idris et al., 2021; Heryudanto & Suratman, 2022). Previous studies also show that OCB contributes to job happiness, well being, retention, and positive employee attitudes (Kumari et al., 2022). OCB refers to voluntary behaviors that improve organizational effectiveness but are not formally rewarded and are strongly shaped by employees' perceptions of organizational factors (Organ et al., 2006; Suratman et al., 2021; Albdareen, 2024).

Elmi and Murhanip (2019) argue that organizational citizenship behavior (OCB), defined as behavior that goes beyond formal job requirements for the benefit of others (Smith et al., 1983), reflects a virtuous quality that should be embodied by Muslims. This view is grounded in a hadith in which the Prophet Muhammad peace be upon him stated, "The best of people are those who are most beneficial to others" (HR. Thabrani and Daruquthni). Accordingly, OCB aligns closely with Islamic teachings and moral conduct. Afifah and Usman (2021) further emphasize that OCB, as voluntary behavior performed without expecting rewards, is consistent with Islamic values such as mutual assistance, sincerity, brotherhood, and earnest effort. Moreover, Al Faruqi (2020) highlights servant leadership as a crucial factor in fostering OCB, as service oriented leadership encourages trust, ethical conduct, and voluntary prosocial behavior.

Servant leadership is a leadership style in which leaders prioritize serving and addressing the needs of their employees (Wahdania et al., 2022). Introduced by Greenleaf (1998), this approach emphasizes that the primary purpose of leadership is to help subordinates maximize their potential as human resources through humility, respect, and a strong sense of community (Albdareen, 2024). Accordingly, servant leadership reflects leaders' empathy toward employees and their commitment to fostering shared learning, inclusivity, and personal development within the organization (Kumari et al., 2022). Empirical evidence supports the effectiveness of this leadership style, as Hanaysha (2022) found that servant leadership has a positive and significant relationship with OCB. Similarly, Al Faruqi (2020) demonstrated that the consistent application of servant leadership leads to increased employee OCB through enhanced concern for employee well-being and optimism.

State Islamic Junior High Schools (Madrasah Tsanawiyah Negeri or MTsN) in Sleman Regency are formal secondary education institutions that implement a dual curriculum, combining general subjects equivalent to junior high school with an enhanced emphasis on Islamic education. These institutions aim to produce graduates who are competent in science and technology while demonstrating strong faith and piety. To achieve this vision, MTsN employees are expected to perform optimally and demonstrate positive behaviors, including OCB. Employee OCB serves as a foundation for an excellent work culture that supports

educational service quality, strengthens the madrasa's mission, and fosters a positive work environment. Therefore, servant leadership from principals and supervisors is essential in promoting OCB among MTsN employees.

Muchinsky (2003), as cited in Agustina et al. (2020), explains that OCB is shaped by two main factors: dispositional and situational factors. Dispositional factors relate to employees' internal or personal characteristics, which in this study are represented by emotional intelligence as a mediating variable, supported by findings that emotional intelligence significantly influences OCB (Kumari et al., 2022). Situational factors, in contrast, originate from the external work environment and are represented in this study by job satisfaction as a mediating variable, as prior research has shown that job satisfaction contributes to the development of employee OCB (Fathkhurrahman et al., 2024). Accordingly, this study aims to examine the influence of servant leadership on OCB from an Islamic perspective through the mediating roles of emotional intelligence and job satisfaction among MTsN employees in Sleman Regency, providing empirical evidence to support human resource management practices and future Islamic-based OCB research.

REVIEW OF LITERATURE

Servant leadership is a leadership approach that prioritizes employees' needs and the broader community over leaders' personal interests, emphasizing altruistic service, ethical conduct, and moral responsibility (Greenleaf, 1998). This approach represents a shift from self-centered leadership toward genuine concern for others, with the goal of nurturing followers and enabling them to achieve their full potential (Eva et al., 2019). Grounded in spirituality, ethics, and moral values, servant leadership views leadership as an act of service rather than control (Terosky & Reitano, 2016). Leaders who adopt this style build strong relationships, demonstrate compassion, and act as ethical role models. In turn, such leadership practices contribute to job satisfaction, which reflects employees' emotional responses to their work based on evaluations of authority, responsibilities, compensation, and working conditions (Spector, 1997; Locke, 1976). Job satisfaction is shaped by factors such as fair rewards, job security, growth opportunities, interpersonal relationships, and work–life balance, and is reflected in meaningful work, autonomy, leadership support, and favorable work environments (Sabonete et al., 2021; Weiss et al., 1967; Dami et al., 2022).

Emotional intelligence refers to the ability to recognize, understand, and manage one's own emotions and those of others, and to use this awareness to guide thought and behavior (Salovey & Mayer, 1990). Employees with high emotional intelligence are better able to regulate emotions, demonstrate empathy, remain motivated, and respond rationally to challenges, thereby supporting organizational goals (Ashkanasy & Dasborough, 2003; Wong & Law, 2002). These emotional capacities are closely related to Organizational Citizenship Behavior (OCB), which refers to voluntary and discretionary behaviors that enhance organizational effectiveness beyond formal job requirements (Organ, 1988; Smith et al., 1983). From an Islamic perspective, OCB emphasizes contributing for the benefit of others, as reflected in the hadith, *"The best of people are those who are most beneficial to others"* (HR. Thabrani and Daruquthni) (Elmi & Muharnip, 2019). Islamic Organizational Citizenship Behavior is motivated by seeking Allah's pleasure and adherence to Islamic

principles, manifested through altruism, moral advocacy, civic responsibility, and harm prevention in the workplace (Muafi et al., 2021; Kamil et al., 2014).

Previous studies consistently show that servant leadership plays an important role in fostering organizational citizenship behavior (OCB). Servant leadership strengthens interpersonal relationships and enhances employees' commitment to organizational goals, thereby encouraging voluntary and prosocial behaviors (Nguyen et al., 2025; Demissie et al., 2024). Hanaysha (2022) further explains that servant leadership creates a supportive and service-oriented organizational culture that motivates employees to engage in extra-role behaviors. From an Islamic perspective, servant leadership aligns with values of sincerity, compassion, and collective responsibility, which are fundamental in shaping ethical workplace behavior. Therefore, servant leadership is expected to promote Islamic OCB by encouraging employees to contribute beyond formal job requirements in accordance with moral and religious principles.

H1: Servant leadership has a positive effect on organizational citizenship behavior from an Islamic perspective.

Previous empirical studies consistently demonstrate that servant leadership positively influences job satisfaction. Servant leadership enhances job satisfaction by fostering supportive working conditions and leadership behaviors that prioritize employees' needs and well-being (Vrcelj et al., 2024). Similarly, Aruoren and Erhuen (2023) find that servant leadership strengthens job satisfaction when employees feel valued and supported by their leaders. Dami et al. (2022) further confirm that servant leadership builds trust, integrity, and high-quality leader–member relationships, which contribute to sustained job satisfaction. Overall, these findings indicate that leaders who emphasize service, empowerment, and ethical conduct are more effective in creating positive emotional and attitudinal responses, resulting in higher levels of employee fulfillment and satisfaction.

H2: Servant leadership has a positive effect on job satisfaction.

In addition to enhancing job satisfaction, servant leadership is widely recognized as an important antecedent of employees' emotional intelligence. Servant leadership fosters supportive and trusting work environments that encourage social learning, self-confidence, and emotional awareness (Malik et al., 2022). Similarly, Ullah et al. (2023) show that servant-oriented leaders strengthen employees' emotional regulation and awareness, contributing to more positive and emotionally intelligent teams. Zhang et al. (2025) further confirm that servant leadership improves emotional regulation by making employees feel valued, supported, and genuinely served. Collectively, these findings indicate that servant leadership not only promotes positive work attitudes but also facilitates the development of employees' emotional capabilities through care, empowerment, and empathy.

H3: Servant leadership has a positive effect on emotional intelligence.

Building on the discussion of servant leadership and employee attitudes, job satisfaction is widely recognized as an important antecedent of organizational citizenship behavior (OCB). Employees who experience fair treatment and supportive working conditions are more likely to reciprocate through voluntary and prosocial behaviors (Alkhadher et al., 2020). Similarly, Liu et al. (2023) find that job satisfaction reflects employee well-being and motivates individuals to go beyond formal job requirements by engaging in OCB. Elvina et al. (2023) further confirm that satisfied employees tend to display positive and discretionary workplace behaviors. From an Islamic perspective, job satisfaction

can foster gratitude and moral responsibility, encouraging sincere voluntary actions that benefit others and the organization. These findings underscore the critical role of job satisfaction in promoting OCB.

H4: Job satisfaction has a positive effect on organizational citizenship behavior from an Islamic perspective.

Extending the discussion on employee behavioral mechanisms, emotional intelligence is widely recognized as an important antecedent of organizational citizenship behavior (OCB). Employees with high emotional intelligence are more likely to help coworkers, respond appropriately to workplace situations, and engage in voluntary behaviors (Meniado, 2020). Similarly, Wahyuni et al. (2025) find that emotionally intelligent employees perform better, contribute more actively to organizational goals, and exhibit stronger OCB. Almahdali et al. (2021) further confirm that effective emotion regulation enables employees to display prosocial and discretionary behaviors that benefit the organization. From an Islamic perspective, emotional intelligence reinforces self-control, empathy, and sincerity, encouraging voluntary actions oriented toward collective well-being. These findings highlight emotional intelligence as a key driver of behaviors beyond formal job requirements.

H5: Emotional intelligence has a positive effect on organizational citizenship behavior from an Islamic perspective.

Building on the direct effects of servant leadership on job satisfaction and organizational citizenship behavior (OCB), prior studies highlight job satisfaction as an important mediating mechanism. Nazarian et al. (2025) demonstrate that servant leadership indirectly enhances OCB by increasing job satisfaction, as satisfied employees are more willing to cooperate and reciprocate organizational support through voluntary behaviors. Similarly, Fathkhurrahman et al. (2024) find that servant leadership fosters trust, care, and strong leader–employee relationships, which improve job satisfaction and subsequently encourage OCB. Sutanto and Hoo (2025) further confirm that feedback, appreciation, and guidance from leaders strengthen job satisfaction and promote citizenship behavior. From an Islamic perspective, job satisfaction reflects gratitude and responsibility, motivating sincere contributions beyond formal job duties.

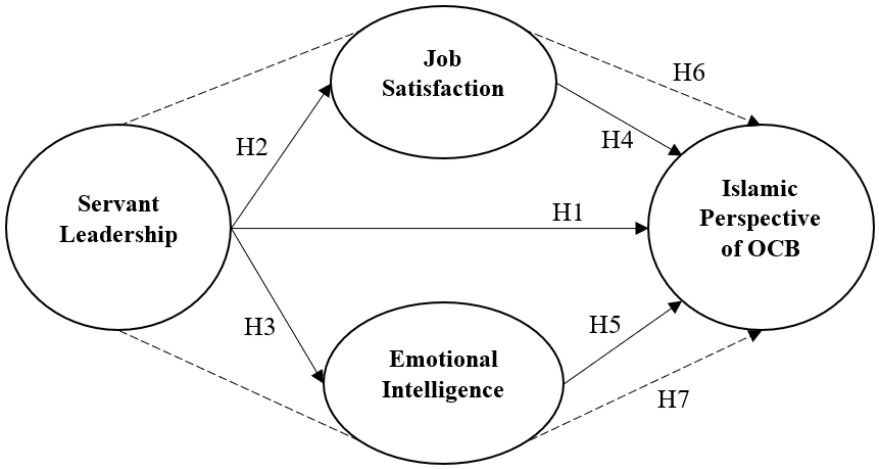
H6: Servant leadership has a positive effect on organizational citizenship behavior from an Islamic perspective through job satisfaction.

Extending prior research on the relationship between servant leadership and organizational citizenship behavior (OCB), emotional intelligence has been identified as a key mediating mechanism. Albdareen (2024) demonstrates that emotional intelligence positively mediates the effect of servant leadership on OCB, indicating that servant-oriented leadership is more effective when employees possess strong emotional capabilities. Similarly, Kumari et al. (2022) confirm that emotional intelligence strengthens the influence of servant leadership on higher levels of OCB. Elche et al. (2020) further show that empathy, as a core dimension of emotional intelligence, mediates this relationship by enabling leaders to prioritize employee needs and inspire prosocial behavior. From an Islamic perspective, emotional intelligence embodies empathy, self-control, and sincerity, supporting voluntary contributions for collective benefit.

H7: Servant leadership has a positive effect on organizational citizenship behavior from an Islamic perspective through emotional intelligence.

Overall, the research hypotheses are summarized in the conceptual framework model presented in Figure 1.

Figure 1.
Framework Model



Framework model compiled by author.

RESEARCH METHOD

This study employed a quantitative research design to examine the relationships among variables and test the proposed theoretical framework. Data were collected through a structured, self-administered questionnaire distributed to employees of State Islamic Junior High Schools (Madrasah Tsanawiyah Negeri, MTsN) in Sleman Regency, Indonesia, including teachers and administrative staff. Due to the absence of an exact population size, convenience sampling was applied, and a sample of 100 respondents was determined using the Lemeshow formula. The questionnaire measured servant leadership as the exogenous variable, organizational citizenship behavior as the endogenous variable, and job satisfaction and emotional intelligence as mediating variables, using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Instrument validity and reliability were assessed prior to analysis. Data were analyzed using Structural Equation Modeling with Partial Least Squares (SEM-PLS) via SmartPLS 4. Hypotheses were tested with significance established at t-values greater than 1.96 and p-values below 0.05.

RESULTS AND DISCUSSION

Data were collected from 20 October to 13 November 2025 through voluntary questionnaires distributed to employees of several State Islamic Junior High Schools (MTsN) in Sleman Regency using Google Form. A total of 112 valid responses were obtained and analyzed, exceeding the minimum sample requirement. The respondents adequately represent the MTsN workforce in Sleman Regency. Their characteristics were classified by institutional affiliation, gender, age, length of service, and educational attainment, as presented in Table 1.

Table 1.
Respondent Characteristics.

Category		Frequency	%
Gender	Male	43	38%
	Female	69	62%
Age	20-30 Years	17	15%
	31-40 Years	34	30%
	More than 40 Years	61	54%
Length of Service	Less than 1 year	6	5%
	1–3 years	14	13%
	3–5 years	24	21%
	More than 5 years	68	61%
Education	Senior High School	4	4%
	Diploma (D3)	3	3%
	Bachelor's Degree (D4/S1)	89	79%
	Master's Degree (S2)	16	14%

Source: Data processed (2025).

Based on Table 1, the respondents were predominantly female (62%), with males accounting for 38%. Most participants were over 40 years old (54%) and had more than five years of work experience (61%), indicating a mature and experienced workforce. In terms of education, the majority held a bachelor's degree (79%), followed by a master's degree (14%), while only a small proportion had lower educational qualifications. Overall, these demographic characteristics reflect a well-qualified and experienced respondent profile, providing a reliable basis for analyzing the relationships among the study variables.

Outer Model: Validity and Reliability Data

The measurement model was evaluated using validity and reliability tests to confirm that the indicators satisfied the required standards of accuracy and consistency. The results of the validity and reliability tests are summarized in Table 2.

Table 2.
Validity and Data Reliability

Variables and Indicators	Outer Loading	CA	CR (rho_a)	CR (rho_c)
Organizational Citizenship Behavior (OCB)		0,881	0,885	0,906
OCB1: I enjoy helping my coworkers with their work.	0,710			
OCB2: I am willing to help coworkers who experience difficulties in their tasks.	0,742			
OCB3: I prioritize the collective interests of the school institution.	0,771			
OCB4: I am willing to place the school's interests above my personal interests.	0,715			
OCB5: I encourage coworkers and students to engage in good deeds.	0,715			

OCB6: I encourage coworkers and students to have faith in and be devoted to Allah SWT.	0,778			
OCB7: I strive to maintain safety in the workplace.	0,731			
OCB8: I make efforts to prevent potential hazards in the workplace.	0,743			
Servant Leadership (SL)		0,915	0,917	0,932
SL1: The principal or supervisor is able to recognize when something is wrong at work.	0,786			
SL2: The principal or supervisor prioritizes employees' career development.	0,845			
SL3: Employees seek help from the principal or supervisor when facing personal problems.	0,827			
SL4: The principal or supervisor emphasizes the importance of giving back to the community.	0,833			
SL5: The principal or supervisor prioritizes employees' best interests over personal interests.	0,792			
SL6: The principal or supervisor gives me the freedom to handle difficult situations in ways I consider best.	0,797			
SL7: The principal or supervisor does not compromise ethical principles to achieve success.	0,813			
Job Satisfaction (JS)		0,921	0,927	0,933
JS1: I have opportunities to do different things from time to time.	0,729			
JS2: I have opportunities to feel that I am someone important in the workplace.	0,732			
JS3: I have opportunities to tell others what to do.	0,819			
JS4: I have opportunities to do tasks that require my abilities.	0,775			
JS5: I feel very satisfied when completing certain tasks.	0,812			
JS6: I am very satisfied with how my supervisor assists subordinates.	0,769			
JS7: I am very satisfied with the policies implemented by my supervisor.	0,826			
JS8: I am very satisfied with my current salary.	0,734			
JS9: I have opportunities to develop my career.	0,708			

JS10: I am very satisfied with my current working conditions.	0,727			
Emotional Intelligence (EI)		0,951	0,955	0,956
EI1: I have a good understanding of my feelings most of the time.	0,711			
EI2: I have a good understanding of my own emotions.	0,789			
EI3: I truly understand what I am feeling.	0,834			
EI4: I always know whether I am happy or not.	0,777			
EI5: I can recognize my coworkers' emotions from their behavior.	0,702			
EI6: I am a good observer of others' emotions.	0,707			
EI7: I am sensitive to the feelings and emotions of others.	0,731			
EI8: I have a good understanding of the emotions of people around me.	0,751			
EI9: I set goals for myself and strive to achieve them.	0,745			
EI10: I consistently believe that I am a competent person.	0,802			
EI11: I am a motivated individual.	0,827			
EI12: I always encourage myself to do my best.	0,765			
EI13: I am able to control my emotions and handle difficulties rationally.	0,766			
EI14: I am capable of managing my own emotions.	0,797			
EI15: I can quickly calm myself when I am very angry.	0,732			
EI16: I have good control over my emotions.	0,705			

Source: Data processed (2025).

Based on Table 2, the measurement model exhibits satisfactory convergent validity and reliability across all constructs. All indicators show outer loading values above the recommended threshold of 0.70, confirming adequate convergent validity. In addition, Cronbach's alpha and composite reliability values for organizational citizenship behavior, servant leadership, job satisfaction, and emotional intelligence exceed the acceptable criteria, indicating strong internal consistency. Overall, these results confirm that the measurement instruments are valid and reliable, providing a solid foundation for further structural model analysis and hypothesis testing.

Discriminant validity was evaluated using the Fornell–Larcker criterion and cross-loading analysis (Hair et al., 2022) The measurement model satisfies discriminant validity when each indicator exhibits a higher loading on its associated construct than on other constructs. The results of the Fornell–Larcker test are presented in Table 3, while the cross-loading results are shown in Table 4.

Table 3.
Fornell Larcker

	EI	JS	OCB	SL
EI	0,760			
JS	0,438	0,764		
OCB	0,587	0,455	0,739	
SL	0,511	0,360	0,354	0,813

Source: Processed data (2025)

Based on the table above, the Fornell–Larcker values for each construct are higher than their correlations with other constructs. Therefore, all variables meet the criteria for discriminant validity and are considered valid.

Table 4.
Cross Loading

	EI	JS	OCB	SL
EI1	**0,711**	0,280	0,365	0,371
EI2	**0,802**	0,293	0,425	0,376
EI3	**0,827**	0,413	0,559	0,467
EI4	**0,765**	0,347	0,513	0,374
EI5	**0,766**	0,333	0,445	0,378
EI6	**0,797**	0,390	0,579	0,442
EI7	**0,732**	0,273	0,354	0,357
EI8	**0,705**	0,257	0,334	0,302
EI9	**0,789**	0,329	0,464	0,354
EI10	**0,834**	0,431	0,490	0,467
EI11	**0,777**	0,360	0,511	0,441
EI12	**0,702**	0,274	0,327	0,348
EI13	**0,707**	0,308	0,390	0,395
EI14	**0,731**	0,274	0,420	0,326
EI15	**0,751**	0,347	0,395	0,382
EI16	**0,745**	0,340	0,438	0,378
JS1	0,291	**0,729**	0,340	0,234
JS2	0,303	**0,727**	0,228	0,218
JS3	0,289	**0,732**	0,335	0,246
JS4	0,429	**0,819**	0,401	0,340
JS5	0,372	**0,775**	0,393	0,282
JS6	0,363	**0,812**	0,374	0,321
JS7	0,349	**0,769**	0,372	0,285
JS8	0,349	**0,826**	0,375	0,332
JS9	0,297	**0,734**	0,304	0,254
JS10	0,266	**0,708**	0,300	0,183
OCB1	0,453	0,298	**0,710**	0,233
OCB2	0,474	0,303	**0,742**	0,226
OCB3	0,504	0,412	**0,771**	0,376
OCB4	0,460	0,358	**0,715**	0,314
OCB5	0,404	0,337	**0,715**	0,178

OCB6	0,419	0,381	**0,778**	0,296
OCB7	0,332	0,251	**0,731**	0,169
OCB8	0,375	0,310	**0,743**	0,250
SL2	0,425	0,353	0,253	**0,786**
SL3	0,473	0,303	0,317	**0,845**
SL4	0,401	0,282	0,303	**0,827**
SL5	0,382	0,348	0,251	**0,833**
SL6	0,422	0,247	0,287	**0,792**
SL7	0,363	0,203	0,299	**0,797**
SL1	0,433	0,296	0,305	**0,813**

Source: Processed data (2025)

Based on Table 4, each indicator shows a higher loading on its respective construct than on the other constructs. This pattern confirms that the indicators are more strongly associated with their intended variables, namely emotional intelligence, job satisfaction, organizational citizenship behavior, and servant leadership, than with unrelated constructs. Therefore, the measurement model meets the criteria for discriminant validity, indicating that all constructs are empirically distinct and well measured.

Structural Model Analysis (Inner Model)

The R-square test was used to assess the explanatory power of the structural model, indicating how well the exogenous variables explain the endogenous constructs. R-square values of 0.67, 0.33, and 0.19 represent substantial, moderate, and weak model strength, respectively. In addition, the Q-square test evaluated the model's predictive relevance using the blindfolding procedure in SmartPLS, where values between 0.02 and 0.15 indicate weak, 0.15 to 0.35 moderate, and above 0.35 strong predictive relevance. The results of the R-square and Q-square analyses are presented in Table 5.

Table 5.
R-Square and Q-Square

Variables	*R-Square*	*R-Square Adjusted*	*Q^2 Predict*
Emotional Intelligence (EI)	0,262	0,255	0,136
Job Satisfaction (JS)	0,129	0,121	0,070
Organizational Citizenship Behavior (OCB)	0,393	0,377	0,203

Source: Processed data (2025)

Table 5 shows that the structural model has varying explanatory power and predictive relevance. Emotional intelligence is moderately explained by the model (R-square = 0.262) with weak to moderate predictive relevance (Q^2 = 0.136), while job satisfaction shows relatively weak explanatory power (R-square = 0.129) and low predictive relevance (Q^2 = 0.070). In contrast, OCB is moderately explained (R-square = 0.393) and demonstrates moderate predictive relevance (Q^2 = 0.203), indicating that the model is particularly effective in explaining organizational citizenship behavior.

Hypothesis testing was conducted using SEM-PLS by evaluating t-statistic and p-value results obtained through the bootstrapping procedure in SmartPLS. A hypothesis is considered supported when the t-statistic exceeds 1.96 at the 5% significance level. The results of the hypothesis testing are presented in Table 6.

Table 6.
Hypotheses Testing

Hypotheses	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values	Conclusion
SL → OCB	0,029	0,031	0,116	0,253	0,801	H1 Rejected
SL → JS	0,360	0,373	0,089	4,021	0,000	H2 Accepted
SL → EI	0,511	0,517	0,082	6,237	0,000	H3 Accepted
JS → OCB	0,240	0,251	0,120	2,003	0,045	H4 Accepted
EI → OCB	0,467	0,462	0,127	3,669	0,000	H5 Accepted
SL → JS → OCB	0,086	0,095	0,055	1,569	0,117	H6 Rejected
SL → EI → OCB	0,239	0,236	0,068	3,527	0,000	H4 Accepted

Source: Processed data (2025)

Table 6 shows reveal that emotional intelligence effectively mediates the relationship between servant leadership and OCB, whereas job satisfaction does not function as a mediating variable. Regarding the mediation relationship in H7, emotional intelligence was found to significantly mediate the effect of servant leadership on OCB, even though servant leadership did not have a significant direct effect on OCB (H1). This mediating effect is supported by the significant direct influence of servant leadership on emotional intelligence (H3) and the significant direct effect of emotional intelligence on OCB (H5). In contrast, job satisfaction did not mediate the relationship between servant leadership and OCB (H6), despite servant leadership having a significant direct effect on job satisfaction (H2) and job satisfaction significantly influencing OCB directly (H4).

The Effect of Servant Leadership on Organizational Citizenship Behavior from an Islamic Perspective

The findings indicate that servant leadership does not have a significant direct effect on OCB among employees of State Islamic Junior High Schools in Sleman Regency, leading to the rejection of the proposed hypothesis. This result contrasts with prior studies reporting a positive relationship between servant leadership and OCB (Nguyen et al., 2025; Demissie et al., 2024; Hanaysha, 2022), suggesting that servant leadership in this context is not a primary driver of voluntary extra-role behaviors. This nonsignificant effect may be explained by contextual and organizational factors. In educational institutions, OCB is often more strongly shaped by intrinsic motivation, personal values of service, and moral commitment than by leadership style alone (Rusadi et al., 2025). Moreover, limited extrinsic support, such as inadequate quality of work life or an unsupportive work environment, may reduce the capacity of servant leadership to encourage discretionary behaviors (Ludin & Mukti, 2023; Pahlawan, 2023; Dewantara & Tambunan, 2023). Consequently, servant leadership alone may be insufficient to foster OCB without adequate supporting conditions.

The Effect of Servant Leadership on Job Satisfaction

The results confirm that servant leadership has a positive and significant effect on job satisfaction among employees of State Islamic Junior High Schools (MTsN) in Sleman Regency. This finding is supported by a significant path coefficient and t-statistic, and it aligns with previous studies identifying servant leadership as a key determinant of job

satisfaction (Vrcelj et al., 2024; Aruoren & Erhuen, 2023; Dami et al., 2022). The results indicate that leadership practices emphasizing service, ethical behavior, and employee support positively shape employees' perceptions of their work. Further analysis reveals that servant leadership is reflected in leaders' willingness to grant autonomy, provide assistance in challenging situations, and uphold ethical principles. These behaviors create a supportive and trusting work environment in which employees feel valued and respected. Consequently, employees experience higher job satisfaction through a sense of meaningful contribution, satisfaction in task completion, and appreciation of supervisory support. Therefore, servant leadership plays a critical role in enhancing job satisfaction, supporting the acceptance of H2.

The Effect of Servant Leadership on Emotional Intelligence

The results confirm that servant leadership has a positive and significant effect on emotional intelligence among employees of State Islamic Junior High Schools in Sleman Regency, leading to the acceptance of H3. This finding is supported by a strong path coefficient and aligns with prior studies demonstrating that servant leadership enhances employees' emotional intelligence by fostering supportive, ethical, and empowering leadership practices (Malik et al., 2022; Zhang et al., 2025; Ullah et al., 2023). In this context, servant leadership is reflected in leaders' willingness to grant autonomy, provide trust, and uphold ethical principles, creating a psychologically safe work environment. Such conditions enable employees to develop strong self-awareness and emotional regulation, allowing them to manage work-related pressures effectively. Through social learning and continuous interaction with supportive leaders, employees are better able to remain calm, objective, and motivated. Consequently, servant leadership plays a critical role in strengthening emotional intelligence within educational institutions.

The Effect of Job Satisfaction on Organizational Citizenship Behavior from an Islamic Perspective

The results confirm that job satisfaction has a positive and significant effect on OCB among employees of State Islamic Junior High Schools in Sleman Regency, supporting the acceptance of H4. This finding is indicated by a significant path coefficient and aligns with previous studies showing that satisfied employees are more likely to engage in OCB (Elvina et al., 2023; Alkhadher et al., 2020; Liu et al., 2023). Further analysis reveals that job satisfaction is primarily reflected in employees' sense of meaningful contribution, satisfaction in completing tasks, and appreciation of supervisory support. In turn, OCB is strongly expressed through behaviors that integrate professional duties with Islamic values, such as encouraging faith and moral conduct within the school environment. These findings suggest that job satisfaction motivates employees to reciprocate positive organizational treatment through voluntary and prosocial behaviors. In an Islamic context, job satisfaction reinforces OCB by fostering sincerity, gratitude, and commitment to promoting goodness, confirming the direct and significant influence of job satisfaction on OCB.

The Effect of Emotional Intelligence on Organizational Citizenship Behavior from an Islamic Perspective

The finding confirm that emotional intelligence has a positive and significant effect on OCB among employees of State Islamic Junior High Schools (MTsN) in Sleman Regency, supporting the acceptance of H5. This finding is indicated by a significant path coefficient and aligns with previous studies showing that emotional intelligence enhances employees' willingness to engage in voluntary and prosocial behaviors (Meniado, 2020; Wahyuni et al.,

2025; Almahdali et al., 2021). Further analysis reveals that emotional intelligence is primarily reflected in employees' ability to regulate their emotions, enabling them to remain calm, objective, and empathetic when facing work pressures. In turn, OCB is strongly expressed through behaviors that integrate professional responsibilities with Islamic values, such as encouraging faith, moral conduct, and positive social interaction. These findings suggest that emotionally intelligent employees are better able to internalize religious values and translate them into voluntary behaviors that benefit others and the organization. Therefore, emotional intelligence plays a critical role in fostering OCB within an Islamic educational context.

The Mediating Effect of Job Satisfaction on the Relationship between Servant Leadership and Organizational Citizenship Behavior from an Islamic Perspective

The results indicate that job satisfaction does not mediate the relationship between servant leadership and OCB among employees of State Islamic Junior High Schools (MTsN) in Sleman Regency, leading to the rejection of H6. This finding contrasts with previous studies that identified job satisfaction as a mediating variable (Nazarian et al., 2025; Fathkhurrahman et al., 2024; Sutanto & Hoo, 2025), suggesting the presence of contextual differences in this study. The absence of a mediating effect may be attributed to strong intrinsic and spiritual motivations among MTsN employees. In this Islamic educational context, OCB, particularly behaviors related to promoting faith and moral values, appears to be driven more by internal religious commitment than by satisfaction with leadership or organizational conditions. Employees may view OCB as a moral obligation rather than a form of reciprocity for job satisfaction. Therefore, job satisfaction does not serve as a significant mediator in the relationship between servant leadership and OCB in this setting.

The Mediating Effect of Emotional Intelligence on the Relationship between Servant Leadership and Organizational Citizenship Behavior from an Islamic Perspective

The finding confirm that servant leadership has a positive and significant effect on OCB through emotional intelligence among employees of State Islamic Junior High Schools in Sleman Regency, leading to the acceptance of H7. This finding is supported by a significant indirect effect and is consistent with prior studies identifying emotional intelligence as a key mediating mechanism between servant leadership and OCB (Albdareen, 2024; Kumari et al., 2022; Elche et al., 2020). The results also align with earlier findings showing that servant leadership enhances emotional intelligence, which in turn directly promotes OCB. This indicates that emotionally intelligent employees are better able to internalize values, manage emotions, and engage in voluntary prosocial behaviors. In an Islamic educational context, emotional intelligence strengthens the impact of servant leadership by fostering care, moral awareness, and commitment beyond formal duties. Therefore, emotional intelligence plays a crucial mediating role in translating servant leadership into higher levels of OCB.

CONCLUSION

This study examines the influence of servant leadership on OCB from an Islamic perspective through the mediating roles of emotional intelligence and job satisfaction among MTsN employees in Sleman Regency. The findings show that servant leadership does not directly affect organizational citizenship behavior, indicating that such behaviors are largely driven by intrinsic and spiritual motivations. However, servant leadership positively influences job satisfaction and emotional intelligence. Both variables enhance organizational

citizenship behavior, yet only emotional intelligence serves as a significant mediator. Job satisfaction does not mediate the relationship, suggesting that satisfaction alone is insufficient to stimulate extra role behavior in an Islamic educational context. Overall, the results highlight emotional intelligence as a key mechanism through which servant leadership fosters value based and prosocial behaviors in Islamic educational institutions.

Based on the findings, several managerial implications can be drawn for State Islamic Junior High Schools (MTsN) in Sleman Regency. MTsN leaders are encouraged to integrate Islamic ethical values more strongly into servant leadership practices, as employees demonstrate high spiritual orientation reflected in Islamic-based OCB. Leaders who consistently uphold integrity and moral principles are more likely to enhance job satisfaction. In addition, MTsN should continue to support employee self-actualization by providing autonomy and trust, particularly in handling technical tasks and challenging situations, to maintain employee well-being and loyalty. Importantly, emotional intelligence should be strengthened as a key mechanism for fostering OCB, as supportive leadership that nurtures emotional regulation and self-awareness is more effective than directive approaches alone. Finally, given that OCB is driven largely by internal spiritual motivation, MTsN should reinforce transcendental values through spiritual programs and cultivate an organizational culture aligned with Islamic principles of service, devotion, and collective responsibility.

Limitation

Despite being conducted in accordance with rigorous scientific procedures, this study has several limitations that should be acknowledged. First, the sample was limited to employees of State Islamic Junior High Schools (MTsN) in Sleman Regency, which may restrict the generalizability of the findings to other educational institutions or regions with different organizational and cultural characteristics. Second, the study focused only on servant leadership, organizational citizenship behavior, job satisfaction, and emotional intelligence, while other potentially influential factors such as organizational commitment, religiosity, and intrinsic motivation were not included in the research model. Finally, the data were collected using self-reported questionnaires, which may introduce subjectivity or response bias due to individual perceptions and personal tendencies.

Recommendations

Based on the study's conclusions, several recommendations can be proposed. For State Islamic Junior High Schools (MTsN) in Sleman Regency, efforts should focus on strengthening employees' emotional intelligence, as it was found to be a key mediating variable. Madrasah management is encouraged to provide emotional management training and supportive recreational activities to help maintain employees' emotional well-being. In addition, school principals should continue to apply and optimize servant leadership practices, as this leadership style plays a crucial role in enhancing job satisfaction and emotional intelligence. MTsN should also strengthen extrinsic motivational factors by improving quality of work life and ensuring a safe and supportive physical work environment to further encourage organizational citizenship behavior.

For future research, scholars are encouraged to incorporate additional variables that better reflect religious institutional contexts, such as religiosity, intrinsic motivation, or Islamic organizational culture, to provide a deeper understanding of OCB. Future studies may also expand the research population beyond a single regency to enhance the generalizability of findings across Islamic educational institutions.

REFERENCES

Afifah, L., & Usman. (2021). Organizational Citizenship Behavior Islamic Perspective (OCBIP) pada Organisasi Tidak Berbasis Islam. Jurnal Ilmiah Ekonomi Islam, 7(02), 999–1007. https://doi.org/10.29040/jiei.v7i2.2266

Agustina, T., Umiyati, H., Komalasasi, Y., & Masli, A. (2020). Perilaku Keorganisasian. Bandung: CV Media Sains Indonesia. https://doi.org/10.4337/9781803921761.00084

Al Faruqi, A. H. (2020). The Effect of Servant Leadership on Establishment of Organizational Citizenship Behavior (OCB) through Organizational Commitment Of Employee in PT. Awam Bersaudara. Airlangga Development Journal, 3(2), 180–192. https://doi.org/10.20473/adj.v3i2.19304

Albdareen, R. (2024). An Analysis of the Relationship Between Servant Leadership and Organizational Citizenship Behavior : The Effect of Emotional Intelligence as a Mediating Role. Uncertain Supply Chain Management, 12, 1041–1052. https://doi.org/10.5267/j.uscm.2023.12.004

Alkhadher, O., Beehr, T., & Meng, L. (2020). Individualism-Collectivism and Nation as Moderators of The Job Satisfaction-Organisational Citizenship Behaviour Relationship in The United States, China, and Kuwait. Asian Journal of Social Psychology, 23(4), 469–482. https://doi.org/10.1111/ajsp.12414

Almahdali, F., Natsir, S., Hasanuddin, B., & Husnah. (2021). The Effect of Servant Leadership, Emotional Intelligence, and Self-Efficacy on Organizational Citizenship Behavior and Employee Performance of State-Owned Banks in Palu City. International Journal of Multicultural and Multireligious Understanding, 8(5), 682–694. https://doi.org/10.18415/ijmmu.v8i5.2683

Aruoren, E. E., & Erhuen, E. P. (2023). Servant Leadership and Job Satisfaction: Mediatory Role of Perceived Organizational Support. European Journal of Business and Management, 15(8). https://doi.org/10.7176/ejbm/15-8-05

Ashkanasy, N. M., & Dasborough, M. T. (2003). Emotional Awareness and Emotional Intelligence in Leadership Teaching. Journal of Education for Business, 79(1), 18–22. https://doi.org/10.1080/08832320309599082

Dami, Z. A., Imron, A., Burhanuddin, B., & Supriyanto, A. (2022). Servant leadership and job satisfaction: The mediating role of trust and leader-member exchange. Frontiers in Education, 7(December), 1–18. https://doi.org/10.3389/feduc.2022.1036668

Demissie, A. D., Alemu, A. E., & Tensay, A. T. (2024). Servant Leadership and Organizational Citizenship Behavior: The Mediating Role of Perceived Organizational Politics and the Moderating Role of Political Skill in Public Service Organizations. In Employee Responsibilities and Rights Journal (Issue January). Springer US. https://doi.org/10.1007/s10672-023-09486-x

Dewantara, Y. P., & Tambunan, D. B. (2023). Pengaruh Lingkungan Kerja Terhadap Organizational Citizenship Behavior Yang Dimediasi Oleh Kepuasan Kerja Terhadap Karyawan Kantor PT. Sketsa Cipta Graha Surabaya. Jurnal Ilmiah Wahana Pendidikan, 9(8), 492–497.

Elche, D., Ruiz-Palomino, P., & Linuesa-Langreo, J. (2020). Servant Leadership and Organizational Citizenship Behavior: The Mediating Effect of Empathy and Service Climate. International Journal of Contemporary Hospitality Management, 32(6), 2035–2053. https://doi.org/10.1108/IJCHM-05-2019-0501

Elmi, F., & Murhanip, W. (2019). Organizational Citizenship Behavior Dalam Perspektif Islam (Aplikasi Takwa). Mix: Jurnal Ilmiah Manajemen, 9(2), 298. https://doi.org/10.22441/mix.2019.v9i2.004

Elvina, Y., Hsu, C. E., & Chang, Y. (2023). How Work Duration, Job Satisfaction, and Life Satisfaction Effect Organizational Citizenship Behavior (OCB) In Taiwan: Case of Indonesian Migrant Worker. International Journal of Research in Vocational Studies (IJRVOCAS), 3(3), 74–85. https://doi.org/10.53893/ijrvocas.v3i3.25

Emmerling, R., & Goleman, D. (2005). Leading with Emotion. Leadership Excellence, 9–10.

Eva, N., Robin, M., Sendjaya, S., van Dierendonck, D., & Liden, R. C. (2019). Servant Leadership: A systematic review and call for future research. Leadership Quarterly, 30(1), 111–132. https://doi.org/10.1016/j.leaqua.2018.07.004

Fathkhurrahman, H. I., Mohyi, A., & Muammal, I. (2024). The Influence of Servant Leadership and Compensation on Organizational Citizenship Behaviour (OCB) with Job Satisfaction as a Mediation Variable. Jamanika Jurnal Manajemen Bisnis Dan Kewirausahaan, 4(3). https://doi.org/10.22219/jamanika.v4i3.36126

Greenleaf, R. K. (1998). The power of servant-leadership. Berrett-Koehler Publishers.

Hair, J. F., Hult, G. T. M., Ringle, C. M., Sarstedt, M., Danks, N. P., & Ray, S. (2022). Partial Least Squares Structural Equation Modeling (PLS-SEM) Using R: A Workbook. Switzerland: Springer Cham. https://doi.org/10.1080/10705511.2022.2108813

Hanaysha, J. R., Kumar, V. V. A., & Paramaiah, M. I. (2022). Direct and Indirect Effects Of Servant and Ethical Leadership Styles on Employee Creativity: Mediating Role of Organizational Citizenship Behavior. Arab Gulf Journal of Scientific Research, 40(1), 79–98. https://doi.org/10.1108/AGJSR-04-2022-0033

Heryudanto, T. D., & Suratman, A. (2022). Pengaruh Komitmen dan Komunikasi terhadap Kinerja dengan Organizational Citizenship Behavior (OCB) sebagai Variabel Intervening pada Project Child Indonesia. Selekta Manajemen: Jurnal Mahasiswa Bisnis & Majemen, 1(6), 23–45.

Idris, Nanang, A. S., Soejipto, B. E., & Supriyanto, A. S. (2021). Predicting Factors Organizational Citizenship Behavior in Indonesian Nurses. Heliyon, 7(December). https://doi.org/10.1016/j.heliyon.2021.e08652

Kamil, N. M., Sulaiman, M., Osman-Gani, A. M., & Ahmad, K. (2014). Investigating the Dimensionality of Organisational Citizenship Behaviour from Islamic perspective (OCBIP): Empirical Analysis of Business Organisations in Southeast Asia. Asian Academy of Management Journal, 19(1), 17–46.

Kumari, K., Abbas, J., Hwang, J., & Cioca, L. I. (2022). Does Servant Leadership Promote Emotional Intelligence and Organizational Citizenship Behavior among Employees ? A Structural Analysis. Sustainability, 14. https://doi.org/10.3390/su14095231

Liu, Z., Chen, C., Cui, H., & Hu, Y. (2023). The Relationship Between Nurses' Social Network Degree Centrality and Organizational Citizenship Behavior: The Multiple Mediating Effects of Job Satisfaction and Work Engagement. Heliyon, 9(9), e19612. https://doi.org/10.1016/j.heliyon.2023.e19612

Locke, E. A. (1976). The Nature and Causes of Job Satisfaction. Handbook of Industrial and Organizational Psychology.

Ludin, I., & Mukti, S. (2023). The Influence of Servant Leadership and Organizational Commitment on Organizational Citizenship Behavior (OCB) of Employee of Minhajul Haq Islamic Boarding School Purwakarta. Muttaqien; Indonesian Journal of Multidiciplinary Islamic Studies, 4(2), 83–98. https://doi.org/10.52593/mtq.04.2.01

Malik, A. A., Muneeb, D., Khan, N., Usman, M., & Latif, K. F. (2022). The Nexus of Servant Leadership and Project Success: The Mediation of Emotional Intelligence and Job Stress And Moderation of Team Effectiveness. Leadership and Organization Development Journal, 43(8), 1186–1200. https://doi.org/10.1108/LODJ-07-2021-0339

Meniado, J. C. (2020). Organizational Citizenship Behavior and Emotional Intelligence of EFL Teachers in Saudi Arabia: Implications to Teaching Performance and Institutional Effectiveness. Arab World English Journal, 11(4), 3–14. https://doi.org/10.24093/awej/vol11no4.1

Muafi, M., Siswanti, Y., & Anwar, M. Z. (2021). Work life balance in Islamic perspective (WLBIP) and its impact on organizational citizenship behavior in islamic perspective (OCBIP) and service performance. International Journal of Research in Business and Social Science (2147- 4478), 10(3), 223–230. https://doi.org/10.20525/ijrbs.v10i3.1150

Nazarian, A., Rodríguez Molina, M. A., Velayati, R., Ruiz-Alba, J. L., & Atkinson, P. (2025). Trust in leader and positive employee outcomes: To transform or to serve in cross-cultural leadership. International Journal of Cross Cultural Management, 25(1), 159–182. https://doi.org/10.1177/14705958241296322

Nguyen, H. H., Duong, C. H., Giang, T. T., & Nguyen, P. N.-D. (2025). From Being Served to Serving: How Servant Leadership Fosters Organizational Citizenship Behavior in the Digital Era. SAGE Open, 15(3), 1–21. https://doi.org/10.1177/21582440251365790

Organ, D. W. (1988). Organizational Citizenship Behavior: The Good Soldier Syndrome. Lexington, MA: Lexington Books.

Organ, D. W., Podsakoff, P. M., & MacKenzie, S. B. (2006). Organizational Citizenship Behavior: Its Nature, Antecedents, and Consequences. California: Sage Publication. https://doi.org/10.1111/j.1550-7408.1984.tb04318.x

Pahlawan, R. (2023). Quality Work of Life Dalam Meningkatkan Organizational Citizenship Behavior, Dan Kinerja Karyawan. Jurnal Ilmiah Ekonomi Dan Bisnis, 20(1), 81–90. https://doi.org/10.31849/jieb.v20i1.12839

Rusadi, R. A. C., Kurniawan, A. W., Ruma, Z., Anwar, A., & Hamka, R. A. (2025). Pengaruh Motivasi Intrinsik dan Work-Life Balance terhadap Organizational Citizenship Behavior pada Pegawai Dinas Pendidikan dan Kebudayaan Kabupaten Jeneponto. RIGGS: Journal of Artificial Intelligence and Digital Business, 4(3), 5469–5476. https://doi.org/10.31004/riggs.v4i3.2793

Sabonete, S. A., Lopes, H. S. C., Rosado, D. P., & Reis, J. C. G. Dos. (2021). Quality of Work Life According to Walton's Model: Case Study of the Higher Institute of Defense Studies of Mozambique. Social Sciences, 10(7). https://doi.org/10.3390/socsci10070244

Salovey, P., & Mayer, J. D. (1990). Emotional Intelligence. Imagination, Cognition and Personality, 9(3), 185–211. https://doi.org/10.2190/DUGG-P24E-52WK-6CDG

Saputra, Z. (2024). Fleksibilitas Kerja Dan OCB Islam Perspektif Terhadap Kinerja Karyawan : Kepuasan Kerja Sebagai Mediasi. Jurnal Ekonomi Untar, 29(03), 506–527. https://doi.org/10.24912/je.v29i3.2570

Smith, C. A., Organ, D. W., & Near, J. P. (1983). Organizational citizenship behavior: Its nature and antecedents. Journal of Applied Psychology, 68(4), 653–663. https://doi.org/10.1037/0021-9010.68.4.653

Spector, P. E. (1997). Job Satisfaction: Application, Assessment, Cause, and Consequences. Sage Publications.

Suratman, A., Suhartini, S., & Palupi, M. (2021). The Impact of Psychological Climate and Self-Resilience on Employee Performance During the COVID-19 Pandemic: An Empirical Study in Indonesia. Journal of Asian Finance, Economics and Business, 8(5). https://doi.org/10.13106/jafeb.2021.vol8.no5.1019

Sutanto, E. M., & Hoo, V. R. B. S. (2025). Servant Leadership: Its Role on Organizational Citizenship Behavior through Job Satisfaction and Organizational Commitment. Jurnal Manajemen Indonesia, 24(3), 267–283. https://doi.org/10.25124/jmi.v24i3.6339

Terosky, A. L., & Reitano, M. C. (2016). Putting Followers First. Journal of School Leadership, 26(2), 192–222. https://doi.org/10.1177/105268461602600201

Ullah, S., Bano, S., & Baloch, M. S. (2023). Exploring the Relationship Between Servant Leadership and Job Performance with Mediating Role of Emotional Intelligence and Moderating Role of Grit and Compassion. NUML International Journal of Business & Management, 18(1). https://doi.org/10.52015/nijbm.v18i1.165

Vrcelj, N., Bevanda, V., & Bevanda, N. (2024). Servant Leadership: Influence of Job Satisfaction and Organizational Commitment. Management:Journal of Sustainable Business and Management Solutions in Emerging Economies, 29(3), 1–11. https://doi.org/10.7595/management.fon.2022.0009

Wahdania, D., Setiawan, T., & Imelda, S. (2022). Pengaruh Servant Leadership Terhadap Organizational Citizenship Behavior Dengan Budaya Organisasi Dan Komitmen Organisasi Sebagai Pemediasi Pada PDAM Tirtanadi Cabang Sunggal. Jurnal Akuntansi, Manajemen, Dan Ilmu Ekonomi, 2(3), 217–226.

Wahyuni, V. T., Subiyanto, D., & Purnamarini, T. R. (2025). The Effect of Organizational Justice, Servant Leadership, and Emotional Intelligence on Organizational Citizenship Behavior of Employees at PT DM Baru Retailindo Bantul (Issue Icomb 2024). Atlantis Press International BV. https://doi.org/10.2991/978-94-6463-698-7_30

Wan, H. L. (2007). Human capital development policies: Enhancing employees' satisfaction. Journal of European Industrial Training, 31(4), 297–322. https://doi.org/10.1108/03090590710746450

Weiss, D. J., Dawis, R., England, G., & Lofquist, L. (1967). Manual for the Minnesota Satisfaction Questionnaire. Manual for the Minnesota Satisfaction Survey, 125. https://doi.org/10.1037/t05540-000

Wong, C. S., & Law, K. S. (2002). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. In Leadership Perspectives (Vol. 13). https://doi.org/10.4324/9781315250601-10

Zhang, Y., Liu, S., Aramburo, C. A., & Jiang, J. (2025). Leading by Serving: How Can Servant Leadership Influence Teacher Emotional Well-Being. Educational

Management Administration and Leadership, 53(3), 602–624. https://doi.org/10.1177/17411432231182250