



# Service Leadership, Organizational Culture and Personality Influence on Performance: Evidence from Private Universities in the City of Bekasi

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**Abstract** — *The purpose of this research is to analyze the influence of servant leadership, organizational culture and personality on lecturer performance in the context of Bekasi City Private Universities by placing work motivation as a mediator in one fit model. This study fills the research gap, and requires repeated testing to assess the impact of leadership service, organizational culture and personality on lecturer performance from different points of view. The research tool used was a cross-sectional quantitative study with a questionnaire (survey) of 250 respondents for all Bekasi City Private University lecturers using the Structural Equation Model with a fit mediation approach to prove the role of context. This research provides empirical evidence that lecturer performance is influenced by servant leadership, organizational culture and personality with work motivation as a mediating fit. The results of this analysis include positive guidance, especially regarding the importance of the role of leaders in empowering and encouraging lecturers through active involvement with them, and the existence of positive organizational principles that improve higher education performance..*

**Keywords** — *Servant leadership, organizational culture, work motivation and performance.*

## I. INTRODUCTION

(Size 10 & Normal) The quality of a nation is determined by the intelligence and knowledge of its human resources (Permatasari, 2015), while intelligence and knowledge are the results of education that is superior, competitive, and capable of creating reliable quality human resources that can be used as the basis for driving every dimension of the country's development. Therefore, the development of a country to become a developed and large country must start from the education sector. If a country has not succeeded in developing quality education, it is impossible for that country to become a developed country. Likewise, it will be very difficult for regions to develop or progress if development in the field of education in that region is not on the right track towards future progress (Ali, 2009 p. 6-7).

Higher education as one of the educational institutions tasked with producing superior human resources, must be managed well (Good University) which requires high quality human resources. Higher education activities in order to educate the nation's life require a deeper study of the world of education as a system, the direction of which is to develop individual potential to be able to stand alone, human capital, namely individual professionals given various knowledge, skills, abilities, in developing concepts, principles, creativity, responsibility and intelligence, including the substance of education including educators, curriculum, leadership, infrastructure, students and the educational environment.

From the results of a survey conducted by The THES - QS World University Rankings January 2021 where Indonesian tertiary institutions were ranked 657th, represented by the University of Indonesia, demands that improvements must be made continuously. Referring to the Webometrics publication regarding the ranking of universities in Indonesia, private universities in Bekasi City are ranked 159th nationally (7717th in the world) represented by Darma Persada University. However, referring to the Clustering of Higher Education in Indonesia, private universities in Bekasi City, the highest position is the Indonesian Christian University (UKI) which is at number 117 and is in cluster 3. The other Bekasi City private universities are in clusters 4 and 5 which require improving the quality of human resources and internal management, increasing input and process quality standards and increasing understanding of tri-dharma achievements.

One of the substances of higher education is lecturers. In carrying out their roles, duties and obligations, lecturers are influenced by organizational culture, servant leadership, personality and work motivation which differentiate the organization from other organizations, and these differences are caused by different policy

strategies. Even though the organizational culture, servant leadership, personality and work motivation are different in each university, they have the same goal, namely creating graduates who have integrity and capability in their respective scientific fields.

In general, performance, especially related to servant leadership, organizational culture, personality, work motivation has been widely researched. This can be seen from the results of data processing on research titles using a viewer application by searching for the keywords "servant leadership", "organizational culture", "personality", "work motivation" and "employee performance" in the Scopus. In addition, the literature mapping application is used via the "open knowledge maps" website using the BASE database. The results of the bibliometric analysis are used by VOSviewer in Figures 1 with the network. Production that shows the relationship between subjects. Servant leadership, organizational culture, personality and performance are interrelated and relevant to study from these three datasets because they have color patterns that are not gray. Furthermore, the results of mapping via the open Knowledge Maps website as shown in Figure 2 show that this research topic has been researched quite a lot.

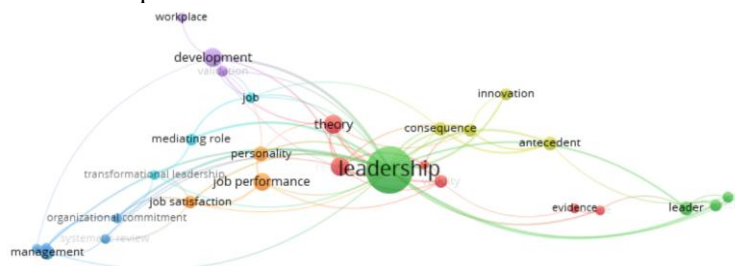


Figure 1. Network view Scopus database

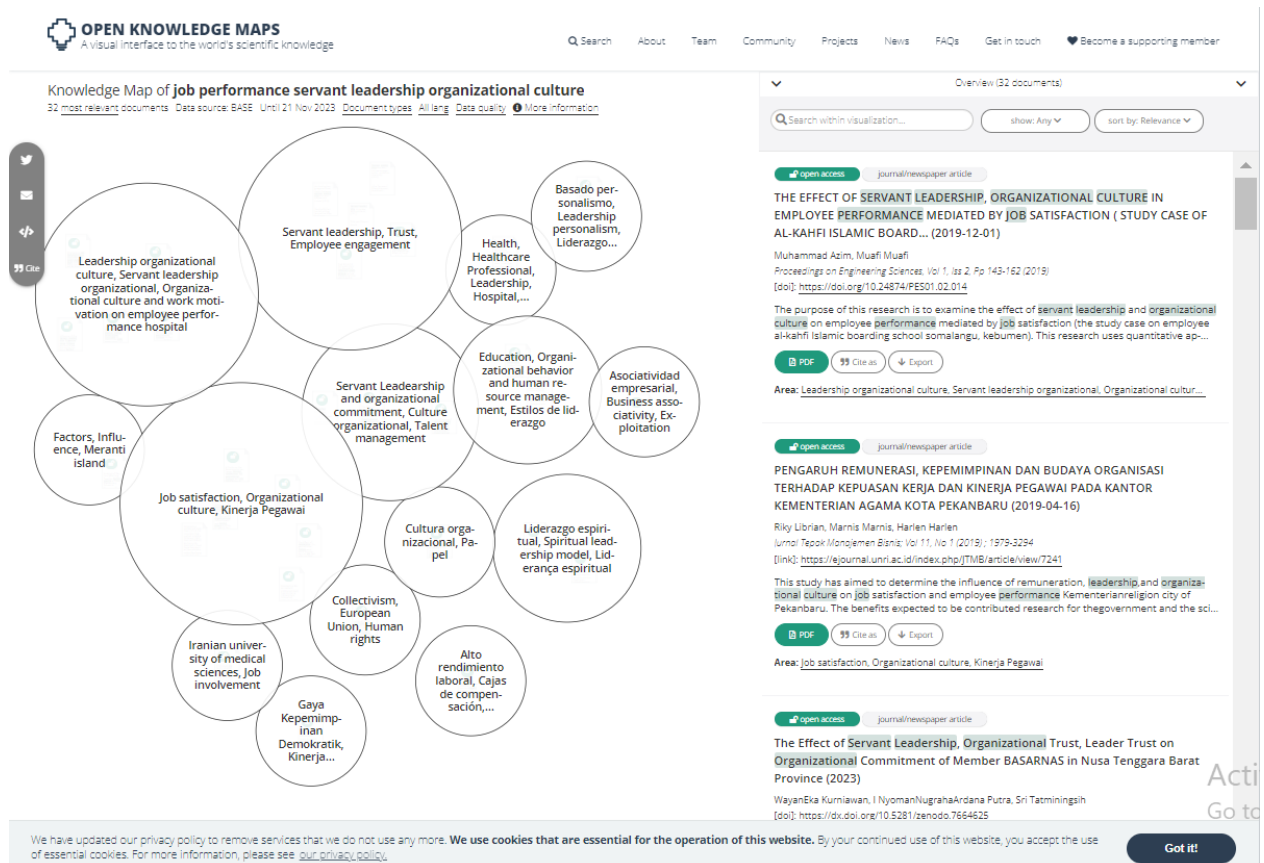


Figure 2 Results of open knowledge website topic mapping



This study is interesting because there has been no research that simultaneously examines the effect of servant leadership, organizational culture, personality and work motivation on lecturer performance in Bekasi City.

**Servant Leadership**

Servant Leadership referred to in this study is the behavior of leaders who prioritize services that aim to improve the competence of their members and lead to certain goals (Dierendonck, 2011, Bass & Riggio, 2006, Spears, 2010, Barbuto, 2014, Sousa, 2015, Sendjaya et al., 2008, Patterson, 2003, Liden et al., 2015, Robbins et al., 2017). Servant Leadership is an exogenous latent variable that is constructed by 1) Listening, where leaders listen actively and really try to understand others (Bass & Riggio, 2006, Spears, 2010). 2) Empathy is leaders who are able to put themselves in the shoes of others and live the experience to see the situation from the other person's point of view (Spears, 2010, Barbuto, 2014, Patterson 2003. 3) Healing is leaders who are able to create emotional healing that can restore the spirit of subordinates from trauma and suffering (Spears, 2010. 4) Commitment to the Growth of People is leaders who are committed to the continuous development of their people, not only related to their work skills but also as human beings (Spears, 2010). 5) Persuasion i.e. leaders who convince others of what is wrong with them (Spears, 2010).

**Organizational Culture**

The organizational culture referred to in this study is a system of meanings held jointly by members that directs the behavior, norms, values, philosophies, rules of organizational members and distinguishes the organization from other organizations. The organizational culture assessed is the values that have long been agreed upon and followed together as a guide to behavior that is implemented daily in the college where teaching. There are three dimensions of organizational culture, namely 1) Dimension Attention to outsiders. 2) Dimensions of Attention to Employees, 3) Dimensions of Work Style.

**Personality**

The personality referred to in this study is the overall behavior of an individual with a certain tendency system that interacts with a series of instructions. The personality of the lecturer being assessed is the characteristics, tendencies and temperaments displayed as explaining the patterns of thought, emotion and behavior of a typical lecturer. The personality that is owned and inherent in each lecturer consists of 1) Conscientiousness: Lecturers who fall into this category are hardworking, diligent, organized, and persistent. 2) Extraversion: Lecturers who fall into this category tend to be more sociable, like to influence others and compete with them and are active in group activities. 3) Emotional stability: Lecturers who fall into this category have a balanced attitude, calm, focused and calm.

**Performance**

Lecturer performance referred to in this study is a number of behaviors that produce results achieved by individuals (lecturers), in accordance with their roles and responsibilities for the achievement of organizational goals. The performance dimensions used in this study are 1) Productivity: the number of tridharma achievements that can be achieved by lecturers on the work program of the study program (education, research and service). 2) Quantity, the amount/volume of tridharma work completed by lecturers. 3) Efficiency, whether or not it is in accordance with the planned time. 4) Effectiveness, goals can be achieved with good performance. 5) The quality of the lecturer's work in completing his duties and obligations, namely tridharma while serving in higher education.

Tabel 1. Previous Research (State of The Art)

No	Name & Year of Research	Research Title	Research variable
1	Muhammad Al-Musadieq, Nurjannah, Kusdi Raharjo, Solimun and Adji Achmad Rinaldo, Fernandes., 2018	<i>The mediating effect of work motivation on the influence of job design and organizational culture against HR performance</i>	Independent Variables: job design and organizational culture. Dependent variable: HR Performance; Intermediate Variable: work motivation



2	Chris Baumann, Macquarie University, and Marina Harvey, 2018	<i>Competitiveness vis-à-vis motivation and personality as drivers of academic performance</i>	Independent Variable: motivation personality. Dependent variable: academic performance
3	Septi Andriani, Nila Kesumawati, Muhammad Kristiawan, 2018	<i>The Influence Of The Transformational Leadership And Work Motivation On Teachers Performance</i>	Independent Variables: transformational Leadership and work motivation; Dependent variable: teachers performance
4	Marcy Rita, Otto Randa Payangan, Yohanes Rante, Ruben Tuhumena and Anita Erari, 2017	<i>Moderating effect of organizational citizenship behavior on the effect of organizational commitment, transformational leadership and work motivation on employee performance</i>	Independent Variables: organizational commitment, transformational Leadership and work motivation; Dependent variable: employee performance
5	Debora E. Purba, Janneke K. Oostrom, Henk T. van der Molenc and Marise Ph Born, 2014	Personality and organizational citizenship behavior in Indonesia: The mediating effect of affective commitment	Independent Variables: organizational commitment, transformational Leadership and work motivation; Dependent variable: employee performance
6	Yudhie Suchyadi, 2017	<i>Relationship between Work Motivation and Organizational Culture in Enhancing Professional Attitudes of Pakuan University Lecturers</i>	Independent Variables: work motivation and organizational culture. Dependent variable: professional attitude of lecturers
7	Suryaman, 2018	<i>Indonesian Private University Lecturer Performance Improvement Model to Improve a Sustainable Organization Performance</i>	Independent Variables: leadership, motivation, job satisfaction, and organizational commitment. Dependent variable: Lecturer performance
8	Sri Handayani, 2019	<i>Effect of Motivation on Lecturer Performance at the Institute of Social and Political Sciences (IISIP), Yapis Biak</i>	Independent Variable: motivation. Dependent variable: Lecturer performance
9	Cheng-Kang Yuana,*, Chuan-Yin Lee, 2011	<i>Exploration of a construct model linking leadership types, organization culture, employees performance and leadership performance</i>	Independent Variables: Leadership type, organizational culture; Dependent variables: Leadership performance; Intermediary variable: Employee performance
10	Y. Budi Hermanto 1 , Maria Widyastut 2 & Lusy, 2019	<i>Factors Affecting Performance Lecturer</i>	Independent Variables: work motivation, relational capital, and
11	Alireza Nazarian,*, Peter Atkinson, Pantea Foroudi, 2017	<i>Influence of national culture and balanced organizational culture on the hotel industry's performance</i>	structural capital; Dependent variable: Lecturer performance
12	Ratih Hadianitini, Suka Prayanta Pandia, Emil Robert Kaburuan, 2017	Lecturer Performance Factors in Private Universities in Bandung City	Independent Variables: national culture, organizational culture; Dependent variable: Employee performance
13	Rosli Ibrahim, Ali Boerhannoeddin, Bakare Kazeem Kayode, 2017	Organizational culture and development: Testing the structural path of factors affecting employees' work performance in an organization	Independent Variables: age, education,

14	Geanina Cucu-Ciuhan , Iuliana Guită-Alexandru, 2013	Organizational culture versus work motivation for the academic staff in a public university	length of service, work motivation, job satisfaction, perception of fees and perception of supervision Dependent variable: Lecturer performance
15	Nosheen Anwar , Nik Hasnaa Nik Mahmood, Mohd Yusoff Yusliza, T. Ramayah, Juhari Noor Faezah, Waqas Khalid, 2019	<i>Green Human Resource Management for organisational citizenship behaviour towards the environment and environmental performance on a university campus</i>	Independent Variables: Soft skills, training effectiveness, training methodology; Dependent variable: work performance
16	Masturah Markom, Nasrul Amir Abdul, Ahmad Kamal Ariffin, Dzuraidah Abd Wahab, Hafizah Husain, Nur Farah Liza Ramli, 2012	<i>Lecturer's Notional Hour Measurement in Improving Research University Academics Performance</i>	Independent Variables: organizational culture; Dependent variable: work motivation
17	Indra Utama, Syaiful Sagala, Harun Sitompul, 2017	<i>The Effect of Lecturer Competence on Work Productivity of Private Higher Education Lecturer in Aceh</i>	Independent Variable: green human resource management practices; Intervening variables: organizational citizenship behavior towards the environment; Dependent variable: environmental performance
18	Rosli Ibrahim, Ali Boerhannoeddin, Bakare Kazeem Kayode, 2017	Organizational culture and development: Testing the structural path of factors affecting employees' work performance in an organization	Independent Variables: workload for educational tasks, research, community service; Dependent variable: lecturer welfare
19	Yahya Samian*, Norah Md Noor, 2012	<i>Students' Perception on Good Lecturer Based on Lecturer Performance Assessment</i>	Independent Variables: lecturer competency; Dependent variable: lecturer productivity
20	Parijat Upadhyaya , Anup Kumar, 2020	<i>The intermediating role of organizational culture and internal analytical knowledge between the capability of big data analytics and a firm's performance</i>	Independent Variables: soft skills, training effectiveness, training methodology; Dependent variable: work performance

**Theoretical Framework & Hypotheses Development**

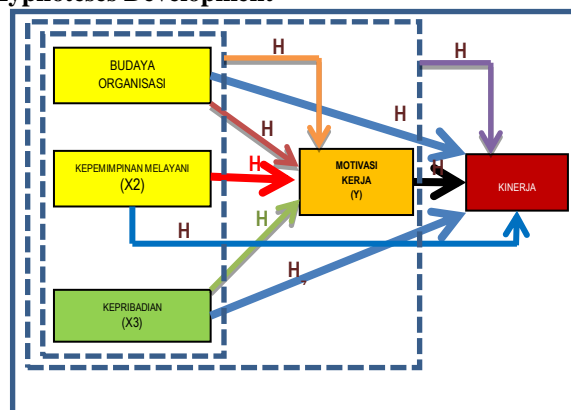


Figure 3. Conceptual Framework for Thought



Based on the theoretical study and framework of thinking described above, the following research hypothesis can be proposed:

1. There is a positive influence of Organizational Culture on Work Motivation
2. There is a positive influence of Servant Leadership on Work Motivation
3. There is a positive influence of personality on work motivation
4. There is a positive influence of Organizational Culture, Servant Leadership and Personality together on Work Motivation
5. There is a positive influence of Organizational Culture on performance
6. There is a positive influence of Servant Leadership on performance
7. There is a positive influence of personality on performance
8. There is a positive influence of work motivation on performance
9. There is a positive influence of Organizational Culture, Servant Leadership, Personality and Work Motivation together on Performance.
10. There is an indirect influence of Servant Leadership on performance through Work Motivation
11. There is an indirect influence of Organizational Culture on performance through Work Motivation
12. There is an indirect influence of personality

## II. METHOD

In this research, we will analyze the influence of the relationship between servant leadership factors, organizational culture, personality, and work motivation on the performance of private university foundation lecturers with B or Very Good institutional accreditation in Bekasi City. Then the research method used is the survey method, which is usually carried out by distributing questionnaires or interviews, with the aim of finding out: who they are, what they think, feel, or their tendencies towards action. According to Singarimbun and Effendi (1995:5) the survey method is a method that takes data from a population and uses questionnaires as the main data collection tool so that survey research aims to find out the opinions of respondents, data that will be obtained from sampling in the population to be studied. A total of 74 questionnaire items were used to measure all research variables consisting of 37 questionnaire items for organizational culture, 22 questionnaire items for servant leadership and 15 questionnaire items for lecturer performance.

The respondent's answer scale used for the performance and servant leadership variables is an Ordinal measurement scale with five rating scales (rating scale, which consists of five answer choices, namely always, often, sometimes, rarely and never), for the organizational culture variable is Ordinal measurement scale with five rating scales (Likert scale, namely very often, frequently, rarely, very rarely, and never).

The unit of analysis for this research is the individual. The sampling approach used is non-probability sampling which uses the entire population in a survey (saturated sample). The research population was all permanent lecturers at private universities with B or excellent accreditation in Bekasi City, namely 650 lecturers. After the questionnaires were collected, the validity and reliability of the data were checked. The questionnaire originally developed consisted of 74 statement items, but after validity and reliability testing 22 (twenty two) statements remained. In other words, there were 52 (fifty two) statements that were excluded from the questionnaire because they did not pass the test.

After the validity and reliability are met, estimation of the measurement model for organizational culture, servant leadership and lecturer performance is carried out using the SEM model.

## III. RESULT AND DISCUSSION

Table 2. Overall Model Fit Tests

MEASURE OF GOF	TARGET-LEVEL FIT	VALUE EARNED	Model Fit to Data
Chi-Square	The value is small $p > 0.05$	552.73/0.00 ( $P = 0.1341$ )	Yes
NCP Interval	The value is small narrow interval	0.00 (0.00 ; 0.00)	Yes
RMSEA	RMSEA < 0.08 Good fit	0.017	Yes
ECVI	The value is small and close to ECVI saturation	M: 2.70  S: 3.08	Yes  Yes

		I: 43.49	Yes
AIC	The value is small and close to AIC saturated	M: 708.73	Yes
		S: 1190.00	Yes
		I: 10830.76	Yes
CAIC	The value is small and close to CAIC saturation	M: 1061.40	Yes
		S: 3880.26	Yes
		I: 10984.49	Yes
NFI	NFI>0.90 good fit	0.9437	Yes
NNFI	NNFI>0.90 good fit	0.9906	Yes
CFI	CFI>0.90 good fit	0.9913	Yes
IFI	IFI>0.90 good fit	0.9914	Yes
RFI	RFI>0.90 good fit	0.9389	Yes
Df		245	

Source: Data processed

It can be seen from Table 2.  $\chi^2$  for all subsamples shows small values and the NCP interval has small values with narrow intervals. Likewise, the RMSEA for the entire sample group has a value of 0.017, far below the suitability target (below 0.08). The ECVI, AIC, and CAIC values for all sample groups have small values and are close to the saturated value compared to being close to the independent value. Meanwhile, the NFI, NNFI, CFI, IFI and RFI values for all sample groups are above the criterion limit, namely 0.90, in fact all are close to 1.00.

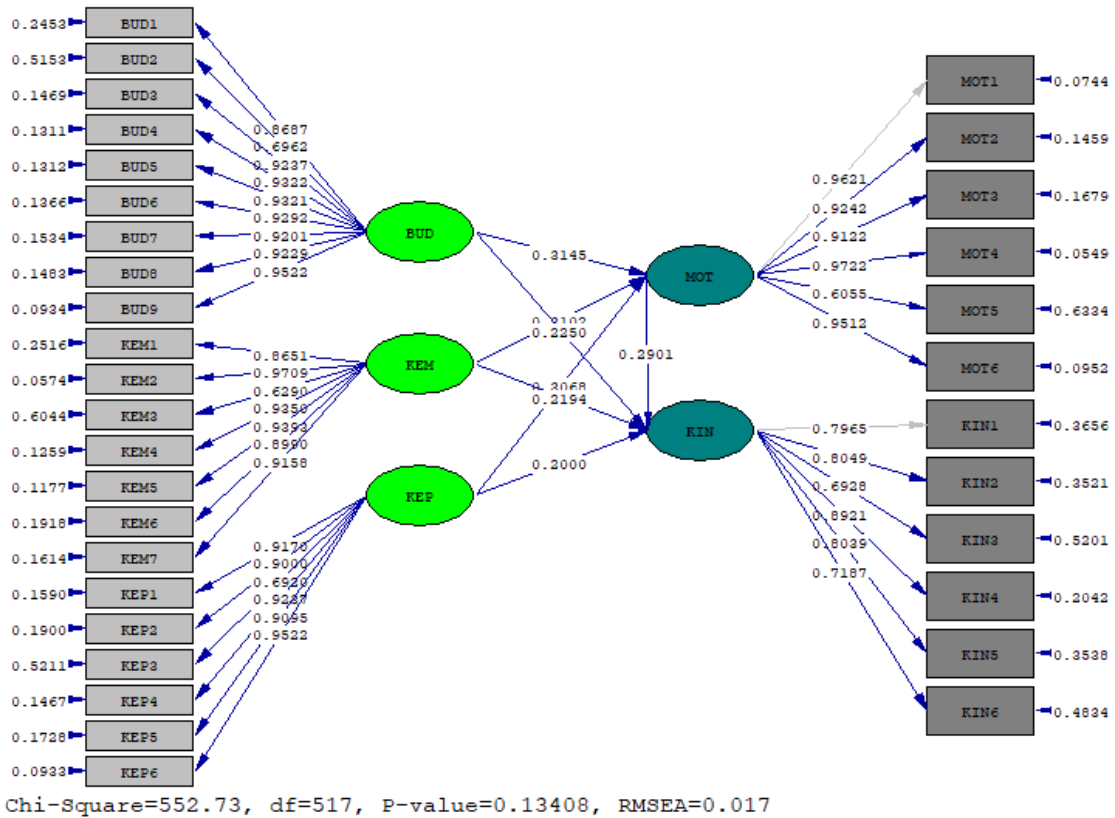


Figure 4. Overall Model Fit Test

Based on Hooper et al (2008), assessing model suitability measures by looking at the chi-square test, RMSEA, CFI and RMSR values. Therefore, the goodness-of-fit test shows that the model is fit, so it can be concluded that the model used in this research can be used as a basis for analyzing the problems of this research.

## 2. Structural Model fit

Next, structural model testing will be carried out, namely testing the significance of the estimated coefficients with coefficients representing the hypothesized causal relationships. Figures 4 to Figure 5 are the results of structural equations based on LISREL software.

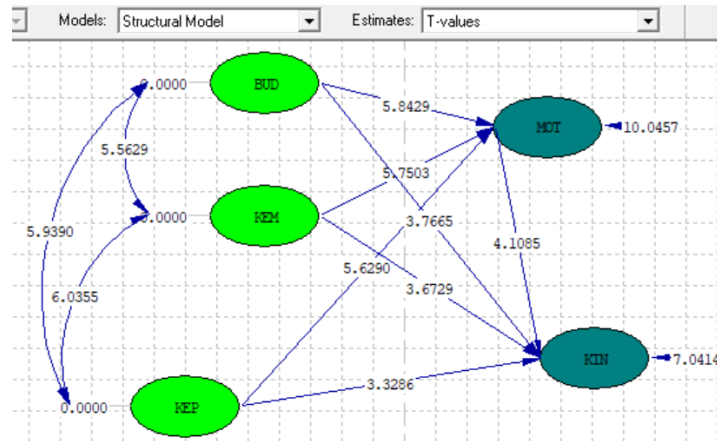


Figure 5. T Statistics (T Test)

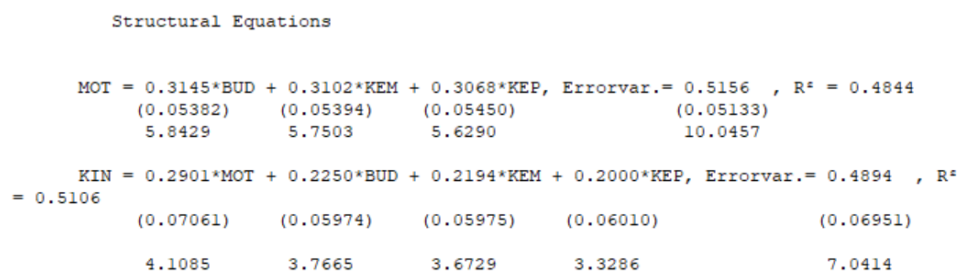


Figure 6 Structural Equation Results

### Analysis of the Direct Influence of Organizational Culture on Work Motivation

Work Culture (BUD) has a positive effect on Work Motivation (MOT), with a path coefficient value = 0.3145, and significant, with a T Statistic value = 5.8429 > 1.96 (Hypothesis Accepted). These findings confirm the findings of Ida Ayu Indah Giantari (2017) which prove that organizational culture has a significant effect on work motivation which is in line with the research of Ehtesham et al. (2011) in their research found that organizational culture has a positive and significant effect on employee performance. Thus it can be said that the better the BUD, the better the Work Motivation will be. The high estimated coefficient value (0.3145, and significant, with a T Statistic value = 5.8429 > 1.96 (significant at  $\alpha = 1\%$ ) indicates the large and important role of BUD in creating the expected Work Motivation. This means that the principles of Adaptability, Cooperation, Involvement, Learning, Reward & Incentive, Communication, Care About Clients are very instrumental in building BUD. It can be said that the results of this study support H6, that BUD has a positive effect on MOT.

### Analysis of the Direct Effect of Servant Leadership on Work Motivation

In figures 4 and 5, it can be seen that in the whole sample, Servant Leadership (KEM) has a positive effect on Work Motivation (MOT), with a path coefficient value = 0.3102, and significant, with a T Statistic value = 5.7503 > 1.96 (Hypothesis Accepted). These findings confirm the findings of Edeline (2019) which prove that servant leadership has a significant effect on work motivation which is in line with the research of Bagus Lubiarto (2014) which shows that there is a positive relationship between servant leadership and employee work motivation of PT. Regional Development Bank (BPD) Semarang Coordinator Branch.



**Analysis of the Direct Influence of Personality on Work Motivation**

Figures 4 and 5 show that in the whole sample, Personality (KEP) has a positive effect on Work Motivation (MOT), with apath coefficient value = 0.3068, and is significant, with a T Statistic value = 5.6290 > 1.96(Hypothesis Accepted). These findings confirm the findings of Yulia (2019) who found that there is a positive direct effect of personality on teacher motivation in schools, with a correlation coefficient value of 0.481 and a path coefficient value of 0.481.

**Analysis of the Direct Influence of Organizational Culture, Servant Leadership, and Personality Together on Work Motivation**

As shown in Figures 4. and 5, it can be seen that in the entire sample, the R-Square (R2) value of Work Motivation (MOT) is 0.4844, which means that Work Culture (BUD), Servant Leadership (KEM), Personality (KEP) are able to influence Motivation. Work (MOT) of 48.44%.

Table 5. Simultaneous Tests: Effect of BUD, KEM, KEP on MOT

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	71.658	3	23.886	69.888	.000 <sup>a</sup>
	Residual	84.077	246	.342		
	Total	155.735	249			

a. Predictors: (Constant), KEP, KEM, BUD

b. Dependent Variable: MOT

Based on the simultaneous test results in Table 5, it is known that the Sig. = 0.000 < 0.05, then it is concluded that Organizational Culture (BUD), Servant Leadership (KEM), and Personality (KEP) together or simultaneously have a significant effect on Work Motivation (MOT) (Simultaneous Hypothesis Accepted).

**Analysis of the Direct Influence of Organizational Culture on Performance.**

In figures 4 and 5, it can be seen that BUD has a significant direct effect on performance with apath coefficient value = 0.2250, and is significant, with a T Statistic value = 3.7665 > 1.96(Hypothesis Accepted). These findings confirm the findings of Mohd Faizal Mohd Isa (2016) which prove a significant positive effect of organizational culture on performance which is supported by research by Adriana (2019), Injilia (2022), Edi Sugiono (2021), I Gede Putu Kawiana (2012), Surya Adhi Candra (2021) and Rosmidar (2019). These findings contradict the findings of Jack Henry Syauta (2012) and Irfan Ardiyansah (2023), which actually show that organizational culture has no effect on performance.

**Analysis of the Direct Effect of Service Leadership on Performance.**

In figures 4 and 5, it can be seen that Servant Leadership has a significant direct effect on performance with apath coefficient value = 0.2194, and is significant, with a T Statistic value = 3.6729 > 1.96(Hypothesis Accepted). These findings confirm the findings of Pardi (2019) which prove a significant positive effect of Servant Leadership on Performance which is supported by the research of Dicka (2022) and Kartono (2023). These findings contradict the findings of Derry (2021) which actually show that servant leadership has no effect on performance.

**Analysis of the Direct Effect of Personality on Performance.**

As stated in figures 4 and 5, it can be seen that in the full sample, KEP has a significant direct effect on performance with apath coefficient value of 0.2000, and is significant, with a T Statistic value = 3.3286 > 1.96(Hypothesis Accepted). These findings confirm the findings of Batilmurik (2021) which prove that personality has a significant effect on lecturer performance.

**Analysis of the Direct Effect of Work Motivation on Performance.**

As stated in figures 4 and 5, it can be seen that in the full sample, MOT has a significant direct effect on performance with apath coefficient value = 0.2901, and is significant, with a T Statistic value = 4.1085 > 1.96(Hypothesis Accepted). This finding confirms the findings of Kumairoh (2019) which proves that motivation has a significant direct effect on performance.

**Analysis of the Direct Effect of Organizational Culture, Servant Leadership, Personality and Work Motivation Together on Performance.**

As stated in figures 4 and 5, it can be seen that in the whole sample, the R-Square (R2) value of Lecturer Performance (KIN) is 0.5106, which means that Work Culture (BUD), Servant Leadership (KEM), Personality (KEP), Work Motivation (MOT) are able to influence Lecturer Performance (KIN) by 51.06%. These findings are in line with the findings of Imelda (2019) who found that Leadership, Organizational Culture and Motivation simultaneously have a positive and significant effect on performance.

Tabel 6. Uji Simultan: Direct Effect of Organizational Culture, Servant Leadership, Personality and Work Motivation Together on Performance

**ANOVA<sup>b</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	61.476	4	15.369	53.757	.000 <sup>a</sup>
Residual	70.046	245	.286		
Total	131.522	249			

a. Predictors: (Constant), MOT, KEP, BUD, KEM

b. Dependent Variable: KIN

Figure 9. Mediation or Intervening Testing

Based on the simultaneous test results in Table 6, it is known that the Sig. = 0.000 < 0.05, it is concluded that Organizational Culture (BUD), Servant Leadership (KEM), and Personality (KEP), Work Motivation (MOT) together or simultaneously have a significant effect on Lecturer Performance (KIN) (Simultaneous Hypothesis Accepted).

Next, it will be tested whether Work Motivation (MOT) is an intervention or not.

**Indirect Effects of KSI on ETA**

	BUD	KEM	KEP
MOT	---	---	---
KIN	0.0912 (0.0270) 3.3738	0.0900 (0.0268) 3.3571	0.0890 (0.0267) 3.3364

Figure 9. Mediation or Intervening Testing

**Analysis of the Indirect Effect of Organizational Culture on Performance.**

The indirect effect of Organizational Culture (BUD) on Lecturer Performance (KIN), through Work Motivation (MOT) is 0.0912. It is known that MOT significantly mediates (intervening) the effect of BUD on KIN, with a T Statistic value = 3.3738 > 1.96(Intervening or Mediation Hypothesis Accepted). Thus it can be said that Work Motivation is a mediating factor in the fit between the context factors of Organizational Culture on performance. These results are in line with Ronald's research (2023) which examines the effect of organizational culture on employee performance through the work motivation of PT Permodalan Nasional Madani.

**Analysis of the indirect effect of Servant Leadership on Performance.**



The indirect effect of Servant Leadership (KEM) on Lecturer Performance (KIN), through Work Motivation (MOT) is 0.0900. It is known that MOT significantly mediates (intervening) the effect of KEM on KIN, with a T Statistical value =  $3.3571 > 1.96$  (Intervening or Mediation Hypothesis Accepted). This is in accordance with the findings of Vynda (2023: 4003-4011) in his research entitled: "The Influence of Servant Leadership and Work Environment on Employee Performance through Work Motivation as a Mediation Variable at Pt. Kimia Farma Tbk" Testing of indirect effects, namely mediating between variables shows a value of ( $t = 2.275$ ,  $p\text{-value} = 0.000$ ), the mediating effect shows partial mediation because exogenous variables are also able to directly influence endogenous variables without going through mediating variables (Nitzl et al., 2016).

#### **Analysis of the Indirect Effect of Personality on Performance.**

The indirect effect of Personality (KEP) on Lecturer Performance (KIN), through Work Motivation (MOT) is 0.0890. It is known that MOT significantly mediates (intervening) the effect of KEP on KIN, with a T Statistical value =  $3.3364 > 1.96$  (Intervening or Mediation Hypothesis Accepted). This is in accordance with the findings of Osro (2017) who found that personality and work ability variables simultaneously have a positive and significant effect on the performance of outsourced employees through work motivation at PT Inalum (Persero) Kuala Tanjung.

### **VI. CONCLUSIONS**

Based on the empirical evidence obtained from this study, it provides a clear picture that the relationship between Organizational Culture, Servant Leadership and Personality with Lecturer Performance is influenced by Work Motivation. In Higher Education, especially in lecturer performance, work motivation is a fit model as a mediation that contributes to the achievement of expected lecturer performance (Venkatraman, 1989; Song et al., 2007; Bae, 2011; Parnell, 2010; Ganescu and Christina, 2012; and Acquah, 2013). In accordance with the identification and formulation of the problem, this study resulted in conclusions:

1. Organizational culture has a direct effect on work motivation
2. Servant Leadership has a direct effect on work motivation
3. Personality has a direct effect on work motivation
4. Organizational Culture, Servant Leadership, and Personality Together Affect Performance
5. Organizational Culture has a direct effect on Performance
6. Servant Leadership has a direct effect on Performance
7. Personality has a direct effect on performance
8. Work Motivation has a direct effect on Performance
9. Organizational Culture, Servant Leadership, Personality and Work Motivation Together Affect Performance
10. Organizational Culture has an indirect effect on Performance
11. Servant Leadership Indirectly Affects Performance
12. Personality Indirectly affects performance

There are three important implications of this research. First, because it is proven that Organizational Culture has an impact on performance, the Management of Private Universities (Bekasi City) should strengthen the capacity of PTS in implementing Organizational Culture. The current capacity of PTS is still relatively low so that it has not produced the expected performance such as the low performance of research and community service.

Second, serving leadership is proven to have an impact on performance, so the Bekasi City Private Higher Education Managers should strengthen the capacity of PTS in serving leadership, especially giving praise for the achievements of lecturers, especially in terms of the tri dharma of higher education.

Third, personality is proven to have an impact on performance, so the Bekasi City Private College Managers should strengthen the personality of lecturers, especially the agreeableness dimension, by providing opportunities as leaders in university activities.

Fourth, work motivation is proven to have an impact on performance, so the Bekasi City Private College Managers should strengthen the work motivation of lecturers, especially the hope dimension by providing health insurance to lecturers.

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