
Optimal Solution For Ocb Improvement Through Strengthening Of Servant Leadership, Creativity, And Empowerment

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Abstract: In educational institutions, teachers are a core part of the management element. Teachers who are successful in carrying out the main tasks as stated in their job descriptions coupled with the awareness of doing something extra are the keys to organizational success. Extra activities that are not directly related to the applicable formal reward system are called OCB (Organizational Citizenship Behavior). Based on preliminary research, it is known that PGRI Vocational High School (SMK) teachers in Bogor Regency have relatively low OCB. information on variables related to the increase in OCB. The purpose of this study was to make efforts to increase teacher OCB by conducting research on the relationship between the variables of serving leadership, creativity, and empowerment. This study uses correlational statistical analysis methods to determine the relationship between the variables studied and the SITOREM method for indicator analysis in order to obtain optimal solutions in efforts to increase teacher OCB. There is a positive relationship between empowerment and OCB with a correlation coefficient of $r_{y_3} = 0.502$ so that strengthening empowerment can increase OCB. From the SITOREM analysis, the optimal solution is obtained that of the 27 indicators there are 14 indicators that are good so that they are maintained or developed and there are 13 indicators that are still weak so that they need to be improved.

Keywords: OCB, Serving Leadership, Creativity, Empowerment, SITOREM Analysis,

Introduction

A. Background and Research Objectives

Human resources in educational institutions play an important role strategic, this is based on the belief that the individual is the formulator of goals organization and at the same time the prime mover to achieve goals. Each individuals in the organization have the obligation to complete basic tasks according to their responsibilities, and as citizens of the organization, individuals too have an obligation to work together in a team to make things happen organization goals. Such behavior in modern management is called OCB (Organizational Citizenship Behavior).

Good OCB is the behavior of teachers who are able to carry out the main tasks as stated in the job description coupled with the awareness of doing something that they believe can accelerate the achievement of organizational goals shown through behaviors such as; helping colleagues, being involved in school organizational structures and professional organizations,

being tolerant of situations and always being careful in behaving so as not to cause problems.

Based on a preliminary survey conducted through distributing questionnaires to 30 teachers at 8 (eight) PGRI Vocational High Schools in Bogor Regency, it was found that there were 41.7% of teachers who had not been optimal in helping colleagues (Altruism), there were 36.7% of teachers who were not yet optimal in their attitude. prevent problems (courtesy), There are 35% of teachers who have not been optimal in attitudes exceeding the minimum requirements (Conscientiousness), There are 40% of teachers who have not been optimal in tolerating less than ideal conditions (Sportmanship), There are 35% of teachers who have not been optimal in contributing to organizational advancement or (civic virtue).

The survey results above indicate that teacher OCB still needs to be improved and given that teacher OCB is an important element related to the achievement of educational goals, this OCB is interesting to study. The research objective is to produce optimal solutions in improving teacher OCB by finding the right way or strategy to increase the OCB, namely by strengthening the independent variables which have a positive effect on teacher OCB. These variables are personality, interpersonal communication and organizational justice. The optimal solution found is then used as a recommendation to related parties, namely teachers, school principals, school supervisors, school administering institutions and the education office.

B. Overview Theory

1. OCB (Organizational Citizenship Behavior)

Dennis W. Organ [1] explained that: OCB is a person's behavior that is manifested on his own will (voluntary), which cumulatively (as a whole) will support the effectiveness of organizational functions, and that behavior, either directly or explicitly, is not reorganized. or regulated by a formal reward system prevailing in the organization. As for the indicators of OCB are: 1) Altruism, 2) Courtesy, 3) Conscientiousness, 4) Civic Virtue. Fred Luthans [2] argues that OCB is the characteristics (traits) of certain personalities contained in individuals, namely cooperative traits, happy to help and care for others, and sincerity to work. OCB is built from five dimensions, namely: 1) altruism, 2) conscientiousness, 3) civic virtue, 4) sportmanship, and 5) Courtesy. McShane and Von Glinow [3] define OCB as various forms of cooperation and helping others who support social organization and psychological contexts. The dimensions of OCB are: 1) self-learning (independent learning), 2) social welfare participation, 3) preserving interpersonal harmony at the workplace (maintaining interpersonal harmony in the workplace), and 4) compliance with social existing norms in the society (compliance with social norms that exist in society). Behavior that is manifested on one's own choice with the aim of both organizational and personal interests. John M. Ivancevich [4] explained that OCB as the idea of expecting employees to work extra has become important as service organizations continue to dominate economic growth. OCB indicators are: 1) Altruism, 2) Courtesy, 3) Compliance, 4) Civic Virtue and 5) Sportmanship. Bolino and Turnley [5] identified that organizations are able to produce employee behavior that is not just focused on their duties.

The indicators are: 1) Altruism, 2) Courtesy, 3) Sportmanship, 4) Conscientiousness, and 5) Civic Virtue. Atika and Singh [6] conducted research on OCB and found that OCB behavior has two general characteristics, namely: these actions are not directly regulated (technically not required as part of one's job), and these actions represent specific jobs or the extra that organizations need from their workforce to be successful people. Jennifer M. George [7] describes OCB as a behavior that exceeds the call of duty that is not determined by organizational members, this behavior is important for the survival and effectiveness of the organization. OCB is built from five dimensions, namely: 1) civic virtue, 2) conscientiousness, 3) courtesy, and 4) sportmanship. Kinicki et al. [8] stated that OCB is the behavior of employees who indirectly do work that exceeds the requirements of the organization, namely: 1) building and caring behavior towards the organization, individuals who like to help others, 2) behavior providing suggestions for progress organization, 3) behavior of willing to endure unpleasant circumstances without complaining, and attendance exceeds standards. 4) Behavior, directly or indirectly, doing work that exceeds the requirements set by the organization by raising awareness to care for the organization by helping colleagues, providing advice, and high loyalty characterized by readiness to be willing to endure unpleasant circumstances. Colquitt et al, [9] suggested that OCB is the voluntary behavior of individuals who are not affected by the reward system that contributes to the organization. The indicators are: 1) altruism, 2) courtesy, 3) sportmanship, 4) voice, 5) civic virtue and 6) boosterism.

Based on the theoretical study above, it can be synthesized that OCB is an individual behavior that is manifested on his own will (voluntary), which cumulatively (as a whole) will support the effectiveness of organizational functions, and that behavior, either directly or explicitly, is not regulated by a reward system. formally applicable, which can be measured based on the following indicators: 1) Altruism, 2) Courtesy, 3) Conscientiousness, 4) Sportmanship, and 5) Civic Virtue.

2. Servant Leadership

Dierendonck, [10] Serving leadership is the behavior of leaders who prioritize service, namely service that arises from a person's desire to serve others, which aims to make the individuals served grow (grow), be healthy (health), independent (autonomous). , and have a spirit of service, leadership indicators serve as follows: 1) Empowering and Developing, 2) Humility, 3) Authenticity, 4) Interpersonal-Acceptance, 5) Providing Direction, and 6) Stewardship. Parris, D.I and Peachey, J.W [11] Servant Leadership is to place them / people who are in the lead over the personal interests of the leader. The indicators of serving leadership are as follows: 1) Listening, 2) Empathy, 3) Healing, 4) Awareness, 5) Persuasion, 6) Conceptualization, 7) Foresight, 8) Stewardship, 9) Commitment to the growth of people, and 10) Building Community. According to Focht, A and Ponton, M [12] Serving leadership is initiated from the desire to provide services to individuals (subordinates) and further aspirations develop to direct individuals to certain goals. The indicators of serving leadership

are as follows: 1) Value People, 2) Humility, 3) Listening, 4) Trust, 5) Caring, 6) Integrity, 7) Service, 8) Empowering, 9) Serve other's Needs before Their Own, 10) Collaboration: servant leadership is about pursuing a higher purpose for the good of the whole, and because a leadership by definition collaborative process (between leaders and followers), 11) Love, Unconditional Love. This category includes acceptance, acknowledging, appreciation of other, trust and vulnerability, and 12) Learning: Servant Leaders know that they do not know it all so they are willing to learn from all directions in the organization. This include comfort with ambiguity, intellectual energy and curiosity. Irving, J.A. [13] Servant Leadership is a process where the leader and his followers work together to achieve the organization's vision, 4) Humility, and 5) Trust. Stone, A.G. et al, [14] Serving leadership is a leader who serves and meets the needs of others optimally by developing individual attitudes around him in the hope of having the same attitude to serve well. Serving leadership indicators are as follows: 1) Vision, 2) Honesty, 3) Integrity, 4) Trust, 5) Service, and 6) Style. Spears, L.C [15] Servant Leadership is a leader who prioritizes service, starting with the natural feeling of someone who wants to serve and to put service first. Furthermore, consciously, this choice brings aspirations and encouragement in leading others. Serving leadership indicators are as follows: 1) Listening, 2) Empathy, 3) Healing, 4) Awareness, 5) Persuasion, 6) Conceptualization, 7) Foresight, 8) Stewardship, 9) Commitment to the Growth of People, and 10) Building Community. Sendjaya, S. et.al, [16] Servant Leadership is a leader who puts the needs of others, aspirations, and interests of others over their own. Servant leader has a commitment to serve others. The indicators of serving leadership are as follows: 1) Maintaining Relationships, 2) Be responsible, 3) Morality, 4) Spiritual, and 5) Illustrates effect.. Trompenaars, F and Voerman, Ed. ([17] Servant Leadership is a management style in terms of leading and serving in harmony, and there is interaction with the environment. A servant leader is someone who has a strong desire to serve and lead, and the most important thing is to be able to combine the two as mutually reinforcing things. positively, the indicators of serving leadership are as follows: 1) Altruistic calling, 2) Emotional healing, 3) Wisdom, 4) Persuasive mapping, and 4) Organizational stewardship. Patterson, K. A. [18] Servant leader is a guide in terms of goodness that describes the leader in the form of attitudes, characteristics and behavior. The indicators of serving leadership are as follows: 1) Love, 2) Empowerment, 3) Vision, 4) Humility, 5) Trust), 6) Altruism), and 7) Service. Wong, P.T and Page, D [19] servant leader can be defined as a leader whose main purpose in leading is to serve others by investing in developing the welfare of people who are led to complete tasks and goals for the common good. The indicators of serving leadership are as follows: 1) Integrity, 2) Humility, 3) Servitude), 4) Caring for other, 5) Development of others, 6) Vision (Vision), 7) Setting goals, and 8) Build a team together in making decisions. Coetzer, M.F. et.al, [20] Servant Leadership is leadership that begins with a desire to serve followed by an intention to lead and develop others to ultimately achieve higher goals for the benefit of individuals, organizations and society. The indicators of serving leadership are as follows: 1) Authenticity, 2) Humility, 3) Compassion, 4) Accountability, 5)

Courage, 6) Altruism, 7) Integrity, and 8) Listening. Carter, D and Baghurst, T [21] Servant Leadership is a leadership philosophy, which addresses ethical issues, customer experience, and employee engagement while creating a unique organizational culture, where leaders and followers come together to achieve organizational goals without position or authoritative power. The indicators of serving leadership are as follows: 1) Helping employees in achieving organizational goals, and 2) Developing and growing employees at work. Ljungholm, D.P [22] Servant Leadership is the level at which a leader performs as a role pattern for an individual follower and displays consideration for follower progress and development. Furthermore, Doina Popescu Ljungholm describes the indicators of serving leadership as follows: 1) Encouraging employee goals at work, 2) Influencing employees to realize organizational citizenship behavior, 3) Selfless, and 4) Self-reflective. Stoten, D.W. [23] Servant Leadership is a leader who supports the vision conveyed by his employees. The indicators of serving leadership are as follows: 1) Respect and listen to people, 2) Build a collective community while displaying personal authenticity, and 3) Ability to share and provide appropriate leadership.

From the various theories above, it can be synthesized that serving leadership is a leader behavior that starts from a feeling and commitment to serve consciously, directing individuals, prioritizing the interests of others, aspirations, harmony, and good character to build prosperity and common good. Serving Leadership indicators are as follows: 1) Humility, 2) Compassion, 3) Accountability, 4) Courage, 5) Integrity, and 6) Listening.

3. Creativity

Gibson, J.L, J.M. Ivancevich, J.H. Donnelly, & R. Konopaske [24] creativity is the manifestation of superior ideas in the form of opportunities or business products. The factors that indicate creativity are as follows: 1) self-confidence in finding problem solutions, 2) courage to act, 3) ingenuity in looking for new opportunities or ways, and 4) openness to other people's ideas. Colquitt, J.A., J.A. Lepine, M.J. Wesson, [25] creativity is the use of new ideas in working, solving problems and taking innovative actions. The indicators of creativity are as follows: 1) happy to learn new things, 2) trying to find new opportunities or better ways of working, 3) Confidence in work, and 4) openness to accept new and better ideas. Kreitner, R. and A. Kinicki. [26] creativity is the activity of developing something new or unique. The indicators of creativity are as follows: 1) arising from intrinsic motivation, 2) using the knowledge and competencies they have, and 3) enjoying challenging activities or solving problems. Yubo Hou, Ge Gao, Fei Wang, Tingrui, and Zhilan Yu [27] creativity is the activity of turning original ideas into useful products, services or processes. The indicators of creativity are as follows: 1) develop unique ideas (different from existing ones), 2) create benefits for the environment (organization), and 3) make it happen in verbal form (suggestions), process (method), or finished product. Greenberg, Jerald and Robert A. Baron. [28] Creativity is a process carried out by individuals or groups in producing more useful works or ideas. The indicators of creativity are as follows: 1) conformity of results with abilities, 2) suitability of creativity with abilities, and 3) intrinsic

motivation. Dedi Supriadi [29] creativity is giving birth to something new, both in the form of ideas and real works, which are relatively different from what has been there before. The indicators of creativity are as follows: 1) bring useful and better results, 2) make it easier and more practical, and 3) individuals believe they can overcome difficulties and solve problems. Zimmerer, Thomas W. and Norman Scarborough [30] creativity is to develop new ideas and to find new ways of looking at problems and opportunities. The indicators of creativity are as follows: 1) individuals who are creative, 2) come up with unique or creative ideas, 3) emphasize the encouragement factor both internal and external drives, and 4) produce products by individuals whether something new / original. Haris Ngalimun and Alpha [31] creativity is a process of working hard and continuously little by little to make changes and improvements to the work done. The indicators of creativity are as follows: 1) enjoy observing problems, 2) often make assumptions about deficiencies, 3) assess the results of their assumptions, (d) convey the results of their assumptions.

Based on the description above, it can be synthesized that creativity is the activity of realizing original, new or unique ideas through the use of imagination to overcome difficulties / reduce obstacles in order to produce superior products carried out by individuals. The indicators of creativity are as follows: 1) Opportunities, 2) Learn new things, 3) Openness, 4) Self action, (5) Problem solver, 6) Utility, 7) Unique Idea, 8) Product.

4. Empowerment

Wood at al [32] Empowerment is the development of a "can do" mentality (a positive "can do" mentality) which comes from the belief in one's own ability to be able to work at the job at hand. The indicators are as follows: 1) Authority, 2) Self-Efficacy, 3) Modeling, 4) Competency Building, and 5) Emotional Support. Colquitt, J.A., J.A. Lepine and M.J. Wesson [33] Empowerment is an effort that starts from the belief that a person can contribute in carrying out tasks and jobs in order to achieve organizational goals and personal goals. Empowerment presents a form of intrinsic motivation where the implementation of the work tasks itself basically contains rewards and satisfaction. The indicators are as follows: 1) Self Determination, 2) Meaning, 3) Competency, and 4) Impact. McShane and Glinow [34] Empowerment is an individual psychological condition in which individuals feel more self-determined, feel meaningful, competent and their work results have an impact on the organization. The indicators are as follows: 1) Self Determination 2) Meaning, 3) Competency, and 4) Impact. Richard L Daft [35] Empowerment is the division of power, the delegation of power or authority to subordinates in the organization. The indicators are as follows: 1) Increased Self-Efficacy The belief is able to complete the job), 2) Increased work performance (effectiveness), 3) The freedom to work using one's creativity, and 4) Providing information, knowledge, authority and rewards in carrying out work. Leaders give their subordinates the flexibility to improve their competence and work according to their creativity. Adamson, Dave. [36] Empowerment is the activity of delegating tasks which includes giving trust, authority and control in order to make

effective decisions. With the following indicators: 1) Recognition that members are able to perform better than before, 2) Make members feel trusted so they can do work without being constantly checked, 3) Give members the opportunity to participate in decision making, 4) Provide confidence to members, and 5) Developing an environment that motivates and arouses members' interest. Schermerhorn, Jr. J.R., J.G. Hunt, R.N. Osborn, and M. Uhl-Bien. [37] Empowerment is a process through which a manager helps members obtain and use the power needed to make decisions that affect themselves and their work. It can also be said that empowerment is the delegation of leaders to members to use their power to make decisions for organizational goals. The indicators are as follows: 1) Work that is meaningful to himself and consistent with the values adopted, 2) Competence, ability, 3) Free to choose how to carry out his work, and 4) Its performance has an impact on the organization. Sedarmayanti. [38] Empowerment is an effort / effort to further empower the "power" possessed by humans themselves in order to improve the performance of the organization / company. The indicators are as follows: 1) competency, 2) Authority, and 3) Responsibility. Tjiptono, Fandi. [39] Empowerment is an effort to provide autonomy, trust from superiors to subordinates, and to encourage them to be creative in order to complete their duties as best as possible. Employees are given the discretion to take actions that are deemed appropriate in order to serve customers, including handling their complaints. " With indicators: 1) Responsibility according to expertise, 2) flexibility in completing tasks, 3) authority in decision making, 4) Creativity and innovation in responding to change, and 5) open communication between employees and leaders. Kadarisman, M. [40] Empowerment is an effort to provide autonomy, trust from superiors to subordinates, and to encourage them to be creative in order to complete their duties as best as possible. The indicators are as follows: 1) Desire, 2) Trust, 3) Confident, 4) Credibility, 5) Accountability, and 6) Communication. Khan, S. [41] Empowerment is an ongoing interpersonal relationship that fosters mutual trust between employees and leaders. The indicators are as follows: 1) Giving responsibility according to expertise, 2) flexibility in completing tasks, 3) Authority in decision making, 4) Creativity and innovation in responding to change, and 5) Open communication between employees and leaders. Suryana [42] Empowerment is a process of forming a good environment and structure so that someone can contribute fully through their best skills. The indicators are as follows: 1) Desire, 2) Trust, 3) Confident, 4) Credibility, 5) Accountability, and 6) Communication

Based on various previous explanations, it can be synthesized that empowerment is the development of a mentality of being able to work through the delegation of decision-making authority so that individuals feel more self-determined, feel meaningful, competent and that their work results have an impact on the organization. Empowerment indicators are as follows: 1) Authority, 2) Modeling, 3) Competency Building, 4) Organizational Support 5) Self Efficacy 6) Self Determination, 7) Meaning and 8) Impact.

Methods

As described above, this study aims to find ways to improve teacher OCB through research on the strength of the relationship between OCB as the dependent variable and personality, interpersonal communication, and organizational justice as independent variables. The research method used is a survey method with a correlational statistical approach to test statistical hypotheses and the SITOREM method for indicator analysis in order to determine the optimal solution in improving teacher OCB. The research constellation of the variables studied and the indicators are as follows:

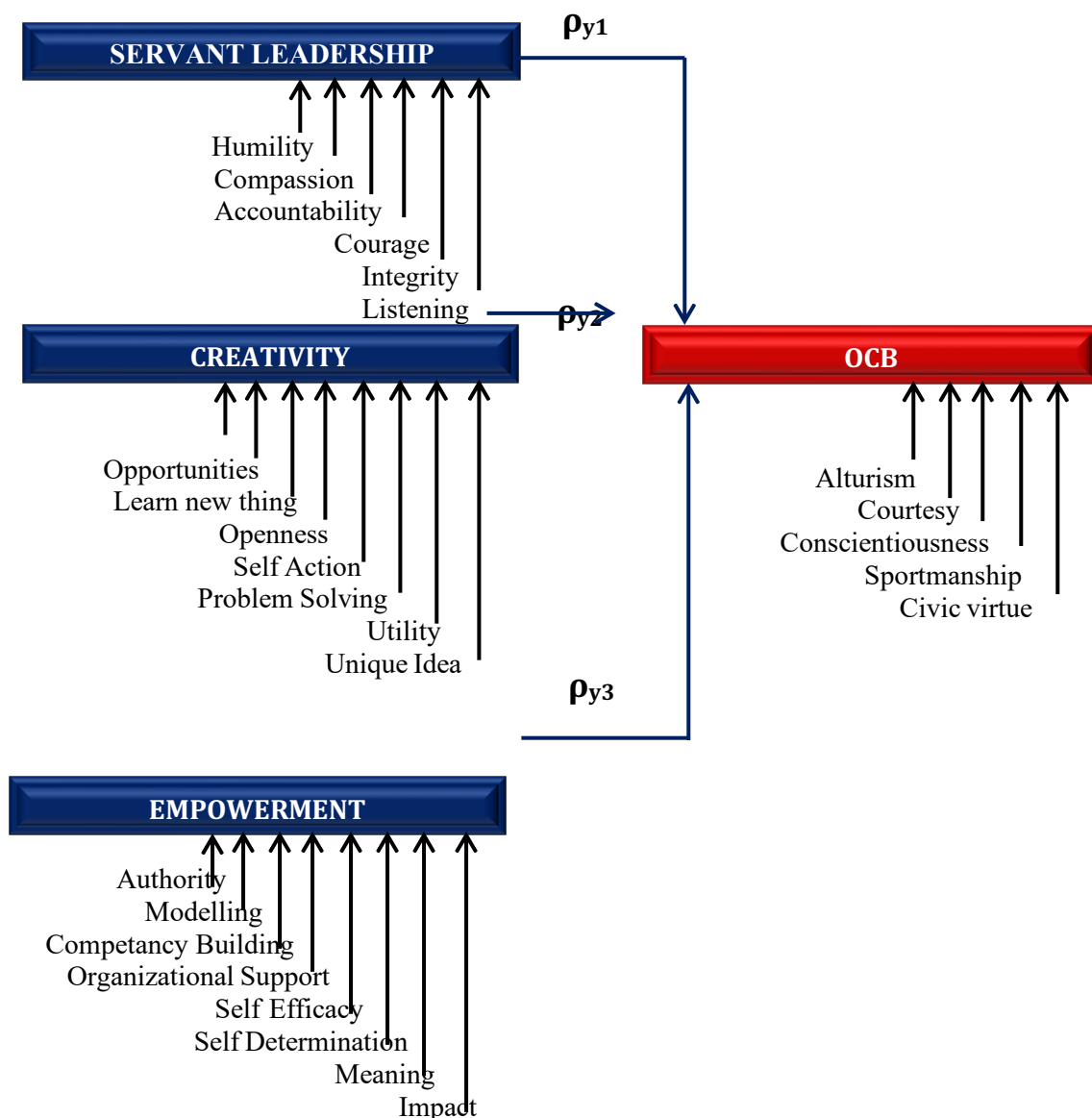


Figure 1. The constellation of the relationship between the variables and indicators studied

The research was conducted on teachers of SMK PGRI in Bogor Regency with a total teacher population of 289 people, with a sample of 168 teachers calculated using the Slovin formula taken from Umar [43]. Collecting data in this study using a research instrument in the form of a questionnaire distributed to teachers as research respondents. The items of the research instrument are derived from the research indicators that the situation will be explored. Before being distributed to respondents, the research instrument was first tested to determine its validity and reliability [44]. The validity test was carried out using the Pearson Product Moment technique, while the reliability test used the calculation using the Alpha Cronbach formula. After the data is collected, the homogeneity test, normality test, linearity test, simple correlation analysis, determination coefficient analysis, partial correlation analysis, and statistical hypothesis test are carried out.

Furthermore, an indicator analysis was carried out using the SITOREM method from Hardhienata [45] to determine the priority order of indicator improvements as recommendations to related parties which were the results of this study. In determining the priority order for handling indicators, SITOREM uses three criteria, namely (1) the strength of the relationship between variables obtained from the hypothesis testing, (2) the priority order of handling the indicators of the assessment results from the expert, and (3) the indicator value obtained from the calculation of the data used. obtained from the answers of research respondents.

Results and Discussion

1. Relationship between Serving Leadership and OCB

The results of data processing through statistical hypothesis testing show that there is a very significant positive relationship between serving leadership and OCB, with a correlation coefficient of 0.512 and a coefficient of determination of 0.262. This means that the higher the serving leadership, the higher the OCB. The implication is that if OCB is to be improved, it is necessary to strengthen serving leadership.

Experiential assessment related to the priority of serving leadership variable indicators by considering the factors of cost, benefit, importance, and urgency produces the following priority order of handling: 1st Listening and 2nd Courage, while the indicators that are in good condition so that it remains to be maintained or developed are 1) Humility, 2) Integrity, and 3) Accountability.

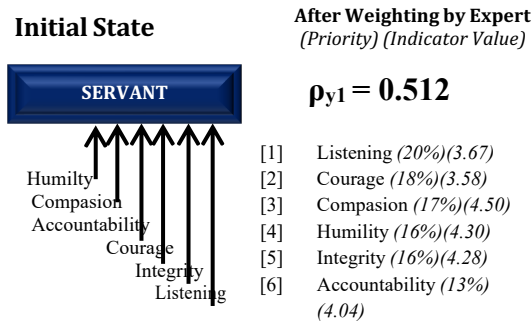


Figure 2. The results of weighting the indicators and the value of the serving leadership indicators

2. The relationship between Creativity and OCB

The results of data processing through statistical hypothesis testing show that there is a very significant positive relationship between creativity and OCB, with a correlation coefficient of 0.438 and a coefficient of determination of 0.191. This means that the higher the creativity, the higher the OCB. The implication is that if OCB is to be improved, it is necessary to strengthen creativity. Experimental assessment related to the priority of personality variable indicators by taking into account the factors of cost, benefit, importance, and urgency produces a priority order of handling as follows: 1st Problem Solving, 2nd Utility, and 3rd Opportunities, while the indicators that are in good condition so that it remains to be maintained or developed is 1) Self Action, 2) Openness, 3) Unique Idea, 4) Product, and 5) Learn New Thing.

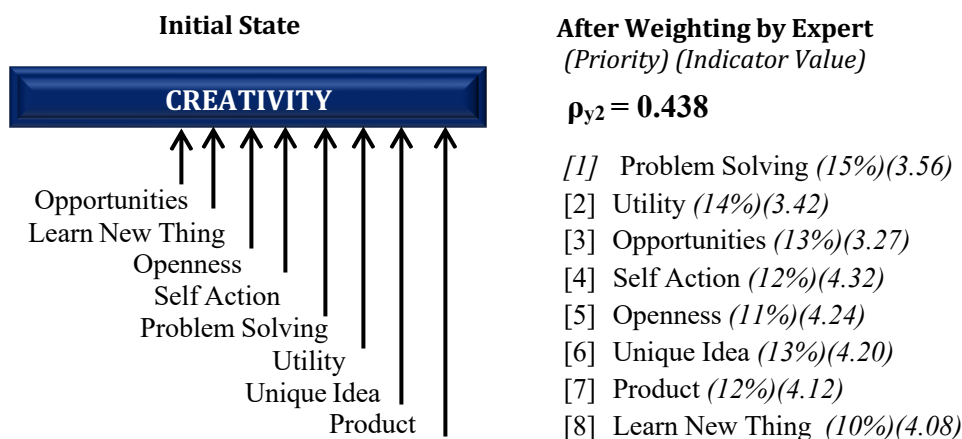


Figure 3. The results of the weighted indicators and creativity indicator values

3. The relationship between empowerment and OCB

The results of data processing through statistical hypothesis testing show that there is a very significant positive relationship between empowerment and OCB, with a correlation coefficient of 0.502 and a coefficient of determination of 0.252. This means that the higher the

empowerment, the higher the OCB. The implication is that if OCB is to be improved, it is necessary to strengthen empowerment.

Experimental assessment related to the priority of the empowerment variable indicator by considering the factors of cost, benefit, importance, and urgency produces the following priority order of handling: 1st Authority, 2nd Organizational Support and 3rd Modeling, while the indicators that are in good condition so that they stay maintained or developed are 1) Self Efficacy, 2) Impact, 3) Meaning, 4) Self Determination, and 5) Competency Building.

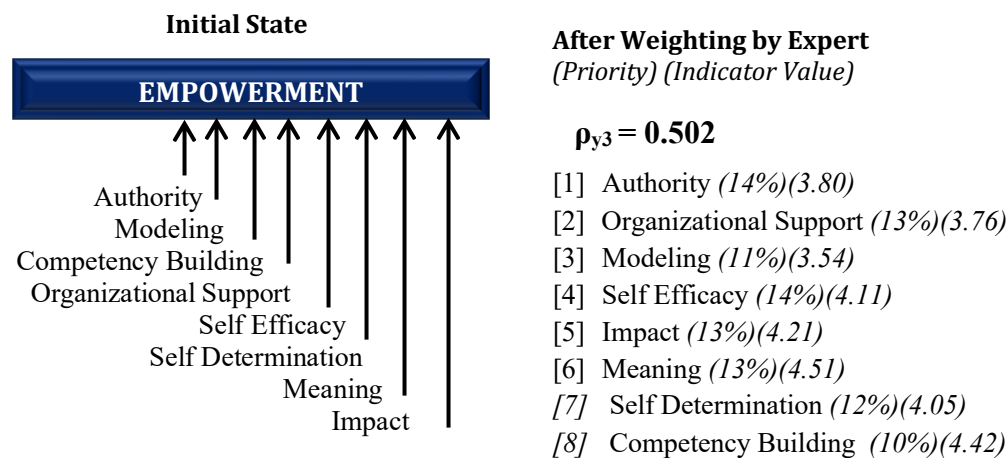


Figure 4. The results of the weighting of the indicators and the value of the empowerment indicators

4. The optimal solution for increasing teacher OCB

Based on the results of statistical hypothesis testing, priority setting of indicators, and calculation of indicator values described above, a recapitulation of research results can be made which is the optimal solution in strengthening teacher OCB as shown in table 1 below:

Conclusions

There is a positive relationship between serving leadership and teacher OCB with a correlation coefficient of 0.512 so that strengthening serving leadership can increase teacher OCB. There is a positive relationship between creativity and teacher OCB with a correlation coefficient of 0.438 so that strengthening creativity can increase teacher OCB. There is a positive relationship between empowerment and teacher OCB with a correlation coefficient of 0.502 so that strengthening empowerment can increase teacher OCB.

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