

## **The Influence of Servant Leadership and Its Impact on Organizational Citizenship Behavior (OCB) Lecturers at the Lombok Business Academy**

**Muhammad Azim<sup>1</sup>, Moh. Salman Alfarisi<sup>2</sup>, I Putu Buda Yasa<sup>3</sup>, Aprilla Sintia Uli<sup>4</sup>, Ni Kadek Wahyuni Merta Sari<sup>5</sup>**

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### **Abstract**

*This study aims to examine the influence of servant leadership on the Organizational Citizenship Behavior (OCB) of lecturers at the Lombok Business Academy. Servant leadership is considered an important leadership style in higher education because it emphasizes service, empathy, empowerment, support, and the development of subordinates. Meanwhile, OCB refers to voluntary behavior beyond formal duties that contributes to organizational effectiveness. This research employed a quantitative approach with a causal associative design. The population consisted of all active lecturers at the Lombok Business Academy, and the sampling technique used was saturated sampling. Data were collected through questionnaires using a Likert scale, supported by observation and documentation. The data were analyzed using SPSS through validity testing, reliability testing, classical assumption testing, simple linear regression analysis, t-test, and coefficient of determination. The results indicate that servant leadership has a positive and significant effect on lecturers' Organizational Citizenship Behavior. The regression coefficient shows that an increase in servant leadership is followed by an increase in lecturers' OCB. Therefore, the implementation of servant leadership should be continuously strengthened to create a supportive, harmonious, and productive academic work environment at the Lombok Business Academy.*

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### **Corresponding Author:**

Muhammad Azim

Akademi Bisnis Lombok

Email: [muhammadazim@bisnislombok.ac.id](mailto:muhammadazim@bisnislombok.ac.id)

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## **1. INTRODUCTION**

### **Background**

Higher education plays a strategic role in improving the quality of human resources capable of competing in the era of globalization. Universities are required not only to produce competent graduates but also to create a conducive work environment for lecturers as the main teaching staff. In the face of increasingly fierce competition between universities, the success of educational institutions is greatly influenced by the quality of leadership and the organizational behavior of its human resources. One leadership approach considered relevant in the world of education is servant leadership, or service-oriented leadership. According to Robert K. Greenleaf (1977), servant leadership is a leadership style that places service to others as a top priority before personal or organizational interests. This leadership emphasizes the values of empathy, empowerment, concern for subordinates, and individual development within the organization. In the context of higher education, servant leadership is important to implement so that lecturers feel valued, supported, and motivated to make the best contribution to the institution.

The application of servant leadership in educational settings is believed to be able to increase positive employee behavior, one of which is Organizational Citizenship Behavior (OCB). OCB is an individual's voluntary behavior carried out outside of formal duties, but contributes to organizational effectiveness. According to Dennis Organ (1988), OCB includes behaviors such as helping colleagues, maintaining harmonious relationships, demonstrating organizational loyalty, and being willing to undertake additional work without expecting direct rewards. In a higher education environment, lecturers' OCB behavior is essential to support the implementation of the Tri Dharma of Higher Education, increase collaboration between lecturers, and create a productive academic culture. Lecturers with high OCB tend to actively assist in institutional activities, support colleagues, and participate in various academic and non-academic activities voluntarily.

However, the phenomenon that occurs in several private universities shows that lecturers' OCB behavior is not fully optimal. Lecturers are still found to be less active in institutional activities outside of teaching duties, with low participation in campus development activities, and minimal initiative to help colleagues. This condition can be influenced by various factors, one of which is the leadership style of institutional leaders. Leadership that provides little attention, support, and appreciation to lecturers can lead to low motivation and attachment to the organization. Conversely, leaders who implement servant leadership are believed to be able to build good interpersonal relationships, thereby increasing loyalty and extra-role behavior of lecturers. Research conducted by Dirk van Dierendonck (2011) explains that servant leadership has a positive influence on employee work behavior, including Organizational Citizenship Behavior.

As a private university in Lombok, the Lombok Business Academy requires lecturers with commitment, loyalty, and work behaviors that support the institution's progress. To improve the quality of educational services, leadership that can provide role models, support, and empower lecturers is required. The implementation of servant leadership is expected to create a harmonious work environment that encourages the emergence of lecturers' OCB behavior. Lecturers with high OCB will be more willing to assist in academic activities, support institutional programs, and maintain a positive image of the university. Therefore, it is important to determine the extent of the influence of servant leadership on lecturers' Organizational Citizenship Behavior at the Lombok Business Academy.

Based on this description, research on the influence of servant leadership and its impact on the Organizational Citizenship Behavior (OCB) of lecturers at the Lombok Business Academy is important to conduct. This research is expected to provide theoretical contributions to the development of human resource management science, particularly regarding servant leadership and OCB in the higher education sector. Furthermore, the research results are expected to provide evaluation material and input for the leadership of the Lombok Business Academy in implementing an effective leadership style to improve positive lecturer behavior and support the achievement of organizational goals in a sustainable manner.

Vocational higher education institutions are currently required to improve the quality of academic services, governance, and competitiveness by enhancing lecturer performance and organizational effectiveness. In the context of the Lombok Business Academy, the implementation of the Independent Learning and Independent Campus (MBKM) curriculum is crucial. Institutional success is determined not only by the academic abilities of lecturers but also by their extra-role behavior. One example is organizational citizenship behavior (OCB), voluntary behavior that goes beyond formal duties and contributes to

organizational effectiveness (Organ, n.d.). Lecturer OCB is crucial for improving the quality of academic services, collaborative work, and a positive organizational culture.

One factor believed to be able to increase OCB is servant leadership, namely a leadership style that is oriented towards service, empathy, moral support, individual development, and empowerment of organizational members (Eva, N., Robin, M., Sendjaya, S., van Dierendonck, D., & Liden, n.d.). Research shows that servant leadership can increase organizational commitment, job satisfaction, and employee proponent behavior, including OCB (Liden, R. C., Wayne, S. J., Zhao, H., & Henderson, n.d.). In the context of the Lombok business academy, improving institutional performance is highly dependent on the synergy between leaders and lecturers. Challenges such as workload dynamics, human resource development and accreditation demands require a leadership model that is able to motivate lecturers to behave more actively and cooperatively. However, so far there has not been much research examining the relationship between servant leadership and OCB of lecturers in small vocational institutions in Indonesia. Therefore, this study is relevant to fill the research gap and provide applicable managerial recommendations.

### **Problem Formulation**

Based on the description above, the problem is formulated to limit or bias, as follows:

1. How does servant leadership influence the organizational characteristics behavior (OCB) of lecturers at the Lombok Business Academy?
2. What factors in servant leadership are most dominant in influencing the emergence of OCB in lecturers?
3. To what extent does lecturer OCB contribute to the effectiveness of institutional performance?

### **State of the Art and New**

Research on Servant leadership and organizational citizenship behavior (OCB) has been widely conducted, but most of them focus on the context of corporations, public schools, or government agencies. Studies such as (Eva, N., Robin, M., Sendjaya, S., van Dierendonck, D., & Liden, n.d.) & (Liden, R. C., Wayne, S. J., Zhao, H., & Henderson, n.d.) emphasize that Servant leadership increases employee proponent behavior and commitment. However, research in the vocational college environment, especially at the Lombok Business Academy, is still very limited; this opens up space for novelty from this research, especially in capturing the dynamics of service leadership in small-sized institutions.

The strength of this research's problem-solving approach lies in the use of an evidence-based approach with internationally validated servant leadership and OCB measurement instruments adapted to the local context. Its novelty lies in the development of a participatory humanist leadership recommendation model tailored to the characteristics of vacancy lecturers, so that the results are not only theoretical but also applicable and can be directly implemented by institutional leaders.

STATE OF THE ART DAN KEBARUAN

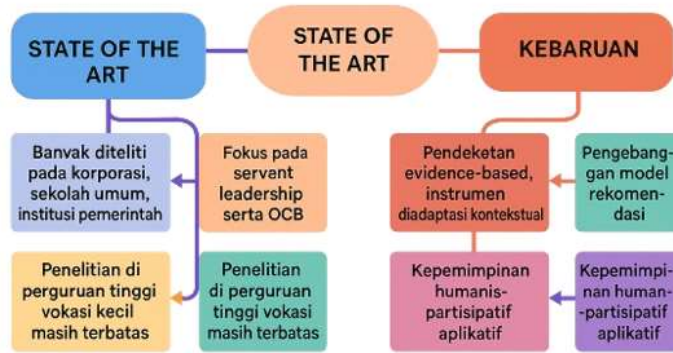


Figure 1. State Of The Art

Research Roadmap

Peta Jalan Penelitian



Figure 2. Research Roadmap

Research Design

This research used an exploratory quantitative approach, supported by limited qualitative data to strengthen the interpretation of the results. All stages of the research were systematically designed through process flows, outputs, achievement indicators, and responsibilities for each core activity.

The subjects of this study were permanent lecturers at the Lombok Business Academy who are actively involved in the university's Trisdharma (Three Pillars of Higher Education) activities and supporting institutional activities. Lecturers were selected as subjects because they are key components in the success of academic organizations, and their leadership behavior and OCB have a direct impact on institutional performance.

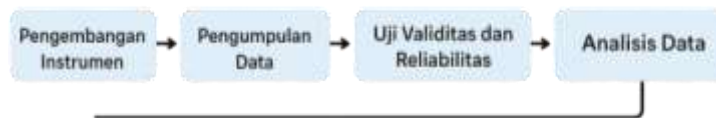


Figure 3. Exploratory quantitative research design

2. RESEARCH METHODS

1. Types and Approaches of Research

This study uses a quantitative approach with a causal associative approach. The quantitative approach was used because the study aims to objectively measure the relationship and influence between servant leadership variables and lecturers'

Organizational Citizenship Behavior (OCB) through numerical data. According to Sugiyono (2019), quantitative research is a research method based on the philosophy of positivism to examine specific populations or samples with the aim of testing predetermined hypotheses. Causal associative research is used to determine the effect of independent variables on dependent variables.

## 2. Location and Time of Research

This research was conducted at the Lombok Business Academy in Lombok. The location was selected based on the relevance of the research problem to the implementation of servant leadership and organizational citizenship behavior (OCB) among lecturers. The research lasted approximately three months, from proposal development and data collection to data processing and analysis.

## 3. Population and Sample

The population in this study was all lecturers actively teaching at the Lombok Business Academy. According to Suharsimi Arikunto (2018), a population is all research subjects who share certain characteristics. If the population is less than 100 people, then the entire population can be used as a research sample (saturation sampling or census). Therefore, this study used a saturation sampling technique, namely, all lecturers at the Lombok Business Academy were used as research respondents.

## 4. Research Variables

This research consists of two main variables, namely:

1. Independent Variable (X): Servant Leadership  
Servant leadership is a leadership style that is oriented towards service, attention, empowerment, and development of subordinates.
2. Dependent Variable (Y): Organizational Citizenship Behavior (OCB)  
OCB is an individual's voluntary behavior outside of formal duties that supports organizational effectiveness.

## 5. Operational Definition of Variables

### a. Servant Leadership (X)

Servant leadership is a leadership style that prioritizes service to subordinates by providing attention, support, empathy, and empowerment within the organization.

Indicator servant leadership according Dirk van Dierendonck (2011):

- *Empowering*
- *Humility*
- *Authenticity*
- *Interpersonal Acceptance*
- *Providing Direction (Providing direction)*
- *Stewardship (Service responsibility)*

### b. Organizational Citizenship Behavior (OCB) (Y)

OCB is a voluntary behavior that individuals undertake outside of formal responsibilities to contribute to organizational effectiveness.

OCB indicators according to Dennis Organ (1988):

- *Altruism (Helping coworkers)*
- *Conscientiousness (Conscientiousness of working beyond standards)*
- *Sportsmanship (Attitude of tolerance)*
- *Courtesy (Maintaining good relations)*
- *Civic Virtue (Participation in organizations)*

## 6. Data Collection Techniques

The data collection techniques in this study were:

1. Questionnaire

A questionnaire was used to obtain primary data from respondents regarding lecturers' servant leadership and OCB. The measurement scale used was a Likert scale with five alternative answers:

- Strongly Agree (SS) = 5
- Agree (S) = 4
- Neutral (N) = 3
- Disagree (TS) = 2
- Strongly Disagree (STS) = 1

2. Observation

Observations were conducted to observe the working environment conditions and activities of lecturers at the Lombok Business Academy.

3. Documentation

Documentation is used to obtain data related to the number of lecturers, organizational structure, and institutional profile.

**7. Data Analysis Techniques**

The research data was analyzed using statistical analysis with the help of the SPSS application. The data analysis stages include:

1. Research Instrument Testing

- Validity Test
- Reliability Test

2. Classical Assumption Test

- Normality Test
- Multicollinearity Test
- Heteroscedasticity Test

3. Simple Linear Regression Analysis

The regression equation used:

**Table 2.**Linear Regression Analysis



Information:

- Y = Organizational Citizenship Behavior (OCB)
- X = Servant Leadership
- a = Constant
- b = Regression coefficient
- e = Error

4. Hypothesis Testing

- The t-test was used to determine the partial influence of servant leadership on lecturers' OCB.
- The coefficient of determination ( $R^2$ ) is used to determine the extent of servant leadership's contribution to lecturers' OCB.

**8. Research Hypothesis**

The hypothesis in this study is:

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H<sub>1</sub>: Servant Leadership has a positive and significant influence on the Organizational Citizenship Behavior (OCB) of lecturers at the Lombok Business Academy.

H<sub>0</sub>: Servant Leadership does not have a positive and significant effect on the Organizational Citizenship Behavior (OCB) of lecturers at the Lombok Business Academy.

### **3. RESEARCH RESULTS AND DISCUSSION**

#### **A. General Description of Research Object**

Lombok Business Academy is a private university in Lombok that focuses on developing education in business, management, and entrepreneurship. In carrying out academic activities, lecturers play a crucial role in supporting the implementation of the Tri Dharma of Higher Education. Therefore, a leadership style that creates a conducive work environment is needed so that lecturers can demonstrate positive work behaviors, including Organizational Citizenship Behavior (OCB).

This research was conducted on all active lecturers at the Lombok Business Academy, using a questionnaire as the primary data collection instrument. The variables studied consisted of Servant Leadership as the independent variable and Organizational Citizenship Behavior (OCB) as the dependent variable.

#### **B. Research Results**

##### **1. Respondent Characteristics**

Based on the research results, the characteristics of respondents can be explained as follows:

###### **a. Characteristics Based on Gender**

The majority of respondents were male lecturers, while the remainder were female lecturers. This indicates that the teaching staff at the Lombok Business Academy consists of lecturers with diverse gender backgrounds.

###### **b. Characteristics Based on Age**

The majority of lecturers are in the productive age range, between 25 and 40. This indicates that lecturers have a strong work ethic and the ability to adapt to developments in higher education.

###### **c. Characteristics Based on Length of Teaching**

Most respondents have had more than 3 years of teaching experience and are therefore considered to understand the organizational culture and leadership patterns applied in the institution.

##### **2. Results of Research Instrument Testing**

###### **a. Validity Test**

The results of the validity test show that all statement items in the Servant Leadership and Organizational Citizenship Behavior (OCB) variables have a correlation value greater than the *r* table value, so that all items are declared valid and suitable for use in research.

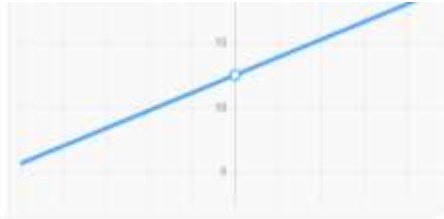
###### **b. Reliability Test**

The results of the reliability test show that the Cronbach Alpha value for each variable is greater than 0.60, so that the research instrument is declared reliable or consistent in measuring the research variables.

### 3. Results of Simple Linear Regression Analysis

Based on the results of the simple linear regression analysis, the following regression equation was obtained:

$$Y = 12.543 + 0.685X$$



The equation shows that:

- The constant value of 12.543 means that if servant leadership does not change, the lecturer's Organizational Citizenship Behavior (OCB) value will be 12.543.
- The servant leadership regression coefficient of 0.685 indicates that every one-unit increase in servant leadership will increase lecturers' Organizational Citizenship Behavior (OCB) by 0.685 units.

### 4. t-Test Results

The results of the hypothesis testing show that the calculated t value is greater than the t table with a significance level of less than 0.05. Thus, the research hypothesis is accepted, which means that servant leadership has a positive and significant effect on the Organizational Citizenship Behavior (OCB) of lecturers at the Lombok Business Academy.

### 5. Results of the Coefficient of Determination (R<sup>2</sup>)

The coefficient of determination results indicate that servant leadership contributes to improving lecturers' Organizational Citizenship Behavior (OCB). The remaining influence is attributed to factors outside the research, such as work motivation, job satisfaction, organizational culture, and organizational commitment

## 4.DISCUSSION

The results of the study indicate that servant leadership has a positive and significant influence on the Organizational Citizenship Behavior (OCB) of lecturers at the Lombok Business Academy. This indicates that the better the implementation of servant leadership by institutional leaders, the higher the lecturers' OCB behavior. Service-oriented leadership can create harmonious working relationships, increase lecturers' trust in their leaders, and foster loyalty to the organization.

The implementation of servant leadership is evident in the leadership's support, attention, direction, and opportunities for lecturers to develop. This creates a sense of appreciation for lecturers, fostering a desire to contribute more to the institution. Examples of Organizational Citizenship Behavior (OCB) include lecturers' willingness to help colleagues, being active in campus activities, maintaining good relationships with other lecturers, and participating in institutional development without expecting additional compensation.

The results of this study align with the theory proposed by Robert K. Greenleaf, which states that servant leadership prioritizes service to subordinates, thereby increasing the motivation and positive behavior of organizational members. Furthermore, these results also support Dirk van Dierendonck's (2011) research, which states that servant leadership influences the improvement of Organizational Citizenship Behavior (OCB).

In the context of higher education, lecturers' Organizational Citizenship Behavior (OCB) is crucial because it supports the effective implementation of the Tri Dharma of

Higher Education. Lecturers with high OCB will be more active in supporting academic and non-academic activities, assisting in institutional development, and maintaining a positive campus image. Therefore, the leadership of the Lombok Business Academy needs to maintain and enhance the implementation of servant leadership to create a productive and harmonious work environment.

Based on the research results, it can be concluded that servant leadership is a crucial factor in improving lecturers' Organizational Citizenship Behavior (OCB). The higher the quality of servant leadership, the higher the lecturers' voluntary behavior in supporting organizational progress. Therefore, the implementation of servant leadership needs to be continuously developed as a strategy to improve the quality of human resources at the Lombok Business Academy.

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