



A Systematic Literature Review: The Servant Leadership Supervision Model in Enhancing Teachers' Organizational Citizenship Behavior in Indonesia

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ABSTRAK

Dalam konteks pendidikan, Perilaku Kewargaan Organisasi (OCB) pendidik memiliki dampak yang signifikan terhadap kualitas pengajaran, iklim sekolah, dan prestasi siswa. Namun, penelitian tentang bagaimana supervisi dengan pendekatan kepemimpinan pelayanan dapat meningkatkan OCB pendidik di Indonesia masih terbatas. Tujuan dari penelitian ini adalah untuk menemukan model supervisi yang efektif berdasarkan tipe kepemimpinan pelayanan untuk meningkatkan Organizational Citizenship Behavior (OCB) di kalangan guru di Indonesia, khususnya di tingkat sekolah menengah pertama. Penelitian ini menggunakan metode Systematic Literature Review (SLR). Subjek yang dilibatkan dalam penelitian ini adalah publikasi ilmiah yang relevan, baik dalam bahasa Indonesia maupun bahasa Inggris, yang berfokus pada konteks institusi pendidikan di Indonesia. Pencarian literatur dilakukan melalui database akademik seperti Google Scholar dan Crossref pada aplikasi Publish or Perish. Kriteria inklusi dan eksklusi ditetapkan untuk memilih studi yang paling relevan dengan topik penelitian. Data dari penelitian yang terpilih dianalisis secara sistematis untuk mengidentifikasi kategori model supervisi yang efektif dalam meningkatkan OCB guru di Indonesia. Hasil penelitian ini menunjukkan bahwa terdapat beberapa kategori model supervisi berdasarkan tipe kepemimpinan pelayanan yang efektif dalam meningkatkan OCB guru di Indonesia, yaitu; (1) Supervisi: Pengakuan dan Penghargaan sebagai bagian dari pengawasan kinerja, (2) Pengembangan Individu: Pengembangan Pegawai sebagai fokus utama dalam memperkuat OCB, (3) Komunikasi: Empati dan Keterlibatan dalam komunikasi yang efektif antara pimpinan dan guru, (4) Manajemen Konflik: Service Leadership sebagai mediasi dalam menangani konflik dan memfasilitasi penyelesaian yang harmonis.

ABSTRACT

In the context of education, the Organizational Citizenship Behavior (OCB) of educators has a significant impact on teaching quality, school climate, and student achievement. However, research on how supervision with a service leadership approach can improve educators' OCB in Indonesia is limited. The purpose of this study is to find an effective supervision model based on service leadership type to improve Organizational Citizenship Behavior (OCB) among teachers in Indonesia, especially at the junior high school level. This research used the Systematic Literature Review (SLR) method. The subjects involved in this study were relevant scientific publications, both in Indonesian and English, that focused on the context of educational institutions in Indonesia. The literature search was conducted through academic databases such as Google Scholar and Crossref on the Publish or Perish application. Inclusion and exclusion criteria were set to select studies that were most relevant to the research topic. Data from the selected studies were systematically analyzed to identify categories of supervision models that are effective in improving teachers' OCB in Indonesia. The results of this study show that there are several categories of supervision models based on service leadership types that are effective in improving teacher OCB in Indonesia, namely: (1) Supervision: Recognition and Reward as part of performance supervision, (2) Individual Development: Employee Development as the main focus in strengthening OCB, (3) Communication: Empathy and Engagement in effective communication between leaders and teachers, (4) Conflict Management: Service Leadership as mediation in handling conflict and facilitating harmonious resolution.

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1. INTRODUCTION

The role of teachers in Indonesia is undeniably critical in achieving national education goals, as they are not merely knowledge facilitators but also key agents in shaping students' character and overall school culture (Fatmawati, 2021; Hermawan, Setyaningsih, et al., 2022). Teachers are expected to function as role models, mentors, and leaders who contribute to the holistic development of their students. However, the multifaceted demands placed on educators present significant challenges, including the need to meet academic performance targets, manage classroom discipline, and navigate continuous curriculum changes alongside administrative responsibilities (Santoso et al., 2020; Suhandi & Robi'ah, 2022). These complex demands highlight the necessity of effective leadership and supervision models that not only enhance teachers' professional competencies but also foster a supportive and collaborative working environment. One of the essential aspects of a supportive leadership approach is Organizational Citizenship Behavior (OCB), which refers to voluntary and extra-role behaviors that contribute to the overall effectiveness of an organization (Atun et al., 2024; Hamid et al., 2022). In the educational context, teachers who exhibit high OCB demonstrate a strong sense of responsibility, collegial support, and commitment beyond their contractual obligations, which ultimately leads to improved school performance and student outcomes. The role of supervision in fostering such behavior is pivotal, as effective leadership can cultivate a positive school culture that encourages teachers to go beyond their prescribed duties (Makruf et al., 2021; Widodo & Ali Yusuf, 2021). Among various leadership models, servant leadership has been recognized as particularly relevant in the educational setting due to its emphasis on ethical leadership, empathy, and the development of individuals within an organization (Hidayah, 2023; Shofiyuddin et al., 2021).

Despite the growing interest in servant leadership and its impact on various organizational contexts, a significant research gap persists in its application to educational supervision, particularly in Indonesia (Fatmawati, 2021; Kumar & Hamid, 2021). A preliminary search on Google Scholar indicates that limited studies have specifically examined how the servant leadership supervision model can enhance teachers' OCB. While numerous studies have explored the relationship between leadership styles, supervision, and teacher performance, there is a scarcity of research that integrates these aspects into a context-specific supervision model tailored to the Indonesian educational system (Alwi et al., 2021; Kartini et al., 2020). This gap is a research urgency related to the need for further scientific investigation to provide empirical evidence supporting the effectiveness of servant leadership supervision in encouraging teacher OCB.

To address this gap, this study proposes a Systematic Literature Review (SLR) to comprehensively analyze existing research on servant leadership, supervisory functions, and teachers' OCB within the Indonesian educational context. The SLR methodology is particularly suitable for this purpose, as it allows for a structured and rigorous synthesis of findings from multiple sources, ensuring a holistic understanding of the topic (Boli et al., 2023; Suharyat et al., 2023). By systematically reviewing relevant studies, this research seeks to identify key themes, theoretical frameworks, and practical implications that can inform the development of an effective supervision model grounded in servant leadership principles (Anshori et al., 2023; Herawaty P et al., 2019). The significance of this study extends beyond theoretical contributions, as it has the potential to inform educational policies and supervisory practices that directly impact teacher performance and well-being. A well-structured supervision model based on servant leadership can offer practical guidelines for school administrators and policymakers seeking to enhance teacher engagement, job satisfaction, and overall school effectiveness (Afriza et al., 2022; D. Hidayat et al., 2020). Furthermore, by emphasizing values such as empathy, empowerment, and shared leadership, the proposed model aligns with broader educational reforms that advocate for human-centered leadership approaches in schools.

Moreover, a comprehensive SLR enables the identification of emerging trends and best practices in servant leadership supervision, facilitating a deeper understanding of how these practices can be adapted to the unique challenges faced by Indonesian teachers (R. Hidayat & Patras, 2022; Sawan et al., 2020). Given the diverse socio-cultural landscape of Indonesia's education system, contextualized research is necessary to ensure that supervisory strategies are aligned with local values, institutional structures, and policy frameworks. By addressing these contextual nuances, this study aims to provide actionable insights that can be directly applied to improve supervision effectiveness and promote a positive school environment (Triningsih et al., 2023; Wicaksono & Lutfi, 2022). Additionally, the findings from this SLR can contribute to future empirical research by laying a strong theoretical foundation for subsequent quantitative or qualitative studies on servant leadership supervision in education (Hamid et al., 2022; Makruf et al., 2021). The synthesis of existing literature will help identify methodological gaps, propose new research directions, and refine conceptual models that can be tested in real-world school settings. This, in turn, will enhance the generalizability and applicability of servant leadership supervision models in diverse educational contexts beyond Indonesia.

This study is supported by previous research, which found that servant leadership significantly increases teacher OCB, with organizational support and well-being as additional supporting factors (Hermawan, Sunaryo, et al., 2022; Hidayah, 2023). Other research also shows that servant leadership has a positive impact on OCB, with perceived organizational support as a moderator, although trust in a leader does not mediate the relationship (Makruf et al., 2021; Qurtubi, 2022). The novelty value offered by this research lies in the integration of a servant leadership-based supervision model in the Indonesian educational context, which has not been widely explored in previous literature. This approach offers a new perspective on enhancing teachers' OCB through service-oriented supervision and empowerment.

In conclusion, this study seeks to bridge the existing research gap by conducting a systematic and comprehensive review of servant leadership supervision in relation to teachers' OCB in Indonesia (Boli et al., 2023; Ram et al., 2024). By synthesizing current knowledge, identifying key themes, and highlighting areas for future research, this study aims to examine in depth the servant leadership-based supervision model in an effort to improve organizational citizenship behavior (OCB) among teachers in Indonesia and contribute both academically and practically to the field of educational leadership and supervision. Ultimately, the insights generated from this research have the potential to inform policy recommendations, supervisory strategies, and leadership training programs that can enhance teacher well-being, foster professional growth, and improve overall educational outcomes in Indonesia.

2. METHODS

This study used a qualitative approach using the Systematic Literature Review (SLR) method. The subjects involved in this study were relevant scientific publications, both in Indonesian and English, that focused on the context of educational institutions in Indonesia. The inclusion criteria for selecting the studies to be reviewed were as follows: (1) studies should investigate topics related to supervision, servant leadership, and/or teachers' Organizational Citizenship Behavior (OCB); (2) studies should be written in English or Indonesian; and (3) studies should focus on educational institutions in Indonesia. Exclusion criteria included studies that were not relevant to the research topic, studies that could not be accessed in full, and studies that did not fit the Indonesian educational context. Data collection methods were conducted using three main sources: Google Scholar and Crossref through the Publish or Perish application. The search was conducted using relevant keywords such as 'supervision', 'servant leadership', 'organizational citizenship behaviour', 'teachers', and 'Indonesia'.

Data analysis was conducted systematically by evaluating the methodological quality of each study reviewed. This assessment considered several aspects, including research design, sampling techniques, data collection instruments, and data analysis methods. Additionally, the data interpretation process was carried out by systematically analyzing the findings of each study and synthesizing them into a conceptual framework that provides a comprehensive understanding of the relationship between supervision models and teachers' Organizational Citizenship Behavior (OCB) in Indonesian schools. The research methodology follows the Systematic Literature Review (SLR) guidelines based on the PRISMA model, which consists of the following stages: identification, screening (selection and evaluation), and inclusion (synthesis of relevant studies). This structured approach ensures minimal bias in the review process and provides a robust foundation for drawing valid research conclusions.

3. RESULT AND DISCUSSION

Results

The initial stage of the Systematic Literature Review (SLR) is identification, which involves conducting a keyword search using the Publish or Perish application with Google Scholar and Crossref as search engines. This search yielded 1,000 articles from each source, resulting in a total of 2,000 articles. Additionally, five previously selected articles were included in the review. The screening and inclusion process is illustrated in the following PRISMA flowchart, which provides a structured overview of how studies were selected for analysis. Identification of new studies via databases showed in Figure 1.

The selected articles were analyzed to identify a servant leadership supervision model aimed at enhancing teachers' Organizational Citizenship Behavior (OCB) in Indonesia. This model was formulated by first synthesizing key components, including supervision functions, core aspects of servant leadership, and factors influencing OCB. These three elements were then integrated with studies that simultaneously discuss supervision and servant leadership as well as servant leadership and OCB.

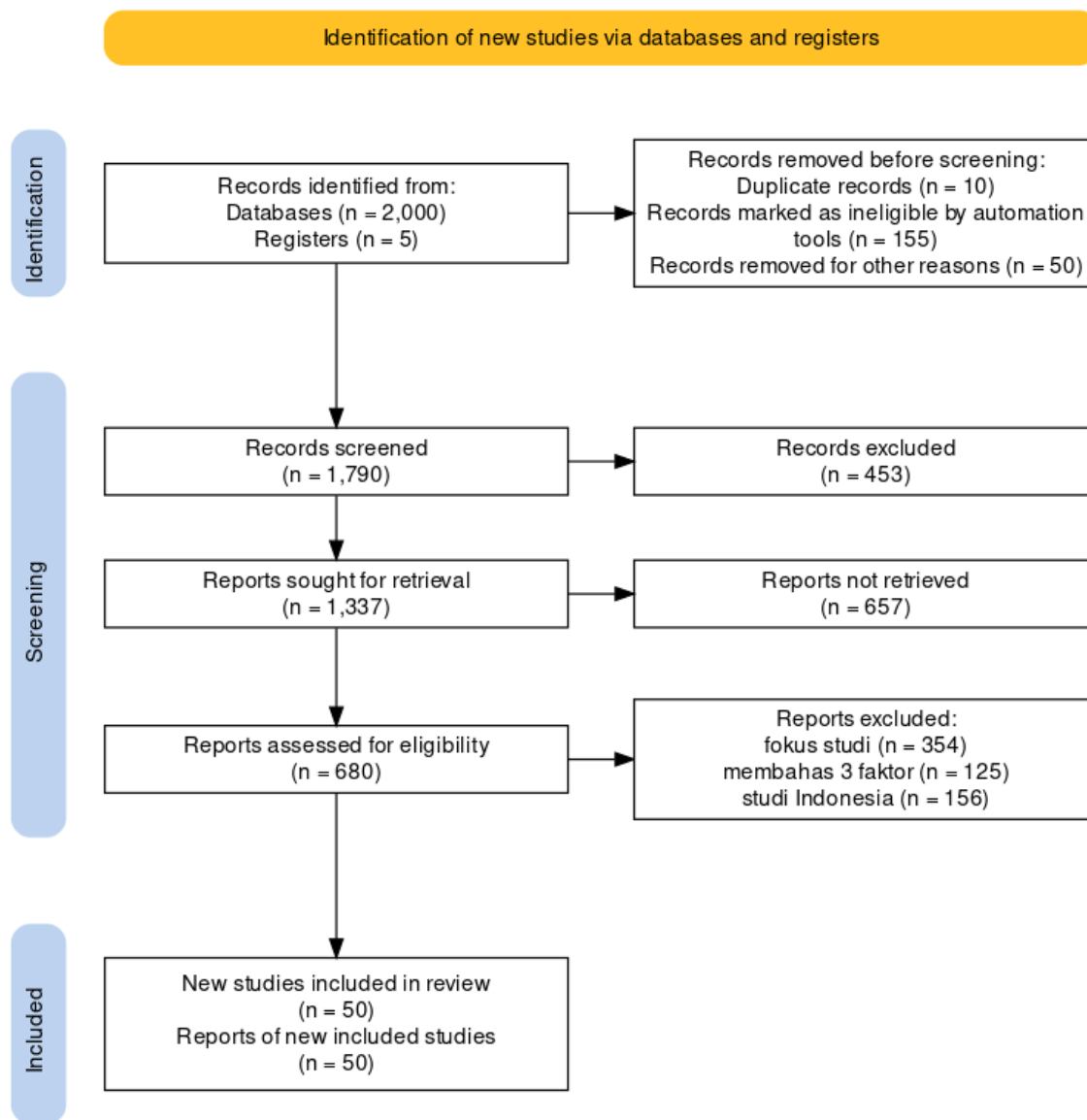


Figure 1. Identification of New Studies via Databases

The servant leadership supervision model is categorized into four supervisory functions, each reflecting key principles of servant leadership: (1) Supervisory Function (Monitoring & Recognition): Leaders should strengthen the values of recognition and appreciation, ensuring that employees' contributions and performance are acknowledged. This reflects leaders' attention and oversight of their subordinates' achievements. (2) Development Function (Employee Growth & Support): Leaders play a crucial role in guiding, coaching, and supporting employees' professional growth, emphasizing the servant leadership principle of fostering individuals' development. (3) Communication Function (Empathy & Engagement): Effective supervision requires empathetic communication and deep engagement with team members, demonstrating care and concern-key characteristics of servant leadership. Additionally, an openness to serve fosters transparent and open communication between leaders and teachers. (4) Conflict Management Function (Mediation & Organizational Harmony): Servant leaders act as mediators in conflict resolution, facilitating sustainable and harmonious solutions within the organization.

Several factors influence OCB, as highlighted in various studies. The servant leadership supervision model outlined above aligns with and enhances these factors: (1) Recognition and appreciation in supervision build trust, leading to job satisfaction and employee engagement. (2) Employee development reinforces perceived organizational support, strengthens self-efficacy, and increases employee involvement. (3) Empathy, engagement, and willingness to serve in communication reflect the importance of interpersonal communication as a key factor in fostering OCB. (4) Conflict management through servant leadership enhances organizational justice, which is crucial in maintaining fairness and harmony.

These factors, emerging from the servant leadership supervision model, have been proven to enhance teachers' OCB in Indonesia. Based on the synthesis of multiple sources using the PRISMA framework, the following section presents the formulated servant leadership supervision model to improve teachers' OCB in Indonesia. Formulation of Service Leadership Type Supervision Model showed in Figure 2.

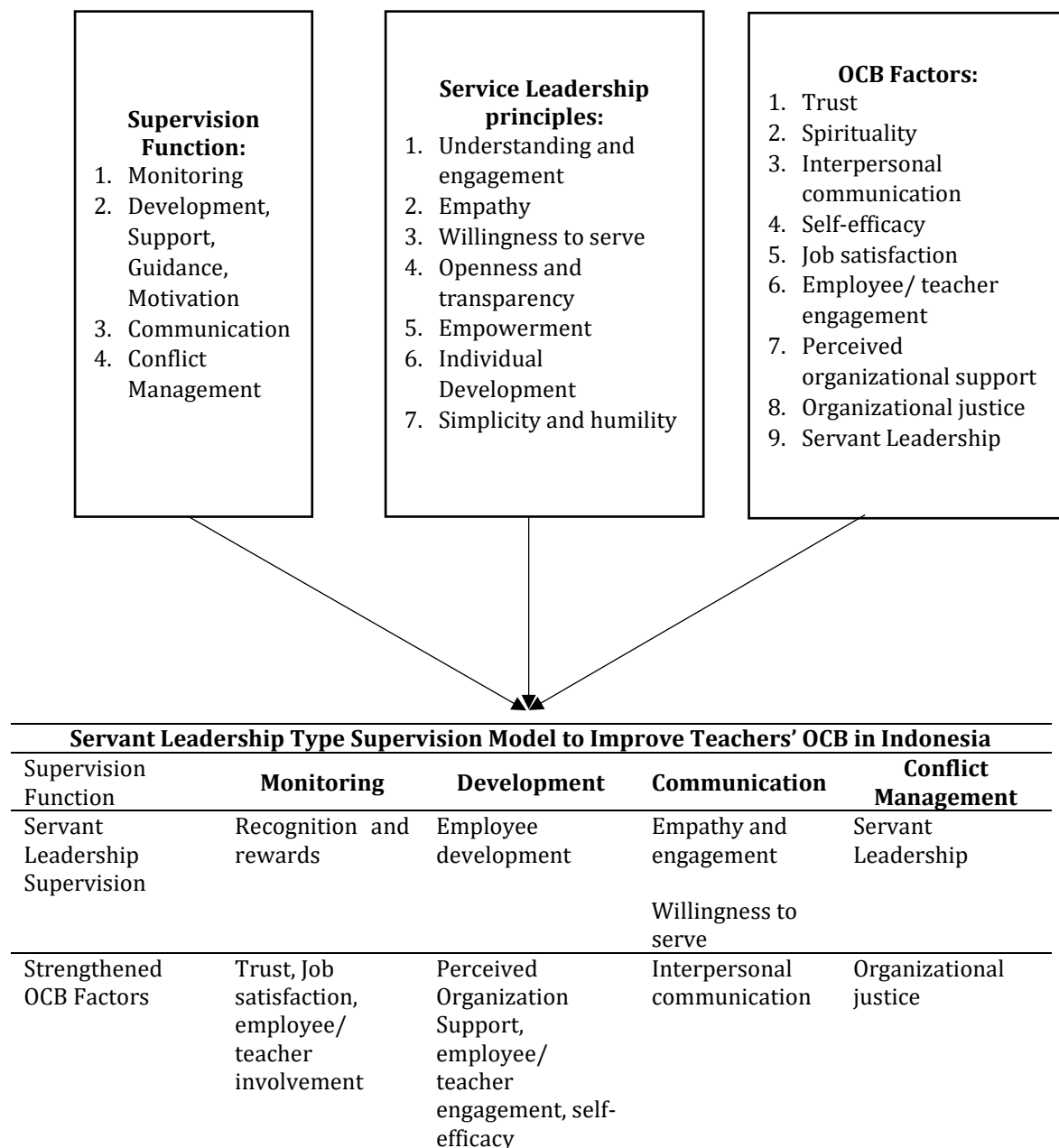


Figure 2. Formulation of Service Leadership Type Supervision Model

Organizational Citizenship Behavior (OCB) is a crucial concept in organizational psychology that encompasses voluntary behaviors performed by organizational members beyond their formally assigned job responsibilities. OCB includes various actions such as assisting colleagues, supporting organizational initiatives, adhering to rules and procedures, and actively participating in organizational activities. This concept highlights that employees should not only fulfill their primary duties but also contribute to maintaining a positive work environment and achieving the organization's overall goals. Research on OCB has demonstrated that this behavior significantly impacts organizational performance and individual job satisfaction. Studies indicate that OCB positively correlates with increased productivity and service quality. Employees who exhibit OCB tend to show higher performance levels and are more willing to contribute positively to organizational objectives. Other studies suggest that OCB can reduce interpersonal conflicts, strengthen group cohesion, and enhance overall job satisfaction. Therefore, a strong understanding of OCB

is essential for leaders in shaping a positive work culture and improving overall organizational effectiveness. Beyond its immediate benefits, OCB also has long-term implications for organizations. Employees who engage in OCB tend to become valuable and highly regarded human resources within their organizations (Widodo & Ali Yusuf, 2021). They develop a reputation as reliable, cooperative individuals who contribute positively to the workplace environment (van der Hoven et al., 2021). Consequently, recognizing and encouraging OCB can be an effective strategy for educational institutions to achieve sustainable competitive advantage. Various studies have examined the factors influencing OCB among teachers in Indonesia. The findings from these studies highlight key determinants of OCB, which will be presented in the following Table 1.

Table 1. Research Results on Influence Factors of OCB

No	Influence Factors of OCB	Reference
1	Servant Leadership	(Meilani & Riyanto, 2022)
	Self-efficacy	
	Teacher engagement	
2	Servant Leadership	(R. Hidayat & Patras, 2022)
	Self-efficacy	
	Organizational Justice	
3	Servant Leadership	(Hermawan, Sunaryo, et al., 2022)
	Creativity	
	Teacher empowerment	
4	Principal leadership	(Supriyati et al., 2020)
	Work environment	
	Organizational Culture	
5	Servant Leadership	(Wulandari et al., 2020)
	Job satisfaction	
6	Transformational Leadership	(Qurtubi, 2022), (Nisa & Mubarak, 2022) (Navis et al., 2020), (Suharyat et al., 2023)
7	<i>Leader Member Exchange</i>	(Putra et al., 2017)
	Trust	
	Job satisfaction	
8	Self-efficacy	(Makruf et al., 2021)
	Job satisfaction	
9	Inspires leadership by the following actions: taking initiative, strengthening the organization, acting as a role model, visionary, building strong and productive communication, developing potential, collaborative practices and teamwork, building emotional connections, and innovation.	(Hidayah, 2023)
10	Principal leadership	(Malla et al., 2023) (Thamrin et al., 2024)
11	Servant leadership	(Ram et al., 2024)
12	Perceived organizational support	(Agustini Srimulyani & Budi Hermanto, 2022)
	Organizational justice	
	Servant leadership	
13.	Empowerment leadership	(Boli et al., 2023)
14.	Empowerment	(Herawaty P et al., 2019)
	Job Motivation	
15	Transformational leadership	(Hamid et al., 2022)
	Emotional quotient	
	Organizational Climate	
	Teamwork	
16	Personality	(Alwi et al., 2021)
	Attitude	
17	Workload	(Ali et al., 2022)
	Work Culture	
	Motivation	
18	Job satisfaction	(Santoso et al., 2020)
19	Transformational leadership	(Shofiyuddin et al., 2021)

No	Influence Factors of OCB	Reference
20	Job satisfaction	(Kumar & Hamid, 2021)
	Organizational Commitment	
	Organizational Culture	
	Servant leadership	
21	Job satisfaction	(Afriza et al., 2022)
	Procedural justice	
	Quality of worklife	
	Intrinsic work motivation	
22	Empowerment	(Triningsih et al., 2023)
	Job satisfaction	

The table above illustrates that the factors influencing Organizational Citizenship Behavior (OCB) vary widely and encompass multiple aspects of the work environment and organizational dynamics. Some of the most significant factors include servant leadership, self-efficacy, teacher engagement, organizational justice, creativity, teacher empowerment, school principal leadership, work environment, and organizational culture. Additionally, other factors such as job satisfaction, transformational leadership, leader-member exchange (LMX), trust, inspirational leadership, perceived organizational support, and empowering leadership also play a crucial role in shaping OCB within an organization. Other equally important aspects include work motivation, emotional intelligence, organizational climate, teamwork, personality, attitude, workload, and work culture. These factors are interconnected and collectively influence the level of engagement and contribution of organizational members toward achieving overall success. The significance of these factors in enhancing OCB has been supported by various studies. To foster the development of OCB among teachers, school principals must identify and implement key factors that can be effectively integrated within the school environment. By doing so, they can create a positive and supportive organizational culture that encourages teachers to go beyond their formal job responsibilities and contribute meaningfully to the success of their educational institutions.

Discussion

Supervision is a structured and organized process in which a superior or leader systematically monitors, guides, and supports subordinates in carrying out their tasks (Raberi et al., 2020; Widodo & Ali Yusuf, 2021). The primary objectives of supervision are to enhance individual performance, achieve organizational goals, and facilitate the professional growth and development of employees (Agustini Srimulyani & Budi Hermanto, 2022; Nahrowi, 2020). The functions of supervision encompass various aspects that contribute to the realization of these objectives. Supervision involves oversight, training, evaluation, and guidance for subordinates. Additionally, effective supervision plays a crucial role in providing clear feedback, facilitating effective communication, and managing workplace conflicts. It also includes the development of individual skills and competencies, as well as fair and transparent conflict management (Nahrowi, 2020; Ram et al., 2024). Overall, perspectives from various sources highlight the significance of supervision functions in helping organizations achieve their goals while supporting individual growth and development. This is supported by research showing that effective supervision includes planning, implementation, and evaluation, which involve teachers as active partners in the improvement of the teaching-learning process (Gao & Liu, 2021; Malla et al., 2023). This emphasizes the importance of a collaborative approach in supervision to create a conducive learning environment. By integrating insights from different sources, it can be concluded that supervision plays a broad and complex role in human resource management and organizational leadership (Anshori et al., 2023; Malla et al., 2023). The supervisory functions: monitoring, employee development, communication, and conflict management, complement one another in ensuring optimal performance, fostering individual growth and development, and creating a healthy and productive work environment.

Servant leadership is a leadership paradigm that prioritizes serving others over self-interest (Sawan et al., 2020; Shofiuddin et al., 2021). Leaders who adopt this approach focus on adding value to team members and other stakeholders within the organization. The well-being and development of team members take precedence, even at the expense of personal interests. Servant leadership is based on principles of trust, appreciation, and openness, which strengthen the relationship between leaders and their teams. A servant leader exhibits humility and openness, being receptive to feedback from others (Anshori et al., 2023; Imaduddin et al., 2022). Servant leaders tend to display a high level of empathy toward their team members, as evidenced by their efforts to understand the emotions and perspectives of others. This enhances relationships and fosters an inclusive work environment (Anshori et al., 2023; D. Hidayat et al.,

2020). Furthermore, servant leaders emphasize empowerment and the professional development of their team members, creating opportunities for growth and encouraging initiative-taking.

A solution-oriented problem-solving approach is also a defining characteristic of servant leadership. Servant leaders promote collaboration in finding solutions that benefit all parties involved. By engaging team members in decision-making processes, they cultivate a strong sense of ownership and enhance the quality of decisions made (Hermawan, Setyaningsih, et al., 2022; Kumar & Hamid, 2021). Through these principles, servant leadership not only fosters a productive work environment but also contributes to the development of an inclusive and empowered organizational culture. The principles of servant leadership encapsulate core values that underpin a service-oriented leadership approach (Hermawan, Setyaningsih, et al., 2022; Liana & Hidayat, 2021). This concept underscores the importance of leaders who perceive themselves as servants first and foremost. True leadership, according to this perspective, involves serving others rather than merely directing or commanding. The emphasis on empathy and care highlights that leaders with high levels of empathy tend to create more inclusive and empowering work environments. Servant leadership also places significant importance on individual empowerment. Leaders who adopt this style actively empower their team members, which plays a critical role in enhancing motivation and performance. This is in line with previous research which states that the application of servant leadership principles by school principals can improve teacher performance, the quality of the school organization, and the quality of learning (Sawan et al., 2020; van der Hoven et al., 2021). By integrating these principles into leadership practices, leaders can create work environments that foster collaboration, creativity, and shared growth.

Based on the discussion above, several key principles of servant leadership can be identified, including: (1) understanding and engagement, (2) empathy, (3) willingness to serve, (4) openness and transparency, (5) empowerment, (6) individual development, and (7) humility and simplicity. The supervisory model based on servant leadership that enhances teachers' Organizational Citizenship Behavior (OCB) has not been extensively explored in previous studies. However, the model formulated through this Systematic Literature Review (SLR) introduces novelty by not solely relying on servant leadership as a factor in improving OCB. Instead, it integrates supervisory functions executed through a servant leadership approach, leading to the emergence of additional factors that support the enhancement of teachers' OCB (Agustini Srimulyani & Budi Hermanto, 2022; Boli et al., 2023). This model is structured around the four supervisory functions discussed earlier. These four functions are integrated with the core principles of servant leadership. Based on an analysis of various studies, the findings reinforce that this model reflects factors that significantly influence OCB.

Supervision with Recognition and Appreciation Values

Supervision that reinforces the values of recognition and appreciation can be considered a crucial indicator of trust within the workplace. When supervisors consistently recognize and appreciate their subordinates, it demonstrates their trust in the employees' performance and contributions. The previous study highlights that trust is a key element in building effective relationships between supervisors and subordinates (Hermawan, Sunaryo, et al., 2022; Hidayah, 2023). By providing recognition and appreciation, supervisors strengthen their bonds of trust with employees, which in turn can enhance employee performance and engagement. Recognition and appreciation from supervisors also have a positive impact on employee job satisfaction. According to Judge and Bono, recognition from supervisors is one of the strongest correlates of job satisfaction (Makruf et al., 2021; Qurtubi, 2022). When an individual's work and achievements are acknowledged and appreciated, it increases their sense of pride and satisfaction with their job. Furthermore, recognition and appreciation can enhance employee engagement within the organization (Atun et al., 2024; Wulandari et al., 2020). Fair and appropriate recognition can strengthen employees' sense of involvement and commitment to the organization. When employees feel acknowledged and valued, they are more likely to develop a stronger attachment to the organization and be more enthusiastic about contributing positively. Thus, supervision that reinforces recognition and appreciation not only reflects the presence of trust in the workplace but also fosters higher job satisfaction and enhances employee engagement within the organization as a whole (Agustini Srimulyani & Budi Hermanto, 2022; van der Hoven et al., 2021).

Teacher development within an educational institution signifies a fundamental level of trust in the relationship between management and employees. By allocating resources for training and professional development, organizations affirm their belief that employees have the potential to grow and advance in their careers (Ram et al., 2024; Wicaksono & Lutfi, 2022). Perceived organizational support—which includes efforts to provide resources, support, and opportunities for personal and professional development—has been positively correlated with job satisfaction and employee engagement. This

indicates that employee development is not only essential for individual growth but also influences employees' perceptions of the organization as a whole.

Moreover, employee development can enhance self-efficacy among individuals. Self-efficacy theory suggests that an individual's belief in their ability to achieve goals and overcome challenges plays a crucial role in motivation and performance (Malla et al., 2023; Wicaksono & Lutfi, 2022). By providing relevant training and development experiences, organizations help strengthen employees' self-efficacy, which in turn can improve their performance in handling complex job tasks. Employee development also has the potential to increase employee engagement within the organization. Employees who feel supported and valued in their development are more likely to develop a stronger attachment to the organization and be more motivated to contribute positively. This sense of engagement encourages employees to commit more deeply to the organization's goals and values, ultimately contributing to overall organizational performance. Thus, employee development has significant implications not only for individuals but also for the long-term success and sustainability of the organization (Herawaty P et al., 2019; Ram et al., 2024).

Empathetic Communication, Engagement, and Willingness to Serve

Empathetic communication, engagement, and willingness to serve are strong indicators of effective interpersonal communication. Empathetic communication involves actively listening, understanding, and responding sensitively to the feelings and needs of others (Makruf et al., 2021; Ulfa et al., 2021). Research suggests that empathetic communication plays a crucial role in fostering positive relationships and strengthening mutual understanding among individuals. Additionally, engagement in communication reflects a deep investment in interactions with others, enabling the development of strong and sustainable relationships (Ali et al., 2022; Gao & Liu, 2021). Engagement in communication is closely related to job satisfaction and individual performance in the workplace. Willingness to serve demonstrates a proactive attitude in helping and supporting others to achieve their goals. This willingness contributes positively to customer satisfaction and overall organizational performance (Kartini et al., 2020; Supriyati et al., 2020). By prioritizing the needs and interests of others, individuals who exhibit a strong willingness to serve strengthen interpersonal bonds and build trust among team members. Therefore, empathetic communication, engagement, and willingness to serve not only indicate the strength of interpersonal communication but also serve as fundamental elements in fostering healthy and productive relationships, both in the workplace and beyond.

Conflict Management in Servant Leadership

Conflict management within the framework of servant leadership plays a critical role in reinforcing organizational justice. Conflict is an inevitable phenomenon in the workplace; however, how leaders handle conflicts significantly influences team members' perceptions of fairness within the organization. Leaders who adopt open, fair, and cooperative conflict management strategies can enhance trust and engagement among team members. By focusing on procedural justice and fair interactions in conflict resolution, leaders can strengthen team cohesion and minimize the negative psychological effects of workplace conflicts (Hamid et al., 2022; Liana & Hidayat, 2021). Furthermore, the conflict management approach employed by servant leaders reflects their commitment to organizational justice principles. Leaders who uphold distributive and procedural justice when addressing conflicts positively impact job satisfaction and employee engagement (Herawaty P et al., 2019; Ram et al., 2024). By ensuring that decisions and actions in conflict resolution are based on equality, transparency, and accountability, servant leaders create an inclusive and trust-based work environment. In conclusion, conflict management within the servant leadership paradigm extends beyond merely resolving disputes; it signifies a leader's dedication to upholding overall organizational justice. Through fair, transparent, and inclusive conflict resolution approaches, servant leaders can strengthen relationships between team members and the organization while fostering a work environment that maximizes job satisfaction and employee engagement (Afriza et al., 2022; Anshori et al., 2023). Overall, this study's results are in line with previous research, which found that servant leadership positively influences teachers' OCB, along with perceived organizational support and teacher well-being, which collectively strengthen teachers' voluntary contributions beyond their formal duties (Herawaty P et al., 2019; Ram et al., 2024). In addition, it is also in line with other studies showing that servant leadership, organizational culture, and work engagement jointly contribute to increasing teachers' OCB. Based on this previous research, a servant leadership approach can strengthen teachers' collaborative spirit and dedication to educational organizations (Hermawan, Sunaryo, et al., 2022; Hidayah, 2023).

Research with this servant leadership supervision model has the advantage of creating a supportive and collaborative work environment for teachers. By emphasizing values such as empathy, service, and individual development, this model encourages teachers to be more proactive in contributing

to the organization, which is reflected in increased organizational citizenship behaviour (OCB) (R. Hidayat & Patras, 2022; Qurtubi, 2022). The research shows that supportive leadership styles and effective supervision can improve teacher performance and professionalism. The implication of these findings is the importance of training principals to develop servant leadership skills and effective supervision strategies to create a positive and productive work culture in educational settings. However, there are some limitations in the application of this model. Some principals may not fully understand or adopt the servant leadership approach, which may hinder the effectiveness of supervision and teacher development. In addition, factors such as lack of resources, high workload, and resistance to change may be barriers to the implementation of this model. For future research, it is recommended to explore effective servant leadership training and development strategies and examine the long-term impact of this model on teacher performance and well-being. Research could also consider contextual variables that influence the successful implementation of the servant leadership supervision model across different types and levels of schools in Indonesia.

4. CONCLUSION

The servant leadership supervision model for improving teachers' OCB in Indonesia includes supervision based on recognition and appreciation, which fosters trust in the workplace, ultimately leading to higher job satisfaction and employee engagement. Additionally, teacher development serves as a crucial element in reflecting the organization's trust in individuals' potential and growth, thereby increasing self-efficacy and employee involvement. Furthermore, empathetic communication, engagement, and willingness to serve are essential aspects that indicate strong interpersonal communication and the ability to build healthy and productive workplace relationships. Conflict management within servant leadership also plays a critical role in reflecting organizational justice. By adopting fair, transparent, and inclusive approaches to handling conflicts, servant leaders can strengthen team relationships and create a work environment that maximizes job satisfaction and employee engagement. The Servant Leadership Supervision Model can serve as an effective framework for enhancing teachers' OCB in Indonesia. By integrating servant leadership principles with appropriate supervisory functions, this model can help establish a trust-based, inclusive work environment that facilitates teachers' professional growth. Consequently, it contributes to improving performance and overall institutional effectiveness in education.

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