

SERVANT LEADERSHIP AND MORAL HAZARD

Yunina Resmi Prananta^{1*}, S Martono², Suwito Eko Pramono³, Arief Yulianto⁴

Universitas Negeri Semarang, Indonesia

Email: martono@mail.unnes.ac.id; suwitoekop@mail.unnes.ac.id;
ariefyulianto@mail.unnes.ac.id

*Corresponding Author: yuninaresmi1986@students.unnes.ac.id

ABSTRACT

Moral hazard occurs because of asymmetric information (information asymmetry) in agency theory which explains that there is a dissimilarity in information between the principal, namely the principal and the agent, namely the employee (teacher). Teachers behave deviantly, namely committing moral hazard by imposing their responsibilities on the principal. The principal does not know the nature or character of the agent (teacher) because the selection carried out by the government is only through written tests so they cannot know the nature or character of the agent. So the ideas of servant leadership or servant leadership emerged as a leadership concept that can fulfill human needs as members of groups or organizations that maintain personal rights and a sense of humanity. Handoyo (2010) in his research shows that servant leadership can be an alternative leadership in education. Serving leadership is not enough, so this research uses intervening variables, namely motivation and compensation. This research uses explanatory quantitative research methods. It was found that servant leadership with motivation and recovery had a more significant effect on moral hazard than servant leadership with direct moral hazard.

Keywords: Servant Leadership, Moral Hazard, Motivation

1. INTRODUCTION

The term "moral hazard" in relation to a moral crisis is mentioned, defined as excessive expenditure due to the possibility of obtaining insurance benefits (Marshall, 1976). Moral hazards occur in the field, especially in the education sector, such as teachers who are late, teachers who do not teach, corruption, and so on. Observational data carried out by researchers shows that this is still happening a lot and needs to be addressed. One of the efforts that can be made is managerial, namely with a leadership style. An appropriate and effective leadership style can help overcome moral hazard problems in the field of education.

Servant Leadership is increasingly in demand as a leadership concept that can fulfill human needs as members of groups or organizations who maintain personal rights (human right) and humanity. Handoyo (2010) in his research shows that servant leadership can be an alternative to leadership in education. According to this research, the dimensions of the servant leadership

style are very important to apply, especially in terms of wisdom, organizational leadership, and service. Greenleaf's theory (2008) says that servant leadership can reduce moral hazard.

Studying moral hazard can use a servant or servant leadership style. In research by Tourish (2014), using an appropriate leadership style can be a solution to problems. And emphasized by Rachman et al. (2021) in their research showing that servant leadership significantly improves employee performance and morale for the better. Emphasized by Luo & Zheng (2018) regarding the influence of servant leadership in Mainland China. So the conclusion is that servant leadership can be a solution in completing the study of moral hazard. However, it is not enough to just use a servant leadership style; this research also adds other variables to strengthen the influence on the research subjects, namely by using motivation and compensation. Motivation and compensation variables are used to encourage research subjects to remain enthusiastic and motivated in carrying out their work.

Based on the problems raised, the problem formulation in this research is: 1) What is the direct influence of servant leadership on teacher motivation? 2) What is the direct influence of servant leadership on teacher compensation? 3) What is the direct influence of motivation on moral hazard? 4) How does compensation directly affect moral hazard? 5) What is the direct influence of servant leadership on moral hazard? 6) What is the indirect influence of servant leadership on moral hazard through teacher motivation? 7) What is the indirect influence of servant leadership on moral hazard through teacher compensation?.

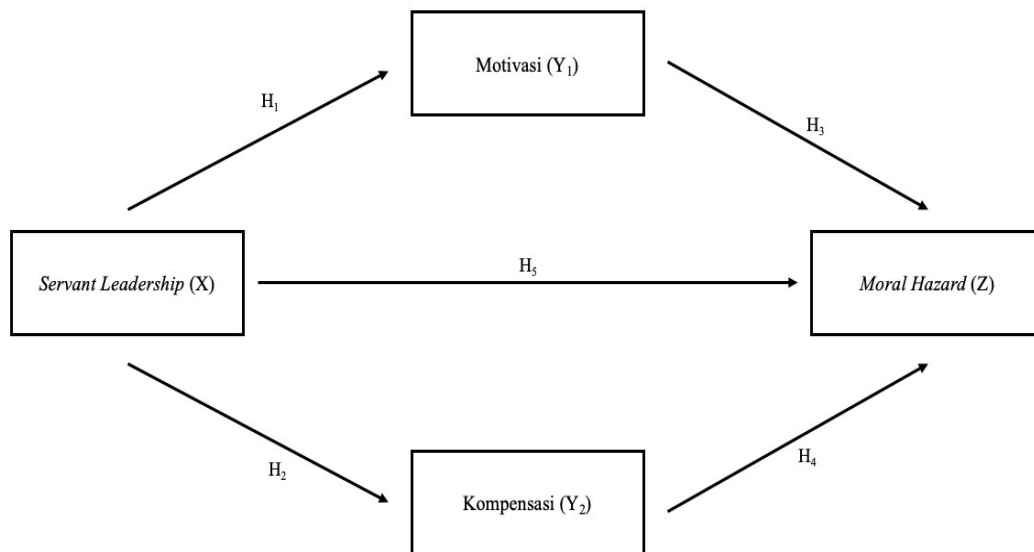


Figure 1. Framework of Thinking

2. LITERATURE REVIEW

2.1 Moral hazard

The term "Moral hazard" refers to a condition in which a person or an organization takes greater risks because they are aware that the negative consequences of their actions will be borne by others. This situation arises when individuals feel protected from risk due to the presence of another party that will bear the losses (Sayidah, 2012).

According to Scott in Kiryanto (2006), moral hazard is a type of asymmetric information, where one or more potential business actors or transactions can observe their activities in full compared to other parties. This moral hazard problem occurs because parties outside the company delegate their duties and authority to managers, but investors cannot fully monitor managers.

To address the issue of moral hazard, a study suggests employing a leadership style. An effective leadership style can mitigate the risk of moral hazard by fostering a work culture that prioritizes integrity and accountability. Additionally, leaders need to set a positive example in carrying out their duties and responsibilities, thereby encouraging employees to act with ethics and professionalism.

2.2 Servant Leadership

The Servant Leadership theory was initiated by Robert K. Greenleaf, who popularized it in his 1970s essay entitled "The Servant as Leader" (Greenleaf, 2008). Greenleaf's research and observations regarding servant leadership styles aim to build better social conditions in society. He believes that a leader's primary role is to serve others.

Research by Melino (2016) highlights differences in the use of servant leadership in the United States and Latin America, providing specific details about the variations in each dimension of servant leadership. As this leadership style continues to evolve globally, there is a need for more relevant literature, especially in the Asian region, given its distinct culture and context. Conducting more in-depth research on the use of servant leadership in Asia can offer valuable insights for leaders worldwide by understanding differences and similarities among the United States, Latin America, and Asia.

Leadership in the context of servant leadership involves having the attitudes and feelings of each employee considered in the pursuit of organizational goals. School principals, as leaders, are responsible for monitoring the performance and tasks carried out by their subordinates. Beyond monitoring, principals must also focus on the ongoing and periodic development of teacher performance. Servant leadership becomes evident when a leader prioritizes employees, demonstrates courage, speaks the truth, treats others fairly, and engages in active listening. This approach fosters a deep understanding and respect for the needs and goals of employees, resulting in improved performance and work quality (Northouse, 2018).

According to Van Dierendonck (2011), servant leadership is a comprehensive altruistic approach that focuses on followers' needs and future ambitions. Recent research by Kaltianen and Hakanen (2022) found that servant leadership practices further encourage employee tasks and performance, particularly work engagement.

Greenleaf, as cited in Spears (2002), outlined ten characteristics of servant leadership: 1.) Listening, 2.) Empathy, 3.) Healing, 4.) Awareness, 5.) Persuasion, 6.) Conceptualization, 7.) Visionary, 8.) Serving, 9.) Commitment to human growth, and 10.) Building community.

Megheirkouni (2018) proposed a framework with three main components: conditions, servant leader behavior, and leadership results as benchmarks. The seven main dimensions of servant leadership within this framework include conceptualization, healing, and prioritizing followers, helping colleagues to grow, behaving ethically, empowering, and creating value for society.

Sendjaya (2015) developed a working definition of servant leadership as "a holistic approach to leadership that engages leaders and followers through 1.) Service orientation, 2) authenticity focus, 3) relational emphasis, 4) moral courage, 5) motivation, and 6) influence that changes." Additionally, Sendjaya (2015) identified six dimensions of behavior in Servant Leadership: 1.) Voluntarism, 2.) Relationships, 3.) Responsible morality, 4.) Transcendental spirituality, 5.) Transforming influence.

2.3 Motivation

It is evident that conscientiousness or motivation can predict job performance. Research conducted by Barrick and Mount (1991) delved into motivation and its relationship with performance, particularly in goal-setting behavior, such as setting goals independently, committing to goals, and aspiring to achieve them. Inherent in goal theory is the notion that individuals have needs and desires to accomplish goals (Locke and Latham, 1990). Numerous studies consistently highlight that setting specific goals leads to increased effort, persistence, and performance. The effectiveness of goals in enhancing performance is well-supported under conditions where goals are 1) achievable, 2) acceptable, 3) specific, and 4) accompanied by feedback from credible sources (Bajor & Baltes, 2003) - providing strong support for the positive impact of goals on performance (Tubbs, 1986).

Work motivation is influenced by several expectations: 1) the expectation that expending a certain level of effort will result in the desired level of performance (expectations), 2) the expectation that achieving a certain level of performance will lead to rewards (instrumentalities), and 3) the affective value of the rewards obtained (valence) (Fall and Roussel, 2014).

Intrinsic motivation stems from within the individual and encourages personal achievement, referred to as motivational factors (Herzberg, 2017). Herzberg identified several intrinsic motivational factors, including 1) Achievement, 2) Recognition, 3) The work itself, 4) Responsibility, and 5) Advancement. On the other hand, extrinsic motivation originates externally and influences a person's behavior, known as hygiene factors (Herzberg, 2017).

Extrinsic motivational factors, as identified by Herzberg, include 1) Policy and administration, 2) Quality of supervisor, 3) Interpersonal relations, 4) Working conditions, and 5) Wages.

2.4 Agency Theory

According to Jensen (1983), agency theory is a framework that elucidates the contextual relationship between an agent and a principal, involving two or more individuals, a group, or an organization. The principal is the party responsible for decision-making and entrusting responsibilities to another party, namely the agent. Agency theory primarily addresses the positive effects of incentives on innovation and workplace performance (Jensen and Meckling, 1976).

2.5 Stewardship Theory

While agency theory explains the disparities in interests between agents and principals, an additional theory is required to account for changes in these interests. Stewardship theory serves as a tool for defining relationships based on place and other behaviors. This theory characterizes situations where joint agents align themselves with the goals and interests of the principal, even when these actions may not directly benefit individual goals (James et al., 1997).

3. RESULTS AND DATA ANALYSIS

3.1 Descriptive Test

Variable	N	Mean	Standard Deviation	Minimum	Maximum	Range
Servant Leadership (X)	400	43,480	2,946	35,00	50,00	15,00
Teacher Motivation (Y₁)	400	43,788	3,587	34,00	50,00	16,00
Teacher Compensation (Y₂)	400	43,485	4,045	30,00	50,00	20,00
Moral hazard (WITH)	400	43,750	3,438	32,00	50,00	18,00

3.2 Normality test

No	Variable	p-value	Information
1.	Servant Leadership with Teacher Motivation (H ₁)	0,040	Normal
2.	Servant Leadership with Teacher Compensation (H ₂)	0,030	Normal
3.	Teacher Motivation with Moral Hazard (H ₃)	0,037	Normal
4.	Teacher Compensation with Moral Hazard (H ₄)	0,150	Normal
5.	Servant Leadership with Moral hazard (H ₅)	0,150	Normal
6.	Servant Leadership with Moral Hazard through Teacher Motivation (H ₆)	0,150	Normal
7.	Servant Leadership with Moral Hazard through Teacher Compensation (H ₇)	0,150	Normal

3.3 Heteroscedasticity Test

No	Variable	P Value	Information
1.	Servant Leadership with Teacher Motivation (H ₁)	0,115	Heteroscedasticity does not occur
2.	Servant Leadership with Teacher Compensation (H ₂)	0,112	Heteroscedasticity does not occur
3.	Teacher Motivation withMoral hazard (H ₃)	0,338	Heteroscedasticity does not occur
4.	Teacher Compensation withMoral hazard (H ₄)	0,189	Heteroscedasticity does not occur
5.	Servant Leadership with Moral hazard (H ₅)	0,194	Heteroscedasticity does not occur
6.	Servant Leadership withMoral hazard through Teacher Motivation (H ₆)	0,121	Heteroscedasticity does not occur

7. Servant Leadership withMoral hazard 0,043 Heteroscedasticity does not occur through Teacher Compensation (H7)

3.4 Multicollinearity Test

No	Variable	VIF	Information
1.	Servant Leadership on Teacher Motivation (H ₁)	1,00	Multicollinearity does not occur
2.	Servant Leadership on Teacher Compensation (H ₂)	1,00	Multicollinearity does not occur
3.	Teacher Motivation withMoral hazard (H ₃)	1,00	Multicollinearity does not occur
4.	Teacher Compensation withMoral hazard (H ₄)	1,00	Multicollinearity does not occur
5.	Servant Leadership with Moral hazard (H ₅)	1,00	Multicollinearity does not occur
6.	Servant Leadership withMoral hazard through Teacher Motivation (H ₆)	1,82	Multicollinearity does not occur
7.	Servant Leadership withMoral hazard through Teacher Compensation (H ₇)	1,90	Multicollinearity does not occur

3.5 Linearity Test

Variable	Servant Leadership (X)	Teacher Motivation (Y1)	Teacher Compensation (Y2)
Teacher Motivation (Y1)	0,672	-	-
Teacher Compensation (Y2)	0,689	0,896	-
Moral hazard (Z)	0,745	0,869	0,844

3.6 Coefficient of Determination

No	Variable	R-Square	Information
1.	Servant Leadership on Teacher Motivation (H ₁)	45,18%	Strong enough
2.	Servant Leadership on Teacher Compensation (H ₂)	47,46%	Strong enough
3.	Teacher Motivation with Moral Hazard (H ₃)	75,43%	Strong
4.	Teacher Compensation with Moral Hazard (H ₄)	71,22%	Strong
5.	Servant Leadership with Moral hazard (H ₅)	55,51%	Strong enough
6.	Servant Leadership with Moral Hazard through Teacher Motivation (H ₆)	80,18%	Very strong
7.	Servant Leadership with Moral Hazard through Teacher Compensation (H ₇)	76,37%	Very strong

3.7 Multiple Correlation Analysis

No	Variable	Regression Equations
1.	Servant Leadership with Teacher Motivation (H ₁)	Teacher Motivation = 8.20 + 0.8184 Servant Leadership
2.	Servant Leadership with Teacher Compensation (H ₂)	Teacher Compensation = 2.35 + 0.9460 Servant Leadership
3.	Teacher Motivation with Moral hazard (H ₃)	Moral hazard = 7.30 + 0.8324 Teacher Motivation
4.	Teacher Compensation with Moral hazard (H ₄)	Moral hazard = 12.545 + 0.7176 Teacher Compensation
5.	Servant Leadership with Moral hazard (H ₅)	Moral hazard = 5,95 + 0,8695 Servant Leadership
6.	Servant Leadership with Moral hazard through Teacher Motivation (H ₆)	Moral hazard = 0,67 + 0,3433 Servant Leadership + 0.6429 Teacher Motivation
7.	Servant Leadership with Moral hazard through Teacher Leadership	Moral hazard = 4,68 + 0,3628 Servant Leadership + 0.5356 Teacher

Compensation (H7)

Compensation

3.8 t Test (Partial)

No	Variable	t _{Table}	t _{Count}	Interpretation
1.	Servant Leadership with Teacher Motivation (H ₁)	1,966	17,823	t _{count} > t _{table} then reject H _O until receiving H _a , can be concluded that Servant Leadership influence on teacher motivation. Partially.
2.	Servant Leadership with Teacher Compensation (H ₂)	1,966	18,96	t _{count} > t _{table} then reject H _O until receiving H _a , can be concluded that Servant Leadership influences teacher compensation. Partially.
3.	Teacher Motivation with Moral hazard (H ₃)	1,966	34,96	t _{count} > t _{table} then reject H _O until receiving H _a , it can be concluded that teacher motivation has an influence on Moral hazard. Partially.
4.	Teacher Compensation with Moral hazard (H ₄)	1,966	31,44	t _{count} > t _{table} then reject H _O until receiving H _a , it can be concluded that teacher compensation has an effect on Moral hazard. Partially.
5.	Servant Leadership with Moral hazard (H ₅)	1,966	22,28	t _{count} > t _{table} then reject H _O until receiving H _a , it can be concluded that Servant Leadership has an influence on Moral hazard. Partially.
6.	Servant Leadership with Moral hazard through Teacher Motivation (H ₆)	1,966	9,75 (SL) 22,23 (MO)	t _{count} > t _{table} then reject H _O until receiving H _a , can be concluded that Servant Leadership influence on Moral hazard through teacher motivation. Partially.
7.	Servant Leadership with Moral hazard via Compensation (H ₇)	1,966	9,24 (SL)	t _{count} > t _{table} then reject H _O until receiving H _a , can be concluded that's ervant Leadership influence on Moral hazard

18,73 through teacher compensation. Partially.
(KOM)

3.9 F Test (Simultaneous)

Variable	F _{Table}	F _{Count}	Interpretation
Servant Leadership, Teacher Motivation, and Teacher Compensation with Moral hazard Simultaneously	2,394533	565,70	F _{count} > F _{table} then reject H ₀ until receiving H _a , can be concluded that Servant Leadership, Motivation, and Compensation simultaneously influence Moral hazard.

3.10 Path Analysis (Sobel Test)

1. Moral hazard with variables Servant Leadership and Teacher Motivation (intervening)
With the regression equation $Z = a + b_1X + b_2 AND_1 + e$, obtained p-value 0.000 (<0.05) in value Test Statistic Sobel Test 8.9322 then it can be concluded that Servant Leadership significant effect on Moral hazard through Teacher Motivation or indirectly Teacher Motivation is able to mediate influence Moral hazard to Servant Leadership.
2. Moral hazard with variable Servant Leadership and Teacher Compensation (intervening)
With the regression equation $Z = a + b_1X + b_2 AND_2 + e$, obtained p-value 0.000 (<0.05) in value Test Statistic Sobel Test 8.2865 then it can be concluded that Servant Leadership significant effect on Moral hazard through Teacher Compensation or indirectly Teacher Compensation is able to mediate the influence Moral hazard to Servant Leadership.

4. DISCUSSION

4.1 Influence of Servant Leadership on Teacher Motivation

The findings of this research indicate a positive impact of servant leadership on teacher motivation. Both high and low levels of servant leadership implementation are influenced by several indicators that directly affect teacher motivation. According to Greenleaf in Spears and Lawrence (2002), one such indicator of servant leadership is empathy, which emphasizes a personal approach to each individual. By providing empathy, leaders can contribute to motivating their teachers. This aligns with Maslow's theory, emphasizing the importance of addressing individual needs and their impact on work motivation, highlighting the influence of leadership styles on motivation. Additionally, other indicators such as active listening and understanding individual needs, along with providing necessary support, contribute to building strong leader-employee relationships, fostering a sense of appreciation and enhancing motivation.

Furthermore, Greenleaf in Spears and Lawrence (2002) notes that a leader must possess the ability to influence through persuasion and encouragement, thereby reinforcing the empathy factor in a persuasive manner. Actively listening to individuals also plays a crucial role in boosting motivation. A persuasive communication style is identified as a means to establish robust relationships with employees or team members.

The outcomes of this research are consistent with findings by Dumatubun (2021), indicating that servant leadership indirectly influences motivation at work. Leaders who comprehend individual needs and desires contribute to creating a positive work environment, consequently increasing work motivation. Earlier research by Harwiki (2013) affirmed the impact of servant leadership on motivation, organizational culture, and individual performance. The servant leadership style implemented is demonstrated to affect the work unit positively.

4.2 Influence of Servant Leadership on Teacher Compensation

This study reveals a positive correlation between servant leadership and teacher compensation. The effectiveness of servant leadership implementation directly influences the level of teacher compensation, with higher levels of servant leadership resulting in increased compensation for teachers. Drawing from Mathis and Jackson (2007), compensation is identified as a crucial aspect for employees, serving as a means to enhance performance, motivation, and job satisfaction.

The relationship with servant leadership is underscored in the act of expressing appreciation to individuals. The equity theory, as proposed by Adams (1963) in compensation management, posits that individuals compare the gains derived from their work or contributions. Equality in rewards, as suggested by Greenberg (1993), aligns with the concept of distributive justice, where leaders make decisions and provide compensation-based rewards. This idea is reinforced by Folger and Konovsky (1989), stating that servant leadership aids in increasing work motivation through individual performance bonuses.

Recognizing that individuals, including agents and principals, possess different characters and motivations influencing contract agreements (Hidayati et al., 2023), it is acknowledged that contracts are not solely between one agent and one principal, as indicated by previous research (Moe, 1984). Agents, represented by teachers, and principals are cognizant of each other's motivations, establishing a link with moral hazard. Motivated teachers contribute to the provision of quality education and the avoidance of moral hazard. Teacher motivation not only influences their engagement in the learning process but also plays a crucial role in maintaining high morale at work, thereby mitigating the risk of moral hazard.

4.3 Effect of Teacher Motivation on Moral Hazard

The research findings reveal a positive correlation between motivation and moral hazard. Both intrinsic and extrinsic factors exert a direct influence on the moral hazard variable. The impact

on moral hazard is more pronounced when teacher motivation is effectively implemented. Intrinsic factors, such as personal satisfaction and fulfillment, alongside extrinsic factors, contribute significantly to the relationship. According to the Agency theory, individuals, including agents (teachers) and principals (school leaders), possess diverse characters and motivations influencing contract agreements (Hidayati et al., 2023). Moe (1984) emphasizes that contracts extend beyond the agent-principal relationship, highlighting that teachers, as agents, and principals are aware of each other's motivations, with implications for moral hazard.

4.4 Effect of Teacher Compensation on Moral Hazard

The study indicates a positive effect of compensation on moral hazard. The higher the teacher's compensation, the greater the influence on moral hazard, with a potential decrease when teacher motivation is effectively implemented. Compensation indicators, encompassing both financial and non-financial aspects, play a role in this relationship. Additionally, individual morality is a contributing factor, with higher levels of moral reasoning correlating with more ethical behavior (Prawira et al., 2014). It can be concluded that fair and adequate compensation fosters feelings of appreciation and respect, promoting effective work. Conversely, inadequate or unfair compensation can diminish individual morale, leading to reduced motivation to work hard.

4.5 Influence of Servant Leadership on Moral Hazard

The research demonstrates a positive relationship between servant leadership and moral hazard. The higher the implementation of servant leadership, the greater its impact on moral hazard, with the level of influence contingent on the effective implementation of servant leadership. This aligns with Sayidah's (2012) research, which highlights that servant leadership in management can mitigate moral hazard.

In the context of Agency theory, establishing a relationship between the agent (teacher) and the principal (school leader) is crucial for achieving shared goals. Agent theory involves empowering agents with the authority to act while implementing strategies to prevent the abuse of authority or personal gain. In agent theory, the principal must ensure that the agent acts in accordance with the principal's interests, requiring clear and transparent authority.

Servant leadership, as per Greenleaf in Spears and Lawrence (2002), emphasizes the healing indicator, where leaders provide clear direction to motivate individuals to work towards achieving goals. Furthermore, leaders must correct the behavior of individuals who violate rules, taking action on moral hazard through the implementation of servant leadership. This approach can effectively reduce the occurrence of moral hazard behaviors among agents.

4.6 Influence Servant Leadership with Moral hazard through Teacher Motivation

The results of this research demonstrate that servant leadership, through motivation, influences moral hazard. Servant leadership, along with various intrinsic and extrinsic factors influencing

motivational aspects, can contribute to decreasing moral hazard when effectively implemented. In a management context, leaders must comprehend the situation and conditions. According to Agency theory, moral hazard arises from asymmetric information and conflicting goals. Therefore, principals must take action, employing servant management leadership to create an environment that motivates teachers and fosters a positive working atmosphere by providing support and empowering agents.

Motivation serves as an indicator or factor that encourages individuals to engage in activities. The driving force behind these activities generally stems from a person's needs and desires, referred to as motivation (Sutrisno, 2010). It is crucial for principals to influence and encourage agents, motivating them to avoid moral hazard in their work. Strong motivation can influence commitment to principles and discourage behavior that could pose moral risks (moral hazard).

4.7 Influence of Servant Leadership on Moral Hazard through Teacher Compensation

The research findings reveal that servant leadership, through compensation, has an impact on moral hazard. Servant leadership, alongside various compensation factors, influences moral hazard. The implementation of servant leadership and compensation can potentially decrease moral hazard. According to Agency theory, dissatisfaction can lead to actions that contribute to moral hazard. As compensation falls under external motivation, it can have a significant effect. If the agent is motivated to act, the principal must provide compensation as a form of acknowledgment. Management servant leadership can establish an environment that motivates teachers to act responsibly.

Previous research by Rachman et al. (2021) explained that servant leadership affects compensation, aligning with Agustini's (2022) research, which also indicates that management servant leadership has a positive effect on reducing moral hazard.

6. CONCLUSION

From the conducted research, it can be concluded that moral hazard is influenced partially or simultaneously by servant leadership, teacher motivation, and teacher compensation. In this study, servant leadership, motivation, and compensation emerge as potential solutions to address the issue of moral hazard. The research also affirms agency theory, suggesting that the use of management servant leadership can minimize moral hazard. However, relying solely on servant leadership is insufficient; additional interventions, namely motivation and compensation, are necessary. The results of this research contribute to a more concrete understanding of how servant leadership and agency theory can influence the behavior of moral hazard through the mediating variables of motivation and compensation.

5. SUGGESTION

This research underscores the prevalence of moral hazard in the education sector, emphasizing the need for further study, particularly employing a servant leadership style, and considering compensation and motivation. Additional research variables, such as monitoring, evaluation, and development and training programs, should be explored to gain a more comprehensive understanding of moral hazard. This research can serve as guidance for educational leaders in implementing a servant leadership style and motivating educational actors to avoid behaviors that contribute to moral hazard. Despite limited literature on the relationship between moral hazard and servant leadership in education, existing research suggests a potential connection. Several studies indicate that servant leadership can mitigate the risk of moral hazard in educational environments by promoting responsibility and integrity among leaders and members of agencies or organizations (see, for example, Dumatubun, 2021).

8. NOTES

1. This research was conducted in 2023 and focused solely on the Wonosobo Regency area. Different regions may yield varied research results.
2. The subjects of this research were elementary school (SD) teachers in Wonosobo Regency.

REFERENCES

- Adams, J. S. (1963). Toward an understanding of inequity. *Journal of Abnormal and Social Psychology*, 67, 422–436.
- Agustini, N. K. S., Sapta, I. K. S., & Rihayana, I. G. (2022). Pengaruh Kompensasi, Servant Leadership dan Disiplin Kerja Terhadap Kinerja Karyawan pada Koperasi Kerthi Sari Jaya Pedungan Denpasar. *VALUES*, 3(2), 389–400.
- Bajor, J., & Baltes, B. (2003). The relationship between selection optimization with compensation, conscientiousness, motivation, and performance. *Journal of Vocational Behavior*, 63, 347–367.
- Barrick, M. R., & Mount, M. K. (1991). The big five personality dimensions and job performance: A meta-analysis. *Personnel Psychology*, 1–26.
- Dumatubun, N. F. M. L. (2021). Servant Leadership, Motivasi Kerja, Kinerja Karyawan dan Komitmen Organisasi. *Jurnal Ilmu Ekonomi Dan Sosial*, 12(1), 60–70.
- Fall, A., & Roussel, P. (2014). Compensation and Work Motivation: Self-Determination Theory and the Paradigm of Motivation through Incentives. *Researchgate*, 199–217.
- Folger, R., & Konovsky M. A. (1989). Effects of procedural and distributive justice on reactions to pay raise decisions. *Academy of Management Journal*, 32, 115–130.

- Greenberg, J. (1993). Stealing in the name of justice: Informational and interpersonal moderators of theft reactions. *Organisational Behavior and Human Decision Processes*, 81–103.
- Greenleaf, R. K. (2008). *The Servant as Leader*.
- Handoyo. (2010). *Pengukuran Servant leadership Sebagai Alternatif Kepemimpinan di Pendidikan Tinggi pada Masa Perubahan Organisasi. Makara, Sosial Humaniora*. 14(2), 130–140.
- Harwiki, W. (2013). Influence of Servant Leadership to Motivation, Organization Culture, Organizational Citizenship Behavior (OCB) and Employees Performance in Outstanding Cooperatives East Java Province, Indonesia. *IOSR J Bus Management*, 1(11), 50–588.
- Herzberg, F. (2017). *Motivation to work*.
- Hidayati, L., Fakhruddin, Yulianto, A., & Prihatin, T. (2023). Sustainability as Cultural Value in Islamic Private Higher Education. *Kasetsart Journal of Social Sciences*, 129–140.
- James, H., Scoorman, F. D., & Donaldson, L. (1997). Toward a Stewardship Theory of Management. *Academy of Management Review*, 22(2), 22–47.
- Jensen, M. C. (1983). Organization Theory and Methodology. *The Accounting Review*, 2, 319–339.
- Jensen, M. C., & Meckling, W. H. (1976). Theory of the firm: managerial behavior, agency costs, and ownership structure. *Journal of Financial Economics*, 305–360.
- Kaltianen, & Hakanen. (2022). Fostering Task and Adaptive Performance Through Employee Well-being: The Role of Servant Leadership. *BRQ Business Research Quarterly*, 25(1), 28–43.
- Kiryanto, & Supriyanto, E. (2006). *Pengaruh Moderasi Size Terhadap Hubungan Laba Konservatisme Dengan Neraca Konservatisme*.
- Locke, E. A., & Latham, G. P. (1990). *A theory of goal setting and task performance*. Prentice-Hall.
- Luo, J., & Zheng, J. (2018). The Impact of Servant Leadership on Proactive Behaviors: A Study Based on Cognitive Evaluation Theory. *Scientific Research Publishing Psychology*, 1228–1244.
- Marshall, J. M. (1976). Moral Hazard. *The American Economic Review*, 66(5).
- Mathis, R. L., & Jackson, J. H. (2007). *Human Resource Management*. Salemba Empat.

- Megheirkouni, M. (2018). Self-leadership Strategies and Career Success: Insight on Sports Organizations. *Sport, Business and Management: An International Journal*, 8(2), 393–409.
- Merino, I. (2016). Cross-Cultural Comparison of Servant Leadership in the United States and Latin America. *Dc.Etsu.Edu*, 1–40.
- Moe, T. M. (1984). The New Economics of Organization. *American Journal of Political Science*, 28(4), 739–777.
- Northhouse. (2018). *Leadership: Theory and Practice*. Wise Publisher.
- Prawira, I. D., Herawati, N. T., & Darmawan, N. A. S. (2014). Pengaruh Moralitas Individu, Asimetri Informasi dan Efektivitas Pengendalian Internal Terhadap Kecenderungan Kecurangan (Fraud) Akuntansi (Studi Empiris pada Badan Usaha Milik Daerah Kabupaten Buleleng). *E-Journal SI Ak Universitas Pendidikan Ganesha*, 2(1).
- Rachman, T., Mujanah, S., & Susanti, N. (2021). Servant Leadership, Self Awareness dan Kompensasi Pengaruhnya Terhadap Employee Engagement dan Kinerja Karyawan pada Puskesmas Tanjungbumi Madura. *Media Mahardhika*, 19(2), 361–371.
- Sayidah, N. (2012). Solusi Moral dan Spiritual Atas Masalah Moral Hazard. *Jurnal Ilmiah Akuntansi Dan Humanik*, 1(2), 190–201.
- Sendjaya, S. (2015). *Personal and Organizational Excellence Through Servant Leadership: Learning to Serve, Serving To lead, Leading to Transform*. Springer International Publishing.
- Spears, L. C., & Lawrence, M. (2002). *Focus on leadership: Servant-leadership for the Twenty-first Century*. John Wiley & Sons.
- Sutrisno, E. (2010). *Manajemen Sumber Daya Manusia* (2nd ed.). Prenada Media Group.
- Tourish, D. (2014). Leadership, more or less? A processual, communication perspective on the role of agency in leadership theory. *Sagepublication*, 10(79), 80–98.
- Tubbs, M. E. (1986). Goal setting: A meta-analytic examination of the empirical evidence. *Journal of Applied Psychology*, 464–483.
- Van Dierendonck, D. (2011). Servant Leadership: A Review and Synthesis. *Journal of Management*, 37, 1228–1261.