



## Servant Leadership, Knowledge Management, and *Gotong Royong* Culture as Predictors of Teacher' OCB: The Mediating Role of Trust and Work Motivation

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### Abstract :

This study examines the influence of servant leadership, *gotong royong* culture, and knowledge management on teachers' Organizational Citizenship Behavior (OCB), with trust and work motivation as mediating variables. A quantitative survey design was used, and data were collected from teachers and analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS 4.0). The findings indicate that servant leadership, *gotong royong* culture, and knowledge management have a positive and significant influence on teachers' OCB. In addition, servant leadership and *gotong royong* culture significantly increase trust, while *gotong royong* culture and knowledge management positively influence work motivation. Both trust and work motivation were also found to significantly increase teachers' OCB. Furthermore, a mediation analysis indicated that trust and work motivation partially mediate the relationship between servant leadership, *gotong royong* culture, knowledge management, and teachers' OCB. These results emphasize the importance of integrating leadership practices, local cultural values, and effective knowledge management to foster teachers' extra-role behaviors in educational institutions. This study contributes to the organizational behavior literature in education by highlighting the role of indigenous cultural values, particularly the culture of *gotong royong*, in strengthening teachers' organizational citizenship behavior (OCB).

## INTRODUCTION

The development of 21st-century technology and the demands of the Society 5.0 era have accelerated the transformation of educational systems toward more adaptive, innovative, and learner-centered approaches. In this context, teachers are no longer positioned merely as transmitters of knowledge but also as facilitators, innovators, and agents of change who play a strategic role in improving educational quality. Therefore, teacher professionalism has become a crucial factor in ensuring effective learning and organizational performance. Teachers are required to demonstrate professional competence in carrying out their responsibilities. However, formal competence alone is insufficient to achieve organizational effectiveness without the presence of extra-role behaviors known as Organizational Citizenship Behavior (OCB) (Hermanto & Srimulyani,

2022; Yuwono et al., 2023). OCB reflects voluntary behaviors that exceed formal job requirements and contribute positively to organizational effectiveness, particularly within educational institutions.

Among the factors influencing OCB, servant leadership has been widely recognized as an important leadership approach that emphasizes service, empowerment, and employee development. Servant leadership is believed to create a supportive organizational climate in which employees are encouraged to demonstrate positive discretionary behaviors beyond their formal duties. Previous studies have shown that servant leadership can strengthen organizational commitment, collaboration, and employee willingness to contribute voluntarily to organizational goals (Ekmekcioglu & Öner, 2024; Srimulyani, 2023; Hutagaol, 2023). In educational settings, teachers who perceive supportive and service-oriented leadership are more likely to engage in cooperative behaviors, knowledge sharing, and initiatives that support school effectiveness.

In addition to leadership, organizational culture and knowledge management practices are also considered important determinants of OCB. In the Indonesian context, the culture of *gotong royong* represents a form of local wisdom emphasizing cooperation, mutual assistance, solidarity, and collective responsibility. These cultural values are highly relevant to educational organizations, where collaboration among teachers is essential for achieving institutional goals. A strong *gotong royong* culture can encourage trust, teamwork, and collective engagement, which ultimately foster extra-role behaviors among teachers. Furthermore, effective knowledge management practices enable teachers to exchange experiences, share expertise, and develop innovative learning strategies, thereby enhancing organizational learning and work effectiveness (Donkor et al., 2023; Singh & Banerji, 2022; Santos et al., 2025).

Previous studies have identified the direct influence of servant leadership, knowledge management, and organizational culture on OCB. However, most studies have examined these variables separately and have not comprehensively integrated psychological mechanisms into a single conceptual framework (Aminah et al., 2022; Iqbal et al., 2024). In particular, empirical research linking servant leadership with local wisdom values such as *gotong royong* culture in influencing OCB remains limited, especially within educational institutions in developing countries. This limitation indicates a research gap concerning how leadership, knowledge management, and collective cultural values interact through psychological mechanisms to shape teachers' OCB.

To address this gap, the present study integrates servant leadership, *gotong royong* culture, and knowledge management into a unified model with trust and work motivation as mediating variables. Trust is considered a critical psychological mechanism that reflects employees' confidence in organizational leaders and colleagues, while work motivation represents the internal drive that encourages employees to perform beyond formal obligations. Through the Structural Equation Modeling–Partial Least Squares (SEM-PLS) approach, this study seeks to explain how servant leadership enhances trust, how *gotong royong* culture strengthens trust and work motivation, and how knowledge management fosters motivational processes that ultimately improve teachers' OCB (Asif et al., 2025; Demissie et al., 2024; Srimulyani, 2023).

Theoretically, this study offers novelty by integrating servant leadership, knowledge management, and local wisdom-based culture into a comprehensive framework explaining the formation of OCB through psychological mediation

mechanisms. This integration contributes to the organizational behavior literature by providing empirical evidence regarding the importance of incorporating local cultural values into modern organizational management, particularly in educational institutions. Based on this conceptual framework, the following hypotheses are proposed:

H1: Servant leadership positively influences trust.

H2: Servant leadership positively influences teachers' OCB.

H3: *Gotong royong* culture positively influences trust.

H4: *Gotong royong* culture positively influences work motivation.

H5: *Gotong royong* culture positively influences teachers' OCB.

H6: Knowledge management positively influences work motivation.

H7: Knowledge management positively influences teachers' OCB.

H8: Trust positively influences teachers' OCB.

H9: Work motivation positively influences teachers' OCB.

## RESEARCH METHOD

This study employed a quantitative approach with an explanatory research design to examine the causal relationships among servant leadership, knowledge management, *gotong royong* culture, trust, work motivation, and teachers' Organizational Citizenship Behavior (OCB). The explanatory design was selected to empirically test the hypotheses developed from the proposed conceptual framework.

The population of this study consisted of 437 inclusive teachers from private elementary schools (*Sekolah Dasar*) certified as inclusive schools in the central region of Bogor Regency. The study used a purposive sampling technique by selecting respondents based on predetermined criteria, namely teachers who had at least one year of teaching experience to ensure adequate understanding of organizational dynamics within the school environment. A total of 209 teachers participated in this study. This sample size was considered adequate because studies employing Structural Equation Modeling–Partial Least Squares (SEM-PLS) generally require between 100 and 300 respondents to produce reliable parameter estimates.

Data were collected through a survey using a structured questionnaire measured on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire measured six constructs: servant leadership, knowledge management, *gotong royong* culture, trust, work motivation, and teachers' OCB. The indicators used to measure each construct were adapted from previously validated instruments to ensure conceptual validity and measurement accuracy (Donate & de Pablo, 2015; Eva et al., 2019; Podsakoff et al., 2000). Participation in this study was voluntary, respondent anonymity was guaranteed, and informed consent was obtained prior to data collection.

Data analysis was conducted using Partial Least Squares Structural Equation Modeling (SEM-PLS) with SmartPLS software. SEM-PLS was selected because it is capable of analyzing complex relationships among latent variables while requiring minimal assumptions regarding data distribution (Hair et al., 2021). The analysis was performed in two stages: measurement model evaluation and structural model evaluation. The measurement model assessment included tests of convergent validity using outer loading and Average Variance Extracted (AVE) values, as well as reliability testing using Composite Reliability and Cronbach's Alpha. The structural model evaluation involved examining path coefficients, *t*-statistics, and *p*-values through the bootstrapping procedure, along with assessing the predictive power of the model using the R-square value.

## RESULTS AND DISCUSSION

### Results

#### Statistical Analysis

The findings derived from the descriptive statistical examination of the research variables furnish a comprehensive overview of the central tendency of the data, as evidenced by the calculated mean, median, and mode values, which are delineated in Table 1.

Table 1. Statistical Description of Research Variables

Description	SL (X1)	MC (X2)	KM (X3)	Trust (X4)	WM (X5)	OCB (Y)
Mean	139,54	136,17	139,55	135,24	131,43	125,96
Standard Error	1,61	1,50	1,57	1,33	1,44	1,31
Median	118,5	117,5	123	116,5	115,5	114,5
Mode	128	156	158	150	121	142
Standard Deviation	23,29	21,74	22,74	19,26	20,88	18,89
Sample Variance	542,51	472,70	517,17	370,94	436,08	356,93
Kurtosis	0,96	0,89	0,35	1,22	1,24	0,61
Skewness	-1,24	-1,14	-1,01	-1,01	-1,11	-1,08
Range	99	103	104	101	95	89
Minimum	69	66	71	66	68	70
Maximum	168	169	175	167	163	159
Sum	29163	28460	29165	28266	27469	26326
Count	209	209	209	209	209	209

In light of the findings acquired from the descriptive statistical examination, all variables under investigation in this study exhibit a propensity for favorable assessments from the respondents. Servant leadership is regarded as proficient in delivering support and attention to educators as they fulfill their professional obligations. The *gotong royong* culture epitomizes collaboration and reciprocal assistance among educators within the academic milieu. Knowledge management signifies that the mechanisms for disseminating knowledge and professional experiences have been executed with notable efficacy. Furthermore, the degree of trust among members of the organization is also classified as elevated, thereby facilitating the cultivation of harmonious professional relationships. This context is further bolstered by the heightened level of teacher motivation, which ultimately fosters the emergence of teacher' OCB, characterized by voluntary actions taken by educators to assist peers, engage in organizational initiatives, and contribute positively to institutional advancement.

#### SEM-PLS Analysis

The assessment of the outer model during the second phase was undertaken by referencing the variables quantified through their respective indicators, which were categorized as reflective indicators. The evaluation of the model at this juncture was executed by deriving latent variable values for each indicator from the computational outputs produced via the PLS algorithm, as delineated in the preceding stage. The assessment of the measurement model concerning the Higher Order Constructs (HOC) for both exogenous and endogenous variables was performed utilizing a reflective measurement paradigm.

The evaluation of the measurement model employing reflective indicators was substantiated through an analysis of the Loading Factor, Composite Reliability (CR), and Average Variance Extracted (AVE). Below is a graphical representation of the outcomes

generated from the algorithmic iteration and bootstrapping methodologies conducted in SmartPLS.

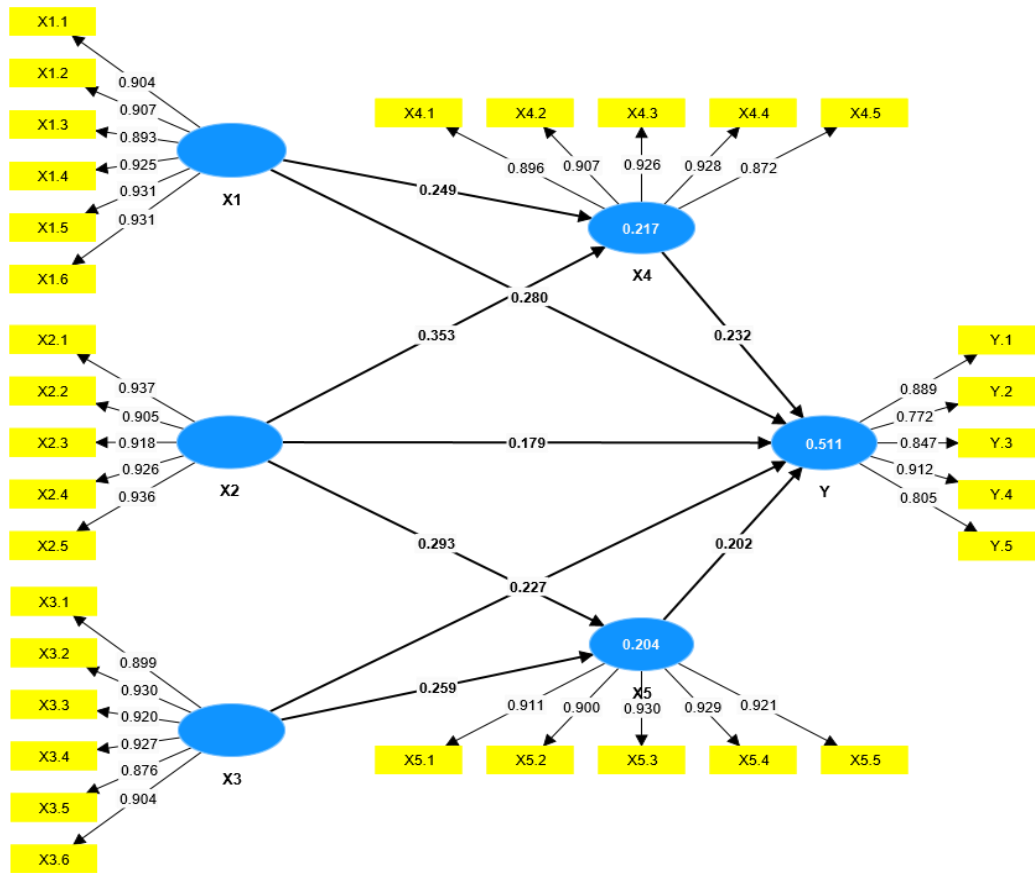


Figure 1. Output Chart of the Outer Model of the Second Order Constellation of the Research Model of (OCB)

The initial phase in the evaluation of the outer model involves the examination of convergent validity through the outer loading values. Convergent validity seeks to ascertain the degree to which the indicators effectively encapsulate the constructs of the measured variables, as illustrated in Table 2.

Table 1. Convergent Validity

	Indicator	Outer Loading	AVE	CR
Y.1	Description	0.889	0.717	0.926
Y.2	Solidarity with colleagues (Altruism)	0.772		
Y.3	Conscientiousness in completing tasks (Conscientiousness)	0.847		
Y.4	Tolerance toward unfavorable situations (Sportsmanship)	0.912		
Y.5	Organizational loyalty (Civic Virtue)	0.805		
X1.1	Creating a harmonious work environment (Courtesy)	0.904	0.838	0.969
X1.2	Providing support and opportunities for teachers to develop (Empowerment)	0.907		
X1.3	Demonstrating humility and valuing others' contributions (Humility)	0.893		
X1.4	Acting honestly, transparently, and with integrity	0.925		

	(Authenticity)			
X1.5	Accepting and understanding others' mistakes wisely (Interpersonal Acceptance)	0.931		
X1.6	Taking responsibility for the well-being of the school and community (Stewardship)	0.931		
X2.1	Providing clear direction toward shared goals (Providing Direction)	0.937	0.855	0.967
X2.2	Demonstrating togetherness and mutual support among teachers (Solidarity)	0.905		
X2.3	Actively participating in school programs and activities (Participation)	0.918		
X2.4	Sharing responsibility for school progress and well-being (Responsibility)	0.926		
X2.5	Demonstrating mutual respect and openness in collaboration (Mutual Respect)	0.936		
X3.1	Voluntarily cooperating for collective interests (Voluntarism)	0.899	0.827	0.966
X3.2	Generating new ideas and innovations (Knowledge Creation)	0.930		
X3.3	Storing and managing information for easy access (Knowledge Storage)	0.920		
X3.4	Sharing information and experiences with others (Knowledge Sharing)	0.927		
X3.5	Applying knowledge to improve work outcomes (Knowledge Utilization)	0.876		
X3.6	Converting experience into usable organizational knowledge (Knowledge Conversion)	0.904		
X4.1	Using technology to manage and disseminate knowledge (Technological Support)	0.896	0.843	0.964
X4.2	Belief that leaders and colleagues act honestly and fairly (Honesty)	0.907		
X4.3	Belief in the professional competence of organizational members (Competence)	0.926		
X4.4	Belief in mutual care and support among members (Benevolence)	0.928		
X4.5	Belief that commitments and responsibilities are fulfilled (Reliability)	0.872		
X5.1	Belief that communication is conducted openly and transparently (Openness)	0.911	0.784	0.948
X5.2	Drive to achieve optimal work results (Achievement)	0.900		
X5.3	Willingness to perform tasks seriously (Responsibility)	0.930		
X5.4	Expectation of recognition for work performance (Recognition)	0.929		
X5.5	Enthusiasm and passion for work (Work Spirit)	0.921		

All metrics pertaining to the research variables exhibit outer loading values that exceed 0.70. This finding suggests that each metric possesses a robust correlation with the latent variable being assessed. For example, various indicators associated with the *gotong royong* variable display loading values surpassing 0.90, indicating that these indicators are exceptionally representative in elucidating the construct of the variable. Consequently, all indicators in this investigation are deemed valid and appropriate for incorporation into the research model.

The subsequent assessment pertains to the Average Variance Extracted (AVE). The AVE metric serves to represent the extent to which a construct can account for the variance of the indicators that constitute it. The findings reveal that all variables within this study possess AVE values exceeding 0.50, signifying that over 50% of the variance of the indicators can be elucidated by their corresponding constructs.

The dependability of the constructs was assessed employing Composite Reliability (CR). The results indicate that all constructs exhibit CR values exceeding 0.70, thereby signifying adequate internal consistency reliability. These findings substantiate that the indicators utilized in this investigation accurately measure their corresponding latent constructs.

Furthermore, an examination of multicollinearity was performed utilizing the Variance Inflation Factor (VIF). The outcomes reveal that all VIF values fall within the range of 1.032 to 1.364, which is considerably lower than the suggested threshold of 5. This finding suggests that there are no multicollinearity concerns among the variables within the research model. In summary, the evaluation of the measurement model illustrates that all constructs meet the requisite criteria, including outer loading > 0.70, AVE > 0.50, Composite Reliability > 0.70, and VIF values beneath the critical threshold. Consequently, the measurement model is deemed valid and reliable, permitting the analysis to advance to the evaluation of the structural model (inner model).

The following section presents the results of discriminant validity testing. The assessment is conducted using the Fornell–Larcker criterion. This criterion is applied to evaluate each latent variable examined in this study.

**Table 2. Fornell Larcker Values**

	X1	X2	X3	X4	X5	Y
X1	<b>0.915</b>					
X2	0.175	<b>0.924</b>				
X3	0.158	0.334	<b>0.910</b>			
X4	0.310	0.396	0.177	<b>0.906</b>		
X5	0.066	0.379	0.357	0.319	<b>0.918</b>	
Y	0.432	0.472	0.444	0.494	0.444	<b>0.846</b>

Table 3, the indicator values (emphasized in bold) corresponding to each construct surpass those of the remaining indicators. Consequently, the criterion for discriminant validity is fulfilled, signifying that each construct possesses empirical distinctiveness from the others.

**Table 3. Direct Value**

No.	Influence	Coefficient	T Statistics (O/STDEV)	P Values
1	Servant Leadership → Trust	0.249	4.052	0.000
2	Servant Leadership → Teachers' OCB	0.280	4.712	0.000
3	<i>Gotong royong</i> Culture → Trust	0.353	5.868	0.000
4	<i>Gotong royong</i> Culture → Work Motivation	0.293	3.732	0.000
5	<i>Gotong royong</i> Culture → Teachers' OCB	0.179	2.766	0.006
6	Knowledge Management → Work Motivation	0.259	3.236	0.001
7	Knowledge Management → Teachers' OCB	0.227	4.305	0.000
8	Trust → Teachers' OCB	0.232	3.603	0.000
9	Work Motivation → Teachers' OCB	0.202	3.240	0.001

The results of the direct effect analysis in Table 4 show that the comprehensive interaction between the variables examined in this study shows a positive and statistically significant relationship. Servant leadership shows a substantial effect on trust ( $\beta = 0.249$ ;  $p < 0.05$ ) as well as on teacher' OCB ( $\beta = 0.280$ ;  $p < 0.05$ ). Furthermore, *gotong royong* culture exhibits significant effects on trust ( $\beta = 0.353$ ;  $p < 0.05$ ), work motivation ( $\beta = 0.293$ ;  $p < 0.05$ ), and OCB ( $\beta = 0.179$ ;  $p < 0.05$ ). In addition, knowledge management is found to have a significant influence on work motivation ( $\beta = 0.259$ ;  $p < 0.05$ ) and teachers' OCB ( $\beta = 0.227$ ;  $p < 0.05$ ).

**Table 4. Direct Effect, Indirect Effect, and Total Effect**

Influence	Direct Effect	Indirect Effect	Total Effect	Mediator
Servant Leadership → Trust → Teachers' OCB	0.280	0.058	0.338	Partial mediation
<i>Gotong royong</i> → Trust → Teacher' OCB	0.179	0.082	0.261	Partial mediation
<i>Gotong royong</i> Culture → Work Motivation → Teachers' OCB	0.179	0.059	0.238	Partial mediation
Knowledge Management → Work Motivation → Teacher' OCB	0.227	0.052	0.279	Partial mediation

Furthermore in Table 5, the mediating variables exhibit considerable effects on the dependent variable. Trust exerts a positive influence on organizational citizenship behavior ( $\beta = 0.232$ ;  $p < 0.05$ ), while work motivation similarly exerts a positive impact on organizational citizenship behavior ( $\beta = 0.202$ ;  $p < 0.05$ ). These results imply that enhancements in servant leadership, the culture of *gotong royong*, knowledge management, trust, and work motivation can profoundly facilitate the advancement of organizational citizenship behavior among educators.

The findings derived from the analysis of direct, indirect, and total effects, as illustrated in Table 5, suggest that trust and work motivation serve as partial mediators in the association between the exogenous variables and teachers' Teacher' OCB. Specifically, servant leadership exerts a direct effect on teachers' OCB quantified at 0.280, alongside an indirect effect mediated by trust amounting to 0.058, culminating in a total effect of 0.338. This outcome implies that the presence of trust amplifies the impact of servant leadership in fostering OCB among educators.

Moreover, the culture of *gotong royong* demonstrates a direct effect on teachers' OCB quantified at 0.179, in addition to an indirect effect mediated through trust of 0.082, resulting in a total effect of 0.261. This finding indicates that trust fortifies the linkage between the principles of *gotong royong* and organizational citizenship behavior. Furthermore, *gotong royong* also exhibits an indirect effect on teachers' OCB via work motivation, measured at 0.059, leading to a total effect of 0.238, thereby suggesting that a collective work culture may enhance work motivation, which subsequently promotes OCB. In addition, knowledge management reveals a direct effect on teachers' OCB quantified at 0.227, accompanied by an indirect effect mediated through work motivation of 0.052, resulting in a total effect of 0.279. These findings substantiate that efficacious knowledge management practices not only exert a direct influence on organizational citizenship behavior but also indirectly bolster it through heightened teacher motivation. In summary, the results of this investigation indicate that trust and work motivation operate as psychological mechanisms that augment the effects of servant leadership, *gotong royong* culture, and knowledge management in the promotion of teachers' Organizational Citizenship Behavior. In essence, the mediation

analysis concludes that enhancements in servant leadership, *gotong royong* culture, and knowledge management practices not only directly bolster teachers' OCB but also indirectly contribute to its elevation through increased trust and work motivation.

**Table 5. R Square and R Square Adjusted**

Variabel Dependen	R Square	R Square Adjusted
Trust	0.217	0.209
Work Motivation	0.204	0.196
Teacher' OCB	0.511	0.499

Table 6, the assessment of the structural model was undertaken through the analysis of R-square ( $R^2$ ) and Adjusted R-square metrics to evaluate the model's explanatory efficacy.  $R^2$  values of 0.75, 0.50, and 0.25 are classified as substantial, moderate, and weak, respectively. The findings reveal that the Trust variable possesses an R-square value of 0.217 and an Adjusted R-square value of 0.209. This suggests that servant leadership and the *gotong royong* culture account for 21.7% of the variance in trust, whereas the remaining 78.3% is attributable to external variables not encompassed within the research framework. According to SEM-PLS criteria, this value may be categorized as weak yet remains acceptable within the realm of behavioral research.

The Work Motivation variable is characterized by an R-square value of 0.204 and an Adjusted R-square value of 0.196, thereby indicating that the *gotong royong* culture and knowledge management elucidate 20.4% of the variance in work motivation, while 79.6% is subject to the influence of extraneous factors not represented in this investigation. Analogous to the trust construct, this value is similarly situated within the weak explanatory domain, a phenomenon frequently observed in social and behavioral research contexts. Conversely, the Teacher' OCB variable exhibits an R-square value of 0.511 and an Adjusted R-square value of 0.499. This outcome signifies that servant leadership, *gotong royong* culture, knowledge management, trust, and work motivation collectively account for 51.1% of the variance in teachers' OCB, while 48.9% is impacted by additional variables external to the model. In light of SEM-PLS criteria, this value is categorized within the moderate explanatory range, implying that the proposed model possesses adequate predictive capability in elucidating teachers' Organizational Citizenship Behavior.

**Table 6. Size Effect of Exogenous Variables on Endogenous Variables**

	X4	X5	Y
X1	0.077		0.141
X2	0.154	0.096	0.048
X3		0.075	0.086
X4			0.082
X5			0.064

Table 7 demonstrate that the influence of *gotong royong* culture on trust yields an effect size ( $f^2$ ) of 0.154, categorizing it within the moderate effect range. Conversely, the impact of servant leadership on trust is characterized by an  $f^2$  value of 0.077, which is classified as a small effect. In relation to the work motivation variable, the effect of *gotong royong* culture on work motivation is represented by an  $f^2$  value of 0.096, whereas the effect of knowledge management on work motivation is quantified at 0.075. Both of these values are situated within the small effect classification.

Moreover, concerning the teachers' Teacher' OCB variable, the impact of servant leadership on OCB exhibits an  $f^2$  value of 0.141, while the effect of knowledge management on OCB is recorded at 0.086, the effect of trust on OCB at 0.082, and the effect of work motivation on OCB at 0.064. These values collectively suggest that each variable plays a role in elucidating teachers' OCB, although the majority of the effects reside within the small to moderate effect size classifications.

**Table 7. Blindfolding to calculate  $Q^2$**

Variabel	SSO	SSE	$Q^2 (=1-SSE/SSO)$
Trust	1045.000	864.895	0.172
Motivasi Kerja	1045.000	871.755	0.166
Teacher' OCB	1045.000	678.967	0.350

All  $Q^2$  values exceed zero in Table 8, which signifies that the research model exhibits a commendable predictive capacity in elucidating the interrelationships among the variables scrutinized in this investigation.

**Table 8. Standardized Root Mean Square Residual (SRMR)**

	Saturated model	Estimated model
SRMR	0.049	0.058
d_ ULS	1.267	1.770
d_G	0.731	0.741
Chi-square	847.397	851.786
NFI	0.887	0.887

The research model further in Table 9 illustrates a commendable degree of congruence between the theoretical framework and the empirical data acquired from the participants. The Standardized Root Mean Square Residual (SRMR) value of the estimated model is recorded at 0.058, which is beneath the suggested threshold of 0.08, thereby signifying that the model possesses an acceptable level of fit.

**Table 10. Predictive PLS and LM Models on Endogenous Variable Indicators**

	$Q^2_{predict}$	PLS-SEM_RMSE	PLS-SEM_MAE	LM_RMSE	LM_MAE
X4.1	0.165	0.917	0.683	0.955	0.733
X4.2	0.177	0.910	0.706	0.946	0.729
X4.3	0.165	0.917	0.687	0.960	0.715
X4.4	0.154	0.923	0.746	0.978	0.786
X4.5	0.128	0.938	0.742	0.989	0.783
X5.1	0.118	0.943	0.706	0.981	0.731
X5.2	0.133	0.936	0.697	0.970	0.718
X5.3	0.131	0.938	0.690	0.973	0.713
X5.4	0.198	0.900	0.699	0.911	0.713
X5.5	0.164	0.919	0.695	0.946	0.702
Y.1	0.366	0.800	0.624	0.808	0.640
Y.2	0.232	0.882	0.704	0.885	0.679
Y.3	0.243	0.874	0.690	0.864	0.671
Y.4	0.335	0.819	0.680	0.756	0.608
Y.5	0.228	0.883	0.674	0.904	0.682

Moreover in Table 10, the findings reveal that the majority of indicators yield positive  $Q^2_{predict}$  values, implying that the model demonstrates substantial predictive accuracy. This assertion is reinforced by the observation that the PLS-SEM\_RMSE values

for most indicators fall below the LM\_RMSE values, indicating that the PLS-SEM model surpasses the linear regression model in terms of predictive performance when elucidating the endogenous variables.

## Discussion

The SEM-PLS analysis conducted in this study demonstrates that the measurement model fulfilled the required validity and reliability criteria. All indicators showed satisfactory outer loading values, indicating that the constructs used in this study were valid in measuring the intended variables. Furthermore, the structural model evaluation revealed that most hypothesized relationships among variables were positive and statistically significant.

The R-square values indicate that trust was explained by servant leadership and *gotong royong* culture by 21.7%, while work motivation was explained by *gotong royong* culture and knowledge management by 20.4%. In addition, teachers' Organizational Citizenship Behavior (OCB) was explained by servant leadership, *gotong royong* culture, knowledge management, trust, and work motivation by 51.1%. These findings suggest that the proposed research model has moderate explanatory power in predicting teachers' OCB.

The effect size ( $f^2$ ) analysis further shows varying levels of influence among the exogenous variables. *Gotong royong* culture demonstrated a moderate effect on trust ( $f^2 = 0.154$ ), indicating its important role in strengthening interpersonal trust within educational organizations. In contrast, servant leadership had a smaller effect on trust ( $f^2 = 0.077$ ). Regarding work motivation, both *gotong royong* culture ( $f^2 = 0.096$ ) and knowledge management ( $f^2 = 0.075$ ) showed small but meaningful effects. Meanwhile, servant leadership emerged as the strongest predictor of teachers' OCB ( $f^2 = 0.141$ ), followed by knowledge management ( $f^2 = 0.086$ ), trust ( $f^2 = 0.082$ ), work motivation ( $f^2 = 0.064$ ), and *gotong royong* culture ( $f^2 = 0.048$ ). Although most effects were categorized as small, they remained meaningful in explaining teachers' extra-role behavior.

Moreover, all  $Q^2$  values for trust, work motivation, and teachers' OCB exceeded 0.05, indicating that the model possesses satisfactory predictive relevance. This finding confirms that the structural model is capable of adequately predicting the endogenous variables within the proposed framework. The findings reveal that servant leadership positively and significantly influences trust. This result highlights the importance of leadership practices that prioritize service, empathy, and employee development in fostering teachers' trust toward leaders and organizations. The finding supports Servant Leadership Theory, which emphasizes leaders' roles in serving and empowering followers. The finding supports Servant Leadership Theory, which emphasizes leaders' roles in serving and empowering followers (Baety & Rojuaniah, 2022; Faiz et al., 2023).

Servant leadership was also found to positively and significantly affect teachers' OCB. Leaders who demonstrate strong service orientation can encourage teachers to engage in voluntary behaviors beyond their formal responsibilities. Employees tend to reciprocate positive treatment from leaders through constructive organizational behavior (Hoch et al., 2018). The culture of *gotong royong* showed a positive and significant influence on trust. This indicates that values of cooperation, solidarity, and mutual assistance embedded within *gotong royong* culture strengthen interpersonal trust among organizational members. This finding reflects the principles of collectivist culture, which emphasize social harmony and collaborative relationships in

organizational settings (Li & Yu, 2023; Morris, 2024).

The findings further indicate that *gotong royong* culture positively and significantly affects work motivation. A collaborative and supportive work environment can enhance teachers' enthusiasm and intrinsic motivation in performing their professional duties. This result is consistent with Self-Determination Theory, which argues that social support and positive interpersonal relationships strengthen intrinsic motivation (Ryan & Deci, 2020; Ryan et al., 2021). In addition, *gotong royong* culture positively and significantly influences teachers' OCB. Strong values of solidarity and cooperation encourage teachers to voluntarily assist colleagues, participate in organizational activities, and maintain harmonious workplace relationships (Sarfraz et al., 2022; Zhang et al., 2025).

Knowledge management was also found to positively and significantly affect work motivation. Effective knowledge-sharing practices, organizational learning, and access to information can enhance teachers' motivation in carrying out their professional responsibilities (Kianto et al., 2016). Furthermore, knowledge management positively and significantly influences teachers' OCB. Educational institutions that facilitate knowledge exchange and collaborative learning are more likely to encourage teachers' voluntary contributions and cooperative behaviors (Yu & Chao, 2023; Chaudhuri et al., 2025).

Trust was found to positively and significantly influence teachers' OCB. Trust creates a sense of psychological safety that encourages employees to contribute beyond formal expectations (Colquitt et al., 2025). Similarly, work motivation demonstrated a positive and significant effect on teachers' OCB. Teachers with higher levels of motivation tend to display stronger commitment, initiative, and willingness to contribute voluntarily to organizational effectiveness (Gagné et al., 2019).

This study contributes theoretically by integrating servant leadership, knowledge management, and *gotong royong* culture into a comprehensive framework explaining teachers' OCB through the mediating roles of trust and work motivation. The inclusion of *gotong royong* culture as a local wisdom construct enriches the organizational behavior literature by demonstrating the relevance of indigenous cultural values in shaping positive organizational behavior within educational institutions. Practically, the findings provide implications for school leaders and policymakers to strengthen collaborative culture, service-oriented leadership, and knowledge-sharing practices as strategic efforts to improve teachers' extra-role behavior and organizational effectiveness in the educational sector.

## CONCLUSION

The findings demonstrate that servant leadership, *gotong royong* culture, and knowledge management positively and significantly influence teachers' OCB. In addition, servant leadership and *gotong royong* culture were found to strengthen trust, while *gotong royong* culture and knowledge management significantly enhanced work motivation. Furthermore, trust and work motivation positively contributed to teachers' OCB and partially mediated the relationships between the independent variables and OCB. These results indicate that the implementation of service-oriented leadership, collaborative cultural values, and effective knowledge management practices can more effectively foster teachers' extra-role behavior when supported by high levels of trust and work motivation. The study highlights the importance of integrating leadership approaches, local cultural values, and organizational learning practices to strengthen

positive organizational behavior in educational institutions. Theoretically, this research contributes to the organizational behavior literature by integrating local wisdom-based culture into the OCB framework, while practically it provides implications for school leaders and policymakers in developing collaborative and supportive school environments. Future studies are recommended to expand the research scope by involving broader educational settings, incorporating longitudinal approaches, and examining additional variables such as organizational commitment, job satisfaction, or organizational climate to obtain a more comprehensive understanding of factors influencing teachers' OCB.

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