



The Role of Servant Leadership in Enhancing Teacher Job Satisfaction: A Study of School Organizational Behavior Mediated by Workload and Work Discipline

Ika Juliana Panjaitan¹, Agus Salim Salabi²

^{1,2}Islamic Education Management, Faculty of Tarbiyah and Teacher Education, Sultanah Nahrasiyah State Islamic University of Lhokseumawe, Lhokseumawe, Indonesia

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ABSTRACT

Purpose of the study: This study aims to evaluate and analyze the strategic role of servant leadership by school principals in directly influencing teachers' job satisfaction, as well as to examine the mediating role of workload and work discipline in bridging this relationship among teachers at Sukma Bangsa Private Junior High School.

Methodology: This study employed a quantitative method with a descriptive survey design. The research subjects consisted of a total sample of 50 teachers at Sukma Bangsa Private Junior High School in Lhokseumawe, selected through a saturation sampling technique. Data were collected primarily through a structured questionnaire survey using a 5-point Likert scale and secondary through documentation. Data analysis was performed using Structural Equation Modeling based on Partial Least Squares operated via SmartPLS software to test the measurement model and structural model.

Main Findings: The analysis demonstrates that servant leadership exerts a direct, positive, and significant influence on teachers' job satisfaction, workload, and work discipline. Concurrently, teacher job satisfaction is empirically unaffected by either work discipline or workload. Furthermore, the mediation analysis confirms that workload and work discipline fail to mediate the relationship between servant leadership and job satisfaction, whether partially or simultaneously.

Novelty/Originality of this study: Contrasting conventional organizational behavior theories that treat workload strictly as a negative stressor, this study offers a conceptual novelty under a servant leadership framework, increased task involvement is perceived positively by teachers as a form of professional trust and empowerment. Socially and educationally, this study contributes by affirming that teachers' emotional well-being within schools is not dictated by formal structural controls disciplinary rules or work volume, but rather by the fulfillment of psychological needs fostered through supportive, humanistic, and empathetic interpersonal relationships from school leadership.

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Corresponding Author:

Ika Juliana Panjaitan

Department of Islamic Education, Faculty of Tarbiyah and Teacher Education, Sultanah Nahrasiyah State Islamic University of Lhokseumawe, Jl. Medan-Banda Aceh Km. 275 No. 1 Alue Awe, Muara Dua, Lhokseumawe City, Indonesia

Email: ikajuliana24@gmail.com

1. INTRODUCTION

In the modern educational ecosystem, teachers are not merely technical implementers of the curriculum in the classroom, but rather strategic instruments and the primary driving force that determines the effectiveness of value transformation, the quality of learning, and the success of an educational institution's academic vision [1]. Given their massive role, human resource management in the school environment must be directed toward strengthening psychological aspects, one of the primary indicators of which is reflected through teacher job satisfaction. From an organizational behavior perspective, job satisfaction is an affective reflection and positive emotional evaluation by an employee of their experiences, role, and work environment. Teachers who consistently experience high levels of job satisfaction will demonstrate strong organizational loyalty, soaring intrinsic motivation, creativity in adopting innovative teaching methodologies, and a sincere professional commitment to maximizing the potential of their students [2].

Conversely, neglecting teachers' job satisfaction can trigger highly damaging systemic effects on the school's organizational climate. Job dissatisfaction among educators is often the root cause of various acute problems, such as increased emotional exhaustion (burnout), declining classroom performance and teaching accountability, a loss of empathy toward students, and a high propensity for teachers to leave their jobs or intend to resign [3]. This complexity is further highlighted by the fact that teachers are confronted with the psychological transition phase of students' development during early adolescence, which requires extra attention, while simultaneously facing institutional demands to produce competitive graduates [4]. Therefore, understanding, mapping, and intervening in factors that can enhance teacher job satisfaction is an academic and managerial priority that cannot be compromised to ensure the sustainability of national education quality.

Theoretically, job satisfaction does not arise in a vacuum but stems from a dynamic interplay between an individual's internal characteristics and external stimuli within the school's psychological work environment. Within the field of organizational behavior studies, this phenomenon can be validated and analyzed using Herzberg's Two Factor Theory [5]. This theory divides work determinants into two main dimensions: motivator factors (satisfiers), which stem from the intrinsic conditions of the job itself such as achievement, recognition, and responsibility; and hygiene factors (dissatisfiers), which stem from extrinsic conditions or the environment outside the job such as institutional administrative policies, physical workplace conditions, and leadership characteristics. In the context of school governance, one of the extrinsic hygiene factors with the strongest influence on fulfilling teachers' psychological needs and intrinsic motivation is the effectiveness of the principal's leadership style [6]. When the principal fails to position themselves as a supportive facilitator, organizational control functions weaken and trigger job dissatisfaction. However, if the principal adopts a humanistic, inclusive, and subordinate-wellbeing-oriented leadership approach, a positive psychological work environment will naturally develop.

The leadership style considered most adaptive for bridging spiritual humanistic values with contemporary educational management is servant leadership [7]. The essence of servant leadership places the paradigms of service, empathy, emotional healing, humility, and commitment to individual growth as top priorities above the leader's self-interested concerns. The operational mechanism through which servant leadership drives job satisfaction can be robustly explained via Social Exchange Theory [8]. According to this theory, human interactions within an organization are based on non-transactional, emotionally driven reciprocity. When a principal exhibits servant leadership characteristics by listening to teachers' concerns, providing emotional support when they face teaching challenges, and delegating authority fairly, teachers will perceive this as a form of recognition and structural protection. Consequently, a psychological moral debt arises, in which teachers voluntarily repay this kindness by increasing their emotional engagement, loyalty, discipline, and job satisfaction toward the institution [9].

However, the dynamics of school organizational behavior are influenced not only by vertical relationships between leaders and subordinates, but also by structural contextual variables such as workload and work discipline. In the current era of highly dynamic curriculum transformation, teachers are often faced with excessive workloads, which encompass not only the quantity of classroom teaching hours, pedagogical demands, but also a pile of administrative responsibilities supporting the curriculum, digital reporting, and the management of extracurricular activities that consume significant time and psychological energy [10]. On the other hand, schools, as professional bureaucratic organizations, demand strict disciplinary regulations. Work discipline here reflects teachers' adherence to rules regarding punctuality, professional codes of ethics, syllabus implementation, and moral responsibilities in education. The interaction between how school principals manage workload pressures and how teachers internalize work discipline is predicted to be a crucial mediating variable in determining whether a teacher ends up with job satisfaction or, conversely, job burnout.

Although numerous studies have been published on the relationship between job satisfaction and leadership, several shortcomings highlight the importance of this research. The inability to integrate various variables into a structural model is the source of the first shortcoming. According to previous research by Toropova, and Cayupe, teacher satisfaction depends on their work environment conditions. Previous studies, however, tended to consider the direct influence of servant leadership on satisfaction separately. They also tended to treat discipline and workload as a single factor [11]. In the field of school organizational behavior, it is still very

rare to find a conceptual framework that integrates workload, work discipline, and servant leadership into a comprehensive double-mediation structural model that detects indirect influence pathways.

The second gap arises from the current theoretical and empirical disagreement regarding the relationship between disciplinary enforcement and workload. According to workload reports such as the Teacher Workload Report by Hulme, conventional management perspectives and classical work stress theory argue in a linear fashion that dissatisfaction or unhappiness always follows high workload, which in turn reduces teachers' job satisfaction [12]. Conversely, school principals who practice servant leadership can help teachers view high workload as a positive professional challenge, according to contemporary organizational psychology. Conversely, structural trust and autonomy are considered characteristics of such workloads. Therefore, teachers have an intrinsic motivation to voluntarily perform their duties while remaining satisfied with their work. It is this theoretical contradiction regarding the dual mediation mechanism that has not been validated or addressed by previous researchers this study explicitly aims to fill this entire scientific gap.

The second, and most crucial, gap is the presence of empirical ambiguity and theoretical contradictions regarding the impact of the interaction between workload and disciplinary enforcement on job satisfaction. Conventional management perspectives and work stress theory generally assume, in a linear fashion, that high workloads act as a dissatisfier that will always drain psychological energy, trigger stress, and absolutely reduce job satisfaction [13]. However, when viewed through the lens of more modern organizational psychology, there is a counterargument suggesting that under the influence of a leader practicing servant leadership, high and complex workloads are not always met with a negative response. Emotional support, transparent communication, and sincere appreciation from a servant leader can transform teachers' perceptions of such heavy workloads, shifting them from being viewed as hindrances (hindrance stressors) to positive professional challenges (challenge stressors) [14]. This workload is interpreted as a manifestation of structural trust and the granting of work autonomy, which in turn actually triggers teachers' intrinsic motivation to uphold work discipline voluntarily without compromising their psychological job satisfaction. It is this theoretical contradiction regarding the dual mediation mechanism that requires accurate empirical validation.

The novelty of this study lies in the originality of the structural equation modeling based analytical model constructed using the Partial Least Squares approach, which specifically positions workload (Z1) and work discipline (Z2) as double mediating variables to mediate the relationship between servant leadership (X) and teachers' job satisfaction (Y). Furthermore, the contextual novelty and practical relevance of this study are further strengthened by its exploration of the manifestations of servant leadership aligned with the noble values of Islamic educational governance such as amanah (trustworthiness), siddiq (integrity), and mas'uliyah (accountability) within the operational context of the in Lhokseumawe City. Private educational institutions, unlike public schools, operate under intense market competition, a reliance on public trust, and an autonomous managerial structure that demands rapid and accountable performance [15]. These characteristics often result in a significantly heavier workload for private school teachers. Therefore, examining how the organizational behavior of private schools is carried out through servant leadership is expected to provide new theoretical contributions to the development of Islamic educational management while also serving as a practical blueprint for educational administrators in designing human resource management policies based on teacher well-being [16].

The primary objective of this study is to evaluate and analyze the strategic role of school principals based on the dynamics of the relationships among these elements. This study will also investigate the internal processes that mediate these causal relationships. Specifically, this study aims to demonstrate how this humanistic leadership approach directly impacts teachers' psychological well-being at school. Additionally, the objective of this study is to assess the dual mediating function between workload and work discipline [17]. Through this mediation pathway, the study seeks to reveal how supportive leadership can moderate workload by enhancing discipline, which will ultimately result in a significant and sustainable increase in teachers' job satisfaction. This study aims to make a significant theoretical contribution to the advancement of organizational behavior, particularly in the context of private education management. In other words, this study aims to generate practical recommendations that can be utilized by school administrators and foundations. By understanding this dual mediation pattern, policymakers can develop better management systems that balance the demands of professional work, work related stress management, and the humanization of teachers to achieve higher educational standards.

2. LITERATURE REVIEW

2.1 Teacher Job Satisfaction (Y)

According to Robbins & Judge, a positive attitude toward work resulting from reflection on its various aspects is known as job satisfaction. Employees' level of job satisfaction serves as an indicator of their satisfaction with their work, their relationships with colleagues and supervisors, the amount of recognition they receive, and their prospects for advancement within the company [18]. Several categories of job satisfaction indicators can be identified by Suliyanto: Satisfaction with the work itself, whether teachers are teaching and completing their daily tasks. Satisfaction with leadership, whether teachers feel supported, valued, and led in a fair manner. Job

satisfaction, meaning teachers feel comfortable and able to collaborate [19]. Satisfaction with the workload assigned to teachers, so that teachers feel their workload is commensurate with their responsibilities and duties. Feeling satisfied with opportunities for career development.

2.2 Servant Leadership (X)

According to Nathan, servant leadership is a leadership style that prioritizes subordinates, individual interests, and places the needs and well-being of subordinates first. According to Watson, indicators of servant leadership include a leader's ability to listen and help address emotional issues, the leader's responsibility to have a positive impact on teachers, and the school environment. A leader's ability to understand and solve complex problems and make wise decisions instills confidence in teachers to make decisions and encourages them to work independently. A leader's commitment to supporting teachers' career growth and professional development prioritizes teachers' needs over personal interests [20]. In every leadership action, integrity, fairness, and moral values must be upheld.

2.3 Work Discipline (Z2)

Work discipline, which indicates how a person acts in accordance with rules and procedures, is a crucial component in managing teachers [21]. Exemplary work discipline reflects a person's professionalism in completing tasks on time and consistently. In an educational setting, a teacher's work discipline significantly influences the quality of learning and the achievement of educational goals. Umban defines work discipline as an individual's level of adherence to organizational standards, demonstrated by their responsibility, punctuality, and dedication in performing tasks [22]. Meanwhile, according to Kirana, work discipline is more than just formal compliance [23].

2.4 Workload (Z1)

According to Creagh, workload can affect employee happiness and productivity. Workload refers to the number of tasks that must be completed within a specific time frame, reflecting the level of complexity and responsibility required for their completion [24]. Teachers typically experience both in their workplace. For example, they must handle instructional administration while using various methods to deliver effective teaching. School leaders may experience emotional exhaustion if they do not effectively address this imbalance [25]. Santi defines workload as the quantity of work or tasks that an individual must complete within a specific timeframe, often measured based on the volume of work to be completed or the duration required for its completion [26]. An excessive workload can impact an individual's performance and lead to stress, fatigue, and dissatisfaction.

3. HYPOTHESIS DEVELOPMENT

3.1 The Impact of Servant Leadership on Work Discipline

Trust, autonomy, and empowerment are typically granted to teachers by school principals who practice servant leadership. This humanistic approach encourages teachers to become more actively involved in school programs, both academic and extracurricular [27]. The number and types of tasks performed by teachers indirectly increase as a result of this active involvement and increased sense of responsibility. H1 Servant leadership has a positive and significant effect on teachers' workloads.

3.2 The Impact of Servant Leadership on Work Discipline

A leadership approach that emphasizes service, care, and setting a good example can influence subordinates' intrinsic motivation. When teachers feel valued and heard regarding their needs by school administrators, they develop a strong sense of commitment and ownership toward the organization [28]. As a result, compliance with school rules and punctuality become the norm, and professional conduct emerges as an internal moral imperative rather than a result of coercion by those in authority. H2 Servant leadership has a positive and significant effect on teachers' work discipline

3.3 The Effect of Servant Leadership on Teachers' Job Satisfaction

Teachers' basic psychological needs include recognition, empathy, emotional support, and healthy social interaction. A sense of security and psychological well-being in the workplace is fostered by humanistic interpersonal relationships between teachers and administrators [29]. Compared to other material or operational factors, teachers' job satisfaction depends far more on the quality of leadership, according to empirical studies. H3 Servant leadership has a positive and significant effect on teachers' job satisfaction

3.4 The Effect of Workload on Teachers' Job Satisfaction

In theory, excessive workloads are often linked to burnout and job dissatisfaction [30]. However, when servant leadership is effectively implemented, a supportive work environment can mitigate the impact of heavy

workloads. Teachers who have adapted to the demands of their profession do not view a heavy workload as a source of stress rather, they see it as an integral part of their professional duties. H4 Workload does not have a significant effect on teachers' job satisfaction

3.5 The Effect of Work Discipline on Teachers' Job Satisfaction

An employee's formal compliance, adherence to regulations, and procedural accountability are reflected in their work discipline. Although discipline is crucial for organizational performance and efficiency, compliance with these work rules is not the primary factor determining teachers' emotional satisfaction with their jobs [31]. Sociopsychological factors such as self confidence and emotional bonds with supervisors play a more significant role in teachers' job satisfaction. H5 Work discipline does not have a significant impact on teachers' job satisfaction

3.6 The Effect of Workload on Work Discipline

Those with heavy workloads experience two effects: they may become more organized and punctual, but they may also become exhausted, which undermines their self control [32]. The relationship between these two variables shifts due to these dynamics, so teachers' adherence to procedures at school is not necessarily influenced by the number of educational tasks they undertake, as evidenced by empirical findings. H6 Workload does not have a significant effect on teachers' work discipline

3.7 The Mediating Role of Workload and Work Discipline

Although servant leadership can significantly influence workload and work discipline, there is no significant causal relationship between these two intervention variables and teachers' job satisfaction. The direct emotional connection between leaders and employees is far more important than the operational structure of rules and task loads. Consequently, both the single-mediation and double-mediation pathways are broken and do not hold empirically. H7 Workload does not mediate the effect of servant leadership on teachers' job satisfaction. H8 Work discipline does not mediate the effect of servant leadership on teachers' job satisfaction. H9 Workload and work discipline, acting as simultaneous mediators (double mediation), were unable to mediate the effect of servant leadership on teachers' job satisfaction.

4. RESEARCH METHOD

4.1 Research Design

This study employs a quantitative approach and uses a descriptive survey as its methodology. The positivist method is used to test hypotheses by collecting quantitative data using a structured research instrument. This study uses the Partial Least Squares based Structural Equation Modeling method to analyze the relationships between variables. The SEM-PLS method was chosen because it is well suited for testing complex systems of relationships between latent variables, consisting of direct effects and mediation paths intervening [33]. This design examines causal relationships and tests patterns of direct and indirect effects on latent variables. Teacher job satisfaction is considered an endogenous variable, while staff leadership is considered an exogenous variable. Workload and work discipline are considered mediating variables. Beyond physical administrative workload, this study aims to reduce indicators that are more sensitive to organizational behavioral aspects. This conditioning is used to address situations where teachers perceive heavy workloads as a result of psychological factors that shield them from leadership.

4.2 Population and Sample

This study involved all teachers at Sukma Bangsa Private Junior High School in Lhokseumawe. The selection of teachers as the population was based on the fact that they are the primary individuals who experience and interact directly with the dynamics of the principal's leadership, discipline enforcement, workload, and job satisfaction levels within the school environment. Saturation sampling [34], also known as a total census, was used to conduct the study by involving all members of the population as respondents. From the beginning through the final analysis stage, a sample size of 50 respondents was consistently used. The sample included teachers who teach at Sukma Bangsa Private Junior High School in Lhokseumawe. The sample size of 50 respondents was deemed adequate and acceptable for PLS-SEM analysis due to its robust non parametric statistical characteristics [35]. Thus, PLS-SEM remains robust for estimating complex research models even with a small sample size without requiring strict normal distribution assumptions.

4.3 Data Collection Instruments and Techniques

A structured questionnaire was the primary tool used in this study. The researcher used this tool to obtain data that was relevant, measurable, and aligned with the variables under investigation. The questionnaire consisted entirely of closed-ended questions administered to the survey participants. Participants were asked to select the option that best matched their experiences or perceptions from a set of predetermined response choices [36]. This

instrument is based on indicators related to each research variable, and each statement is phrased positively to facilitate the interpretation of the research results. To rate each item, respondents were asked to use a five-point Likert scale to indicate the extent to which they agreed with the statement.

Table 1. Likert Scale

Response Category	Positive Score Weight	Unfavorite Score Weight
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

Questionnaires and documentation are the two main approaches to data collection. Questionnaires are distributed both in print and via online platforms such as Google Forms to make them more accessible and easier to complete. Before formal statistical analysis, questionnaires are collected manually or automatically via digital systems, and the data is organized into tables to identify response patterns [37]. The questionnaires consist of closed ended items with predefined response categories. To ensure the reliability and validity of the data, each step is carried out systematically. Secondary data was collected by combining survey and documentary sources. This was done in accordance with Sugiyono's methodological guidelines [38]. The aim of this integration was to generate comprehensive and robust empirical evidence regarding the research variables.

Table 2. Research Instrument

Variable	Indicator	Item Number	Amount
Teacher Job Satisfaction (Y)	Compensation	1, 2	2
	promotion and career development	3, 4	2
	Work motivation	5, 6	2
	Satisfaction with leadership	7, 8	2
Servant Leadership (X)	Leaders are humble	9, 10	2
	Leaders are fair and consistent	11, 12	2
	teacher professional development	13, 14	2
Workload (Z1)	Job difficulty level	15, 16	2
	Deadline for completing the work	17, 18	2
	Number of tasks to be completed	19, 20	2
	Amount of administrative work	21, 22	2
	Adherence to working hours	23, 24	2
Work Discipline (Z2)	Adherence to work rules	25, 26	2
	Work attendance discipline	27, 28	2
	Responsibility in completing tasks	29, 30	2
Total			30

4.4 Validity and Reliability Testing

The Likert-scale questionnaire was the primary instrument used in this study. Before being fully implemented, the instrument was tested to ensure that it was appropriate and suitable for measuring the research variables. To ensure that each part of the survey adequately represented the constructs under study, its validity was tested. According to the decision rule, an item was considered valid if its correlation coefficient exceeded the critical value in the correlation table at a significance level of 0.05. Conversely, items with coefficients equal to or below the threshold were considered invalid and were removed from the database [39]. Conversely, items with coefficients equal to or below the threshold are considered invalid and must be revised or removed from the instrument. Reliability analysis is conducted to assess the internal consistency of the questionnaire in measuring the research variable across repeated observations. Cronbach's alpha is an indicator of reliability. Instruments with an alpha value of less than 0.60 are considered.

4.5 Research Procedure

This study was conducted using a rigorous quantitative methodology. It began with data collection in the field, data tabulation and screening, specification of the Smart PLS model, and evaluation of the model's measurements [40]. Next, the research design was formulated, which included the operationalization of variables and the creation of a structured questionnaire containing validated measurement indicators. Before being widely distributed, the instrument was tested for validity and reliability to ensure the consistency and accuracy of the internal design [41]. This method is widely recommended to improve measurement precision and reduce the biases commonly found in survey based organizational studies.

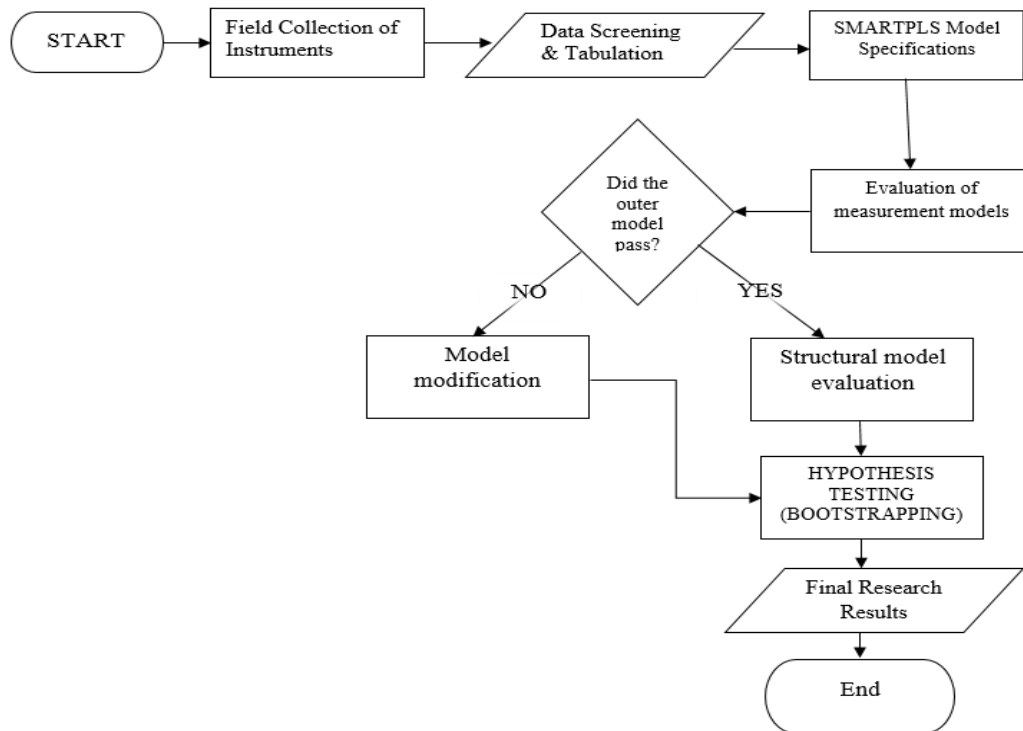


Figure 1. Research Procedure Flowchart

A quantitative approach was used to conduct the research systematically through five main stages. First, the instruments were designed and developed. At this stage, a model of the relationships between variables is constructed as a theoretical basis for behaviors related to school management. Using a 5 point Likert scale based on indicators established in previous research, each latent variable namely, Servant Leadership, Workload, Work Discipline, and Teacher Job Satisfaction is converted into positive statement items. Before proceeding to the second stage, a pilot test of the instrument was conducted before respondents received the full questionnaire. This was done to determine the validity of the measurement. Before the questionnaire was administered to all participants, a pilot test of the instrument was conducted to evaluate its measurement validity [42]. Validity was assessed by calculating the correlation coefficient of each item against the critical value at a significance level of 0.05. Conversely, statement items that were found to be invalid or did not meet the statistical threshold were immediately removed or modified from the research instrument to measure the level of internal consistency. This was done using Cronbach's alpha.

The third step was to collect primary data from Sukma Bangsa Private Junior High School in Lhokseumawe. A saturated sample or total census was used for this purpose. To make the questionnaire more accessible, a closed-ended questionnaire was distributed to the entire group of teachers comprising 50 respondents both digitally and manually via the Google Forms platform. At the same time, the collection of secondary data through document analysis strengthened the empirical evidence of the study. Next, the fourth stage involved data tabulation and verification. Before the data from the fifty respondents was compiled in its entirety, a completeness check of the responses was conducted to ensure no answers were missed. Before the statistical analysis began, a numerical matrix was created from the valid data to identify response patterns. This ensured that all data was free of errors. The final stage of this study involved quantitative data analysis using a small sample based structural equation modeling method performed by SmartPLS, software version Two levels of evaluation were used to conduct the analysis measurement model evaluation and structural model evaluation. The focus of the external model evaluation was to ensure that the measurement model was valid and reliable, with an external loading value of 0.70 and an average variance of 0.50 [43]. Furthermore, reliability was tested using composite reliability and Cronbach's alpha, and predictive validity was assessed using the coefficient of determination.

5. RESULTS AND DISCUSSION

5.1 Convergent Validity

Convergent validity of the measurement model with reflective indicators can be observed through the outer loading values. Good convergent validity is indicated by outer loadings above 0.70. This suggests that each

metric contributes to explaining the structure in distinct ways. Additionally, each construct has an AVE above 0.50. Workload, Work Discipline, and Job Satisfaction indicate that these constructs account for more than 50% of the variance found in their respective indicators. Therefore, the requirements for convergent validity have been met.

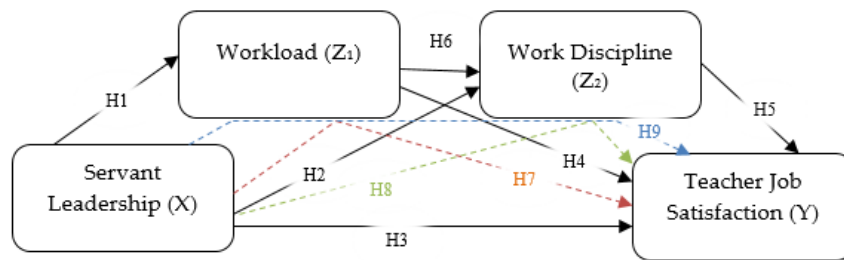


Figure 2. Conceptual Framework

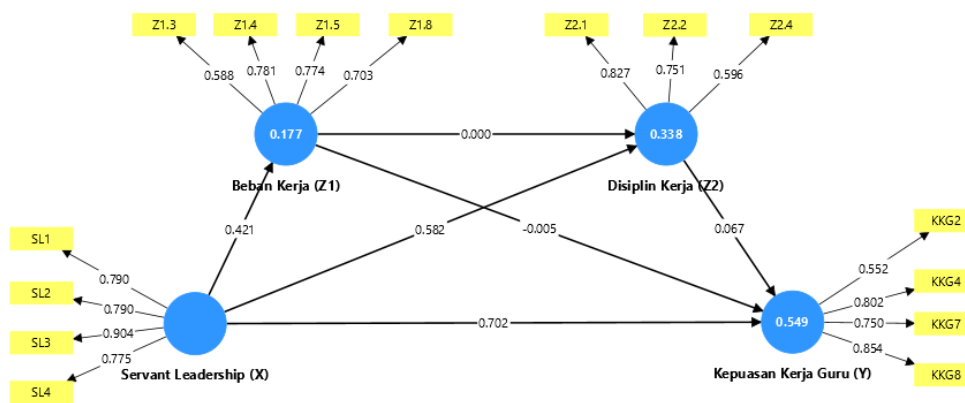


Figure 3. Measurement Model

5.2 Composite Reliability

Table 3. Provides evidence that the variables of servant leadership, workload, work discipline, and teacher job satisfaction have composite reliability and Cronbach’s alpha values above 0.70. The AVE values for each variable are also above 0.50, indicating that these variables have good reliability.

Table 3. Composite Reliability and AVE

Variable	Cronbach's alpha	Composite reliability	AVE
Workload (Z1)	0.677	0.666	0.512
Work Discipline (Z2)	0.570	0.613	0.535
Teacher Job Satisfaction (Y)	0.732	0.773	0.560
Servant Leadership (X)	0.832	0.836	0.666

Source : Smart PLS version 4.1.1.4

5.3 Discriminant Validity

HTMT is recommended because discriminant validity is considered to be measured more accurately and sensitively. A value below 0.90 for this measure is considered better, and testing has shown that discriminant validity is achieved when this value is below 0.90.

5.4 Results of the R-squared (R²) Analysis

Table 4. Results of the R-squared (R²) Analysis

Variable	R-square
Servant Leadership (X)	
Workload (Z1)	0.177
Work Discipline (Z2)	0.338
Teacher Job Satisfaction (Y)	0.549

Source : Smart PLS version 4.1.1.4

The R-squared value of 0.177, or 17.7%, is associated with the effect of servant leadership on workload. This indicates that servant leadership accounts for 17.7% of the variance in the workload variable, while other variables not included in this research model or explained by variables outside the model account for 82.3% of the total variance. The effect of servant leadership on work discipline indicates that servant leadership accounts for 33.8% of the work discipline variable, with an R-squared value of 0.338, or 66.2%. Other variables not examined in this study also account for 66.2%. Furthermore, the effect of servant leadership on teacher job satisfaction has an R-squared value of 0.549, or 54.9%. This indicates that servant leadership accounts for 54.9% of the teacher job satisfaction variable, along with 45.1% from other variables not included in this study.

The fit of the research data model was measured using the coefficient of determination (R^2) for both equations. Using the formula $R^2 = 1 - (1 - R^2_1) \times (1 - R^2_2) \times (1 - R^2_3)$, the model fit can be seen in calculation (1). The calculated R^2 value is 75.4%. This means that the four variables studied explain 75.4% of the variation, with the remainder explained by other variables.

$$\begin{aligned} R^2 \text{ Model} &= 1 - (1 - R^2_1) \times (1 - R^2_2) \times (1 - R^2_3) \\ &= 1 - (1 - 0.177) \times (1 - 0.338) \times (1 - 0.549) \\ &= 1 - (0.823) \times (0.662) \times (0.451) \\ &= 1 - 0.246 \\ &= 0,754 \text{ or } 75,4\% \quad \dots (1) \end{aligned}$$

5.5 Results of the Q-squared Predictive Relevance Analysis

Calculation (2) shows that the Q-squared predictive relevance value is 0.226, which proves that the model has good predictive ability because the value is greater than zero. This means that the model is able to explain 22.6% of the data variability.

$$\begin{aligned} Q^2 &= 1 - (\sqrt{1 - R^2_1}) \times (\sqrt{1 - R^2_2}) \times (\sqrt{1 - R^2_3}) \\ &= 1 - (\sqrt{1 - 0.177}) \times (\sqrt{1 - 0.338}) \times (\sqrt{1 - 0.549}) \\ &= 1 - (\sqrt{0.969^2}) \times (\sqrt{0.886^2}) \times (\sqrt{0.699^2}) \\ &= 1 - (0.984 \times 0.941 \times 0.836) \\ &= 1 - (0.774) \\ &= 0.226 \text{ or } 22.6\% \quad \dots (2) \end{aligned}$$

5.6 Hypothesis Test Results

In Table 3, the estimation results show that servant leadership has a significant effect on workload, with a t-statistic value of 3.809 greater than the calculated t-value of 1.96. There is also a positive coefficient of 0.421, indicating that the higher the level of servant leadership, the greater the workload. This indicates a positive relationship. With a t-statistic of 4.208, which is greater than the critical t-value of 1.96, there is evidence that servant leadership has a significant effect on teachers' work discipline and job satisfaction. Furthermore, with a statistical t-value of 4.830 greater than the calculated t-value of 1.96, there is evidence that servant leadership has a significant influence on higher levels of work discipline, with a positive coefficient of 0.582.

Conversely, the statistical t-value of 0.039, which is greater than the critical t-value of 1.96, indicates that workload does not have a significant influence on teachers' job satisfaction. The coefficient of -0.005 indicates a negative direction of the relationship but is not statistically significant. The relationship between work discipline and teacher job satisfaction is not statistically significant, with a t-statistic of 0.467 and a calculated t-value of 1.96. However, the positive coefficient of 0.067 indicates that the relationship is not statistically significant.

Furthermore, a t-statistic of 0.001 compared to a calculated t-value of 1.96 indicates that workload does not have a significant impact on work discipline. There is no significant correlation with a coefficient of 0.000. As for the indirect effect, the statistical t-value of 0.034 compared to the calculated t-value of 1.96 indicates that servant leadership through workload does not significantly affect teachers' job satisfaction, with a coefficient of 0.002. The statistical t-value of 0.390 compared to the calculated t-value of 1.96 indicates that servant leadership through work discipline also does not significantly affect teachers' job satisfaction, with a coefficient of 0.039. Furthermore, the t-statistic value of 0.000 is greater than the calculated t-value of 1.96, indicating that servant leadership, through the same workload and work discipline, does not significantly affect teachers' job satisfaction. The coefficient of 0.000 indicates that there is no significant indirect effect.

5.7 Indirect Effect

For the mediation effect in this study, the epsilon (ν) statistic was used. This is derived from the square of the coefficient of the indirect effect. To determine the epsilon value [44], suggests the following criteria 0.01 for low mediation effect, 0.075 for moderate mediation effect, and 0.175. The calculation results show a value of

epsilon (v) of 0.000004, obtained from the squared path coefficient of -0.0022, regarding the indirect effect of servant leadership on teacher job satisfaction through workload. These values indicate that the mediating effect is very low, almost nonexistent. This suggests that workload does not play a significant role in moderating the relationship between teacher satisfaction and servant leadership.

Additionally, there is an epsilon (v) value of 0.0015 derived from the squared path coefficient of 0.0392 for the indirect effect of servant leadership on teachers' job satisfaction through work discipline. This value falls into the low category, indicating that work discipline cannot function as an effective mediator in this relationship.

Table 5. Direct effect and Indirect effect

Variables	Original sample	T statistics	Description
Workload (Z1) -> Work Discipline (Z2)	0.000	0.001	Not Significant
Workload (Z1) -> Teacher Job Satisfaction (Y)	-0.005	0.039	Not Significant
Work Discipline (Z2) -> Teacher Job Satisfaction (Y)	0.067	0.467	Not Significant
Servant Leadership (X) -> Workload (Z1)	0.421	3.809	Significant
Servant Leadership (X) -> Work Discipline (Z2)	0.582	4.208	Significant
Servant Leadership (X) -> Teacher Job Satisfaction (Y)	0.702	4.830	Significant
Servant Leadership (X) -> Teacher Job Satisfaction (Y) -> Workload (Z1)	-0.002	0.034	Not Significant
Servant Leadership (X) -> Teacher Job Satisfaction (Y) -> Work Discipline (Z2)	0.039	0.390	Not Significant
Servant Leadership (X) -> Teacher Job Satisfaction (Y) -> Workload (Z1) -> Work Discipline (Z2)	0.000	0.000	Not Significant

Source : Smart PLS version 4.1.1.4

This study shows that servant leadership has a positive and significant impact on teachers' workloads. Furthermore, the better a principal implements servant leadership, the greater the teachers' engagement and sense of responsibility in carrying out their duties. By adopting a service-oriented approach, leaders tend to provide support, trust, and empowerment to teachers, encouraging them to participate more actively in school activities. A humanistic, attentive, and exemplary leadership approach can increase teachers' awareness of what they must do to fulfill their responsibilities [45]. Adhering to rules, arriving on time, and completing work professionally become easier for teachers.

Research shows that servant leadership has the greatest influence on teachers' job satisfaction. Teachers feel more comfortable and satisfied in their work due to the emotional support, attention, recognition, and good interpersonal relationships they receive from their leaders [46]. Compared to other factors, teachers' job satisfaction is more influenced by leadership quality, according to these findings. Conversely, although teachers' workloads are quite heavy, their job satisfaction does not decrease directly. Teachers tend to have become accustomed to current job demands, especially when they have good leadership and a supportive work environment.

Furthermore, work discipline does not influence teachers' job satisfaction this suggests that adhering to rules and work responsibilities does not necessarily lead to greater job satisfaction. Teachers' job satisfaction is more strongly influenced by social relationships, recognition, and psychological factors. Compared to the mediating variables, the servant leadership variable has a greater direct influence on teachers' job satisfaction. This is because the results of the mediation analysis show that workload and work discipline, cannot mediate the relationship between servant leadership and teachers' job satisfaction, either partially or simultaneously. These results indicate that a servant leadership approach is a key component in enhancing teachers' happiness with their work at school.

The results of the hypothesis test indicate that H1 is accepted because the t-statistic value of 3.809 is greater than 1.96 and has a coefficient of 0.421. This indicates that servant leadership has a significant effect on the amount of time teachers spend. In other words, the more servant leadership is practiced, the greater the likelihood that the amount of time teachers spend will increase. These results can be explained theoretically through the concept of servant leadership, which emphasizes support, empowerment, and increased employee engagement. This leadership style can encourage educators to participate more actively in school activities, both indoors and outdoors [47]. By increasing this workload, leaders can grant teachers trust and autonomy. This perspective aligns with the idea that servant leadership seeks to create a comfortable work environment for employees and help them reach their full potential. Conversely, these findings suggest that teachers' workloads are influenced by two structural elements the number of tasks teachers must complete and the leadership style implemented in the school. In other words, active support and leadership can help achieve higher levels of productivity. With adequate support, this can still be successful.

The results of the hypothesis test indicate that H2 is accepted, since the t-statistic is 4.208 greater than 1.96 and the coefficient is 0.582. These results indicate that servant leadership significantly and positively improves teacher discipline. This finding critically demonstrates that a humanistic approach is more effective than an authoritarian approach in improving teacher discipline. When their leaders provide recognition and encouragement, educators tend to be more diligent in terms of punctuality, adherence to rules, and performing their duties effectively. These results also suggest that school administrators can create a positive work environment. By listening to and supporting teachers' needs, leaders will foster relationships and commitment.

The results of the hypothesis testing indicate that H3 is accepted because the t-statistic value of 4.830 is greater than 1.96 and the coefficient is 0.702. Teacher job satisfaction and staff satisfaction are positively and significantly correlated. In general, these findings align with job satisfaction hypotheses leadership that prioritizes compassion, care, and empowerment can create a healthy work environment, and educators can meet students' psychological needs [48]. Of all the variables observed in this study, servant leadership has the highest influence coefficient, namely 0.702, indicating that it contributes significantly to teachers' overall job satisfaction. The results show that the quality of the relationship between leaders and teachers influences teachers' job satisfaction more than workload or material factors. However, for teachers, humanistic leadership elements such as attention, recognition, and support are more appealing.

H4 was rejected, based on a t-statistic of 0.039, a p-value of 1.96, and a coefficient of -0.005. This indicates that teachers' job satisfaction is not significantly influenced by workload although the coefficient is negative, the relationship is insignificant and weak. According to previous research, teachers may experience stress, fatigue, and dissatisfaction due to an excessive workload [11]. However, this study found that teachers' level of satisfaction with their jobs is not influenced by workload. Several explanations may account for this lack of significance. First, teachers may have become accustomed to demanding work and no longer view workload as the cause of their stress. Second, the negative impact of workload may have been mitigated by the crucial role of leadership in this study. Having leaders who offer support, attention, and empathy allows teachers to remain satisfied even when they have numerous tasks to complete [12]. Changes in workload have almost no effect on teachers' job satisfaction, according to the very small coefficient of -0.005. This suggests that other psychological and social factors, such as workplace relationships and the recognition received, have a greater influence on teachers' job satisfaction levels.

Since the t-statistic of 0.467 corresponds to a critical value of 1.96 and the coefficient is 0.067, the results of the hypothesis test indicate that H5 is rejected. This suggests that teachers' job satisfaction is not significantly influenced by their work discipline although the coefficient is positive, the relationship is weak and not statistically significant. The sense of responsibility, compliance, and professionalism demonstrated by work discipline are often associated with improved performance and job satisfaction [49]. On the other hand, the results of this study indicate that work discipline is not a primary factor determining how satisfied teachers are with their jobs.

The results of the hypothesis test indicate that H6 is rejected the t-statistic is 0.001, which corresponds to 1.96, and the coefficient is 0.000. According to this study, teachers' work discipline is not influenced by their workload; the very low coefficient value indicates that there is no empirical relationship between the two variables. It is generally assumed, at least theoretically, that a person's workload can affect their work discipline. Although a heavy workload can make a person feel more focused and organized in completing tasks, it can also lead to stress, fatigue, and a loss of self control. Consequently, there is not always a direct relationship between workload and work discipline.

The results of the hypothesis test indicate that H7 is rejected, as the t-statistic value of 0.034 corresponds to a critical value of 1.96 and the coefficient is -0.002. This suggests that service-oriented leadership, with workload as a mediator, does not influence teachers' job satisfaction. Well managed work can predict higher levels of employee satisfaction [50]. However, the research results indicate that this process does not occur in practice.

The results of the hypothesis testing indicate that H8 is rejected because the t-statistic value of 0.390 is less than 1.96 and the coefficient is 0.039. This suggests that work discipline, as a mediating factor, does not influence teachers' job satisfaction. This is particularly significant because, although servant leadership influences work discipline H2 accepted, teachers' job satisfaction itself does not influence work discipline H5 rejected. Consequently, the mediation pathway is ineffective. Consequently, work discipline cannot improve the relationship between the satisfaction levels of educators and the leaders who assist them. The indirect coefficient of 0.039 indicates that the mediating contribution of work discipline is very small. Teachers remain dissatisfied with their jobs despite positive developments in the relationship.

Two mediating variables are expected to enhance the indirect relationship between the independent and dependent variables. Conversely, the results of this study indicate that the dual mediation mechanism also known as double mediation does not occur empirically. Weak relationships in each mediation path led to this lack of significance. Despite the fact that servant leadership has a significant impact on workload H1 accepted and work discipline H2, teacher job satisfaction is not significant. Consequently, the mediation path is broken. In general, there is no significant indirect effect. Furthermore, a coefficient value of 0.000 indicates that the empirical mediation of the combination of work discipline and workload does not contribute. Simply put, the influence of

servant leadership on teachers' job satisfaction cannot be mediated by these variables. This finding supports the theory that, compared to other mediating variables, servant leadership has a more direct influence on teachers' job satisfaction levels. Leadership elements such as support, empathy, care, and interpersonal relationships influence teachers' job satisfaction more than structural factors.

This study found that servant leadership has a direct, positive, and significant effect on teachers' job satisfaction. Previous research by Toropova and Cayupe indicated that teachers' job satisfaction is highly dependent on the quality and conditions of the psychological work environment created by school administrators. These findings are consistent with and strongly supported by the results of this study [48]. A psychologically safe work environment is created when the principal can demonstrate servant leadership traits, such as actively listening to complaints, providing emotional support, and valuing the work of subordinates. This also indicates that social exchange theory can be applied within educational institutions. There, leaders create non transactional, humanistic relationships that trigger teachers' voluntary moral obligations to respond, resulting in increased emotional commitment and deep job satisfaction. Conversely, empirical evidence supports Hulme's contemporary organizational psychology assertion that work discipline and workload do not significantly influence job satisfaction and that they do not function as mediating variables [12]. This approach suggests that, with supportive leadership, a high workload is no longer viewed as a negative stressor. Instead, it is regarded as a beneficial professional challenge. Consequently, teachers' affective satisfaction is more influenced by the fulfillment of their basic psychological needs than by formal structural controls, which include the number of tasks and disciplinary regulations.

Research Implications Theoretically, this study represents a significant advancement in the field of behavioral management within Islamic educational organizations. It introduces a conceptual innovation known as "double-mediation," which integrates work discipline, workload, and servant leadership into a structural equation modeling framework. This study diverges from conventional management perspectives, which typically assume that high workload always has a linear relationship with other factors. This study effectively serves as a strategic blueprint for private school administrators and foundations in Lhokseumawe City when formulating human resource management policies focused on teacher well-being. According to this study, private schools must prioritize strengthening structural control or formal disciplinary oversight if they wish to maintain educators' emotional stability and loyalty [51]. Instead, institutions should focus on the humanistic values of servant leadership, which align with the principles of Islamic educational governance, such as trustworthiness.

This study has several limitations despite its conceptual contributions. First, there is a sample limitation only 50 teachers were surveyed, constituting a homogeneous and relatively small sample, and the saturation sampling technique was used at only one school Swasta Sukma Bangsa. Although the analysis has proven effective for estimating models with small samples, the results of this study cannot be generalized to a macro scale or to various types of public schools with different administrative governance structures. Second, social pressures may lead to subjectivity or dishonesty among respondents, as this study relies entirely on a self administered closed ended questionnaire.

6. CONCLUSION

This study provides empirical confirmation of the complexity of structural relationships among variables within the framework of organizational behavior at Sukma Bangsa Private Junior High School in Lhokseumawe. The results of the structural equation modeling analysis indicate that the principal practices servant leadership. The teacher work dimension is highly dominant. This humanistic, empathetic, and service-oriented leadership style has been proven to increase teacher job satisfaction and promote better workload management and enforcement of work discipline at the school. A strong sense of security and high psychological acceptance result from strong emotional bonds between leaders and employees. These relationships play a crucial role in enhancing teachers' mental well-being and happiness in performing their duties. Conversely, an interesting finding from this study is that teachers' job satisfaction is not significantly influenced by their workload or work discipline; nor does workload affect their work discipline. This phenomenon suggests that the operational meaning has shifted in fields requiring a high degree of administration. An excessive workload in private schools is not viewed as an unpleasant burden that diminishes satisfaction; rather, they perceive it as a source of autonomy and professional confidence. Furthermore, teachers' emotional satisfaction while teaching is not influenced by adherence to formal regulations or work discipline.

Despite the fact that this study makes a new theoretical contribution to the field of educational management, future researchers should consider several conceptual and methodological issues. First, future research should incorporate other psychological or organizational factors related to private schools. Teacher burnout (referred to as teacher burnout), organizational citizenship behavior (referred to as organizational citizenship behavior), and the education system are some of these variables. This is because external factors outside the model still influence the variance in job satisfaction and workload. Limitations in data generalizability and advances in theoretical models are two major areas for improvement. Future researchers should conduct

comparative studies with public schools with varying levels of bureaucracy or involve cross-regional alliances of private school foundations, as the sample in this study was limited to a single private school. Consequently, the external validity of this double mediation model will be strengthened. Finally, it is highly recommended to investigate the psychological mechanisms through which teachers transform workload into professional trust using a mixed-methods approach. A more in-depth account of the dynamics of emotional and moral bonds between teachers and administrators in the school environment can be provided by combining SmartPLS statistical analysis with in depth humanistic interviews.

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