

## From Leadership to School Performance: The Mediating Role of Teacher Integrity in Servant Leadership

Istanto<sup>1\*</sup>, Muhammad Zidan Nur Ihsan<sup>2</sup>, Abil Fida Muhammad Qois Al Hadi<sup>3</sup>, Muhammad Badat Alauddin<sup>4</sup>, Munaya Maratus Sholihah<sup>5</sup>

<sup>123</sup>Universitas Muhammadiyah Surakarta

<sup>4</sup>International Islamic University Islamabad, Pakistan

<sup>5</sup>Universitas Al Azhar, Mesir

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\*Correspondence: Istanto

Email: [ist122@ums.ac.id](mailto:ist122@ums.ac.id)

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**Abstract:** School performance remains a key issue in education due to the low quality of learning and institutional effectiveness in many schools. Previous studies on school performance have produced inconsistent findings, particularly in explaining how leadership influences institutional outcomes. This study investigates school performance through the influence of servant leadership and teacher integrity as mediating mechanisms. Using a quantitative approach, data from 232 teachers in Solo Raya were analyzed using Structural Equation Modeling (SEM). The results indicate that servant leadership positively influences teacher integrity ( $\beta = 0.630$ ;  $p < 0.001$ ) and school performance ( $\beta = 0.191$ ;  $p < 0.001$ ). Teacher integrity also significantly mediates the relationship between servant leadership and school performance ( $\beta = 0.462$ ;  $p < 0.001$ ). These findings suggest that school performance is shaped not only by principal leadership but also by the internalization of leadership values into teachers' professional behavior. Therefore, strengthening teacher integrity is crucial for sustainable school improvement.

**Keywords:** Servant Leadership, Teacher Integrity, School Performance, Education Leadership

**Abstrak:** Kinerja sekolah tetap menjadi isu utama dalam pendidikan karena kualitas pembelajaran yang rendah dan efektivitas institusional di banyak sekolah. Studi sebelumnya tentang kinerja sekolah menghasilkan temuan yang tidak konsisten, terutama dalam menjelaskan bagaimana kepemimpinan memengaruhi hasil institusional. Studi ini menyelidiki kinerja sekolah melalui pengaruh kepemimpinan

pelayan dan integritas guru sebagai mekanisme mediasi. Dengan pendekatan kuantitatif, data dari 232 guru di Solo Raya dianalisis menggunakan Pemodelan Persamaan Struktural (SEM). Hasilnya menunjukkan bahwa kepemimpinan pelayan memengaruhi integritas guru secara positif ( $\beta = 0.630$ ;  $p < 0,001$ ) dan kinerja sekolah ( $\beta = 0,191$ ;  $hlm < 0,001$ ). Integritas guru juga secara signifikan memediasi hubungan antara kepemimpinan pelayan dan kinerja sekolah ( $\beta = 0,462$ ;  $hlm < 0,001$ ). Temuan ini menunjukkan bahwa kinerja sekolah dibentuk tidak hanya oleh kepemimpinan kepala sekolah tetapi juga oleh internalisasi nilai-nilai kepemimpinan ke dalam perilaku profesional guru. Oleh karena itu, memperkuat integritas guru sangat penting untuk peningkatan sekolah yang berkelanjutan.

**Kata Kunci:** Kepemimpinan Pelayan, Integritas Guru, Kinerja Sekolah, Kepemimpinan Pendidikan

### Introduction

In the past decade, school performance has been a serious concern in the national and global educational literature (Wyckoff 2025). The International Report noted that there was a decline in school performance, which was reflected in stagnant academic achievement, low teacher involvement, and declining public trust in educational institutions (Mosia et al. 2025). This is reinforced by a report from the OECD Programme for International Student Assessment (PISA) which shows that there are at least 60% of schools in developing countries experiencing a significant performance gap between the minimum institutional target and student achievement. (AlAli and Wardat 2024).

A similar phenomenon also occurred in Indonesia. The latest PISA results show that student

performance in Indonesia is still below the OECD average, with a tendency to stagnate in literacy, mathematics, and science scores (Ismawati et al. 2023). The report of the Indonesian Ministry of Education also states that most education units have not reached optimal performance standards, especially in the dimensions of teacher leadership and professionalism (Imaniyati et al. 2025). One of the studies revealed that the low performance of schools in Indonesia is not only caused by limited facilities and curriculum, but also influenced by the quality of leadership of school principals and the level of teacher integration that is still weak (Abidin, Hilmiyati, and Zohriah 2024). This condition indicates that school performance problems are not solely academic, but are also closely related to the leadership aspect and the integrity of teacher resources in schools.

A number of previous studies, such as the research of Ausat et al. (2022) and Pardosi and Utari (2022) have tried to explain the relationship between school performance through a leadership approach that shows positive results. However, some recent research, such as the research of Wu and Shen (2022) and Ferdinandi and Kiwonde (2023), explains that the influence produced by leadership variables on school performance tends to be low or weak, including the influence of *servant leadership* (Anshori et al. 2023; Listyani and Tung 2024). The inconsistency of these results shows that the effectiveness of leadership influence, especially *Servan Leadership*, is not universal and may be influenced by other factors that have not been fully explained in previous research models.

Theoretically, this is in line with the views of Yang and Chang (2024) who emphasized that the influence of school principals' leadership on institutional performance is mediated by teachers' behavior, attitudes, and quality. Thus, it can be interpreted that *servant leadership* plays a role in shaping and creating teacher integrity as a reflection of the consistency of moral values, professionalism, and work responsibility, thereby contributing to the improvement of school performance (Kainde and Mandagi 2023). However, teacher integrity is rarely positioned as a mediator in the relationship between *servant leadership* and school performance, for example, Dumopoy's (2025) study highlights the role of teacher integrity in school performance. So that it leaves a research gap that has not been answered in the literature.

This research makes a theoretical contribution by developing a structural model that places teacher integrity as a mediating mechanism in the relationship between servant leadership and school performance. By positioning teacher integrity as a latent construct that explains how principal's leadership translates into teachers' professional practice, this study expands the educational leadership literature that has tended to test the direct influence of servant leadership on institutional performance. The proposed model not only enriches the study of servant leadership, but also shifts the integrity of teachers from normative concepts to theory-based explanatory variables in the context of school performance.

With Structural Equation Modeling (SEM) analysis, this study tries to test the mediating role of teacher integrity in shaping school performance, especially in the context of education systems in developing countries. Thus, the purpose of this study is to empirically examine the indirect influence of servant leadership on school performance through teacher integrity, as well as assess the strength and significance of the relationship between latent variables in the proposed structural model.

## Methodology

### Reserch Design and Sample

This study awaits an explanatory quantitative approach to examine the structural relationship between *servant leadership*, teacher integrity, and school performance either directly or through indirect channels (mediation) (Febriandika, Utam, and Millatina 2023). The research participants were selected using the purposive sampling technique. This technique was chosen because the research requires respondents who have an adequate understanding of the school organizational culture, teachers' professional behavior, and the quality of educational institutions. Therefore, respondents were determined based on several criteria, namely: (1) status as active teachers in schools in the Solo Raya area, (2) having a minimum working period of two years, and (3) being involved in academic activities and school organizations. These criteria are applied to ensure that respondents have sufficient exposure to the culture and organizational system of the school so that they are able to provide relevant assessments of the research construct. A total of 232 teachers in Solo Raya were respondents in this study. The number of samples meets the minimum recommendations of Structural Equation Modeling (SEM) analysis, which generally requires a minimum sample ranging from 150 to 200 respondents depending on the complexity of the model (Piriyakul, 2021).

### Measurement and Instumentation

The research data was collected through a structured questionnaire that was compiled based on a review of relevant and scientifically published literature, both from international journals (Scopus, Taylor & France, etc.) and national journals (Sinta). The servant leadership variable was developed based on the concept of Greenleaf (2002). In this study, the servant leadership construct was operationalized through indicators of serving others, empowerment, promoting togetherness, and a holistic approach.

The Teacher Integrity variable is measured based on the concept of Gramatkovski, Kochoska, and Biljana (2015) which includes morals, professionals, and work practices. Meanwhile, school performance variables are measured through quality/outcome, process, and accountability indicators proposed by Brahmasari and Suprayetno (2008) and Preedy (1993). All items were measured using a four-point Likert scale, ranging from 1 (strongly disagree) to 4 (strongly agree).

### Data Collection Procedure

Data collection was carried out online using Google Form for approximately one month. The instruments were distributed to teachers through coordination with the school and the Muhammadiyah school internal communication network. Before filling in, all respondents were briefed on the purpose of the research, as well as the confidentiality of their identities and answers.

### Data Analysis

The data was analyzed using a *covariance-based* Stuructural Equation Modeling (SEM) *approach* with the help of Amos software. In the first phase of the test, the data tested by a *measurement model* through Confirmatory Factor Analysis (CFA) to evaluate the validity and reliability of the construct for each research variable (Peña-García et al. 2020). Convergent validity was assessed based on *standardized factor loading* values  $\geq 0.50$ , Average Variance Extracted (AVE)  $\geq 0.50$ , and Composite Reliability (CR)  $\geq 0.70$  (Baharum et al. 2023). Indicators that do not meet the minimum loading value are eliminated to obtain a valid and consistent measurement model.

Next is the model feasibility test which is carried out using *the goodness of fit indices testing technique*. This analysis aims to test the feasibility of the model. According to Hair et al. (2019) a

model declared feasible must at least meet the Chi-square/df value of  $\leq 3.00$ , the Comparative Fit Index (CFI)  $\geq 0.90$ , the Tucker Lewis Index (TLI)  $\geq 0.90$ , the Goodness of Fit Index (GFI)  $\geq 0.90$ , and the Root Mean Square Error of Approximation (RMSEA)  $\leq 0.08$ .

The next stage is structural *model testing* to analyze the direct relationship between latent variables. Hypothesis testing was carried out based on *standardized regression weight* ( $\beta$ ), Critical Ratio (C.R.)  $\geq 1.96$ , and probability value (p-value)  $\leq 0.05$  (Afthanorhan, Awang, and Aimran 2020). As for indirect relationship testing (through mediation), researchers used bootstrapping with 5,000 re-samples at a 95% confidence level. The goal is to obtain an estimate of the confidence interval on non-life influences. The mediation effect is declared significant when the confidence interval does not exceed zero (0), and the P value (two-sided significance) is less than 0.05 (Dash and Paul 2021; Goretzko, Siemund, and Sterner 2024).

## Result and Discussion

The respondents in this study were 232 teachers, who came from 8 Muhammadiyah schools at the junior high school/MTs level in Solo Raya.

**Table 1.** Distribution of Respondents by School

| School                                                                  | Frequency | Percentage<br>(%) |
|-------------------------------------------------------------------------|-----------|-------------------|
| Muhammadiyah Junior High School Special Program Kottabarat<br>Surakarta | 29        | 12.5              |
| Muhammadiyah Darul Arqom Junior High School Karanganyar                 | 44        | 19.0              |
| Muhammadiyah Al-Kautsar Kartasura Junior High School                    | 27        | 11.6              |
| Muhammadiyah Al-Qolam Gemolong Junior High School                       | 29        | 12.5              |
| PK Muhammadiyah Islamic Junior High School Delanggu Klaten              | 17        | 7.3               |
| Muhammadiyah Plus Klaten Utara Junior High School                       | 20        | 8.6               |
| Ahmad Dahlan Sukoharjo Junior High School                               | 20        | 8.6               |
| SMP Darul Ihsan Muhammadiyah Sragen                                     | 46        | 19.8              |
| Total                                                                   | 232       | 100.0             |

The respondents represented schools from several areas in the Solo Raya region, including Surakarta, Karanganyar, Kartasura, Gemolong, Klaten, Sukoharjo, and Sragen, with the largest proportion of respondents coming from SMP Darul Ihsan Muhammadiyah Sragen with 46 teachers (19.8%), followed by SMP Muhammadiyah Darul Arqom Karanganyar with 44 teachers (19.0%). Meanwhile, the smallest proportion came from SMPI PK Muhammadiyah Delanggu Klaten with 17 teachers (7.3%). This distribution indicates that this study involved participants from diverse organizational and educational environments, thus strengthening the contextual representation of school culture, teacher integrity, and school quality across Muhammadiyah schools in Solo Raya. All respondents met the purposive sampling criteria established in this study, including being active teachers with a minimum of two years of teaching experience and active involvement in academic and organizational activities at their schools. Therefore, respondents were considered to have sufficient understanding of school organizational culture and institutional practices relevant to the constructs examined in this study.

Furthermore, after conducting a demographic test, the researcher conducted a validity and reliability test for each variable using the Confirmatory Factor Analysis (CFA) technique using Amos.24 software. In the initial stages before testing, each variable is formed by several constructs and items, as follows: The *servant leadership* variable has 19 items representing 4 constructs (serving others, empowerment, promoting togetherness, and holistic approach) (Greenleaf 2002). Furthermore, in the teacher integrity variable, there are 15 items that represent 3 constructs (moral, professional, and work practice) (Gramatkovski et al. 2015). And finally, the school performance variable has 18 items representing 3 constructs, including (quality/results, process, and accountability) (Brahmasari and Suprayetno 2008; Preedy 1993).

**Table 2.** CFA Servant Leadership

| Variabel                   | Items | Factor Loading | AVE   | CR    |
|----------------------------|-------|----------------|-------|-------|
| Serving Others (K)         | KA1   | 0.608          | 0.503 | 0.722 |
|                            | KA2   | 0.666          |       |       |
|                            | KA4   | 0.765          |       |       |
| Empowerment (P)            | KA5   | 0.820          | 0.622 | 0.891 |
|                            | KA6   | 0.732          |       |       |
|                            | KA7   | 0.828          |       |       |
|                            | KA8   | 0.720          |       |       |
|                            | KA9   | 0.834          |       |       |
| Promoting Togetherness (T) | KA12  | 0.786          | 0.691 | 0.899 |
|                            | KA13  | 0.816          |       |       |
|                            | KA14  | 0.859          |       |       |
|                            | KA15  | 0.861          |       |       |
| A Holistic Approach (KO)   | KA16  | 0.801          | 0.514 | 0.722 |
|                            | KA17  | 0.802          |       |       |
|                            | KA18  | 0.600          |       |       |
|                            | KA19  | 0.640          |       |       |

Notes: <  $CR \geq 0,70$  and  $AVE \geq 0,50$ .>

Source: < Primary data, processed by the authors.>

**Table 3.** CFA Teacher Integrity

| Variabel          | Items | Factor Loading | AVE   | CR    |
|-------------------|-------|----------------|-------|-------|
| Morale (M)        | IG1   | 0.813          | 0.637 | 0.839 |
|                   | IG2   | 0.868          |       |       |
|                   | IG3   | 0.705          |       |       |
| Professional (PR) | IG5   | 0.708          | 0.609 | 0.823 |
|                   | IG6   | 0.763          |       |       |

|                    |      |       |       |       |
|--------------------|------|-------|-------|-------|
|                    | IG7  | 0.863 |       |       |
| Work Practice (PK) | IG9  | 0.707 | 0.622 | 0.831 |
|                    | IG10 | 0.813 |       |       |
|                    | IG11 | 0.839 |       |       |

Notes: <  $CR \geq 0,70$  and  $AVE \geq 0,50$ .>

Source: < Primary data, processed by the authors.>

**Table 4.** CFA School Performance

| Variabel             | Items | Factor Loading | AVE   | CR    |
|----------------------|-------|----------------|-------|-------|
| Quality/Results (H)  | KSM1  | 0.662          | 0.529 | 0.817 |
|                      | KSM2  | 0.657          |       |       |
|                      | KSM3  | 0.765          |       |       |
|                      | KSM4  | 0.814          |       |       |
| Process (PRS)        | KSM7  | 0.819          | 0.626 | 0.833 |
|                      | KSM8  | 0.699          |       |       |
|                      | KSM11 | 0.848          |       |       |
| Accountability (MTV) | KSM13 | 0.847          | 0.604 | 0.819 |
|                      | KSM14 | 0.797          |       |       |
|                      | KSM16 | 0.677          |       |       |

Notes: <  $CR \geq 0,70$  and  $AVE \geq 0,50$ .>

Source: < Primary data, processed by the authors.>

The results of the validity and reliability test are presented in **Tables.2, 3 and 4**. In the initial stage, items with a Standardizer factor loading value below 0.5 will be eliminated. This is intended to ensure the quality of measurements, so that the remaining items are items that meet the standards of the course.

The results of the validity test using the *Confirmatory Factor Analysis* (CFA) technique showed that the *Average Extracted Variance* (AVE) value for each constraint had met the minimum limit determined, (*servant leadership* (0.503, 0.514, 0.622, 0.619), *teacher integrity* (0.609, 0.622, 0.637) and *school performance* (0.529, 0.604, 0.626). The reliability test using the Composite Reliability (CR) value in this study was also above the recommended value standard (0.7), with each variable as follows: *servant leadership variables* (0.722, 0.722, 0.891, 0.899), *teacher integrity* (0.823, 0.831, 0.839), and *school performance* 0.817, 0.819, 0.833). According to Hu & Bentler, (1999) and Baharum et al., (2023) the AVE value  $\geq 0.50$  and  $CR \geq 0.70$  indicate that the empirically compiled indicators have an adequate level of validity and reliability.

Items that have been declared to have passed the validity and reliability test are then carried out a *goodnes of fit test* to determine the suitability of the research model. The test results are shown in table.4:



**Table 5.** Uji Goodnes Of Fit

| GOF Index              | Acceptabl<br>e Value | CFA<br>Model | Resul<br>t |
|------------------------|----------------------|--------------|------------|
| $\chi^2$ (Chi-square)  |                      | 66,071       | good fit   |
| Df (degree of freedom) |                      | 32           | good fit   |
| $\chi^2/df$            | < 3                  | 2,06         | good fit   |
| GFI                    | $\geq 0.8$           | 0,947        | good fit   |
| CFI                    | $\geq 0.9$           | 0,977        | good fit   |
| TLI                    | $\geq 0.9$           | 0.967        | good fit   |
| RMSEA                  | < 0.08               | 0,068        | good fit   |

Notes: <  $\chi^2/df < 3$ , GFI  $\geq 0.9$ , CFI  $\geq 0.9$ , TLI  $\geq 0.9$ , RMSEA < 0.08 >

Source: < Primary data, processed by the authors.>

The results of the model test using the Goodness of Fit (GOF) index in the research model were declared to meet the predetermined requirements (Hu and Bentler 1999). The  $\chi^2/DF$  value < 3.0 is 2.06, the GFI value is > 0.8 which is 0.947, the CFI value is > 0.9 which is 0.977, the TLI value is > 0.9 which is 0.967, and the RMSEA value is < 0.08 which is 0.068. With these results, according to Hu & Bentler, the model in this study is categorized as *Good Fit* (Dash & Paul, 2021).

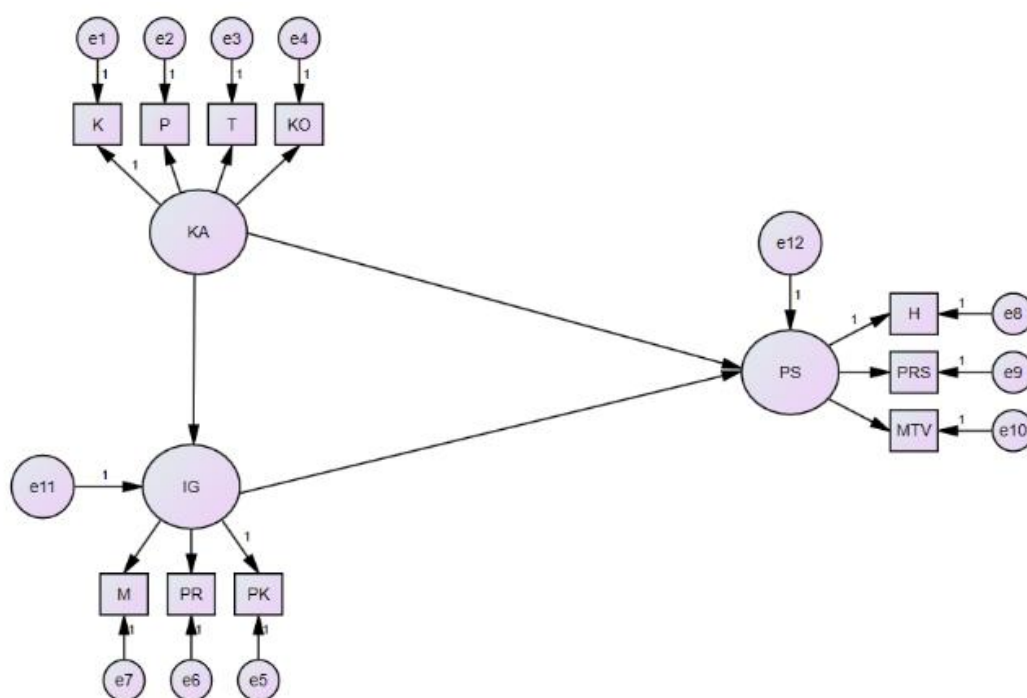
The next analysis is hypothesis testing, either direct or indirect relationship using bootstrapping analysis.

**Table 6.** Hypothesis test results using SEM and Bootstrapping analysis

| Hypothesis | Path     | $\beta$ | S.E.            | C.R     | P-Value        | Result         |
|------------|----------|---------|-----------------|---------|----------------|----------------|
| <b>H1</b>  | KA→IG    | 0,621   | 0,071           | 8.427   | ***            | accapted       |
| <b>H2</b>  | IG→ PS   | 0,764   | 0,102           | 8.486   | ***            | accapted       |
| <b>H3</b>  | KA→PS    | 0,136   | 0,074           | 2.016   | 0.044          | accapted       |
| Hypothesis | Path     | S.E     | Indirect Effect | P-value | Lower Bound BC | Upper Bound BC |
| <b>H4</b>  | KA→IG→PS | 0,066   | 0,475           | 0.000   | 0,380          | 0,602          |

Notes: <  $p < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.001$ , bootstrap 5000 sampel, 90%CB >

Source: < Primary data, processed by the authors.>



**Figure 1.** Structural Model.

The results of the Structural Equation Modeling (SEM) analysis in table 5 show that all pathways, either directly or indirectly, have a significant influence ( $p < 0.05$ ). *Servant leadership* on Teacher Integrity ( $\beta = 0.621$ ,  $p < 0.001$ ), and *servant leadership* on school performance ( $\beta = 0.136$ ,  $p = 0.044$ ) showed strong/significant positive contributions. This indicates that the service leadership model is successful or plays an important role in improving teacher integrity or improving school performance. In addition, teacher integrity also has a significant influence on school performance ( $\beta = 0.764$ ,  $p < 0.001$ ), which means that the higher the integrity possessed by each teacher in the school, the higher the performance produced by the school.

The results of bootstrapping with 5,000 resamples showed that teacher integrity plays a partial mediator in the relationship between *servant leadership* and school performance ( $\beta = 0.475$ , S.E. = 0.066,  $p < 0.001$ , CI [0.380 – 0.602]), These findings support hypothesis 4, which shows that Teacher Integrity mediates the relationship between *servant leadership* and school performance.

#### **The Direct Influence of Servant Leadership on Teacher Integrity**

The results of the analysis in this study showed that servant leadership had a positive and significant effect on teacher integrity by 62,1% ( $\beta = 0.621$ ;  $p < 0.001$ ). These findings confirm the theory that teacher integrity is not formed individually, but is the result of an institutional process that is influenced by the leadership style of a school principal (Andari 2025).

In theory, this result is in line with the thinking of Greenleaf (2002) who places dreams as moral agents and facilitators in charge not only as policy makers, but also as servants shown by their concern for the professional development of teachers. Furthermore, the service leadership style creates a psychological climate that supports the growth of integrity in teachers, which is characterized by mutual trust, openness and a sense of comfort, which allows teachers to carry out their duties without excessive pressure (Athanasios 2025). In addition to relieving the pressure of being involved, fostering mutual trust, openness, and comfort, servant leadership also fosters a sense of ownership of



the school itself, which has the effect of strengthening the value of integrity (Kainde and Mandagi 2023).

These findings have implications for expanding the literature on leadership, especially servant leadership, which emphasizes that servant leadership style effectively shapes the professional character of teachers, not only able to improve performance or job satisfaction.

### **The Direct Influence of Teacher Integrity on School Performance**

The results of this study show that teacher integrity has a direct and significant effect on school performance by 76,4% ( $\beta = 0.764$ ;  $p < 0.001$ ). These results indicate that teacher integrity is not just a personal attribute, but an important factor that contributes directly to the quality of school performance.

Theoretically, the integrity of teachers reflects the consistency of moral, professional, and pedagogical values (Paschal 2023). Teachers with integrity tend to show high accountability in learning planning, evaluation, and fulfilling educational responsibilities in a sustainable manner (Zahari et al. 2021). Such consistent pedagogical practices have an impact on the stability of the learning process, increasing parental trust, and the formation of a conducive educational climate (Holzer and Daumiller 2025).

This finding is also in line with Supardi's (2015) argument that teacher integrity functions in maintaining the mandate of the profession and ensuring that the implementation of duties is in accordance with applicable values and norms. In addition, teachers as the main actors who interact directly with students can affect the quality of outputs that are the basis for school performance assessments (Peng, Sun, and He 2022). This shows the implication that improving school performance needs to be directed not only to administrative and academic aspects, but also to strengthening the professional integrity of teachers. Therefore, school principals need to build an organizational culture based on honesty, responsibility, and professional consistency through supervision, exemplary, and a teacher development system that is oriented towards work ethics.

Thus, high school performance will not be separated from efforts to strengthen the integrity of teachers which function as a foundation in the implementation of education (Dumopoy 2025). And Integrity is one of the important prerequisites in creating an effective and sustainable educational process (Kudeikina, Mihailovs, and Zivarts 2022).

### **The Direct Influence of Servant Leadership On School Performance**

The results of this study show that *servant leadership* has a positive and significant effect on school performance with an effect of 13.6% ( $\beta = 0.136$ ;  $p = 0.044$ ). These results indicate that the stronger the implementation of servant leadership by the principal, the better the school performance achieved

In theory, this result is in line with the concept of *servant leadership* initiated by Greenleaf (2002) which views leaders as servants of the organization who are tasked with shaping the climate, direction and work system that supports common goals. In the context of education, school principals who apply the servant leadership style have a dual function, in addition to carrying out administrative functions, also being the promoters of a vision oriented to service, community interests and human resource development (Kyambade et al. 2024).

The direct influence of servant leadership on school performance can be explained through the role of the principal in determining policies, managing resources, and creating a conducive and appropriate school environment for the educational process (Atun et al. 2024; Subhaktiyasa et al.

2023). This corroborates the results of previous research which confirms that servant leadership has a direct contribution to school performance.

These findings also show that school performance requires service- and empowerment-oriented leadership of principals, not just administrative control. Therefore, school leadership development needs to be directed at the ability to build a collective vision, organizational communication, and human resource management that supports the school's systemic effectiveness.

### **The Role of Teacher Integrity as A Mediator In The Relationship of *Servant Leadership* to School Performance**

The results of the mediation analysis in this study showed that teacher integrity played a role as a partial mediator in the relationship between the principal's servant leadership and school performance ( $\beta = 0.475$ , S.E. = 0.066,  $p < 0.001$ , CI [0.380 – 0.602]). These findings indicate that servant leadership not only affects school performance directly through structural roles and institutional policies, but also indirectly through internal mechanisms in the form of the formation of teachers' professional integrity.

In general, these findings are in line with the theory of servant leadership put forward by Greenleaf (2002), which places leaders as a source of moral value and facilitators of individual growth in organizations. In the context of schools, principals who implement servant leadership serve as ethical role models that consistently instill the values of honesty, responsibility, and professional commitment (Kyambade et al. 2024). These values do not automatically improve school performance, but are first internalized by teachers and manifested in the form of professional behavior with integrity.

The role of teacher integrity as a mediator shows that school performance is the result of a value transformation process, not just a direct consequence of leadership style (Khaulah et al. 2024). Teachers act as key actors who translate the principal's values and leadership practices into daily learning practices (Ouyang, Rashid, and Li 2025). In addition, teachers function as internal behavioral control mechanisms that ensure that leadership values are consistently embodied in pedagogical responsibility, professional accountability, and quality of educational services (Abidin et al. 2024).

These findings expand the literature on servant leadership in the context of education, which has tended to emphasize the direct influence of leadership on school performance or teacher attitude variables (Atun et al. 2024; Subhaktiyasa et al. 2023; Kyambade et al. 2024). By showing the mediating role of teacher integrity, this study confirms that servant leadership still has a direct contribution to school performance, for example through strategic decision-making, resource management, and the creation of a conducive organizational climate. However, these contributions become more meaningful and sustainable when supported by teacher integrity as an internal mechanism that bridges the value of leadership and educational practice (Khaulah et al. 2024).

### **Conclusion**

This study emphasizes that school performance is not formed solely from the influence of the principal's leadership, but is formed through the role of teachers who translate the vision, mission and policies of the leadership in daily learning practices. The results of the structural model in this study reveal that teacher integrity mediates the influence of servant leadership on school performance. This indicates that the influence of leadership does not only work on the managerial function and climate of the school, but also through the formation of morals, and the professional of teachers as important

actors in education. Thus, school performance can be understood as the result of multidimensional interaction between leadership and teacher behavior with integrity

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