

Assessment Study of Adversity Quotient and Servant Leadership to Improve Organizational Citizenship Behavior: Strengthening Managerial Competencies of Education Leader

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ABSTRACT

The main objective of this study was to explain the improvement of organizational citizenship behavior through adversity quotient and servant leadership as an effort to improve the managerial competence of educational leaders. The research subject was principals of senior high school in Berau. Meanwhile, specifically, the objectives were; (1) to seek whether there is the relationship between adversity quotient and organizational citizenship behavior, (2) to seek whether there is the relationship between servant leadership and organizational citizenship behavior, (3) to seek whether there is the relationship between adversity quotient and servant leadership to organizational citizenship behavior simultaneously. This study concerned a quantitative analysis by testing hypotheses using the statistic tool of the SITOREM model. The finding shows; that (1) there is a relationship between adversity quotient and organizational citizenship behavior, (2) there is the relationship between servant leadership and organizational citizenship behavior, and (3) there is the relationship between adversity quotient and servant leadership to organizational citizenship behavior simultaneously. In other words, it shows that the primary purpose of this research is achieved because the adversity quotient and servant leadership can result in the creation of good organizational citizenship behavior. Indeed this can also indicate that the principal has the managerial competence of educational leaders in an organization/school favorable.

1. INTRODUCTION

Management systems include all things related to the way an organization runs. The managerial competence of a successful leader is a leader who can create a conducive atmosphere so that it can affect productivity (Shek & Lin, 2015; Top et al., 2015). The ideal organizational leader should create a safe atmosphere that can provide comfort for someone to do something. A comfortable and conducive atmosphere can create good conditions for teachers to teach and staff to work (Jiang et al., 2017). It can be reflected in how much initiative is taken to complete the work to achieve the desired goals.

A leader needs to have a good leadership foundation; an innovation strategy in leading is essential to overcome problems that arise in the organization (Hai et al., 2021; H. Kim et al., 2019; Top et al., 2015). Problems in a standard management system include a top leader who cannot clearly define goals and cannot even provide clear information about the goals. It makes teachers and staff unable to set clear priorities, and in the end, they cannot work optimally. They were conducting ineffective and hasty recruitment, which adds to the workload because more and more people need a professional training. Giving less than optimal feedback and being inelegant can trigger problems. Distrusting team members and others will lead to many existing problems that cannot be solved alone. Do not want to take the time to listen to advice, suggestions, criticism, or praise from other parties, including from subordinates. Leaders who fail to listen are unable to show respect for others and even miss great opportunities that may come from the simple ideas of their subordinates. Do not understand the motivation that drives each team member to give the best performance. Whereas the leader's inability, in this case, can make potential employees resign from their jobs.

Refers to these situations, the researchers were highly interested, motivated, and emboldened to research the topic "*Assessment study of Adversity Quotient (AQ) and Servant Leadership (SL) to improve Organizational Citizenship Behavior (OCB): strengthening managerial competencies of education leader.*"

1.1. Theoretical Paradigm

Paul G. Stoltz's theory anchors this study about the Adversity Quotient. Stoltz was an early founder of AQ in 1997. According to Stoltz (2000:9), AQ is a person's intelligence in regularly dealing with obstacles or difficulties. It helps individuals strengthen their abilities and perseverance in facing the challenges of everyday life. According to Tilova in Simamora et al. (2021), unhappiness, difficulty, or misfortune is a condition. In psychology, adversity is the challenge of life (Qamaruddin et al., 2020). It is an emerging conceptual framework to understand and improve all aspects of success, a measure of how a person responds to adversity that can be understood, changed, calculated, and interpreted (Aini et al., 2020; Kim et al., 2019). Hence, a scientifically based set of tools to improve response to adversity results in overall effectiveness in personal and professional life. Seeing this phenomenon, a leader needs to have an adversity quotient.

Associated with the intrinsic attitude that a person must possess, the adversity quotient has four dimensions which are part of human attitudes in dealing with the problem of (a) Control; the extent to which a person can influence and control the response positively to any situation. Self-control over a problem in a situation is almost impossible to measure. This control dimension is one of the most important because it is directly related to empowerment and affects all other dimensions, (b) Confession; The extent to which a person admits mistakes made and responsibility for correcting the situation. The acknowledgment dimension is closely

related to feelings of guilt that can help a person learn to be better and regret as a motivator. The level of guilt can create critical learning and continuous improvement, (c) Reach; the degree to which a person understands excellent or bad events have the potential to extend other areas of life, (d) Durability; time's perception of good or bad events and their imminent or enduring consequences (Hema & Gupta, 2015).

It is reinforced by Qamaruddin et al. (2020), who argue that the adversity quotient determines superior performance and success. A good adversity quotient of a person shows that the person can fight against all odds and achieve success (Okorji & Epetuku, 2019). Adversity quotient helps a person understand many other factors such as self-esteem, motivation, fighting spirit, creativity, sincerity, positive attitude, optimism, and emotional stability (Shek & Lin, 2015). It can also help a teacher assess students' academic problems because students face many challenges in their study and life and even help overcome these challenging situations (Romi et al., 2020). A person who can go through difficult times will eventually be able to achieve his goals. Adversity quotient can be increased by people who have empathy, sympathy and if the person can understand the emotions of others (Jiang et al., 2017).

Besides, a leader should be able to serve teachers and staff by interacting directly to provide understanding and comfort while working (Jiang et al., 2017; Shek & Lin, 2015). A philosopher, Robert K. Greenleaf, first introduced servant leadership in 1970. The concept of servant leadership is described as a leader model who no longer stands in a different place from the followers but side by side, serving to achieve the same goal (Greenleaf, 2004). Rachmawati et al. (in Simamora et al., 2021), said that a Servant Leader (SL) prioritizes service, not leading. In addition, servant leaders seek to change their followers to be healthier, wiser, more accessible, more independent, and more serving (Aldrin et al., 2019). Servant leadership is constructed by two terms: leader and servant. These two terms are "oxymorons" because they play two different roles simultaneously, serving and leading. It may be difficult to accept that a leader also serves. Serving and leading simultaneously is a leader who serves and a servant who leads.

Servant leadership begins with a desire to provide services to individuals (subordinates) and then develops aspirations to direct individuals to specific goals. In other words, a leader's behavior is based on the desire to serve and is driven by efforts to direct other individuals to specific goals (Ray Chaudhuri & Pradhan, 2021). According to Liden et al. in Simamora et al. (2021), servant leadership is based on the understanding that to bring out the best from their followers; leaders rely on communication to understand the abilities, needs, goals, and potential of the individual. With knowledge of each follower's unique characteristics and interests, leaders then assist followers in reaching their potential. Three things that affect servant leadership are (a) Context and Culture. It is a condition and culture that exists within an organization. (b) Leader Attributes. It is the role of character and ability to realize servant

leadership, including moral development and emotional intelligence. (c) Followers Receptivity. It is an environmental condition that follows employee expectations so that servant leadership can be realized that has a positive effect on employee performance.

The dimensions that influence the service leadership indicators according to Focht & Ponton in Simamora et al., (2021) are: (a) Value people, namely respecting individuals/others as they are; (b) Humility, namely being humble, realizing the importance of other individuals to jointly achieve organizational goals; (c) Listening, namely the willingness to listen, understand other individuals, and learn from others; (d) the trust is to trust others to be trusted by the other; (e) Caring, namely being friendly and paying attention to other people: the needs and goals of others; (f) Integrity that is honest and believable (credible) and develop noble values (honesty, trust, etc.) to his men; (g) Service, namely prioritizing service to others; (h) Empowering, namely empowering other individuals to carry out work responsibilities; (i) Serve other's needs before their own, namely serving the needs of others before their own needs; (j) Collaboration servant leadership is about pursuing a higher purpose for the overall good, and therefore leadership by definition of a collaborative process (between leader and follower); (k) Unconditional love which includes acceptance, recognition, respect for others, trust, and vulnerability.

The ability to serve and intelligence in dealing with problems ultimately aims to optimize Organizational Citizenship Behavior (OCB) (Khan et al., 2020; Ndoja & Malekar, 2020). Organizational citizenship behavior is wisdom, extra-role behavior on the part of human resources that aims to influence the evaluation of leader/organizational performance (Asgari et al., 2020; Cheasakul & Varma, 2016). One of the reasons leaders value organizational citizenship behavior is that they believe it contributes to organizational success. It is a set of feelings and attitudes of a person towards the organization that affects the extent to which the person is integrated with the organization where he works and wants to do things that exceed his obligations (Faizah et al., 2021).

Faizah et al. (2021) argue that organizational citizenship behavior is classified as free and not following the organization's formal tasks, voluntary, not for personal interests, not forced actions, and prioritizing other parties (co-workers, institutions, or organizations). The dimensions to measure the level of organizational citizenship behavior according to Organ and Lingl in Darto (2014:14-16) are (a) Altruism; a sense of mutual help among co-workers, (b) Courtesy; interaction between fellow employees, so it is difficult to give each other advice when encountering work-related problems in the organization, (c) Sportsmanship intensity of complaining when faced with an unfavorable situation, (d) Conscientiousness is the intensity of late work after a break; often, employees do not report in advance when they do not come to work. (e) Civic virtue, inclination/interest in activities held by the organization.

1.2. Synthesis of The State of The Art

Refers to the previous works of literature and studies revealed synthesis of the state of the art that the managerial competence of a leader can affect the initiative and productivity of the team. So that a safe and comfortable atmosphere can be created in the work environment in completing work so that the desired goals are achieved. Even in unforeseen circumstances, organizational leaders need the ability to turn difficulties (problems) into opportunities by planning performance to survive adversity in life. Achieve goals that exceed expectations and have a moral component by building strategies with great goals for the organization. Always put public needs become priority number one (e.i, all members and organizations) rather than self-interest. Every human resource in an organization has a strong urge to play a different role with their willingness without expecting anything in return to achieve organizational/or institutional goals.

1.3. Objectives

Based on these descriptions, the primary purpose of this study is to explain the improvement of OCB through AQ and SL to improve the managerial competence of educational leaders. Meanwhile, specifically, the objectives are; (1) to seek whether there is a relationship between AQ and OCB, (2) to seek whether there is a relationship between SL and OCB, (3) to seek whether there is the relationship between AQ and SL to OCB simultaneously.

2. METHOD

This study concerned a quantitative analysis by testing hypotheses using the statistic tool of Scientific Identification Theory to Conduct Operation Research in Education Management (SITOREM) model. Descriptive and inferential statistics analyzed the quantitative data. The hypotheses were tested after the normality and variance homogeneity had been estimated. Moreover, the SITOREM was applied after the correlation-regression analysis (Alejo-Molina et al., 2017; Hidayat et al., 2020). The primary considerations to derive suggestions and priorities for improvements include three criteria which were: 1) The strength of the relationship between the independent and dependent variables obtained from data analysis conducted using a correlational statistical method; 2) Priority order of the indicators for each variable arranged based on input from expert opinion and analysis, and; 3) Indicator values obtained from the field research (Alejo-Molina et al., 2017; Hidayat et al., 2020).

This research was conducted on teachers, including academic staff of SMA/SMK/MA in Berau city. The population was 525, with 227 teachers, including staff; the sample size was decided to use the Taro Yamane calculation. Data was collected using a questionnaire, and this study utilized a closed statement questionnaire assessment. To get raw data, the assessment used a Likert scale, starting from a score of 1 to 5. The instrument's validity was tested using the Product Moment (Pearson) correlation technique and the instrument's

reliability through the Cronbach Alpha formula. Normality test using Kolmogorov-Smirnov, homogeneity test using Levene Statistics, and regression linearity were also necessary before testing the hypothesis.

3. RESULT AND DISCUSSION

This term would be presenting two parts of data analysis, preliminary analysis for fulfilling the requirement of parametric research before analyzing the mind data.

3.1. Preliminary Analysis

a. Normality Test

The results of the normality test for the estimated standard error ($Y - \hat{Y}_1$) of the regression equation for the OCB variable (Y) over AQ (X_1) and SL (X_2) obtained an $L_{obtained}$ value of 0.0596. In contrast, the L_{table} for $n = 227$ at a significance level of 0.05 of 0.013. The standard error of estimation ($Y - \hat{Y}_1$) is normally distributed if $L_{obtained} < L_{table}$. Thus, the estimated standard error ($Y - \hat{Y}_1$) of the regression equation for the OCB variable (Y) over AQ (X_1) is distributed 0.0596 or the sample data comes from a normal distribution, because ($L_{obtained} = 0.0596$) $<$ ($L_{table} = 0, 013$).

b. Homogeneity Test

Based on the calculations, the calculated $X^2_{obtained}$ is 20.895, while the X^2_{table} at a significance level of 0.05 and dk 225 is 260.992. The homogeneous variance requirement is if $X^2_{obtained} < X^2_{table}$. OCB data variance based on AQ data comes from a homogeneous population, because ($X^2_{obtained} = 20.895$) $<$ ($X^2_{table} = 260.992$). based on the calculation results, the calculated $X^2_{obtained}$ is 62.348, while the X^2_{table} at a significance level of 0.05 and dk 225 is 260.992. homogeneous variance requirement is if $X^2_{obtained} < X^2_{table}$. OCB data variance based on SL comes from a homogeneous population, because ($X^2_{obtained} = 62.348$) $<$ ($X^2_{table} = 260.992$)

3.2. Hypothesis test

a. The Relationship Between AQ and OCB

Based on the results of simple regression analysis, the regression constant or $a = 132.2924$ and the regression coefficient or $b = 2.0879$ were obtained. Thus, the model of the relationship between AQ and OCB can be expressed in the form of a linear regression equation $\hat{Y} = 132.2924 + 2.0879 X_1$. Based on the results of the significance test and the linearity of the regression equation shows that the simple regression equation $\hat{Y} = 132.2924 + 2.0879 X_1$ is significant and linear, meaning that an increase will follow every increase in one score or AQ value in the score or OCB value of 132.2924 with a constant 2.0879. The regression equation $\hat{Y} = 132.2924 + 2.0879 X_1$ can be used to predict the AQ score if OCB is known. The results of the correlation coefficient significance test obtained that $t_{obtained} = 6.21$ is more significant than $t_{table} = 1.653$ at a significance level of 0.05 with dk 225 indicating that the correlation coefficient between AQ and OCB is significant

($t_{\text{obtained}} = 6.21$) > ($t_{\text{table}} = 1,653$). Thus, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted, meaning that there is a significant positive relationship between AQ and OCB. AQ contribution to OCB is indicated by the coefficient of determination (r_{y1^2}) of 0.1712, meaning that the AQ variable can explain 17.12% of the OCB variable (Y) (X_1) through the regression equation $\hat{Y} = 132.2924 + 2.0879 X_1$. The results of testing the first hypothesis show a significant positive relationship between AQ and OCB.

b. The relationship between SL and OCB.

Based on the calculation results, the value of the correlation coefficient (r_{y^2}) of 0.6137 is included in the reasonably strong category. It shows a reasonably strong relationship between SL and OCB. The results of the correlation coefficient significance test obtained that $t_{\text{obtained}} 2.05$ is more significant than $t_{\text{table}} = 1.653$ at a significance level of 0.05 with dk 225, indicating that the correlation coefficient between SL and OCB is significant ($t_{\text{obtained}} = 2.05$) > ($t_{\text{table}} = 1.653$). Thus, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_2) is accepted, meaning a significant positive relationship between SL and OCB. The contribution of SL to OCB is indicated by the value of the coefficient of determination (r_{y2^2}). 0.0257 means 2.57 % OCB variable (Y) can be explained by SL variable (X_2) through regression equation $\hat{Y} = 72.7648 + 0.7713 X_2$. The results of testing the second hypothesis indicate a significant positive relationship between SL and OCB.

c. The relationship between AQ and SL simultaneously to OCB

The results of the significance test of the multiple correlation coefficient obtained that $F_{\text{obtained}} = 24.09$ is more significant than $F_{\text{table}} = 3.05$ at a significance level of 0.05 with dk in the numerator of 2 and dk in the denominator of 225, indicating that the multiple correlation coefficient between AQ and SL simultaneously to OCB is significant ($F_{\text{obtained}} = 24.09$) > ($F_{\text{table}} = 3.05$). Thus, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted, meaning that there is a significant positive relationship between AQ and SL together with OCB. The contribution of AQ and SL to OCB is indicated by the coefficient of determination (r_{y12^2}) of 0.7218, meaning that 72.18% of the OCB variable (Y) can be explained by the variation of AQ (X_1) and variation of SL (X_2) through the regression equation $\hat{Y} = 12.2753 + 0.7536 X_1 + 0.3814 X_2$. Observing the value of each simple correlation coefficient and comparing it with the value of the multiple correlation coefficient, it can be seen that there is a mutually reinforcing effect between the variables AQ (X_1) and SL (X_2). It can be seen from the value of the multiple correlation coefficient between AQ and SL together with OCB ($r_{y12} = 0.7218$), which is greater than the value of the simple correlation coefficient between AQ and OCB ($r_{y1} = 0.4137$), and the value of the simple correlation coefficient between SL with OCB ($r_{y2} =$

0.4137). The results of testing the third hypothesis indicate that there is a significant positive relationship between AQ and SL together with OCB.

d. Partial Correlation

The results of the partial correlation analysis between AQ (X_1) and OCB if the variable SL is controlled, the partial correlation coefficient value (r_{y12}) is 0.636. The significance test of the partial correlation coefficient between AQ (X_1) and OCB by controlling the SL variable was carried out using the t-test. Based on the results of the partial correlation coefficient significance test, it was obtained that $t_{obtained} = 6.21$ more than $t_{table} = 1.98$ at a significance level of 0.05 with dk 225 indicating that the partial correlation coefficient between AQ (X_1) and OCB, if the SL variable is controlled, is significant ($t_{obtained} = 6.21 > t_{table} = 1.98$). Thus, if the SL variable is controlled, there is still a significant positive relationship between AQ (X_1) and OCB. It means that SL does not affect the relationship between AQ (X_1) and OCB.

The results of the partial correlation analysis between SL (X_2) and OCB if the variable AQ is controlled, the partial correlation coefficient value ($r_{y2.1}$) is 0.069. The significance test of the partial correlation coefficient between SL (X_2) and OCB by controlling the AQ variable was carried out with the t-test. Based on the results of the partial correlation coefficient significance test, it was obtained that $t_{obtained} = 2.05$ more than $t_{table} = 1.98$ at a significance level of 0.05 with dk 225 indicating that the partial correlation coefficient between SL (X_2) and OCB, if the variable AQ is controlled, is significant ($t_{obtained} = 2.05 > t_{table} = 1.98$). Thus, if the Adversity Quotient variable is controlled, there is still a significant positive relationship between SL (X_2) and OCB. It means that AQ does not affect the relationship between SL (X_2) and OCB.

Table 1. Contribution of Research Variables

No	Correlation among variables	Coefisien Correlation	Coefisien Determination	Contribution	Sequence
1	AQ and OC	0,636	0,1712	17,12 %	2
2	SL and OCB	0,069	0,0257	2,57 %	3
3	AQ and SL simultaneously to OCB	0,4137	0,7218	72,18 %	1

Based on the Tables 1, the findings met the research objectives that; (1) there is a positive relationship between Adversity Quotient and Organizational Citizenship Behavior; (2) there is a positive relationship between Servant Leadership and Organizational Citizenship Behavior; (3) there is a positive relationship between Adversity Quotient and Servant Leadership simultaneously with Organizational Citizenship Behavior. In correlational and analytical research, the SITOREM method is used to 1) identify the strength of the relationship between the independent variable and the dependent variable, 2) analyze the research variable indicator value derived from the research score, 3) analyze the weight of each indicator of

each research variable by the criteria are: cost, benefit, urgency, and importance. Based on the analysis of the Scientific Identification Theory To Conduct Operation Research In Education Management (SITOREM) model to carry out "operation research" in this study, the following calculation results can be seen in Table 2 and 3.

Tabel 2. Finding of SITOREM Analysis

Organizational Citizenship Behavior		
Indicators	%	Mean
1. Individual Initiative	15,9%	3,77
2. Courtesy	15,1%	4,30
3. Loyalty	13,3%	3,66
4. Conscientiousness	12,4%	4,18
5. Civic Virtue	12,4%	3,65
6. Altruism	10,6%	3,45
7. Self Development	10,6%	3,91
8. Sportsmanship	9,7%	4,01

Adversity Quotient		
Indicators	%	Mean
1. Control	25,0%	4,31
2. Endurance	25,0%	3,70
3. Reach	19,4%	3,65
4. Ownership	16,7%	3,96
5. Origin	13,9%	3,82

Servant Leadership		
Indikator	%	Mean
1. Awareness	13,1%	4,13
2. Stewardship	13,1%	3,94
3. Empathy	10,1%	4,29
4. Persuasion	10,1%	3,93
5. Foresight	10,1%	4,04
6. Commitment to the growth of people	10,1%	3,93
7. Listening	8,7%	4,15
8. Conceptualization	8,7%	4,06
9. Building community	8,7%	3,55
10. Healing	7,3%	4,17

Tabel 3. The Priority Order of Indicators Is Improved and Maintained based on SITOREM

Analysis Results

Priority Order of Fixed Indicator			Priority Order of Maintained Indicator		
Indicators	%	Mean	Indicators	%	Mean
Individual Initiative	15.9	3.77	Courtesy	15.0%	4.30
Loyalty	13.3%	3.66	Conscientiousness	12.4%	4.18
Civic Virtue	12.4%	3.65	Sportsmanship	9.7%	4.01
Self Development	10.6%	3.91	Control	25.0%	4.31
Altruism	10.6%	3.45	Awareness	13.0%	4.13
Endurance	10.6%	3.70	Empathy	10.1%	4.29
Reach	25.0%	3.65	Foresight	10.1%	4.04
Ownership	19.4%	3.96	Listening	8.7%	4.15
Origin	16.7%	3.82	Conceptualization	8.7%	4.06
	13.9%			7.2%	

Priority Order of Fixed Indicator			Priority Order of Maintained Indicator		
Indicators	%	Mean	Indicators	%	Mean
Stewardship	13.0%	3.94	Healing		4.17
Commitment to growth people	10.1%	3.93			
Persuasion	10.1%	3.93			
Building community	8.7%	3.55			

DISCUSSIONS

a. The relationship between AQ and OCB

Results of the first hypothesis testing show a significant positive relationship between adversity quotient and organizational citizenship behavior. This study followed Kusuma et al. (2013) about the influence of fighting power, emotional intelligence, and social capital on employees' organizational citizenship behavior with perceptions of organizational justice as a moderating variable. The results show a significant relationship between fighting power and organizational citizenship behavior of employees with beta 0.224, $t = 2.510$, and $p = 0.014 < 0.050$. In line with the results of this study, As'ad (2007) states that adversity intelligence can be used easily in organizations. Adversity quotient in organizations plays an essential role in proofing who will be able to overcome problems that arise in individual activities within the organization. The higher the adversity quotient in the organization, the higher the individual's tendency to overcome these obstacles. This success will make individuals feel satisfied and more motivated to participate in organizational activities.

b. Relationship between SL and OCB

The finding of the results hypothesis testing indicates a significant positive relationship between servant leadership and organizational citizenship behavior. The results of this study are in line with (Siswanti & Anggri Anjasas, 2017) regarding the effect of servant leadership on organizational citizenship behavior through job satisfaction as a mediation. The results show that servant leadership positively and significantly affects organizational citizenship behavior through job satisfaction as a mediation. In line with the results of this study (Yigit & Bozkurt, 2017) stated that there is a significant and mutually reinforcing relationship between the type of leadership, organizational justice, job satisfaction commitment, and organizational citizenship behavior. A leader is someone whose actions and behavior set an example for followers. The employees will follow the decisions made by the leader. In addition to being intelligent and wise, the leaders needed are leaders who can serve employees. Leader-employee relationships that are built with service behavior will foster emotional closeness. It encourages employees to improve performance (Baykal, 2020).

c. The relationship between AQ and SL, together with OCB

The results of testing the third hypothesis were the following Lee (2021) regarding the relationship of adversity quotient to the performance of high school teachers. It can be concluded that there is a significant contribution of adversity quotient to the performance of high school teachers. Earlier research found that the environment positively influenced the

leadership behavior of the Head of the Department, organizational justice, and work involvement of OCB members (Ghalave & Nastiezaie, 2020; Gonaim, 2019). Developing OCB must be accompanied by improved leadership, organizational justice, and increased work involvement of organizational members (Sukardewi et al., 2013). Refers to the current finding indicates that being professional is required to have: (1) a high commitment to leading and achieving the goal, (2) being ability to think systematically about what is done and always learn from experience, (3) have responsibility for monitoring the team, (4) become part of the learning community in their working environment as a professional and, (5) have in-depth knowledge and ability in clarifying the big picture to meet the organization/school' vision, mission and objective.

4. CONCLUSION AND RECOMMENDATION

The high validity and reliability instruments of the organizational citizenship behavior, adversity quotient, and servant leadership instruments were needed for research that aims to improve teachers' Organizational Citizenship Behavior. The instruments obtained in this study were derived from a literature review, expert validation, and data analysis using a Likert scale. The test results using SITOREM analysis found 13 variable indicators that need improvement and ten variable indicators that can be maintained and developed.

4.1. Conclusions

Refers to the research finding, the conclusions were stated that; (1) there is a relationship between Adversity Quotient (AQ) and Organizational Citizenship Behavior (OCB), (2) there is a relationship between Servant Leadership and Organizational Citizenship Behavior, (3) there is the relationship between Adversity Quotient and Servant Leadership to Organizational Citizenship Behavior simultaneously. In other words, it shows that the purpose of this research is achieved because Adversity Quotient (AQ) and Servant Leadership can result in the creation of good Organizational Citizenship Behavior (OCB). Indeed, this can also indicate that the principal has the managerial competence of educational leaders in an organization/school favorable.

4.2. Recommendations

In the light of the findings and conclusions, the following recommendations were formulated; (1) In an institution/organization, a leader should be able to apply servant leadership to help others to grow and develop, as well as provide opportunities for individuals to gain achievements both materially and emotionally, (2) The adversity quotient is expected to increase the ability to remain calm and patient, as well as the ability to face difficulties with a sense of awareness, without getting carried away by emotions, (3) principal as a leader should be able to adjust adversity quotient and servant leadership, aside from having proper

managerial competence to create a conducive OCB so that the school can achieve the vision, mission, and goal.

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