ANALYSIS OF THE INFLUENCE OF SERVANT LEADERSHIP, PERSONALITY, WORK MOTIVATION , AND TRUST ON PROFESSIONAL COMMITMENT ELEMENTARY SCHOOL TEACHER

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Abstract: This research aimed to analyze the influence of servant leadership, personality, work motivation and trust on the professional commitment of elementary school teachers. The research, conducted in 157 accredited "A" public elementary schools in Depok City, involved 1,170 teachers. The one-year study utilized survey methods and a quantitative approach, focusing on causal relationships among variables. Variables studied included professional commitment (Y), servant leadership (X1), personality (X2), work motivation (X3), and trust (X4). Path analysis separated direct and indirect effects of independent variables on the dependent variable, seeking optimal strategies to enhance teachers' professional commitment. Results indicate that strengthening servant leadership, personality, work motivation, and trust directly enhances professional commitment, with indirect influence through trust and work motivation. Recommendations include improving indicators in weak variables, emphasizing sincerity in tasks, love for the job, and feedback. Optimal strategies involve improvements in servant leadership, trust, and work motivation to enhance professional commitment, providing clear guidance for implementation in the context of the research.

Introduction

Education plays a crucial role in improving the quality of human resources, especially in facing the ongoing era of the fourth industrial revolution progressing into society 5.0. Educational institutions are required to undergo a paradigm shift to meet this challenge. This urges teachers in educational institutions to be prepared in this millennial digital era (Kadarusman & Bunyamin, 2021). The government believes that an advanced education system is a challenge for qualified teachers to align themselves with other developed countries in the global millennial order.In Indonesia, teachers are required to have 21st-century competencies in accordance with Law No. 14 of 2005 concerning teachers and lecturers (Shim & Park, 2019). This law stipulates four essential competencies for teachers, namely pedagogical, personality, social, and professional competencies, which must be acquired through professional education. The goal is to ensure that teachers have the necessary quality to contribute to the improvement of the national education quality and shape qualified individuals (Cilek, 2019). Teachers play a crucial role in educating, teaching, guiding, and evaluating students, in accordance with Article 1 of the Law. Article 7 paragraph 1b emphasizes that teachers must have a commitment to improving the quality of education, faith, piety, and noble morals. The government emphasizes the responsibility of teachers in conducting classroom learning, and this commitment is manifested through active involvement in school activities (Wu et al., 2020). However, in some schools, these conditions are not fully met, with various problems emerging, such as student learning outcomes, teacher teaching abilities, and teacher attitudes toward subjects, indicating that the management of education quality is still not optimal (Lawyer, 2021).

One effective strength that greatly determines the success of education quality is teachers who have commitment. Teachers with high commitment will improve the quality of their work, which in turn determines the quality of education (Latif et al., 2021). Teacher professional commitment cannot be separated from several aspects that build the achievement of education quality outlined in the vision and mission of the school, which is a shared aspiration among all stakeholders (Robinson et al., 2021). Teachers are expected to have a commitment to always collaborate and support each other in professionally implementing school programs to achieve school goals. Conversely, teachers who lack professional commitment will slow down the achievement of school goals (Khan, 2019). Thus, the level of a teacher's loyalty is one of the essential elements in quality education that requires a teacher's commitment to the profession. Teachers should have a high professional commitment to maintain quality (Rachmawati & Suyatno, 2021).

According to Pawar et al. (2020), a teacher's commitment to the profession has positive impacts on schools, including: (1) improving the culture of quality; (2) enhancing teamwork; (3) creating educational dynamics and independence; (4) willingness to change; (5) continuous evaluation and improvement. In reality, in Indonesian schools, there are still teachers who have not been able to demonstrate commitment to the profession. Despite the government's efforts to appreciate them through allowances and training to improve performance and competence (Abbas et al., 2022). Based on the 2020 Indonesia Education Service Indicator Survey conducted by The World Bank, the fact is that one out of five teachers on average (23.5%) is absent from school. Furthermore, based on the data from the Education Balance Sheet of Depok City in 2020, the average score of the Primary School Teacher Competency Test (UKG) is 60.14 (Cansoy, 2019).

Based on the results of an initial survey of 30 teachers in 6 Public Elementary Schools in Depok City in May 2021, the condition of teacher professional commitment shows several critical findings. About 36% of teachers are considered to need to strengthen their sincerity in carrying out tasks, seen from a lack of ability to fulfill responsibilities as a teacher (Bilge et al., 2021). Furthermore, 39% of teachers need to strengthen their love for the job, which is not optimal in work loyalty, reflected in a lack of initiative to seek positive ideas for the organization's progress (Paas et al., 2020). In addition, 40% of teachers are considered to need to strengthen their knowledge improvement, seen from a lack of consistency in learning new things (Ruiz-Palomino et al., 2020). Furthermore, 39% of teachers need to be strengthened in dedication to carry out tasks, seen from a lack of implementation of teaching based on teacher ethics. Finally, 38% of teachers need to be strengthened in their willingness to perform

tasks, reflected in a lack of teacher involvement in developing school work programs (Rabiul et al., 2022).

If there is no effective effort made to improve teacher professional commitment, it is feared that it will have a negative impact on teaching and learning activities in the schools where teachers teach. Several factors influencing organizational commitment, such as servant leadership style, personality, work motivation, and trust, can significantly enhance professional commitment (Shofiyuddin et al., 2021). Servant leadership style, which emphasizes service and individual growth, can improve teachers' insights and abilities, contributing to the enhancement of professional commitment. A teacher's personality also plays a crucial role in shaping students' character and overall educational success (Xie, 2020). Teacher work motivation is a strategic aspect of educational management, as high motivation can strengthen professional commitment. Additionally, trust, both at the individual and organizational levels, also plays a crucial role in enhancing teacher professional commitment. Therefore, efforts to strengthen these factors are essential to ensure efficiency and effectiveness in the education process (Sabir, 2021).

Recent research on professional commitment reveals various relevant findings in the context of education. In a study by Harefa et al. (2021) at SMK Negeri 1 Gunungsitoli, it was found that professional commitment, job satisfaction, and working facilities have a positive and significant impact on teacher performance in the new normal era. Meanwhile, Asakir & Hidayati (2022) used the Rasch Model Analysis to evaluate teacher commitment indicators, and Patras et al. (2021) provided recommendations to improve teacher professional commitment. Furthermore, Clyde & Tjahjono (2021) examined the influence of attitudes, subjective norms, perceived behavioral control, and professional commitment on the intention to whistleblow. Finally, Shofiyuddin et al. (2021) highlights efforts to enhance the professional commitment of lecturers by evaluating the quality of work life and self-efficacy. Referring to these previous research findings published in international journals on professional commitment, it can be concluded that there is a relationship and influence between the enhancement of professional commitment through strengthening servant leadership, personality, work motivation, and trust.

Based on the above review, there are several reasons prompting research on professional commitment. First, the development and progress in the field of education require professional commitment as it impacts teaching and learning activities in schools (Vuong, 2023). Second, servant leadership can effectively manage educational units to achieve educational goals. Third, personality requires a teacher with a good personality for educational success (Faraz et al., 2021). Fourth, work motivation on professional commitment will boost work enthusiasm. Teacher work motivation is needed to ensure consistency and prevent external influences from leading to actions contrary to the school's goals. Fifth, the work discipline of school principals will generate positive school performance. Lastly, trust in professional commitment is crucial and can influence others based on mutual agreement (Dash & Vohra, 2019).

This research aims to identify variables influencing the professional commitment of teachers in Public Elementary Schools in the Education Department of Depok City. The analyzed variables include servant leadership, personality, work motivation, and trust. The initial survey results indicate the need to strengthen professional commitment, with findings revealing that some teachers lack sincerity, love for the job, knowledge improvement, dedication to tasks, and willingness to perform tasks (Lestari et al., 2021). Problem identification highlights teacher discomfort in fulfilling responsibilities, low work motivation, lack of sustained good personality, and low levels of trust. The goal of this research is to find optimal strategies and solutions to enhance professional commitment through strengthening these variables. The novelty of the research lies in the use of path analysis and SITOREM analysis to find optimal solutions for improving teacher commitment (Iqbal et al., 2023). The theoretical contribution of this research is to educational management, while its practical utility is aimed at the Education Department of Depok City, school principals, education providers, and teachers as a guide to improving educational quality.

Literature Review

Professional Commitment (Y)

The description of professional commitment refers to the level of attachment and involvement an individual has in their job, particularly in the context of the teaching profession. Factors influencing professional commitment include leadership, work motivation, and communication, all of which are norms embraced by an organization. In the era of the fourth industrial revolution, teachers need high commitment to face changes in knowledge and technology (Kumar et al., 2022). This commitment includes affective dimensions (emotional, feelings, and affection towards the profession), normative dimensions (obligations and livelihood needs), and continuance dimensions (maintaining stability between teachers and society). Professional commitment is related to beliefs, support, and a strong identification with the values and goals of the job, motivating individuals to work earnestly, passionately, and collaboratively to achieve effective and efficient goals (Winkler, 2020). Through the three dimensions of commitment (affective, normative, and continuance), individuals show emotional involvement, a sense of obligation, and economic reasons for their profession (Irfan, 2021). For teachers, professional commitment involves deep identification and emotional involvement in the profession, as well as recognition of the costs associated with leaving the job (Huning et al., 2020). Individuals can have high commitment due to one factor or a combination of two or three of these factors. Professional commitment is also closely related to an individual's assessment of the costs of leaving the job and significantly impacts job performance, intention to move, and job satisfaction (Çayak, 2021). Therefore, professional commitment is a key factor in achieving the goals of educational organizations and ensuring that teachers remain loyal to the values and goals of their profession.

Servant Leadership (X1)

Servant leadership, as articulated by Harahap & Suriansyah (2019) and influenced by Robert K. Greenleaf's philosophy, represents a distinctive leadership style counteracting inherent human selfishness. Characterized by transformative drive, ethical concern, effective influence, and commitment to others' progress, servant leaders exhibit qualities conducive to positive societal contributions. These leaders, identified by traits such as listening, empathy, healing, and foresight, aim to serve their followers' interests and create service-oriented relationships. Applicable across various sectors, servant leadership, highlighted by Setiyaningsih (2020) and Setyaningsih & Sunaryo (2021), fosters individual loyalty, workplace trust, and a sense of value. With additional factors like empowerment, authenticity, and interpersonal acceptance, servant leadership, as emphasized by scholars such as Ekhsan & Aziz (2021) and Kuykendall & Slater (2020), promotes a conducive work environment, positive relationships, and sustainable organizational goals. The approach, encapsulating elements of service, growth, and community building, is positioned to cultivate a work culture that prioritizes the welfare and development of individuals.

Personality (X2)

Sawan (2020), Ortiz-Gómez et al. (2020), Obasuyi (2019), Howladar & Rahman (2021), Singh & Ryhal (2021), Irawanto & Mu'ammal (2020), Ghalavi & Nastiezaie (2020), Tasker-Mitchell & Attoh (2020), and others, describe personality as a set of individual characteristics, tendencies, and temperaments that are relatively stable, influenced by genetic heritage, social factors, culture, and the environment. Key factors influencing personality involve dimensions such as conscientiousness, extroversion, agreeableness, emotional stability, and openness to experience (Gusriani et al., 2022). In line with these studies, personality encompasses a combination of stable psychological traits and behavioral attributes that provide identity and differentiate individuals. Therefore, understanding these factors can provide further insight into how personality is formed and developed in the context of psychological, social, and environmental complexity (Pranitasari, 2020).

Work Motivation (X3)

Work motivation, as described by Aprilda et al. (2019), Kuanprasert & Phetsombat (2019), Erdurmazlı (2019), Clarence et al. (2021), Pratomo & Arifin (2020), Liana & Hidayat (2021), and others, refers to

the psychological forces directing an individual's behavior in an organization. Elements of work motivation include the direction of behavior, the level of effort, and an individual's persistence level. Understanding work motivation involves aspects such as direction, intensity, and persistence. Motivation theories, such as Herzberg's two-factor theory, highlight internal and external factors affecting job satisfaction and dissatisfaction (Kadarusman & Bunyamin, 2021). There is also a distinction between intrinsic motivation originating from within, such as needs and achievement, and extrinsic motivation stemming from the environment, such as compensation and recognition. Meanwhile, work motivation is also influenced by organizational factors such as job design, satisfaction, and fairness (Shim & Park, 2019). Thus, work motivation involves psychological processes that include the intensity, direction, and persistence of individual efforts to achieve goals in the workplace, and a deep understanding of these factors can help create conditions that support high motivation.

Trust (X4)
Trust, viewed as a crucial skill, encompasses both individual and collective dimensions, revolving around emotional aspects and the willingness to rely on others based on mutual agreements. Examined across various organizational levels, organizational trust embodies shared commitment and cooperation toward achieving common goals. Definitions by experts such as Cilek (2019), Wu et al. (2020), and Lawyer (2021) underscore factors like subordinates' willingness to embrace positive expectations of leaders, trust's impact on effective communication and teamwork, and employee involvement in decision-making. Organizational trust significantly influences employee participation, commitment, and productivity, with trust indicators gauging character, ability, and strength (Latif et al., 2021). The establishment of trust within an organization fosters an active work environment, fortifies identification, loyalty, and employee engagement. Trust emerges not only as a determinant of relationship quality but also as a dynamic moderator and outcome of collaboration across diverse organizational levels.

Research Methods

The research was conducted in 157 accredited "A" public elementary schools in 11 districts in Depok City, involving 1,170 teachers. The research duration spanned one year, commencing from the formulation of the research proposal to the preparation of the research result seminar. This study utilized a quantitative approach with a survey method, focusing on revealing causal relationships among variables. The variables investigated included professional commitment (Y), servant leadership (X1), personality (X2), work motivation (X3), and trust (X4). Path analysis was employed to analyze the cause-and-effect relationships among variables, distinguishing the direct and indirect influences of independent variables on the dependent variable. The analysis steps involved statistical prerequisite tests, path analysis to calculate path coefficients, as well as linearity and significance tests of regression coefficients among variables. The objective of this research is to find optimal strategies to enhance the professional commitment of teachers by strengthening the examined variables.
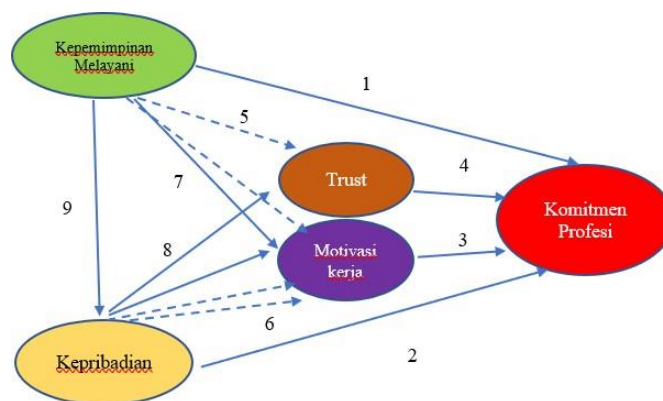

Figure 1. Constellation Model of Inter-Variable Influence

This study focused on four independent variables, namely servant leadership (X1), personality (X2), work motivation (X3), and trust (X4), with two intervening variables, X3 and X4, and the dependent variable Professional Commitment (Y). It was conducted in 157 accredited "A" public elementary schools in Depok City, utilizing path analysis to measure cause-and-effect relationships among variables. SITOREM analysis was used for identifying variables, assessing the indicator values, and determining improvement priorities. The population was drawn from 1,170 teachers in accredited "A" public elementary schools, with 302 teachers as the sample through multistage random sampling in 40 schools. This method ensured the representativeness of the research results for the population of public elementary school teachers in Depok City. The research instrument involved a questionnaire covering variables of professional commitment, servant leadership, personality, work motivation, and trust. Data analysis employed path analysis, statistical tests, and partial coefficients to comprehend the complexity of relationships among variables and their contributions to professional commitment. Thus, this research seeks to provide an in-depth understanding of the dynamics of variables influencing the professional commitment of public elementary school teachers in Depok City.

Research Result
Validity and Reliability Test
This research conducted a validity and reliability test on the instrument using the Pearson Product Moment correlation technique on 30 civil servant teachers in public elementary schools outside the sample respondent group. The instrument is considered valid if the calculated correlation coefficient (r-calculated) is greater than the table correlation value (r-table). Reliability testing was carried out on the items that passed the validity test, using the Cronbach's Alpha formula with a minimum criterion of > 0.70. The test results show that the instruments for measuring the variables of professional commitment, servant leadership, personality, work motivation, and trust have adequate reliability, with reliability coefficients of 0.934, 0.907, 0.935, 0.840, and 0.922, respectively.

Descriptive Analysis
Descriptive data analysis in this research was conducted for each variable, namely Professional Commitment (Y), Servant Leadership (X1), Personality (X2), Work Motivation (X3), and Trust (X4). Data were measured through respondents' answers to the research instruments for each variable. For example, the Professional Commitment (Y) variable shows descriptive statistical results, including the number of data, mean, median, mode, standard deviation, variance, range, minimum score, maximum score, number of classes, class length, and total data. Similar analysis is done for other variables. The results of the descriptive analysis show the characteristics of each variable. For instance, the Professional Commitment (Y) variable has an average of about 139, with the highest value in the 126-130 interval. This data is reinforced by a histogram showing the highest frequency in that value range. A similar process is conducted for the Servant Leadership (X1), Personality (X2), Work Motivation (X3), and Trust (X4) variables. The highest frequency for the Servant Leadership (X1) variable, for example, is in the 122-129 interval, with an average of about 129.

Table 1. Summary of Descriptive Statistics for Research Variables

No.	Statistics	Y	X_1	X_2	X_3	X_4
1.	Number of Data	173	173	173	173	173
2.	Mean	139	129	158	95	149
3.	Median	138	126	155	91	147
4.	Modus	130	124	148	69	150
5.	Std. Deviation	9	9	12	27	11
6.	Varians	73	84	145	710	128
7.	Range	37	66	61	157	78
8.	Minimum	121	114	134	43	122
9.	Maximum	158	180	195	200	200
10.	Number of Classes	8	9	9	7	9
11.	Class Length	5	8	7	23	9
12.	Total	24115	22257	27376	16377	25800

This descriptive analysis provides an in-depth overview of the data distribution for each variable, assisting the researcher in understanding the characteristics and conditions of the data. The frequency distribution data is presented in the form of a histogram, showing the distribution pattern and the highest frequency. Conclusions from this analysis can serve as a basis for further analysis steps, such as statistical tests and interpretation of hypothesis testing results.

Normality Test
The normality test of estimated standard errors was conducted for each research variable, namely Servant Leadership (X1), Personality (X2), Work Motivation (X3), Trust (X4), and Professional Commitment (Y), using the Liliefors test with a significance level of $\alpha = 0.05$. The requirement that the estimated standard errors come from a population with a normal distribution is accepted if the L value < L table. The results of the normality test show that the L value for each variable is smaller than the corresponding L table value, so H0 is accepted. The conclusion from the results of the normality test of estimated standard errors is that these five variables come from a population with a normal distribution. Detailed results of the normality test for each variable can be seen in Table 2, namely Servant Leadership, Personality, Work Motivation, Trust, and Professional Commitment.

Table 2. Normality Test of Estimated Standard Errors

No.	Estimated Standard Errors	L Value	L Table (sig.)	Confidence Level	Conclusion
1.	Servant Leadership (X1)	0,04725	0,06736		Normal Distribution
2.	Personality (X2)	0,05425	0,06736		Normal Distribution
3.	Work Motivation (X3)	0,04423	0,06736	$a = 0,05$	Normal Distribution
4.	Trust (X4)	0,05643	0,06736		Normal Distribution
5.	Professional Commitment (Y)	0,02354	0,06736		Normal Distribution

The requirement for a Normal Distribution is L value < L table

Homogeneity Test

Homogeneity testing was conducted to ensure whether the variances of each pair of variables in this study are homogeneous or not. Homogeneity testing uses the Bartlett test with a significance level of $\alpha = 0.05$. The results of the homogeneity test show that for all pairs of variables, the sig. (significance) value is greater than 0.05, so H0 (null hypothesis) is accepted. This means that the variances of each pair of variables, namely between Professional Commitment (Y) and Servant Leadership (X1), Personality (X2), Work Motivation (X3), and Trust (X4), as well as between the predictor variables themselves, are ensured to be homogeneous. Details can be seen in the homogeneity test tables for each pair of variables. Thus, the homogeneity requirements are met for all combinations of variables that are the focus of this study.

Table 3. Variance Homogeneity Test

No.	Grouping	Bartlett Test (Sig Value)	Confidence Level	Conclusion
1.	Y based on X1	0.374		Homogeneous
2.	Y based on X2	0.132		Homogeneous
3.	Y based on X3	0.273		Homogeneous
4.	Y based on X4	0.286	$\alpha = 0.05$	Homogeneous
5.	X1 based on X3	0.572		Homogeneous
6.	X1 based on X4	0.373		Homogeneous
7.	X2 based on X3	0.419		Homogeneous
8.	X2 based on X4	0.168		Homogeneous
9.	X1 based on X2	0.371		Homogeneous
Population Homogeneity Requirement sig. > 0.05				

Regression Linearity Test

[1] Linearity Test of Servant Leadership (X1) Variable on Professional Commitment (Y)

Based on the ANOVA test results, it was found that the Deviation from Linearity has a significance value (sig) of 0.530. With a sig value greater than 0.05, the null hypothesis (H0) is accepted, indicating that the regression between Servant Leadership (X1) and Professional Commitment (Y) is linear. Regression analysis shows that the Servant Leadership variable has a significant influence on the Professional Commitment variable, with a contribution of 33.1% and a moderate correlation of 0.575. Therefore, it can be concluded that there is a positive linear relationship between Servant Leadership and Professional Commitment, where the Servant Leadership variable can explain a significant portion of the variation in Professional Commitment.

[2] Linearity Test of Personality (X2) Variable on Professional Commitment (Y)

Based on the ANOVA test results, the Deviation from Linearity shows a significance value (sig) of 0.689. With a sig value exceeding the limit of 0.05, the null hypothesis (H0) is accepted, implying that the regression between the Personality (X2) variable and Professional Commitment (Y) is linear. Regression analysis shows that the Personality variable has a significant influence on the Professional Commitment variable, with a contribution of 12.4% and a weak correlation of 0.352. Therefore, it can be concluded that although the relationship between Personality and Professional Commitment is linear, its

contribution to the variation in Professional Commitment is relatively low, and their relationship tends to be weak.

[3] Linearity Test of Work Motivation (X3) Variable on Professional Commitment (Y)

Based on the ANOVA test results, the Deviation from Linearity shows a significance value (sig) of 0.889. Considering that sig is greater than the confidence level of 0.05, the null hypothesis (H0) is accepted, indicating that the regression between Work Motivation (X3) and Professional Commitment (Y) is linear. Further regression analysis shows that the Work Motivation variable has a significant influence on Professional Commitment, with a contribution of 57.8% and a weak correlation of 0.240. Therefore, it can be concluded that, although the regression is linear, the contribution of Work Motivation to the variation in Professional Commitment is relatively high, while the weak correlation suggests that other factors may also play a role in influencing the relationship between Work Motivation and Professional Commitment.

[4] Linearity Test of Trust (X4) Variable on Professional Commitment (Y)

Based on the ANOVA test results, the Deviation from Linearity shows a significance value (sig) of 0.240. Considering that sig is greater than the confidence level of 0.05, the null hypothesis (H0) is accepted, indicating that the regression between the Trust (X4) variable and Professional Commitment (Y) is linear. Further regression analysis reveals that the Trust variable has a significant influence on Professional Commitment, with a contribution of 19.6% and a weak correlation of 0.443. Therefore, it can be concluded that, although the relationship between Trust and Professional Commitment is linear, the influence of Trust on the variation in Professional Commitment is relatively moderate, while the weak correlation suggests the possibility of other factors affecting the relationship between Trust and Professional Commitment.

[5] Linearity Test of Servant Leadership (X1) Variable on Work Motivation (X3)

Based on the ANOVA test results, the Deviation from Linearity shows a significance value (sig) of 0.117. With a sig value greater than the confidence level of 0.05, the null hypothesis (H0) is accepted, indicating that the regression between Servant Leadership (X1) and Work Motivation (X3) is linear. Further regression analysis shows that Servant Leadership has a significant influence on Work Motivation, with a contribution of 25.5% and a moderate correlation of 0.504. Therefore, it can be concluded that the relationship between Servant Leadership and Work Motivation is linear, and Servant Leadership can contribute significantly to the variation in Work Motivation.

[6] Linearity Test of Servant Leadership (X1) Variable on Trust (X4)

Based on the hypothesis test results, the deviation from linearity between the Servant Leadership (X1) and Trust (X4) variables has a significance value (Sig.) of 0.017. Since the Sig. value is less than the confidence level of 0.05, the null hypothesis (H0) is rejected, indicating a significant linear relationship between Servant Leadership and Trust. The linear regression test shows that the regression equation is $\hat{y} = 25.112 + 0.931X1$, with a constant (a) of 25.112 and a coefficient (b) of Servant Leadership equal to 0.931. The significance value (Sig.) in the regression test is also less than 0.05, confirming that the influence between Servant Leadership (X1) and Trust (X4) is statistically significant. However, the coefficient of determination (R Square) of 10.2% indicates that only a small part of the variability in Trust can be explained by Servant Leadership, while the majority is influenced by other factors not included in the model.

[7] Linearity Test of Personality (X2) Variable on Work Motivation (X3)

Based on the hypothesis test results, the deviation from linearity between the Personality (X2) and Work Motivation (X3) variables has a significance value (Sig.) of 0.121. Since the Sig. value is greater than the confidence level of 0.05, the null hypothesis (H0) is accepted, indicating that the linear regression between Personality and Work Motivation is linear. The linear regression test results in the regression equation $\hat{y} = 36.890 + 0.709X2$, with a constant (a) of 36.890 and a coefficient (b) of Personality equal to 0.709. The significance value (Sig.) in the regression test is less than 0.05, confirming that the influence between Personality (X2) and Work Motivation (X3) is statistically significant. The coefficient of determination (R Square) of 56.9% indicates that 56.9% of the variability in Work Motivation can be explained by Personality, while the rest is influenced by other factors not included in the model.

[8] Linearity Test of Personality (X2) Variable on Trust (X4)

Based on the hypothesis test results, the deviation from linearity between the Personality (X2) and Trust (X4) variables has a significance value (Sig.) of 0.549. Since the Sig. value is greater than the confidence level of 0.05, the null hypothesis (H0) is accepted, indicating that the linear regression between Personality and Trust is linear. The linear regression test results in the regression equation $\hat{y} = -30.970 + 0.794X2$, with a constant (a) of -30.970 and a coefficient (b) of Personality equal to 0.794. The significance value (Sig.) in the regression test is less than 0.05, confirming that the influence between Personality (X2) and Trust (X4) is statistically significant. The coefficient of determination (R Square) of 12.9% indicates that 12.9% of the variability in Trust can be explained by Personality, while the rest is influenced by other factors not included in the model.

[9] Linearity Test of Servant Leadership (X1) Variable on Personality (X2)

Based on the hypothesis test results, the deviation from linearity between the Servant Leadership (X1) and Personality (X2) variables shows a significance value (Sig.) of 0.611. Since the Sig. value is greater than the confidence level of 0.05, the null hypothesis (H0) is accepted, indicating that the linear regression between Servant Leadership and Personality is linear. The linear regression test results in the regression equation $\hat{y} = 45.691 + 0.875X1$, with a constant (a) of 45.691 and a coefficient (b) of Servant Leadership equal to 0.875. The significance value (Sig.) in the regression test shows that the influence between Servant Leadership (X1) and Personality (X2) is statistically significant. The coefficient of determination (R Square) of 44.3% indicates that 44.3% of the variability in Personality can be explained by Servant Leadership, while other factors not included in the model influence the rest.

Correlation Among Research Variables

After the data obtained from the survey at SD Neigeiri in Depok City were processed and analyzed through various required tests, the next step in testing the causality model is to conduct path analysis. The model testing involves several stages, including the correlation among research variables. The correlation results indicate that Professional Commitment has a positive correlation with Servant Leadership (0.158), Personality (0.352), Work Motivation (0.240), and Trust (0.443). The correlation between Servant Leadership and other variables is also positive, with the highest value occurring between Servant Leadership and Personality (0.666). Additionally, significant positive correlations are found between Personality, Work Motivation, and Trust. All significance values (Sig.) in the table indicate that the correlations among variables are statistically significant ($p < 0.05$), except for the correlation between Professional Commitment and Servant Leadership, which is not significant ($p = 0.226$).
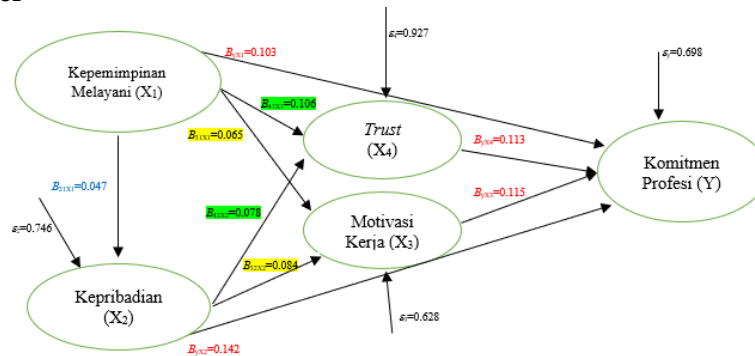
Structural Model

Figure 2. Structural Model

In the model of the path relationships among variables in Substructure-1, there is one endogenous variable (Professional Commitment - Y) and four exogenous variables (Servant Leadership - X1, Personality - X2, Self-Motivation - X3, and Trust - X4), as well as one residual variable (εy). The path model in Substructure-1 can be explained through the equation $\hat{y} = 0.103X1 + 0.142X2 + 0.115X3 + 0.113X4 + \varepsilon y$. The path coefficients (By1, By2, By3, By4) each indicate the influence of exogenous variables on the endogenous variable. The analysis results show that all path coefficients have significance values (sig) < 0.05, indicating that the influences of these variables on Professional Commitment (Y) are significant.
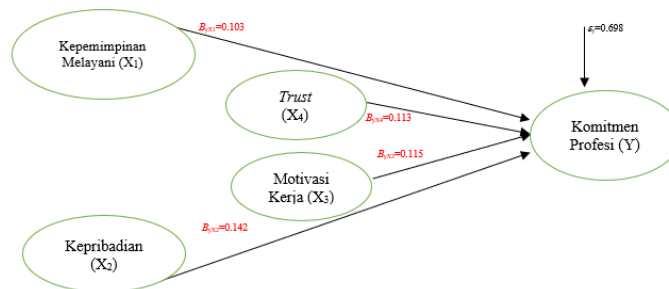

Figure 3. Substructure-1

ANOVA significance test in Substructure-1 also shows that the regression equation is overall significant (sig = 0.001). This indicates that the path model can be used to predict Professional Commitment (Y) based on the scores of exogenous variables (X1, X2, X3, X4) and the residual variable (εy). Additionally, the regression model analysis results show an R-Square value of 51.3%, indicating that 51.3% of the variability in Professional Commitment can be explained by the combination of Servant Leadership, Personality, Self-Motivation, and Trust. The path diagram in Substructure-1 provides a visualization of the causal relationships among these variables. Thus, this model provides a deeper understanding of how these variables are interrelated in the context of the conducted research or analysis.
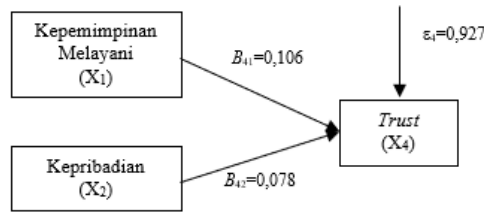
Figure 4. Substructure-2

Path analysis in Substructure-2 depicts the relationship between the Trust variable (X4) and two predictor variables, namely Servant Leadership (X1) and Personality (X2), as well as the residual variable εy. The resulting path model is X4 = 0.106X1 + 0.078X2 + εy. The path coefficients for the influence of Servant Leadership (X1) on Trust (X4) and Personality (X2) on Trust are 0.106 and 0.078, respectively, with significance values (sig) < 0.05, indicating that both variables have a significant influence on Trust (X4). The significance test in Substructure-2 shows that the regression equation is overall significant (sig < 0.05), with an F change value of 13.889. Thus, the regression equation X4 = 0.106X1 + 0.078X2 + εy can significantly predict Trust (X4) based on the scores of Servant Leadership (X1) and Personality (X2), with a coefficient of determination (R Square) value of 0.140 or 14%. The residual variable εy has an error coefficient of 0.927, indicating the magnitude of the influence of other variables outside X1 and X2 on Trust (X4). Therefore, the empirical causal relationship framework of variables X1 and X2 to X4 in Substructure-2 can be formulated as X4 = 0.106X1 + 0.078X2 + $\varepsilon 4$, where $\varepsilon 4$ has an influence magnitude of 0.927.
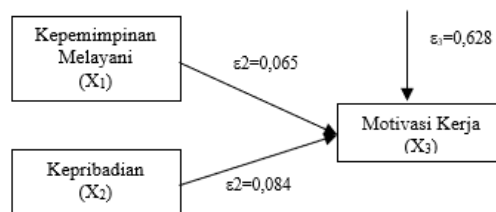

Figure 5. Substructure-3

Path analysis in Substructure-3 illustrates the relationship between the Work Motivation variable (X3) and two predictor variables, namely Servant Leadership (X1) and Personality (X2), as well as the residual variable $\varepsilon 3$. The resulting path model is X3 = 0.065X1 + 0.084X2 + $\varepsilon 3$. The path coefficients for the influence of Servant Leadership (X1) on Work Motivation (X3) and Personality (X2) on Work Motivation are 0.065 and 0.084, respectively, with significance values (sig) < 0.05, indicating that both variables have a significant influence on Work Motivation (X3). The significance test in Substructure-3 shows that the regression equation is overall significant (sig < 0.05), with an F change value of 130.494. Thus, the regression equation X3 = 0.065X1 + 0.084X2 + $\varepsilon 3$ can significantly predict Work Motivation (X3) based on the scores of Servant Leadership (X1) and Personality (X2), with a coefficient of determination (R Square) value of 0.606 or 60.6%. The residual variable $\varepsilon 3$ has an error coefficient of 0.628, indicating the magnitude of the influence of other variables outside X1 and X2 on Work Motivation (X3). Therefore, the empirical causal relationship framework of variables X1 and X2 to X3 in Substructure-3 can be formulated as X3 = 0.065X1 + 0.084X2 + $\varepsilon 3$, where $\varepsilon 3$ has an influence magnitude of 0.628.
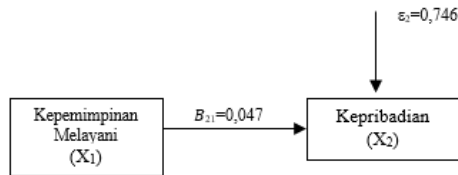
Figure 6. Substructure-4

Path analysis in Substructure-4 shows the relationship between the Personality variable (X2) with the predictor variable Servant Leadership (X1) and the residual variable ε2. The resulting path model is X2 = 0.047X1 + ε2. The path coefficient for the influence of Servant Leadership (X1) on Personality (X2) is 0.047, with a significance value (sig) < 0.05, indicating that Servant Leadership has a significant influence on Personality. The significance test in Substructure-4 shows that the regression equation is overall significant (sig < 0.05), with an F change value of 135.942. Thus, the regression equation X2 = 0.047X1 + ε2 can significantly predict Personality (X2) based on the score of Servant Leadership (X1), with a coefficient of determination (R Square) value of 0.443 or 44.3%. The residual variable ε2 has an error coefficient of 0.746, indicating the magnitude of the influence of other variables outside X1 on Personality (X2). Therefore, the empirical causal relationship framework of variable X1 to X2 in Substructure-4 can be formulated as X2 = 0.047X1 + ε2, where ε2 has an influence magnitude of 0.746.

Indirect Effect Test (SOBEL)
The analysis of the indirect effect test is used to examine the effectiveness of intervening variables in a model. In the first stage, the indirect effect test of the Servant Leadership variable (X1) on Professional Commitment (Y) through Work Motivation (X3) was conducted. Based on the regression table, coefficients a = 0.709 and b = 0.549 were obtained. The Sobel test indicates a test statistic value of 2.218 with a significance level of 0.026 < 0.05, thus rejecting H0 and accepting H1. This suggests that Work Motivation (X3) mediates the influence of Servant Leadership (X1) on Professional Commitment (Y). In the second stage, the indirect effect test of the Servant Leadership variable (X1) on Professional Commitment (Y) through Trust (X4) was conducted. Based on the regression table, coefficients a = 0.931 and b = 0.209 were obtained. The Sobel test indicates a test statistic value of 3.904 with a significance level of 0.000 < 0.05, thus rejecting H0 and accepting H1. This indicates that Trust (X4) mediates the influence of Servant Leadership (X1) on Professional Commitment (Y).

In the third stage, the indirect effect test of the Personality variable (X2) on Professional Commitment (Y) through Trust (X4) was conducted. Based on the regression table, coefficients a = 0.794 and b = 0.112 were obtained. The Sobel test indicates a test statistic value of 4.613 with a significance level of 0.000 < 0.05, thus rejecting H0 and accepting H1. This indicates that Trust (X4) mediates the influence of Personality (X2) on Professional Commitment (Y). In the last stage, the indirect effect test of the Personality variable (X2) on Professional Commitment (Y) through Work Motivation (X3) was conducted. Based on the regression table, coefficients a = 0.709 and b = 0.446 were obtained. The Sobel test indicates a test statistic value of 4.804 with a significance level of 0.000 < 0.05, thus rejecting H0 and accepting H1. This indicates that Work Motivation (X3) mediates the influence of Personality (X2) on Professional Commitment (Y).

Table 4. Indirect Effect Test (Sobel Test)

No	Indirect Influence	Sobel Test Result		Sig.	Conclusion
		Test Statistic	P.Value		
1.	Servant Leadership (X1) through Work Motivation (X3)	2.218	0.026	a=0.05	H0 rejected, H1 accepted, indicating mediation
2.	Servant Leadership (X1) through Trust (X4)	3.904	0.000	a=0.05	H0 rejected, H1 accepted, indicating mediation
3.	Personality (X2) through Trust (X4)	4.613	0.000	a=0.05	H0 rejected, H1 accepted, indicating mediation
4.	Personality (X2) through Work Motivation (X3)	4.804	0.000	a=0.05	H0 rejected, H1 accepted, indicating mediation
5.	Servant Leadership (X1) through Personality (X2)	2.671	0.007	a=0.05	H0 rejected, H1 accepted, indicating mediation

Additionally, the Sobel test is also conducted to examine the indirect influence of Servant Leadership (X1) on Professional Commitment (Y) through Personality (X2), with a test statistic result of 2.671 and a significance level of $0.007 < 0.05$. Therefore, H0 is rejected, and H1 is accepted. This indicates that Personality (X2) mediates the influence of Servant Leadership (X1) on Professional Commitment (Y). The conclusion drawn from this analysis is that Work Motivation, Trust, and Personality each mediate the influence of the Servant Leadership variable on Professional Commitment.

Path Analysis

Path analysis in this structural equation model involves four substructures, each characterizing relationships between variables. First, in substructure-1, the regression equation for Professional Commitment ($\hat{y}$) to predictor variables Servant Leadership (X1), Personality (X2), Work Motivation (X3), and Trust (X4) is $\hat{y} = 0.103X1 + 0.142X2 + 0.115X3 + 0.113X4 + \varepsilon y$, with εy value of 0.698. Second, substructure-2 shows the regression equation for Trust (X4) to Servant Leadership (X1) and Personality (X2), which is $X4 = 0.106X1 + 0.078X2 + \varepsilon 4$, with $\varepsilon 4$ value of 0.927. Third, substructure-3 has the regression equation for Work Motivation (X3) to Servant Leadership (X1) and Personality (X2), which is $X3 = 0.065X1 + 0.084X2 + \varepsilon 3$, with $\varepsilon 3$ value of 0.628. Fourth, substructure-4 indicates the regression equation for Personality (X2) to Servant Leadership (X1), which is $X2 = 0.047X1 + \varepsilon 2$, with $\varepsilon 2$ value of 0.746. The path analysis results show that the variables Servant Leadership (X1), Personality (X2), Work Motivation (X3), and Trust (X4) have a significant influence on Professional Commitment (Y) with path coefficients of 0.103, 0.142, 0.115, and 0.113, respectively. Subsequently, hypothesis testing was conducted for each path coefficient. The results show that all these path coefficients have a significant positive influence on Professional Commitment (Y) with each t-value > the critical t-value at a significance level of 0.05.

Furthermore, hypothesis testing between variables indicates that Servant Leadership (X1) has a direct positive influence on Work Motivation (X3) with a path coefficient of 0.065 and Trust (X4) with a path coefficient of 0.106. Personality (X2) also has a direct positive influence on

Work Motivation (X3) with a path coefficient of 0.084 and Trust (X4) with a path coefficient of 0.078. All these hypothesis testing results show that Servant Leadership (X1), Personality (X2), Work Motivation (X3), and Trust (X4) contribute positively to the improvement of Professional Commitment (Y) in Public Elementary Schools in Depok City.

Indirect Positive Influence

Path analysis in this structural equation model involves four substructures explaining relationships between variables. Focusing on indirect influence, let's first examine the indirect influence of Servant Leadership (X1) on the enhancement of Professional Commitment (Y) through Work Motivation (X3) and Trust (X4). In substructure-3, the regression equation for Work Motivation (X3) to Servant Leadership (X1) and Personality (X2) is $X3 = 0.065X1 + 0.084X2 + \varepsilon3$, with $\varepsilon3$ value of 0.628. Hypothesis testing is conducted with Ho: $\beta y31 \leq 0$ and H1: $\beta y31 > 0$. The Sobel test result with a test statistic of 2.218 and a significance level of $0.026 < 0.05$ indicates that Work Motivation (X3) mediates the positive indirect influence of Servant Leadership (X1) on Professional Commitment (Y). The path coefficient value ($\beta x10y$) obtained is 0.072, indicating that the stronger Servant Leadership (X1) in a teacher, the higher Work Motivation (X3), subsequently strengthening Professional Commitment (Y) in Public Elementary Schools in Depok City.

Furthermore, in substructure-2, the regression equation for Trust (X4) to Servant Leadership (X1) and Personality (X2) is $X4 = 0.106X1 + 0.078X2 + \varepsilon4$, with $\varepsilon4$ value of 0.927. Hypothesis testing is conducted with Ho: $\beta y41 \leq 0$ and H1: $\beta y41 > 0$. The Sobel test result with a test statistic of 3.904 and a significance level of $0.000 < 0.05$ indicates that Trust (X4) mediates the positive indirect influence of Servant Leadership (X1) on Professional Commitment (Y). The path coefficient value ($\beta x11y$) of 0.130 indicates that the stronger Servant Leadership (X1) in a teacher, the higher Trust (X4), subsequently strengthening Professional Commitment (Y) in Public Elementary Schools in Depok City.

In a similar analysis, substructure-2 also shows that Trust (X4) mediates the positive indirect influence of Personality (X2) on Professional Commitment (Y). Hypothesis testing is conducted with Ho: $\beta y42 \leq 0$ and H1: $\beta y42 > 0$. The Sobel test result with a test statistic of 4.804 and a significance level of $0.000 < 0.05$ indicates that Trust (X4) mediates the positive indirect influence of Personality (X2) on Professional Commitment (Y). The path coefficient value ($\beta x11y$) of 0.136 indicates that the stronger Personality (X2) in a teacher, the higher Trust (X4), subsequently strengthening Professional Commitment (Y) in Public Elementary Schools in Depok City.

Finally, substructure-4 shows that Work Motivation (X3) mediates the positive indirect influence of Personality (X2) on Professional Commitment (Y). Hypothesis testing is conducted with Ho: $\beta y32 \leq 0$ and H1: $\beta y32 > 0$. The Sobel test result with a test statistic of 4.804 and a significance level of $0.000 < 0.05$ indicates that Work Motivation (X3) mediates the positive indirect influence of Personality (X2) on Professional Commitment (Y). The path coefficient value ($\beta x11y$) of 0.313 indicates that the stronger Personality (X2) in a teacher, the higher Work Motivation (X3), subsequently strengthening Professional Commitment (Y) in Public Elementary Schools in Depok City.

Table 5. Hypothesis Testing Results

No.	Hypothesis	Path Coefficient	Statistical Test	Decision	Conclusion
1.	Servant Leadership (X1) on Professional Commitment (Y)	0,103	$H_0 : \beta_{Y1} \leq 0$ $H_1 : \beta_{Y1} > 0$	Reject H0, Accept H1	Direct Positive Influence
2.	Personality (X2) on Professional Commitment (Y)	0,142	$H_0 : \beta_{Y2} \leq 0$ $H_1 : \beta_{Y2} > 0$	Reject H0, Accept H1	Direct Positive Influence
3.	Work Motivation (X3) on Professional Commitment (Y)	0,115	$H_0 : \beta_{Y3} \leq 0$ $H_1 : \beta_{Y3} > 0$	Reject H0, Accept H1	Direct Positive Influence
4.	Trust (X4) on Professional Commitment (Y)	0,113	$H_0 : \beta_{Y4} \leq 0$ $H_1 : \beta_{Y4} > 0$	Reject H0, Accept H1	Direct Positive Influence
5.	Servant Leadership (X1) on Work Motivation (X3)	0,065	$H_0 : \beta_{Y5} \leq 0$ $H_1 : \beta_{Y5} > 0$	Reject H0, Accept H1	Direct Positive Influence
6.	Servant Leadership (X1) on Trust (X4)	0,106	$H_0 : \beta_{Y5} \leq 0$ $H_1 : \beta_{Y5} > 0$	Reject H0, Accept H1	Direct Positive Influence
7.	Personality (X2) on Trust (X4)	0,078	$H_0 : \beta_{y41} \leq 0$ $H_1 : \beta_{y41} > 0$	Reject H0, Accept H1	Direct Positive Influence
8.	Personality (X2) on Work Motivation (X3)	0,084	$H_0 : \beta_{y42} \leq 0$ $H_1 : \beta_{y42} > 0$	Reject H0, Accept H1	Direct Positive Influence
9.	Servant Leadership (X1) on Personality (X2)	0,047	$H_0 : \beta_{y21} \leq 0$ $H_1 : \beta_{y21} > 0$	Reject H0, Accept H1	Direct Positive Influence
10.	Servant Leadership (X1) on Professional Commitment (Y) through Work Motivation (X3)	0,011	$H_0 : \beta_{x41y} \leq 0$ $H_1 : \beta_{x41y} > 0$	Reject H0, Accept H1	Indirect Positive Influence
11.	Servant Leadership (X1) on Professional Commitment (Y) through Trust (X4)	0,012	$H_0 : \beta_{x42y} \leq 0$ $H_1 : \beta_{x42y} > 0$	Reject H0, Accept H1	Indirect Positive Influence
12.	Personality (X2) on Professional Commitment (Y) through Trust (X4)	0,016	$H_0 : \beta_{x52y} \leq 0$ $H_1 : \beta_{x52y} > 0$	Reject H0, Accept H1	Indirect Positive Influence
13.	Personality (X2) on Professional Commitment (Y) through Work	0,016	$H_0 : \beta_{53Y} \leq 0$ $H_1 : \beta_{53Y} > 0$	Reject H0, Accept H1	Indirect Positive Influence

No.	Hypothesis	Path Coefficient	Statistical Test	Decision	Conclusion
	Motivation (X3)				
14.	Servant Leadership (X1) on Professional Commitment (Y) through Personality (X2)	0,006	$H0 : \beta21Y \leq 0$ $H1 : \beta21Y > 0$	Reject H0, Accept H1	Indirect Positive Influence

Table 6. Direct and Indirect Effects

No.	Variable	Effect		Total
		Direct Effect	Indirect Effect	
1.	X1 to Y	0.103	-	-
2.	X2 to Y	0.142	-	-
3.	X3 to Y	0.115	-	-
4.	X4 to Y	0.113	-	-
5.	X1 to X4	0.065	-	-
6.	X2 to X4	0.106	-	-
7.	X1 to X3	0.078	-	-
8.	X2 to X3	0.084	-	-
9.	X1 to X2	0.047	-	-
10.	X1 to Y through X4	-	$0.103 \times 0.113 = 0.011$	-
11.	X2 to Y through X4	-	$0.142 \times 0.113 = 0.016$	-
12.	X1 to Y through X3	-	$0.103 \times 0.115 = 0.012$	-
13.	X2 to Y through X3	-	$0.142 \times 0.115 = 0.016$	-
14.	X1 to Y through X2	-	$0.047 \times 0.142 = 0.006$	-
15.	(5) + (10)	-	-	$(0.065 + 0.011) = 0.076$
16.	(6) + (11)	-	-	$(0.106 + 0.016) = 0.122$
17.	(7) + (12)	-	-	$(0.078 + 0.012) = 0.09$
18.	(8) + (13)	-	-	$(0.084 + 0.016) = 0.1$
19.	(9) + (14)	-	-	$(0.047 + 0.006) = 0.053$

Direct and indirect effects on Professional Commitment (Y) through Work Motivation (X3) can be identified through the influence table on the variables of Servant Leadership (X1) and Personality (X2). The table indicates that Servant Leadership has an indirect effect through Work Motivation on Professional Commitment of 0.012 or 1.2%, while Personality has an indirect effect of 0.016 or 1.6%. Thus, Professional Commitment is influenced by Servant Leadership and Personality through Work Motivation by 0.19 or 19%, while 81% is influenced by other factors.

Direct and indirect effects on Professional Commitment (Y) through Trust (X4) can also be observed from the influence table on the variables of Servant Leadership (X1) and Personality (X2). The table shows that Servant Leadership has an indirect effect through Trust on Professional Commitment of 0.011 or 1.1%, while Personality has an indirect effect of 0.016 or 1.6%. Therefore, Professional Commitment is directly influenced by Servant Leadership and Personality through Trust by 0.198 or 19.8%, while 80.2% is influenced by other factors.

Situational Analysis
The analysis of research results involves several stages for each indicator of the research variables, measured through the average scores of each indicator. These average scores provide

an overview of the actual conditions of the indicators from the perspective of the research subjects. The contribution analysis process is an initial stage, where an assessment is made of independent variables such as Servant Leadership, Personality, Work Motivation, and Trust on the dependent variable, namely Professional Commitment. This analysis utilizes the determination coefficients calculated from the square of the correlation coefficients, providing an understanding of the extent to which variability in the dependent variable can be explained by the independent variables in the study. This approach offers insights into the relative contribution of each independent variable to the dependent variable, helping to understand the dynamics of the relationships between variables in the research context.

Table 7. Contribution Analysis of Research Variables

No.	Inter-Variable Influence	Correlation Coefficient	Determination Coefficient	Contribution (%)
1.	Influence of Servant Leadership on Professional Commitment	$ry1= 0.103$	$r2=0.513$	51.3%
2.	Influence of Personality on Professional Commitment	$ry2= 0.142$	$r2=0.140$	14%
3.	Influence of Work Motivation on Professional Commitment	$ry3= 0.115$	$r2=0.601$	60.1%
4.	Influence of Trust on Professional Commitment	$ry4= 0.113$	$r2=0.443$	44.3%

Based on the contribution analysis results in the table above, the sequence of inter-variable influences can be arranged, starting from the variable with the highest correlation coefficient. Furthermore, the analysis of research indicators provides an overview of the actual conditions of each research variable. For the Professional Commitment variable, indicators such as earnestness in carrying out tasks, dedication in performing duties, and willingness to perform tasks have relatively high average scores, reaching 3.88, 3.89, and 4.01, respectively. The Servant Leadership variable shows the highest average scores for indicators of humility and making positive changes, which are 4.01 and 3.45. For the Personality variable, the emotional stability indicator obtains the highest average score, which is 4.75. Work Motivation has indicators of hard work, organizational procedures, and consciousness with the highest average scores, which are 3.74, 4.01, and 3.74. Finally, the Trust variable indicates that honesty of leadership and readiness to take work risks have average scores lower than other indicators, which are 2.60 and 2.55. This analysis provides a profound understanding of the average values of indicators in each research variable, offering insights for researchers and education practitioners to design more effective strategies in enhancing the professional commitment of teachers.

In the analysis of indicator weights, this research utilizes the assessment of an expert, Prof. Dr. Ing. H. Soewarto Hardhienata, based on the criteria "cost, benefit, urgency, and importance" for each indicator towards its variable. For the Professional Commitment variable, indicators such as earnestness in carrying out tasks and love for the job have the highest weights, each 20% and 22%. Servant Leadership shows the highest weight for indicators of integrity and making positive changes, which is 18%. The Personality variable has the highest weight for the emotional stability indicator at 25%. Work Motivation shows the highest weight for indicators of hard work and responsibility, each 15% and 14%. Trust has the highest weight for indicators of leadership honesty and confidence in the teacher's ability, which are 25% and 20%. This analysis of indicator weights provides an insight into the extent of each indicator's contribution to the research variable, guiding the design of more effective strategies in

improving the professional commitment of teachers at Public Elementary Schools in Depok City.

After obtaining the average scores of research results for each variable indicator and the percentage weights of each indicator, an analysis is conducted to classify the indicators of research variables. This classification divides indicators into two main groups, namely those that need immediate improvement (with high weights and low scores) and those that need to be maintained or developed (with high weights and high scores). This classification process uses the L-Sitorem application. The indicator classification table shows the classification results for the Personality, Work Motivation, Trust, Servant Leadership, and Professional Commitment variables. Based on the classification results, the conclusion is drawn that some indicators need immediate improvement by prioritizing indicators with low scores and high weights. Conversely, indicators classified as "Maintained or developed" need to be maintained or developed. This conclusion is drawn based on the analysis of weights and scores for each indicator, providing direction for improvement and development of the Personality, Work Motivation, Trust, Servant Leadership, and Professional Commitment variables.

Conclusion

Based on the analysis results and discussion of the tested research hypotheses, the following conclusions can be drawn:

1. Strategies to Improve Professional Commitment Through Strengthening Servant Leadership, Personality, Work Motivation, and Trust:
   a. There is a direct influence of Servant Leadership on Professional Commitment in public elementary school teachers in Depok city with a path coefficient ($\beta Y1$) of 0.103, indicating that strengthening Servant Leadership can enhance teachers' professional commitment.
   b. There is a direct influence of Personality on Professional Commitment with a path coefficient ($\beta y2$) of 0.142, indicating that strengthening Personality can enhance teachers' professional commitment.
   c. There is a direct influence of Work Motivation on teachers' professional commitment with a path coefficient ($\beta y3$) of 0.115, indicating that strengthening Work Motivation can enhance teachers' professional commitment.
   d. There is a direct influence of Trust on teachers' Professional Commitment with a path coefficient ($\beta y4$) of 0.113, indicating that strengthening Trust can enhance teachers' professional commitment.
   e. There is a direct influence of Servant Leadership on Trust with a path coefficient ($\beta x14$) of 0.065, indicating that strengthening Servant Leadership can enhance Trust.
   f. There is a direct influence of Personality on Trust with a path coefficient ($\beta x24$) of 0.106, indicating that strengthening Personality can enhance Trust.
   g. There is a direct influence of Servant Leadership on Work Motivation with a path coefficient ($\beta X13$) of 0.078, indicating that strengthening Servant Leadership can enhance Work Motivation.
   h. There is a direct influence of Personality on Work Motivation with a path coefficient ($\beta X23$) of 0.084, indicating that strengthening Personality can enhance Work Motivation.
   i. There is a direct influence of Servant Leadership on Personality with a path coefficient ($\beta X12$) of 0.047, indicating that strengthening Servant Leadership can enhance Personality.
   j. There is an indirect influence of Servant Leadership on teachers' Professional Commitment through Trust with a path coefficient of 0.011, indicating that

strengthening Servant Leadership can enhance teachers' Professional Commitment through Trust.

k. There is an indirect influence of Personality on teachers' Professional Commitment through Trust with a path coefficient of 0.016, indicating that strengthening Personality can enhance teachers' Professional Commitment through Trust.

l. There is an indirect influence of Servant Leadership on teachers' Professional Commitment through Work Motivation with a path coefficient of 0.012, indicating that strengthening Servant Leadership can enhance teachers' Professional Commitment through Work Motivation.

m. There is an indirect influence of Personality on teachers' Professional Commitment through Work Motivation with a path coefficient of 0.016, indicating that strengthening Personality can enhance teachers' Professional Commitment through Work Motivation.

n. There is an indirect influence of Servant Leadership on teachers' Professional Commitment through Personality with a path coefficient of 0.006, indicating that strengthening Servant Leadership can enhance teachers' Professional Commitment through Personality.

2. Ways to Improve Professional Commitment
   a. Strengthen Personality by improving indicators such as earnestness in carrying out tasks, love for the job, desire to improve knowledge, dedication in performing duties, and willingness to perform tasks.
   b. Enhance Work Motivation by improving indicators such as hard work, responsibility, motivation for success, liking challenges, feedback, and awareness.
   c. Reinforce Trust by improving indicators such as leadership honesty, concern for teachers, strengthening partnerships, readiness to take work risks, and confidence in the teacher's ability.
   d. Strengthen Servant Leadership by improving indicators such as integrity, humility, empathy, being a good listener, making wise decisions, and making positive changes.

3. Optimal Solutions Based on SITOREM Analysis

   The priority sequence for addressing indicators that need improvement can be explained as follows. At the highest level, Agreeableness is the top priority, followed by Readiness to take work risks, Concern for others, and Confidence in Ability. The next steps include strengthening Partnership, making positive changes, and Integrity. Subsequent priorities include aspects such as being a good listener, empathy, making wise decisions, and earnestness in carrying out tasks. Other indicators that need attention include Hard Work, Love for the job, and Desire to improve Knowledge. Dedication in performing Duties, Willingness to perform Tasks, and Skill Improvement are also included in the priority sequence. Feedback, Motivation for Success, Responsibility, Awareness, Liking Challenges, and Leadership Honesty are also recommended for improvement. On the other hand, indicators like Humility, Emotional Stability, Extroversion, Conscientiousness, Openness, and Organizational Procedures are recommended to be maintained or developed as they have achieved high scores and adequate weights. This conclusion provides clear guidance for implementing improvements and developments in the Personality, Work Motivation, Trust, Servant Leadership, and Professional Commitment variables in this research context.

Implication

Based on the conclusions drawn from the research, there is a positive influence of Professional Commitment through strengthening Servant Leadership, Personality, Work Motivation, and Trust on teacher performance. This implies that the stronger the Professional Commitment

through strengthening Servant Leadership, Personality, Work Motivation, and Trust, the improvement in teacher performance will occur. Therefore, the implication is that to enhance teacher performance, there is a need to strengthen Professional Commitment through strengthening Servant Leadership, Personality, Work Motivation, and Trust.

Suggestion

Based on the research findings, several recommendations can be proposed for relevant stakeholders. For the Directorate General of Teachers and Educational Personnel (GTK) under the Ministry of Education, Culture, Research, and Technology (Kemendikbudristekdikti), it is suggested to strengthen professional commitment through practical communities or Working Meetings of School Principals at the district or regency level. Strengthening servant leadership can be achieved through professional teacher training programs to inspire students. Improving personality and work motivation can be implemented through creativity training and coaching, providing trust to teachers in decision-making. Trust reinforcement can be accomplished through appreciation and recognition of performance results. For the Education Department and Foundations, it is recommended to maximize teacher management to enhance educational quality. Strengthening servant leadership and personality can be done through training and workshops, while work motivation can be increased through proper performance appraisal and awards. Trust reinforcement can be achieved by supporting honest and ethical behavior. School supervisors need to enhance servant leadership by providing continuous guidance and motivation. Strengthening personality and work motivation needs to be carried out through targeted monitoring and guidance. School principals are advised to strengthen servant leadership through coaching and technical as well as non-technical assistance, and enhance personality through responsibilities according to standard operating procedures (SOP). Improving work motivation and commitment service efficiency can be achieved through well-planned programs, and trust can be reinforced through comprehensive and flexible supervision. With the implementation of these recommendations, it is hoped to enhance the quality and effectiveness of teacher performance, supporting the overall improvement of education quality.

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