

The Role of Servant Leadership and Organizational Culture in Building Sustainable Adiwiyata Schools through Organizational Commitment

Rahayu Wijayati¹, Sugeng Mulyono², FX Bhakti Hendrakusuma³

¹ Master of Management, Postgraduate, Universitas Gajayana Malang

^{2,3} Lecturer Faculty of Economics and Business, Universitas Gajayana Malang

Corresponding Author: Rahayu Wijayati

ABSTRACT : *This study aims to analyze the influence of servant leadership and organizational culture on the sustainability of Adiwiyata Schools, with organizational commitment as a mediating variable. The Adiwiyata School Program emphasizes the importance of service-oriented leadership and an organizational culture that supports environmentally friendly behavior. This study used a quantitative approach with a survey method of teachers and education personnel at Adiwiyata schools. The sample size was 240, with proportional random sampling used. Data collection used questionnaires distributed to respondents. SEM PLS was used for data analysis. These findings indicate that school sustainability is not solely determined by government regulations and programs, but also supported by the quality of servant leadership and a solid organizational culture. Therefore, strengthening servant leadership, internalizing organizational cultural values, and increasing commitment are important strategies to support the sustainability of Adiwiyata Schools.*

KEYWORDS -*Servant Leadership, Organizational Culture, Organizational Commitment, Sustainability of Adiwiyata Schools*

I. INTRODUCTION

Environmentally-based education is a crucial part of Indonesia's sustainable development agenda. One implementation is the Adiwiyata School Program, which aims to instill environmentally friendly awareness and behavior from an early age through formal education. However, the effectiveness of this program is determined not only by the curriculum or facilities, but also by the leadership and organizational culture of the school. In this regard, Servant Leadership, which prioritizes service to members of the organization, is considered capable of strengthening organizational commitment and individual performance (Mira & Margaretha, 2012). Furthermore, a pro-environmental organizational culture also plays a crucial role in maintaining the sustainability of the Adiwiyata program (Asih & Sholeh, 2020).

Field observations indicate that maintaining the sustainability of Adiwiyata remains a challenge. Data from the Ministry of Environment and Forestry in 2024 recorded 720 schools from 31 provinces receiving Adiwiyata awards, including 208 Adiwiyata Mandiri schools and 208 Adiwiyata Nasional schools. In Mojokerto Regency, 24 of 41 public junior high schools (58.5%) have achieved the Adiwiyata designation, but only 11 schools (45.8%) have consistently maintained it for more than three years (Mojokerto Environmental Agency, 2025). This fact confirms that the program's sustainability is not automatic but rather depends heavily on the collective commitment of the school community.

Various studies confirm that servant leadership can build a supportive work climate, increase teacher motivation, and strengthen organizational commitment (Kilag et al., 2023; Clarence et al., 2021). In the educational context, this leadership is effective in creating a conducive learning environment (Mira & Margaretha, 2012). Meanwhile, a pro-environmental organizational culture plays a role in fostering conservative student behavior and promoting the effectiveness of environmentally friendly programs (Asih & Sholeh, 2020; Anggraini et al., 2024). However, a study by Maisaroh et al. (2023) found that green school programs did not significantly impact environmentally friendly behavior without the support of a strong organizational culture. A meta-analytic study (Suyanto et al., 2024) also emphasized that the effectiveness of environmental programs is influenced by mediating factors, such as supervision systems and competencies. This means that the dynamics of school sustainability are more complex than simply the direct effects of leadership or organizational culture.

Although the literature has extensively discussed the role of servant leadership and organizational culture individually, the integration of the two in shaping the sustainability of Adiwiyata schools remains rarely studied (Eva et al., 2019; Schein, 2010). Most studies focus on direct influences, whereas the relationship between variables in educational organizations is often mediated by psychological factors such as organizational commitment (Meyer & Allen, 1991; Rhoades et al., 2001). Thus, there is a research gap in understanding how

servant leadership and organizational culture interact through organizational commitment to support Adiwiyata sustainability.

The novelty of this research lies in integrating the concepts of servant leadership and organizational culture in the context of Adiwiyata school sustainability by positioning organizational commitment as a mediating variable. Unlike previous research that focused more on curriculum, facilities, and external environmental participation (Fauzi, 2021; Ministry of Environment and Forestry, 2019; Sari & Yulianto, 2020), this study examines leadership and internal school culture as determinants of the success of the Adiwiyata program (Setiawan & Utami, 2022). Servant leadership is considered capable of fostering service-based leadership that encourages environmental awareness (Greenleaf, 2013; Liden et al., 2008), while organizational culture shapes collective values that support environmentally friendly behavior (Robbins & Judge, 2019). The organizational commitment of teachers and education personnel is positioned as a key liaison, as school sustainability depends not only on regulations but also on the loyalty and engagement of organizational members (Rhoades et al., 2001; Putra & Santosa, 2020). Thus, this research provides conceptual and practical contributions to strengthening a model for sustainable school development based on leadership values and organizational culture.

The objectives of this study are to examine the extent to which the principal's servant leadership is able to encourage the creation of a school environment that is oriented towards service, care, and sustainability of the Adiwiyata program; Identify the influence of school organizational culture on the sustainability of the Adiwiyata program, both directly and through the formation of shared values, habits, and collective behavior that support environmentally friendly principles. Analyze the role of organizational commitment of teachers and education personnel as a key factor that bridges the influence of servant leadership and organizational culture on the sustainability of Adiwiyata Schools; and Provide empirical evidence regarding the relationship between leadership, culture, commitment, and school sustainability as a basis for developing managerial strategies in the field of environmental education.

II. LITERATURE REVIEW

2.1. Servant Leadership

Servant leadership is a leadership style that emphasizes service as the core of leadership. Greenleaf (2013) stated that true leaders are servants first, while Spears (1997) formulated ten key characteristics, such as listening, empathy, awareness, healing, and community building. Liden et al. (2008) later developed this concept into seven dimensions, including emotional healing, empowering, helping subordinates grow, and behaving ethically, which are widely used in modern research.

Contemporary studies show that servant leadership has a positive effect on job satisfaction, organizational commitment, and employee performance (Eva et al., 2019). In the context of education, particularly sustainable programs like Adiwiyata, this approach is relevant because it combines service ethics, social awareness, and empowerment of the school community. Servant leaders prioritize the interests of others, empower followers, and foster individual growth and organizational sustainability.

This concept is also closely related to transformational leadership (Burns, 2012), which emphasizes idealistic influence, inspirational motivation, intellectual stimulation, and individualized consideration. Both are oriented toward improving the morality, motivation, and development of followers. In educational practice, principals, as servant leaders, serve not only as policy makers but also as servants who nurture teachers and students morally, intellectually, and socially.

Greenleaf (2013) highlights five key indicators of servant leadership: listening, empathy, healing, awareness, and commitment to the growth of people. Thus, servant leadership can be understood as humanistic leadership based on service, moral values, and empowerment to create positive change and organizational sustainability, including in the world of education.

2.2 Organizational Culture

Organizational culture is a system of shared values, norms, and beliefs that influence the behavior of organizational members. Schein (2010) defines it as a pattern of basic assumptions taught to new members to understand, think, and feel about organizational issues. Robbins & Judge (2029) emphasize culture as a system of shared meanings that distinguishes an organization, while Denison (1990) views it through the dimensions of engagement, consistency, adaptability, and mission. Thus, organizational culture is not simply unwritten rules, but rather a strategic factor that shapes the identity and direction of an organization.

In the context of education, organizational culture plays a role in shaping the attitudes and behaviors of educators to support strategic programs such as the Adiwiyata School. A culture that emphasizes collaboration, environmental awareness, and innovation strengthens the internalization of sustainability values. Schein's (2010) theory emphasizes that culture has three levels: artifacts, adopted values, and shared basic assumptions. Values such as cooperation, discipline, and environmental awareness, once internalized, will create collective behavior that consistently supports school programs.

Deal & Peterson (2016) highlighted five indicators of school culture: core values, traditions and symbols, behavioral expectations, positive social norms, and culture-affirming leadership. Meanwhile, Stoll & Fink (1996) added shared vision, collaboration, professional development, mutual respect, and student focus. Integrating these indicators makes measuring organizational culture in schools more comprehensive and applicable, while also providing a crucial foundation for the success of sustainable education programs such as the Adiwiyata School program.

2.3. Organizational Commitment

Organizational commitment is a psychological attitude that reflects an individual's attachment to an organization, whether emotional, rational, or moral. Meyer & Allen (1991) developed the Three-Component Model of Organizational Commitment, which consists of: (1) Affective Commitment, namely emotional attachment and a sense of belonging to the organization; (2) Continuance Commitment, an awareness of the consequences of leaving the organization; and (3) Normative Commitment, a moral obligation to remain out of loyalty to the organization's values and norms.

Mowday et al. (1979) emphasized that organizational commitment is reflected in acceptance of organizational goals, a willingness to work harder, a desire to persist, a sense of pride, and loyalty. This commitment demonstrates not only personal loyalty but also alignment between individual and organizational values.

In the context of sustainable education, organizational commitment plays a crucial role because it drives the internal motivation of teachers and educators. Rieckmann (2017) stated that collective involvement of the school community is a prerequisite for realizing Education for Sustainable Development (ESD). In line with this, Sterling & Orr (2001) emphasize the importance of transforming the culture of educational institutions through shared commitment.

2.4. Organizational Sustainability

Organizational sustainability is an organization's ability to survive, develop, and adapt over the long term, taking into account economic, social, and environmental aspects (Elkington, 1997; Dyllick & Hockerts, 2002). In the context of modern management, sustainability is viewed not only as an effort to maintain an organization's existence, but also as a strategy to create sustainable added value for all stakeholders (Hart & Milstein, 2003). Sustainable organizations are able to integrate a long-term vision with operational practices that are flexible, innovative, and responsive to changes in the external environment (Bansal & DesJardine, 2014).

The main factors supporting organizational sustainability include visionary leadership, an adaptive organizational culture, and the involvement of all members in achieving shared goals. Leadership plays a crucial role in establishing strategic direction, fostering commitment, and creating a work climate that supports innovation (Avery & Bergsteiner, 2011). Meanwhile, a strong organizational culture fosters values of collaboration, integrity, and a focus on quality, thus creating alignment between individuals and organizational goals (Schein, 2010).

Furthermore, organizational sustainability is also determined by its ability to manage resources efficiently and ethically. This includes competent human resource management, the use of technology to increase productivity, and the implementation of environmentally friendly practices in operations (Epstein & Buhovac, 2014). Sustainable organizations focus not only on financial profit but also on social responsibility and contribution to society (Carroll & Shabana, 2010).

Thus, organizational sustainability can be achieved through a combination of long-term strategy, continuous innovation, and a commitment to ethical and sustainable values, ensuring the organization remains relevant and competitive amidst global dynamics (Porter & Kramer, 2011).

2.5. The Relationship between Servant Leadership, Organizational Culture, and Organizational Commitment and Organizational Sustainability

The relationship between servant leadership, organizational culture, and organizational commitment plays a strategic role in building organizational performance and sustainability. Servant leadership emphasizes a service-focused leadership orientation, where leaders prioritize the needs, development, and well-being of organizational members over personal interests (Greenleaf, 2013). Servant leaders are able to create a sense of trust, respect, and emotional support, which results in increased employee loyalty and engagement with the organization (Liden et al., 2008).

On the other hand, organizational culture is a system of shared values, beliefs, and norms that serve as guidelines for behavior at work (Schein, 2010). A positive, inclusive, and collaboration-oriented culture fosters a harmonious work environment. This type of organizational culture not only increases job satisfaction but also fosters a stronger sense of belonging to the organization (Robbins & Judge, 2019). Thus, consistent servant leadership will more easily shape a healthy organizational culture, as both emphasize interpersonal relationships, mutual respect, and the achievement of shared goals.

Organizational commitment emerges as a consequence of the interaction between leadership and organizational culture. Employees who feel served by their leaders and work within a supportive culture tend to

demonstrate affective, normative, and continuance commitment (Meyer & Allen, 1991). This commitment encourages them to remain loyal, make maximum contributions, and actively participate in achieving organizational goals (Meyer & Allen, 1997; Rhoades et al., 2001).

Thus, the relationship between servant leadership, organizational culture, and organizational commitment is synergistic. Servant leadership forms the foundation of leadership behavior, organizational culture provides a context of shared values and norms, and organizational commitment serves as a psychological manifestation of employee engagement. The synergy of these three aspects will create an organization that is more adaptive, sustainable, and oriented towards the common good.

Based on the literature review described previously, the hypotheses in this study can be formulated as follows:

- H1: Servant leadership has a significant effect on organizational commitment.
- H2: Servant leadership has a significant effect on the sustainability of Adiwiyata schools.
- H3: Organizational culture has a significant effect on organizational commitment.
- H4: Organizational culture has a significant influence on the sustainability of Adiwiyata schools.
- H5: Organizational commitment has a significant influence on the sustainability of Adiwiyata schools.
- H6: Servant leadership has an indirect influence on the sustainability of Adiwiyata schools through organizational commitment.
- H7: Organizational culture has an indirect influence on the sustainability of Adiwiyata schools through organizational commitment.

III. RESEARCH METHODS

Referring to the recommendations of Hair et al. (2022), in Structural Equation Modeling-based Partial Least Squares (SEM-PLS) analysis, the minimum sample size is 5 to 10 times the number of indicators of the variables being analyzed. In this study, there were a total of 33 indicators, so the minimum number of respondents required ranged from 165 to 330. To meet the lower limit and increase the reliability and validity of the model, this study sampled 240 people. The sampling technique used proportional random sampling.

To obtain relevant and valid data, the data collection method used a questionnaire distributed to respondents. The research instrument used a Likert scale with a variety of answers for 22 indicators across four research variables: organizational climate, work ethic, work discipline, and employee performance. The Likert scale was used with response categories: strongly agree, agree, somewhat agree, disagree, and strongly disagree.

Next, the data was analyzed using Structural Equation Modeling (SEM)-PLS. The decision to use the SEM PLS data analysis technique is based on the consideration that: it does not require normally distributed data, can use a small sample size (recommended minimum of 30), does not require sample randomization, can use a measurement scale other than interval, can use formative indicators to measure latent variables, is suitable for use as a procedure for developing theory at an early stage, and allows for very complex models with many latent variables and indicators (Ghozali, 2018).

IV. RESULTS

4.1. Outer Model Evaluation Results

The measurement model demonstrates the relationship between manifest variables or measurement items and the latent variables in the study. These tests include convergent validity, discriminant validity, and composite reliability.

4.2. Convergent Validity Test Results

Convergent validity is determined based on the principle that measures of a construct should have a high correlation. The convergent validity of a construct with its reflective indicators is evaluated using the Average Variance Extracted (AVE). According to Ghozali and Latan (2015), the convergent validity test uses a parameter of Average Variance Extracted (AVE) > 0.5. The following are the results of the convergent validity test.

Table1. Average Variance Extracted (AVE)

Variables	Average variant extracted (AVE)	Decision
Servant Leadership	0.677	Valid
Organizational Culture	0.734	Valid
Organizational Commitment	0.798	Valid
Sustainability of Adiwiyata Schools	0.782	Valid

Based on Table 1, it is known that the AVE value for each construct is >0.5. Therefore, the convergent validity test results are met because all items in each construct can be declared valid.

Next, the validity test uses Convergent Validity with a reflective indicator model, assessed based on the correlation between item scores and construct scores, as seen in the standardized loading factor. The correlation between item scores and construct scores is considered high if the outer loading value is >0.7. According to Chin et al. (1998), an outer loading value between 0.5 and 0.6 is considered sufficient. The results of the Convergent Validity test can be seen in the following table.

Table 2. Convergent Validity Test

Variabel	Indicator	Outer loading	Decision
Servant Leadership (X1)	X1.1	0,771	Very Strong
	X1.2	0,813	Very Strong
	X1.3	0,818	Very Strong
	X1.4	0,825	Very Strong
	X1.5	0,822	Very Strong
	X1.6	0,885	Very Strong
	X1.7	0,819	Very Strong
Organizational Culture (X2)	X2.1	0,877	Very Strong
	X2.2	0,694	Strong
	X2.3	0,818	Very Strong
	X2.4	0,913	Very Strong
	X2.5	0,878	Very Strong
	X2.6	0,876	Very Strong
	X2.7	0,838	Very Strong
	X2.8	0,874	Very Strong
	X2.9	0,887	Very Strong
	X2.10	0,89	Very Strong
Organizational Commitment (Y)	Y1	0,914	Very Strong
	Y2	0,934	Very Strong
	Y3	0,914	Very Strong
	Y4	0,887	Very Strong
	Y5	0,806	Very Strong
	Y6	0,882	Very Strong
	Y7	0,913	Very Strong
	Y8	0,890	Very Strong
Sustainability of Adiwiyata Schools (Z)	Z1	0,934	Very Strong
	Z2	0,862	Very Strong
	Z3	0,913	Very Strong
	Z4	0,935	Very Strong
	Z5	0,942	Very Strong
	Z6	0,830	Very Strong
	Z7	0,743	Very Strong
	Z8	0,898	Very Strong

Based on Table 2, the results of the convergent validity test indicate that all indicators for each variable have an outer loading value > 0.70, indicating that each indicator has a very strong correlation with the construct it measures. This indicates that the convergent validity of the model meets the requirements.

4.3. Indicator Reliability

To measure the reliability of a construct in SEM-PLS, two methods are used: Cronbach's Alpha and Composite Reliability. This research instrument is considered reliable if the composite reliability value is > 0.7 and the Cronbach's Alpha value is > 0.7. The results of the reliability test are presented in the following table.

Table 3. Indicator Reliability Test

Variables	Cronbach's alpha	Composite reliability
Servant Leadership	0.920	0.923
Organizational Culture	0.959	0.966
Organizational Commitment	0.964	0.967
Sustainability of Adiwiyata Schools	0.959	0.965

Table 3 shows that all constructs had Cronbach's Alpha values > 0.70 and Composite Reliability values > 0.70. According to Ghozali and Latan (2015), a construct or variable is considered reliable if it has a Cronbach's Alpha value > 0.70. This research instrument is considered reliable if the composite reliability value is > 0.7, and the closer the composite reliability value is to 1, the higher the internal consistency reliability (Hair et al., 2017). Therefore, it can be concluded that all research constructs are reliable.

4.4. Structural Model Evaluation

The structural model evaluation aims to predict the relationships between latent variables and is evaluated using R-square. R-square values of 0.67, 0.33, and 0.19 indicate strong, moderate, and weak models, respectively (Chin et al., 1998). The coefficient of determination is a method to assess the extent to which an endogenous construct can be explained by an exogenous construct.

Table 4. Structural Model Test

Variable	Nilai R-Square
Organizational Commitment	0.416
Sustainability of Adiwiyata Schools	0.513

Based on Table 4, the R-Square value for Organizational Commitment of 0.416 can be interpreted as meaning that 41.6% of the variation in organizational commitment can be explained by Servant Leadership and Organizational Culture. This figure falls into the moderate category according to Chin's (1998) criteria, indicating that servant leadership and organizational culture contribute significantly to the formation of teacher commitment. Furthermore, the R-Square value for Adiwiyata School Sustainability of 0.513 means that 51.3% of the variation in school sustainability can be explained by Servant Leadership, Organizational Culture, and Organizational Commitment. This value falls into the strong category, indicating that these three variables are able to explain more than half of the sustainability of the Adiwiyata School program.

4.5. Hypothesis Testing

Hypothesis testing was conducted to determine the influence of job characteristics and discipline on employee performance, both directly and as moderated by organizational culture. The following table presents the results of the hypothesis testing.

Table 5. Hypothesis Testing

Hypothesis	T statistics	P values	Decision
Servant Leadership -> Organizational Commitment	4,189	0,000	Accepted
Servant Leadership -> Sustainability of Adiwiyata Schools	7,322	0,000	Accepted
Organizational Culture -> Organizational Commitment	4,463	0,000	Accepted
Organizational Culture -> Sustainability of Adiwiyata Schools	3,014	0,003	Accepted
Organizational Commitment -> Sustainability of Adiwiyata Schools	3,503	0,000	Accepted

Hypothesis	T statistics	P values	Decision
Servant Leadership -> Organizational Commitment -> Sustainability of Adiwiyata Schools	2,467	0,014	Accepted
Organizational Culture -> Organizational Commitment -> Sustainability of Adiwiyata Schools	2,754	0,006	Accepted

Based on Table 5, it can be seen that all seven hypotheses proposed in this study are acceptable because each influence demonstrated a t-statistic > 1.96 and a p-value < 0.05.

V. DISCUSSION.

5.1. The Effect of Servant Leadership on Organizational Commitment

The results of the first hypothesis test indicate that Servant Leadership has a significant effect on Organizational Commitment, with a t-statistic of 4.189 and a p-value of 0.000. This confirms that a leadership style oriented toward service, empathy, and individual development can increase teachers' emotional attachment, sense of responsibility, and loyalty to the school. This relationship aligns with Meyer & Allen's (1991) Three-Component Model of Organizational Commitment, particularly the affective commitment aspect, and the Transformational Leadership principle, which emphasizes high morality and individual attention (Burns, 2012).

These findings are consistent with various previous studies. Asih & Sholeh (2020) demonstrated that servant leadership contributes to teacher performance by strengthening organizational culture and commitment. Kilag et al. (2023) emphasized that servant leadership builds a positive school climate that impacts teacher satisfaction and student achievement. Clarence et al. (2021) even found an indirect effect of servant leadership on affective commitment through psychological capital. Suyanto et al. (2024) also emphasized the importance of servant leadership in boosting teacher performance through the mediation of competency and organizational culture.

This study also showed that servant leadership and organizational culture significantly influence organizational commitment and sustainability in Adiwiyata schools, both directly and through the mediation of organizational commitment. Similarities with the study by Asih & Sholeh (2020) lie in the direction of the positive influence, although this study highlights organizational commitment and school sustainability as outcomes, rather than simply teacher performance.

Furthermore, these findings are consistent with Kilag et al. (2023) related the role of servant leadership as a catalyst for a conducive school culture, but this study focused more on organizational commitment and the sustainability of Adiwiyata schools. Thus, this study expands the empirical contribution by positioning organizational commitment as an important mediating variable in explaining the relationship between leadership, culture, and school sustainability.

5.2. The Influence of Servant Leadership on the Sustainability of Adiwiyata Schools

The results of the second hypothesis test indicate that Servant Leadership has a significant effect on the sustainability of Adiwiyata Schools, with a T-statistic of 7.322 and a p-value of 0.000, thus accepting the hypothesis. This finding confirms that the higher the quality of a principal's servant leadership, the greater their contribution to the sustainability of the Adiwiyata program. Servant Leadership, characterized by empathy, mentoring, empowerment, and a commitment to individual development, has proven effective in internalizing environmental values, strengthening the roles of teachers and students, and maintaining consistent environmentally friendly practices in schools.

These findings align with Transformational Leadership Theory (Burns, 2012), which emphasizes that servant leaders are capable of creating cultural and behavioral change through long-term vision. In this case, leaders act not only as directors but also as facilitators of change that encourage environmental sustainability.

These research findings align with the findings of Suyetno et al. (2025), who demonstrated that Servant Leadership promotes educational sustainability in vocational high schools in East Java. Stauffer & Maxwell (2020) also emphasized that Transforming Servant Leadership supports a pro-environmental and inclusive school culture, while Kilag et al. (2023) demonstrated its role in building a positive school climate, a crucial prerequisite for the success of the Adiwiyata program.

Furthermore, the significance of Servant Leadership's influence can be explained by Meyer & Allen's (1991) theory of organizational commitment, namely affective, continuance, and normative commitment. Servant leadership fosters emotional attachment, a desire to continue contributing because of the benefits gained, and a sense of moral obligation. Thus, Servant Leadership strengthens organizational commitment while ensuring the sustainability of the Adiwiyata program in schools.

5.3. The Influence of Organizational Culture on Organizational Commitment

The results of the third hypothesis test indicate that Organizational Culture has a significant effect on Organizational Commitment, with a T-statistic of 4.463 and a p-value of 0.000. This means that the more positive the organizational culture that develops in a school, the higher the teacher commitment to the institution. Organizational culture encompasses values, norms, traditions, and collaborative practices internalized in school life. This aligns with Schein's (2010) Organizational Culture Theory, which emphasizes the role of culture as a collective system of values and beliefs that influences the way members of an organization think and act. A strong culture fosters loyalty, emotional attachment, and shared responsibility.

These findings support the studies of Maisaroh et al. (2023), which confirmed the influence of culture on teacher job satisfaction and environmentally friendly behavior, and Suyanto et al. (2024), which found a healthy culture as a determinant of performance through the mediation of competency. In the context of Adiwiyata schools, a collaborative, pro-environmental, and sustainability-oriented culture fosters teacher loyalty.

According to Meyer & Allen (1991), organizational commitment consists of affective, continuance, and normative commitment. A cohesive culture strengthens affective commitment because teachers feel an emotional bond. A culture that emphasizes stability and cooperation enhances continuance commitment through practical benefits. Meanwhile, a culture that instills moral values and social responsibility strengthens normative commitment because teachers feel obligated to contribute to the school.

Theoretically, these results confirm that organizational commitment is influenced not only by individual factors but also by systemic factors in the form of collective culture. Consequently, increasing teacher commitment requires the creation of a participatory and conducive work culture, while simultaneously supporting the sustainability of Adiwiyata schools.

5.4. The Influence of Organizational Culture on the Sustainability of Adiwiyata Schools

The results of the fourth hypothesis test indicate that Organizational Culture has a positive and significant influence on the Sustainability of Adiwiyata Schools, with a T-statistic of 3.014 and a p-value of 0.003. This means that the hypothesis is accepted, and a strong organizational culture oriented toward sustainability values directly contributes to the program's sustainability. A culture emphasizing environmental responsibility, collaboration among school members, and participatory decision-making forms the basis for maintaining consistent environmentally friendly practices. These findings align with Schein's (2010) Organizational Culture Theory, which emphasizes the role of culture in shaping collective behavior and organizational responses to external challenges, including climate change.

Previous research supports these findings. Tanubrata et al. (2024) demonstrated that a pro-environmental culture significantly influences the success of green schools, with student awareness acting as a mediator. Maisaroh et al. (2023) confirmed the influence of organizational culture on teachers' environmentally friendly behavior, although the green school program had no direct effect. Conversely, Husin et al. (2023) highlighted the lack of internalization of environmental culture as a major obstacle to the success of Adiwiyata. This suggests that values embedded through culture are more decisive than regulations or facilities alone.

Theoretically, these findings reinforce Sustainability Theory (Elkington & Rowlands, 1999), particularly the Triple Bottom Line approach, which places social and cultural aspects alongside environmental and economic dimensions. Organizational culture, as an internal social factor, has proven to provide resilience in maintaining program sustainability amidst policy dynamics. Practically, the Adiwiyata program cannot be simply based on regulations; it must be internalized through a school culture built through leadership, habituation, and role models. Therefore, strengthening an environment-based culture needs to be an indicator of Adiwiyata's success and a priority in principal and teacher training.

5.5. The Effect of Organizational Commitment on the Sustainability of Adiwiyata Schools

The results of the fifth hypothesis test indicate that Organizational Commitment has a positive and significant effect on the Sustainability of Adiwiyata Schools, with a T-statistic of 3.503 and a p-value of 0.000. This means that the higher the employee commitment—whether affective, normative, or continuance—the greater the likelihood of achieving sustainability practices in the school. This commitment encourages consistent behavior in supporting the Adiwiyata program. These findings reinforce the Three-Component Model of Organizational Commitment (Meyer & Allen, 1991), which emphasizes emotional, moral, and rational attachment as the foundation of organizational sustainability. Commitment is not merely administrative compliance but also an internal value embodied in the daily lives of the school community.

Previous research supports these findings. Clarence et al. (2021) showed that Servant Leadership influences affective commitment, which improves teacher psychological well-being and performance. In the Adiwiyata context, affective commitment serves as the moral and emotional foundation for maintaining program sustainability. Suyanto et al. (2024) also emphasized that teacher performance is influenced by commitment supported by organizational culture and leadership. Thus, organizational commitment is the link

between values and concrete actions, so that the success of Adiwiyata is determined not only by structure or facilities, but also by teacher dedication.

Theoretically, these results broaden the understanding that organizational commitment plays a crucial role in the implementation of environmental education policies, not just work productivity. This supports Sustainability Theory (Elkington & Rowlands, 1999), which emphasizes the synergy of three pillars: social, economic, and environmental, where organizational commitment acts as a social driver. Practically, schools wishing to maintain Adiwiyata status must invest in strengthening teacher commitment through training, environmental value-based rewards, and participatory leadership that fosters commitment to a sustainable vision.

5.6. Organizational Commitment as a Mediator of Servant Leadership's Effect on Adiwiyata School Sustainability

The results of the sixth hypothesis test indicate that Servant Leadership significantly influences Adiwiyata School Sustainability through Organizational Commitment as a mediating variable, with a t-statistic of 2.467 and a p-value of 0.014. This confirms that the influence of servant leadership is not only direct but also strengthened through an indirect pathway by increasing organizational commitment. Humanistic, empathetic, and servant leadership encourages teachers and staff to develop stronger emotional bonds, loyalty, and moral responsibility towards the school, thus supporting the sustainable implementation of the Adiwiyata program. This finding aligns with the Three-Component Model of Organizational Commitment (Meyer & Allen, 1991), which explains the importance of affective, normative, and continuance commitment in linking leadership to organizational action.

Servant leadership plays a crucial role in the sustainability of Adiwiyata Schools because it emphasizes service, empathy, and individual development. Principals and educational leaders not only focus on targets but also pay attention to the needs of teachers, staff, and students (Greenleaf, 1977; Eva et al., 2019). This contributes to the creation of a participatory, environmentally friendly, and sustainable school environment (Liden et al., 2008).

The influence of servant leadership on school sustainability occurs through increased organizational commitment. Servant leaders are able to foster affective, normative, and continuance commitment among teachers and staff (Meyer & Allen, 1991). This commitment is a crucial foundation for the long-term consistency and collaboration of the Adiwiyata program.

Furthermore, servant leadership fosters an inclusive and collaborative work culture. By feeling valued and supported, teachers and staff are encouraged to contribute to maintaining school sustainability (Hoch et al., 2018). Thus, servant leadership has a direct and indirect impact on school sustainability through organizational commitment, making it a key factor in the success of the Adiwiyata program.

5.7. Organizational Commitment as a Mediator of the Influence of Organizational Culture on the Sustainability of Adiwiyata Schools.

The results of the seventh hypothesis test indicate that organizational culture significantly influences the sustainability of Adiwiyata schools through organizational commitment as a mediating variable, with a t-statistic of 2.754 and a p-value of 0.006. This demonstrates that organizational culture not only exerts a direct influence but also creates an indirect influence by strengthening organizational commitment. A school culture that emphasizes togetherness, environmental responsibility, and work integrity creates a stronger affective and normative bond between teachers and other educational staff, thus promoting the sustainability of the Adiwiyata program. These findings support the theories of Meyer & Allen (1991) and Schein (2010).

Organizational culture is a crucial factor determining the direction and success of an institution, including schools participating in the Adiwiyata program. A strong organizational culture shapes collective values, norms, and behaviors that serve as guidelines for all school members in carrying out daily activities (Schein, 2010). In the context of Adiwiyata Schools, an organizational culture that emphasizes environmental awareness, discipline, cooperation, and the active participation of all school elements serves as the primary foundation for creating a sustainable learning environment. These values not only shape individual behavior but also strengthen the school's identity as an institution committed to environmental sustainability (Robbins & Judge, 2019).

The influence of organizational culture on the sustainability of Adiwiyata Schools does not stand alone but is mediated by organizational commitment. Organizational commitment, which encompasses affective, normative, and continuance aspects, creates an emotional bond between teachers, staff, and students and a sense of moral responsibility to support the school's vision (Meyer & Allen, 1997). When the school community exhibits a strong commitment, the implementation of an environmentally oriented organizational culture is more easily internalized in every action. For example, concern for cleanliness, waste management, wise energy use, and participation in reforestation activities become part of a consistent routine (Luthans, 2011).

Thus, a positive organizational culture will increase the commitment of the school community, which in turn strengthens the sustainability of the Adiwiyata program. The synergy between cultural values and

organizational commitment creates a cycle of sustainability, where environmental awareness is not only a formal obligation but also an inherent part of the school's identity (Cameron & Quinn, 2011). This proves that a positive organizational culture, through organizational commitment, is the primary driving force behind achieving the sustainability of Adiwiyata Schools.

VI. CONCLUSION

The results of this study indicate that school sustainability is inextricably linked to the quality of leadership and the strength of organizational culture. First, servant leadership has been shown to have a significant influence on both organizational commitment and school sustainability. Leadership that emphasizes service, empathy, and the development of individual potential can increase emotional attachment, a sense of responsibility, and loyalty of teachers and education staff to the school. This creates a more participatory school climate, fosters environmental awareness, and consistently embodies the Adiwiyata values.

Second, organizational culture has also been shown to make a significant contribution, both directly and indirectly, to school sustainability. A work culture that emphasizes discipline, environmental awareness, collaboration, and collective responsibility fosters the formation of mindsets and behaviors among school members that consistently uphold sustainability values. A strong culture creates a shared value system that ultimately strengthens organizational commitment.

Third, organizational commitment has been shown to be an important mediating variable in strengthening the influence of servant leadership and organizational culture on the sustainability of Adiwiyata schools. The higher the level of affective, normative, and continuance commitment of employees, the greater their contribution to maintaining the sustainability of environmentally-based programs.

Thus, this study confirms that servant leadership, a positive organizational culture, and strong organizational commitment are the main foundations for achieving the sustainability of Adiwiyata schools. The synergy of these three aspects is key to ensuring schools not only achieve academic success but also play an active role in sustaining environmental protection.

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**Corresponding Author: Rahayu Wijayati
Master of Management, Postgraduate, Universitas Gajayana Malang*