

The Influence of Love for Work, Servant Leadership, and Perceived Organizational Support in the Happiness Level among Muhammadiyah Teachers

¹Aulia Aulia*, ¹Milenia Diawita, ¹Ahmad Riska, ¹Lia Elisa, ²Zaenal Wafa

¹Universitas Ahmad Dahlan, Indonesia

²Universitas Mercubuana Yogyakarta, Indonesia

*Corresponding email: aulia@psy.uad.ac.id

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ABSTRACT

Happiness is important in maintaining the stability of human resources, including in the educational sector. However, studies on happiness at work are still neglected. In the organizational scale, the discussion on happiness is compelling as it relates to work achievement or productivity. Moreover, studies on factors affecting happiness at work are still limited, especially in teachers who work under the auspices of Muhammadiyah. The present study determines the influence of work passion, servant leadership, and perceived organizational support on teachers' levels of happiness in the workplace. The study used quantitative research with a correlation method. The research population is the teachers of 54 Muhammadiyah schools in Yogyakarta. The sample was determined using proportional cluster random sampling with 28 schools and 263 teachers. The instruments evaluated were work passion ($\alpha=0.975$), servant leadership ($\alpha=0.952$), perceived organizational support ($\alpha=0.869$), and happiness at work scales ($\alpha=0.877$). The data were analyzed using multiple regression analysis. The results showed that work passion, perceived organizational support, and servant leadership influence Muhammadiyah teachers' happiness at work in Yogyakarta. The teachers' personal factors (work passion) and organizational factors (principal leadership style) at work are essential to pay attention to in order to increase teachers' happiness..

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INTRODUCTION

Muhammadiyah is one of the organizations that has significantly contributed to the education sector in Indonesia. Teachers play a significant role in the advancement of the education system in Muhammadiyah. According to Law No. 14 of 2005, teachers are professional educators with the primary responsibilities of educating, teaching, guiding, directing, training, assessing, and evaluating students starting from early childhood through formal primary and secondary education channels.

In general, there are differences between teachers who work under the auspices of the Muhammadiyah Foundation and those who work for the government or other foundations. However, one of the main attributes distinguishing Muhammadiyah Foundation teachers from other ordinary teachers is based on the draft provisions for personnel management by the Muhammadiyah PP Dikdasmen Council (2017), which states that Muhammadiyah teachers must have Muhammadiyah characteristics or values. Therefore, Muhammadiyah teachers must be capable of conveying the Muhammadiyah educational values to maintain the identity and image of Muhammadiyah from time to time (Raman & Zamroni, 2014).

Teachers are commonly referred to as *unsung heroes* with the noble task of teaching and educating students so that they can understand and comprehend new knowledge. Teachers are professional educators whose job is to educate, direct, train, assess, and evaluate students ranging from early childhood to secondary education (Hamid, 2017). Thus, the various responsibilities that describe the demands and duties of being a teacher, particularly at the Muhammadiyah Foundation, can be assumed to be heavier. Several indicators of the severity of pressure on Muhammadiyah teachers are the working hours, distance between school and home, competition between Muhammadiyah schools, and a busy schedule (Qona'ah, 2020). The demanding duties and responsibilities can be a mental burden for teachers, causing stress and affecting their happiness at work (Sholiha, 2021).

Similarly, Toisuta and Loekmono (2017) found that the stress encountered by teachers correlates with teacher happiness. Agustina's research (2020) also stated that more than half of teachers (52%) have low happiness levels. A study by Smith (2007) shows that many teachers feel unhappy. Meanwhile, teacher happiness at work is one of the essential topics to discuss because it will impact the performance of teachers, students, and organizations (Bahiroh et al., 2019).

Based on several previous research findings, researchers have conducted an extensive study on teachers' happiness in the workplace under the auspices of Muhammadiyah. The happiness level at work can indicate the attitudes and performance of teachers, students, or schools. Content teacher, with their work, can behave more professionally, are highly motivated and productive, have a positive mentality, and view challenges and problems as an opportunity to develop themselves (Cahyaningtyas et al., 2020).

According to Salas-Vallina and Alagre (2018), in the study of human resource management, happiness at work is a compelling topic to discuss because happiness can bring positive benefits to individuals and organizations. Parallel to this statement, Pardiansyah (2007) revealed that happiness will make individuals more adaptable and able to grasp material quickly, allowing students to learn well. The importance of happiness at work cannot be overstated, as individuals who experience joy in their work are more likely to feel fulfilled and productive. This, in turn, leads to reduced turnover, the development of a more skilled workforce (Ningsih, 2013), improved quality of life, increased creativity, enhanced well-being, and higher income (Biawas et al., 2007).

One of the factors that influence happiness at work is work passion or the love for one's work. According to Bygrave (2011), the love of work can predict work happiness. These findings align with research conducted by Aulia et al. (2019), who explained that work passion could provide extraordinary energy, a longing to innovate, and a total willingness to improve work quality and individual personal performance, including happiness. Individuals' sincere love for their work makes it easier to experience prosperity or happiness compared to those who pretend to love their work (Aulia, 2019). The study also formulated love of work as a positive emotion between an individual and work that occurs reciprocally and is characterized by sincere sacrifice when doing work. The dimensions of love of work include passion, closeness, loyalty, and wholeheartedness (Aulia et al., 2019).

Leadership is another factor allegedly influencing workplace happiness (Chaiprasit & Santidhirakul, 2011). One known leadership style is servant leadership (Mira & Margaretha, 2012). Servant leadership is a leadership style that aims to serve its followers, prioritizing their welfare and development in order to achieve common goals (Wong & Page, 2003; Harmaini et al., 2022). The research results from Vallina and Guerro (2018) stated that the humanitarian side of servant leadership can be perceived by the followers and could increase their happiness at work. Servant leaders are empathetic, more sensitive and attentive to the problems that their subordinates are experiencing; thus, their leadership style results in better performance (Northouse, 2013).

Vallina and Guerrero (2018) describe that leaders with a servant leadership style always show sensitivity to the personal needs of others by putting subordinates first, empowering by facilitating and solving other people's problems, offering ethical behavior and service, and focusing on relationships with subordinates that can contribute to increasing happiness in the workplace. Jit et al. (2017) state that the leaders also demonstrate a loving approach to employee emotional instability. A loving attitude can be used as motivation to increase happiness and reduce suffering (Hall, 2010).

Furthermore, another factor that is also identified as affecting happiness in the workplace is social support (Komarudin, 2022). In this case, social support is more about the organizational support perceived by the teachers. Muse and

Stamper (2007) stated that perceived organizational support influences workplace happiness. Perceived organizational support is a worker's perception of how much the company respects and cares for the role of workers while paying attention to worker welfare (Rhoades & Eisenberger, 2002). Kurtessis et al. (2015) discuss that perceived organizational support in employees plays a role in meeting socio-emotional requirements, increasing the anticipation of help and self-efficacy. Moreover, the support can reduce stress, boredom, and fatigue, ultimately increasing happiness at work. Hempfling's research (2015) also revealed that an increase in happiness could occur due to a rise in the perceived organizational support in workers.

Although the separate effects of work passion, servant-type leadership, and perceived organizational support on happiness at work have been studied, their simultaneous effect on happiness at work has not been investigated. Additionally, no studies on these four variables have been conducted in educational organizations, particularly among Muhammadiyah Foundation teachers. Therefore, the current research aims to empirically examine the influence of work passion, servant leadership, and perceived organizational support on teachers' happiness in the workplace at Muhammadiyah Foundation in Yogyakarta City. This research aims to contribute to the expansion of teachers' understanding of happiness in the workplace, considering the love that teachers have for their work, the role of school principals in providing services, and teachers' perceptions of the support provided by the organization.

METHODS

The present study used a quantitative correlation method as the research design. The population in this study consisted of teachers with permanent status in elementary schools, junior high schools, high schools, and vocational schools in the Muhammadiyah Foundation at Yogyakarta. The clusters from this study population were four school levels (elementary, middle, high school, and vocational schools) with 54 sub-clusters (33 elementary schools, ten junior high schools, seven high schools, and four vocational schools). Sampling in this study used the proportional cluster random sampling technique due to the heterogeneous proportion of the cluster population. The proportional sampling was carried out at 50% of each cluster, resulting in 17 elementary schools, five junior high schools, four high schools, and two vocational schools, with a total of 28 sub-clusters and 263 teachers.

Randomized sampling was performed on each existing cluster using the lottery sampling method. The researcher wrote all the sub-clusters representing the cluster (SD for elementary school, SMP for junior high school, SMA for senior high school, and SMK for vocational high school) on a small piece of paper and then picked one paper randomly. The selected sample from the simple proportional cluster random sampling is displayed in Table 1.

Table 1. Research Samples

Cluster	Sub Clusters	Total
Elementary	SD Muhammadiyah Purwodiningratan 2	17
	SD Muhammadiyah Ngupasan 1	
	Muhammadiyah Suronatan Elementary School	
	Muhammadiyah Ngadiwinatan Elementary School	
	Muhammadiyah Wirobrajan Elementary School 2	
	Muhammadiyah Pringgokusuman Elementary School	
	Muhammadiyah Karangwaru Elementary School	
	Muhammadiyah Kauman Elementary School	
	SD Muhammadiyah Karangjajen 2	
	Muhammadiyah Kleco Elementary School 1	
	Muhammadiyah Pakel Elementary School	
	SD Muhammadiyah Sokonandi 1	
	SD Muhammadiyah Sokonandi 2	
	Muhammadiyah Demangan Elementary School	
	SD Muhammadiyah Sapen 1	
	Muhammadiyah Sapen 2 Elementary School	
	Muhammadiyah Warungboto Elementary School	
Muhammadiyah Junior High School 1	5	
Muhammadiyah Junior High School 4		
Muhammadiyah Junior High School 6		
Muhammadiyah Junior High School 8		
Junior High School	Muhammadiyah Junior High School 10	4
	Muhammadiyah High School 3	
	Muhammadiyah High School 4	
High School	Muhammadiyah High School 5	2
	Muhammadiyah Vocational High School 7	
	Muhammadiyah Vocational High School 3	
Vocational High School	Muhammadiyah Vocational High School 4	2
	Muhammadiyah Vocational High School 4	
Total		28

The instruments measured in this study were happiness at work, love for work or work passion, perceived organizational support, and servant leadership scales. Before collecting data, the researchers prepared the instruments and distributed the informed consent to the participants. The measurement tool for happiness at work in this study was based on the 5Cs factor from Pryce-Jones (2010). The 5Cs represent the contribution, conviction, culture, commitment, and confidence factors. Meanwhile, the other three instruments were adopted from previous studies. The love of work scale was adapted from the work love scale compiled by Aulia and Adiono (2021) based on the dimensions of zeal, closeness, loyalty, and heartiness (Aulia et al., 2019). The perceived organizational support scale was performed according to Sholiha (2021), which was previously adapted from Aulia et al. (2019) based on the dimensions of fairness, supervisor support, and organizational rewards and job conditions (Rhoades & Eisenberger, 2002). The servant leadership scale referred to the study by Sholiha (2021), as adapted

from the scale compiled by Hurahmah (2020) and Setiawan (2020) based on the dimensions of character orientation, person orientation, task orientation, and process orientation (Wong & Page, 2003).

In this study, the validity test was carried out only on a new scale compiled on the happiness at work scale. Content validity, which is a rating process by ten professional judgment people who are experts in the field of Psychology, was used in this study. The results from professional judgment are processed using the formula Aiken's V. The gain of the validity coefficient of the happiness scale at work is $V=0.79$. In previous studies, the validity coefficients of the untested scale, work love scale, perceived organizational support scale, and servant leadership scale were found to be $V=0.813$, $V=0.9467$, and $V=0.809$, respectively (Aulia & Adiono, 2021; Sholiha, 2021). Based on the acquisition of the validity coefficient from instruments, the four tools have a high validity coefficient above 0.7, which indicates the validity of the four measuring instruments in this study. The reliability analysis of the measuring instruments was performed using the Alpha-Cronbach test. The reliability value for the happiness scale at work is $\alpha=0.877$, whereas the reliability coefficient for the love of work scale is $\alpha=0.957$. The reliability coefficient for servant leadership is $\alpha=0.952$, while the reliability coefficient for perceived organizational support is $\alpha=0.869$. Based on the acquisition of the reliability coefficient of measuring instruments, research shows that the reliability coefficient of the tool is relatively high because it is above 0.85 and that the four measuring instruments in this study are reliable.

The data analysis technique used to test the hypothesis in this study uses multiple linear regression analysis techniques. Before testing the hypothesis, researchers first conduct an assumption test as a condition for parametric testing, which is the multiple regression analysis technique.

RESULTS AND DISCUSSION

Result

The research was conducted on the population of permanent teachers in schools under the auspices of the Muhammadiyah organization in Yogyakarta City. Based on the 28 school clusters in the research sample, there were 263 permanent teachers in this study. Complete demographic data from the study sample is presented in Table 2. From Table 2, it can be seen that the 263 research samples consist of 146 elementary school teachers, 31 junior high school teachers, 58 high school teachers, and 28 SMK teachers. Furthermore, it is known that 169 teachers dominated the research sample, while the male sample had 94 teachers. There is a relatively wide age range for permanent teachers who teach at the Muhammadiyah Foundation in Yogyakarta City. Most teachers were within the age range of 31-40 years old, with 112 teachers. Meanwhile, there were 25 teachers under 30 years old and 90 teachers between 41-50 years old.

Table 2. Demographic Data

Criterion	Frequency	Percentage
School level		
Elementary School	146	55.5%
Junior High School	31	11.8%
Senior High School	58	22.1%
Vocational High School	28	10.6%
Gender		
Male	94	35.7%
Female	169	64.3%
Age range		
<30 years	25	9.5%
31-40 years	112	42.6%
41-50 years	90	34.2%
Period of service		
<10 years	98	37.3%
11-20 years	119	45.2%
21-30 years	40	15.2%
31-40 years	6	2.3%
51-60 years	36	13.7%
Educational background		
High School	2	0.8%
Bachelor's degree	244	92.8%
Master's degree	17	6.4%
Salary		
<2.5 million	216	82.1%
2.5-5 million	42	16%
>5 million	5	1.9%
Principal's Gender		
Male	17	61%
Female	11	39%

The number of teachers with less than ten years of experience is 98. There are 119 teachers who have been working for 11-20 years, 40 teachers with a work period of 21-30 years, and just six teachers who have been working for 31-40 years. The majority of the research samples were 244 teachers with a bachelor's degree. There were two high school graduates and 17 teachers who had completed their master's degrees. Furthermore, various salaries were paid to the permanent teachers who teach at the Muhammadiyah Foundation in Yogyakarta City. Most teachers had a salary of less than 2.5 million Rupiah (216 teachers). There were 42 teachers with a salary between 2.5-5 million Rupiah, and five teachers were paid above 5 million Rupiah. Of the 28 schools, there were 17 male principals and 11 female principals.

The assumption tests were carried out before conducting hypothesis, normality, and multicollinearity tests. The results of the normality test show a p-value of 0.58, indicating that the residuals meet the assumption of a normal distribution.

Subsequently, test assumptions in regression analysis were conducted using the variance inflation factor (VIF) to assess multicollinearity (Table 3).

Table 3. Multicollinearity Test Results

Variable	VIFs	Information
Love of Work Level	3.510	No Multicollinearity
Perceived Organizational Support	7.412	No Multicollinearity
Servant Leadership	9.597	No Multicollinearity

The results of the multicollinearity analysis between love of work and happiness at work showed a VIF value of 3.510. The multicollinearity analysis results of perceived organizational support and happiness in the workplace showed a VIF value of 7.412, and the multicollinearity analysis results between servant leadership and happiness at work were 9.597. The obtained VIF values of all variables are below ten, and all variables meet the assumption of being multicollinearity-free. Thus, no multicollinearity between independent variables was observed.

After fulfilling the assumptions based on the results of the normality and multicollinearity tests, the data were further analyzed with multiple linear regression analysis. The analysis results show that love of work, perceived organizational support, and servant leadership play a significant role in happiness in the workplace. The regression coefficient is 0.688 for R-value with an F-value of 76.757.

The analysis continued by partially processing the data on each independent variable against the dependent variables (Table 4). The results show that love of work influences the happiness of Muhammadiyah teachers in the workplace, with coefficients acquired at a significance level of $p < 0.01$. Similarly, servant leadership significantly affects the happiness of Muhammadiyah teachers in the workplace ($p < 0.01$). However, perceived organizational support does not seem to have an impact on the happiness of Muhammadiyah teachers in the workplace ($p > 0.05$).

Table 4. Partial Test Results

Variables	β	t	Sig.
Love of work x happiness level at work	.481	5.677	.000
Perceived organizational support in the workplace	-.233	-1.888	.060
Servant leadership x happiness level at work	.444	.3,158	.002

Based on the results of the research analysis, it is explained that love of work, perceived organizational support, and servant leadership significantly influence the happiness of Muhammadiyah teachers at work in Yogyakarta City. The love of work, perceived organizational support, and servant leadership contributed effectively with a portion of 47.4% to teacher happiness in the workplace. These

results show that 52.6% of the effective contributions come from other unstated variables in the study.

The findings of this study show that love of work affects the level of teacher happiness in the workplace. Similarly, Aulia et al. (2019) also revealed that individuals who genuinely love their work and have well-being are content with their work. Conversely, individuals who pseudo-love their work tend to experience pseudo-happiness. As Uusiautti and Määttä (2013) stated, work is a core element of well-being; even at certain times, work can be a source of happiness for human beings.

The teacher's love for work can be indicated by their great passion for work, loyalty, sincerity, and emotional closeness to the school environment, such as the students, superiors, subordinates, and co-workers. Furthermore, the level of contentment of teachers can be indicated by their continuous contribution and dedication to the school, quick adaptation to changes, commitment, and pride in their work. These results correspond to the statement by Diener, E., and Diener (1996) that someone who loves their job would believe in what they do. Employees have the motivation to contribute more to the organization and agency. Likewise, a person's level of happiness at work refers to a positive attitude or pleasant experience (Fisher, 2010).

The findings of this study show that perceived organizational support has no influence on teacher happiness in the workplace. The findings of this research are in direct conflict with research by Khian and Bernardo (2021) and Rosita et al. (2023), which explain that perceived organizational support is an organizational factor in increasing teacher happiness, particularly physical and emotional happiness (Khian & Bernardo, 2021). Likewise, research findings in non-educational organizations, such as Wardiana and Prasetyo (2019), found a positive correlation between perceived organizational support and happiness in the workplace. The research results are inversely proportional to the study of Hempfling (2015), which states that an increase in happiness can occur due to higher perceived organizational support in workers. The results of this study were not in line with the research conducted by Khoiriyah et al. (2020) on a sample of nurses in one of the private hospitals in Yogyakarta, which found that organizational support positively influences happiness.

No influence from the perceived organizational support for the happiness of Muhammadiyah teachers can occur due to the personal factors of teachers who have to uphold Muhammadiyah values to find happiness in their work as an internal factor rather than external. This deduction aligns with the study's findings, which also revealed that the majority of teachers had incomes of less than 2.5 million Rupiah (82.1% or 216 teachers). Teachers tend to earn relatively small salaries, but their perceived organizational support has remained positive thus far. In contrast, a salary is a form of organizational support, indicating that the size of teachers' salaries does not hinder their happiness while working at the Muhammadiyah Foundation. This assumption is made based on the fact that

teachers' motivation is not driven by the desire for a significant income. Therefore, it can be said that the benchmark for the happiness of Muhammadiyah teachers in the workplace is not income-based. This finding aligns with the study by Wulandari and Widyastuti (2014), which suggests that individual happiness at work tends to be internal (e.g., achievement and health status) rather than external. External factors that contribute to happiness at work include relationships with others or social support (Komarudin et al., 2022), the physical work environment, and compensation (Wulandari & Widyastuti, 2014).

The findings also show that servant leadership positively influences teacher happiness in the workplace. The present study found that servant leadership is a factor that affects the happiness level of Muhammadiyah teachers in Yogyakarta City at work. School principals employing a servant leadership style treat subordinates affectionately and always try to give their best for them. As a leader in an Islamic school, the principal's personal beliefs and religiosity will be able to support identity construction and self-development as a leader who cares for their subordinates as a way of upholding the value of brotherhood or *ukhuwah*. Personal beliefs and religiosity respond to constituents that underlie identity construction and self-development (Tambak et al., 2023). When the teachers witness that the leader can understand and meet their needs, it will establish positive impressions and emotions in the teacher at work. This situation will encourage the teachers to show positive emotions in the workplace. Jit et al. (2017) state that serving leaders demonstrate a loving approach to employee emotional instability that acts as a motivation to increase happiness and reduce suffering.

Vallina and Guerrero (2018) describe leaders with leadership styles who always show sensitivity to the personal needs of others by prioritizing subordinates, empowering them by facilitating and solving their problems, offering ethical behavior and service, and focusing on relationships with subordinates in order to contribute to increasing happiness at work. Furthermore, Wong and Page (2003) classify servant leadership into four dimensions: character, people, task, and process orientations. When the leader can fulfill the four orientations of servant leadership, it will result in a positive assessment of the leader by their followers, who perceive that the leader prioritizes the subordinates first. These actions can be performed by showing an attitude of integrity, empowering followers, setting goals, and making decisions together. Any activity or object that promotes a positive orientation or experience at work is considered a source of happiness (2010). Therefore, servant leadership behaviors assessed by teachers can affect their happiness at work.

The current study had several limitations, such as the population size. The sample should ideally be able to describe the population. However, in this study, the researchers limited the sample to 28 school clusters out of the 54 existing clusters, using the proportional cluster random sampling technique calculation.

In this case, researchers expect the possibility of overestimating or underestimating the results.

CONCLUSIONS

The study concluded that the love of work, perceived organizational support, and servant leadership influence the happiness level of Muhammadiyah teachers at work in Yogyakarta City. Moreover, it was partially determined that the passion for work substantially influences the level of satisfaction experienced by instructors employed at Muhammadiyah schools in Yogyakarta City. Teachers' profound passion for their work will enhance their overall happiness in the workplace. Conversely, the lack of passion that instructors have for their work will diminish their level of satisfaction in the workplace. Likewise, servant leadership significantly contributes to the happiness of Muhammadiyah teachers at work in Yogyakarta City. However, the present study found that perceived organizational support does not affect the happiness level at work among Muhammadiyah teachers in Yogyakarta City. The results imply that the teachers' personal (love of work) and organizational (school principal leadership style) factors are significant to pay attention to in increasing teacher happiness at work.

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