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Examining the Impacts of Servant Leadership, Training, and Work Discipline on Employee Performance Improvement

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Abstract: This study examines the impacts of servant leadership, training, and work discipline on employee performance improvement. The researchers embraced a comprehensive approach to comprehend the intricate interactions among these factors. The research methodology comprised a literature review, quantitative design, and statistical data analysis. The results reveal that servant leadership, training, and work discipline significantly contribute to improving employee performance in cargo companies, offering valuable insights for practitioners and researchers. The integration of servant leadership principles into organizational culture and the development of more effective employee development strategies are among the practical implications. The findings of this study also enhance the academic literature on the determinants of employee performance. The conceptual framework of the study is employed in this investigation, as it is the first to investigate the impact of each variable on employee performance in cargo companies: servant leadership, training, and discipline.

Keyword: Servant Leadership, Training, Work Discipline, Employee Performance

INTRODUCTION

An essential basis for comprehending and enhancing employee performance in the current dynamic organizational environment is the exploration of leadership styles, training methodologies, and work disciplines. The correlation between these variables and employee performance becomes increasingly significant as organizations aim for excellence and poverty in their operations. Oren (2022) argues that servant leadership, which focuses on empathy, convenience, and service, is a dynamic and transformative leadership paradigm. The principles of this framework prioritize the needs of others and promote trust, collaboration, and empowerment among team members (Golzar & Miri, 2020). Servant leaders exhibit qualities such as attentive listening, compassion, and dedication to individual development (Sims & Morris, 2018). Across many sectors, the successful application of servant leadership has demonstrated its efficacy in cultivating a culture of innovation, employee involvement, and organizational efficiency (Irfan, 2021). This study examines the relationship between servant leadership and job-shaping behaviors among salespeople in the tourism industry, particularly when salespeople exhibit elevated levels of perspective-taking (Tuan, 2022).

Training plays a crucial role in improving the skills, knowledge, and competencies of employees (Alexander-Laine, 2024). Sun et al.'s (2024) study highlights the importance of integrating environmental training into organizational practices to improve environmental performance and promote a sustainable future in the mining industry. Organizations allocate resources to comprehensive programs aimed at enhancing the skills and competencies of their employees, which may include on-the-job training, workshops, or seminars (Brunetti & Corsini, 2017). Well-designed training programs not only provide employees with essential skills but also cultivate motivation, resulting in enhanced performance results (Aziz et al., 2021; Widodo, 2022). The principles of accountability, integrity, and commitment formed by work discipline serve as the fundamental basis of organizational culture (Aneta et al., 2024; Rasdayanti et al., 2023). Establishing precise expectations, offering consistent feedback, and cultivating a culture of accountability is essential for developing work discipline among employees (Rosdiana et al., 2022; Timko, 2023). The correlation between work discipline and organizational success is indisputable since teams that adopt disciplined practices exhibit elevated levels of productivity, efficiency, and work quality (Muchiri, 2022 ; Amiranzadeh et al., 2018).

The dynamic interaction among servant leadership, training, and work discipline greatly influences the outcome of employee performance. The implementation of servant leadership practices, which are defined by the principles of empowerment and trust, creates a favorable atmosphere for learning and development, improving the effectiveness of coaching programs (Barry, 2020). Furthermore, the establishment of a work discipline culture enhances responsibility and promotes ongoing performance improvement at all levels of the organization (Garrity, 2016). Present-day work environments have seen a fundamental change towards servant leadership, which prioritizes empathy, collaboration, and the growth of employees. Concurrently, organizations recognize the critical role of coaching programs in promoting employee competence and motivation (Nwokeocha, 2024). Moreover, organizations widely acknowledge the cultivation of work discipline as essential for promoting responsibility and achieving success (Dami et al., 2022). However, there has not been extensive investigation into the interconnectedness of servant leadership, coaching, and work discipline and their combined influence on employee performance.

The current academic literature often analyzes servant leadership, coaching, and work discipline separately, disregarding their interconnectedness and combined impacts. Despite the proven efficacy of servant leadership, coaching, and work discipline in separation, there is a notable deficiency in fully comprehending their collective impact on employee performance. Insufficient empirical research exists to address this gap by analyzing the interaction of these elements in actual organizational settings, hence necessitating further inquiry. To fill this void, the present study seeks to provide a novel viewpoint on the interconnections between servant leadership, coaching, work discipline, and employee performance. Our goal is to unravel the intricate processes by which servant leadership practices, coaching initiatives, and work discipline interact to influence employee performance outcomes through the implementation of a comprehensive methodology. This research aims to offer novel perspectives on the current knowledge base through empirical inquiry and theoretical integration, thereby influencing organizational practices and academic discourse.

Servant leadership, developed by Robert Greenleaf in the 1970s, is a leadership style distinguished by values such as empathy, humility, and a strong emphasis on serving others (Pousa, 2014). Another perspective by Green et al. (2016) posits that it arises from the conviction that leaders should prioritize the needs of their followers and create a conducive atmosphere that cultivates trust, cooperation, and empowerment within the team. It often links effective servant leadership to behaviors such as attentive listening, understanding and compassion, and a dedication to individual development.

This assertion is supported by existing research, such as that conducted by Stollberger et al. (2019), which posits that servant leadership has an impact on employee work performance by offering innovative perspectives on the mechanisms and timing of its implementation. Furthermore, servant leadership has had a positive impact on employee task performance, as demonstrated by previous research. This effect is additionally affected by the degree of information asymmetry and task interdependence (Khan et al., 2022). Servant leadership consistently has a positive impact on the performance of employees, as evidenced by research. For example, a study conducted by Hartana and Sukarno (2023) demonstrated that employee performance is significantly and positively influenced by servant leadership and information sharing.

Sapta et al. (2023) conducted recent research that demonstrated that servant leadership has a significant and positive effect on employee performance by promoting organizational commitment. Additionally, a case study in the banking sector showed that servant leadership significantly and positively impacts employee performance, with job motivation acting as an intermediary (Sabrina & Aulanda, 2023). Putra et al. (2023) conducted additional research that demonstrated that servant leadership has a statistically negligible and diminished effect on employee performance.

Training is the systematic acquisition of new information, skills, or abilities via a structured curriculum or practical experience. Multimodal training encompasses a range of instructional methods, including classroom training, on-the-job training, e-learning, and coaching (Cizer & Boeru, 2019). Enhancing employees' skills and knowledge through training is crucial for achieving better performance, higher production, and enhanced job satisfaction (Amankwa et al., 2014; Silitonga & Widodo, 2019). Under the framework of servant leadership, training is crucial for cultivating empathy, humility, and a commitment to helping others, as well as for acquiring the essential skills for successful leadership (Negussie & Hirgo, 2023); (Susanto, Sawitri, Ali, & Tussoleha Rony, 2024).

The study findings from Pham et al. (2020) indicate that environmental training programs are a crucial means to directly promote Environmental Innovation and Green Productivity (EIGP). Furthermore, the level of environmental commitment among employees significantly influences the link between environmental training and EIGP. This study demonstrates that the mediation effect of employee environmental commitment on the association between environmental training and EIGP is more pronounced in Western hotel firms. Contrary to expectations, cultural factors do not attenuate the impact of environmental training on Emotional Intelligence Graph Performance (EIGP). Compared to training, trust has a more pronounced mediating role in the impact of incentives on information sharing, both in formal and informal contexts. In contrast to formal information sharing, informal knowledge sharing has a more pronounced mediating impact on the relationship between trust and the enhancement of sales and job productivity (Lee et al., 2020); (Susanto, Kamsariaty, Murdiono, & Nuraeni, 2024).

The findings of separate research indicated that training design, training needs assessment, training delivery style, and training evaluation have a notable and favorable impact on employee performance (Yimam, 2022; Widodo, 2023). The integration of competence and commitment as intervening factors in training may significantly enhance employee performance (Pramono & Prahiawan, 2021). Other research findings suggest that top management commitment, training and development, and employee engagement may influence employee performance. Furthermore, employee involvement has the potential to impact the dedication of top management and the effectiveness of training and development programs. Bashar et al. (2024) have established the role of training and development and top management commitment in mediating the significant connection between employee engagement and performance. In assessing the efficacy of employee training, businesses tend to choose approaches that rely on subjective assessments from assessors such as immediate

superiors and peers, as well as their self-evaluations on the duration of training days. Contemporary human resource (HR) trends and goals for 2021 have undergone substantial changes as a result of the coronavirus pandemic (Urbancová et al., 2021);(Susanto, Supardi, Suhendra, Soeprapto, et al., 2024).

Work discipline pertains to the strict observance of regulations, protocols, and benchmarks within the industrial setting. Organizational success requires the cultivation of a robust work culture characterized by responsibility, accountability, and dedication to attaining organizational objectives (Brahim et al., 2015). The maintenance of a productive work environment and the assurance of effective and efficient performance of responsibilities by workers are contingent upon the incorporation of work discipline. The correlation between discipline and employee performance is significant, as discipline promotes responsibility and dedication among workers, thereby potentially resulting in enhanced performance (Sabrina & Aulanda, 2023).

The results of related research state that work discipline has a significant impact on employee performance, as shown in various studies. For example, a study of worker hygiene at Regional Apparatus Organizations in Banten Province found that work discipline had no significant effect on employee performance Bantenfound that work discipline does not have significant effect on employee performance (Susanti et al., 2023). A study at the Bank Muamalat Tulungagung Branch Office found that the variables of work discipline, motivation and work environment had a positive and significant effect on employee performance through the variable of job satisfaction (Puryanti et al., 2023). Other studies also state that work discipline has a positive and significant influence on employee performance. Apart from that, work motivation also has a positive and significant influence on employee performance. However, compensation does not influence employee performance (Setiawan et al., 2023).

Empirical evidence from much research indicates that work discipline has a substantial influence on employee performance. Susanti et al.'s (2023) study on cleaning staff at the Regional Government Organization in Banten Province found that work discipline did not significantly influence employees' performance. Puryanti et al. (2023) conducted a study at the Bank Muamalat Tulungagung Branch Office, which found that work discipline, motivation, and work environment significantly and positively influenced employee performance by influencing job satisfaction. A separate study also indicated that work discipline had a favorable and substantial impact on employee performance. Furthermore, the level of work motivation had a significant and positive impact on employee performance. Yet, remuneration did not impact employee performance (Setiawan et al., 2023).

Servant leadership, training, work discipline have a positive impact on employee performance.

METHOD

This study used a quantitative approach to analyze the performance of cargo companies in DKI Jakarta. The population consisted of all cargo companies registered with the Cargo Collection Association. The sample was selected based on the size of the population, with 105 respondents chosen from a pre-research process. Purposive sampling was used to determine the target population elements. A Likert scale was used for measurement. Operational employees of cargo companies in DKI Jakarta were asked to complete a closed-ended questionnaire to assess servant leadership, training, self-efficacy, discipline, and employee performance. The study was conducted over two months, with structured interviews administered to employees. The questionnaires were distributed to employees, and 105 responses were received. The quantitative method and descriptive-analytical approach were used, with SPSS 25 used to facilitate data analysis by identifying quantitative correlations between variables (Susanto, Arini, Yuntina, & Panatap, 2024).

This study examines the impacts of servant leadership, training, and work discipline on employee performance improvement. The researchers embraced a comprehensive approach to comprehend the intricate interactions among these factors. Servant leadership, a dynamic approach, promotes trust, collaboration, and empowerment, leading to innovation and organizational efficiency. On the other hand, training enhances employees' skills and competencies, boosting motivation and performance. Based on accountability, integrity, and commitment, work discipline forms the foundation of organizational culture. The study aims to provide a comprehensive perspective on the interconnections between these factors, highlighting the importance of training in enhancing skills and knowledge, environmental training programs, trust in information sharing, training design, needs assessment, delivery style, and evaluation. These factors significantly impact a robust work culture, improved performance, and increased job satisfaction.

RESULTS AND DISCUSSION

We describe below the results of the data processing analysis, which involved using SPSS 25 to process data from questionnaire answers from 105 respondents, report the test stages, and engage in a discussion.

Autocorrelation test

A statistical analysis known as the autocorrelation test determines the presence of a correlation pattern between a variable's values and the variable itself over a given time period. Autocorrelation assesses whether there is a linear relationship between the current and previous values of a time series in the context of time series (Gujarati, 2022). Table 1 presents the autocorrelation results:

Table 1. Autocorrelation Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.671 ^a	.450	.434	1.909

a. Predictors: (Constant), Work Discipline, Servant Leadership, Training

Source: SPSS Processed Data 25, 2024

In the model 1, the correlation coefficient (R Square) shows the relationship between the predicted and observed values. This illustrates the degree to which the independent variables (work discipline, servant leadership, and training) predict the dependent variable (employee performance). R is 0.671 in this instance. R-squared: The coefficient of determination, also known as R-squared, indicates the percentage of the dependent variable's variance that the independent variables can predict. The independent variables account for 45% (or 0.450) of the variance in employee performance in this model.

Meanwhile, adjusted R Square is comparable to R Square, yet it takes into consideration the quantity of predictors within the model. This measure is more precise when there are multiple predictors involved. In this instance, the adjusted R square is 0.434, which suggests that the independent variables can account for approximately 43.4% of the variance in employee performance. Standard. Estimation Error: This represents the average distance of the observed values from the regression line. This serves as an indicator of the model's predictive accuracy. Lower values indicate a better fit. Here, the value is 1,909. In addition to the constant term, this model employs work discipline, servant leadership, and training as predictors. The R square value indicates that these predictors collectively account for the majority of the variance in employee performance.

Linearity Test

Regression analysis includes the linearity test as a crucial component to confirm a linear relationship between independent and dependent variables. Various methods can conduct this test, such as examining the pattern of data points using a scatterplot (O'Neill, 2014). Table 2 presents the linearity test results.

Table 2. Linearity Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	301.537	3	100.512	27.584	.000 ^b
	Residual	368.025	101	3.644		
	Total	669.562	104			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Work Discipline, Servant Leadership, Training

Source: SPSS Processed Data 25, 2024

The ANOVA table above as a linearity test summarizes the analysis of variance for the regression model. Here is what each part means.

In Model 1, we perform regression using the sum of squares. This is the sum of the squared differences between the dependent variable's mean (employee performance) and the predicted values. In this example, the value is 301.537, or df (Degrees of Freedom). This is the number of predictors in the model. There are three components in this context: training, servant leadership, and self-efficacy. Square root: The sum of the squares divided by the degrees of freedom. This is an estimate of the variance that the model explains. In this instance, the F value is 100.512, which represents the ratio of the variance explained by the model to the variance that remains unexplained. This is an indicator of the model's overall importance. Here, the F value is 27.584.

The p-value that is associated with the F-value is known as Sig (significance). This demonstrates the statistical significance of the regression model as a whole. In this example, a p-value of .000 indicates that the regression model is statistically significant at the .05 level. Remaining: Sum of Squares: This is the sum of the squared differences between the predicted and observed values. The total number of observations minus the number of predictors in the model. In this case, the value is 368.025. In this case, the value is 101. Mean Square: The sum of the squares divided by the degrees of freedom. The model does not account for this variance. In this case, the value is 3.644.

The total sum of squares is the product of the regression and residual squares. In this case, the value is 669.562. The df (degrees of freedom) indicates the total number of observations minus one. In this case, the DF is 104. Using the ANOVA table, we evaluate the overall significance of the regression model and the individual significance of the predictors. In this instance, the regression model is statistically significant, suggesting that at least one of the predictors (work discipline, servant leadership, or training) significantly contributes to the explanation of the variance in employee performance.

The results of this ANOVA indicate that the overall regression model has a substantial impact on employee performance ($F(3, 101) = 27.584, p < .001$). This suggests that at least one of the independent variables (work discipline, servant leadership, and training) significantly influences employee performance. Consequently, we can accept the hypothesis that at least one of the independent variables has a substantial impact on employee performance.

Descriptive Statistics

The subsequent test presents the descriptive statistics results, obtained using SPSS 25. Table 3 presents the results of descriptive statistical tests.

Table 3. Results of Descriptive Statistical Tests

	N	Minimum	Maximum	Mean	Std. Deviation
Servant Leadership	105	16	25	22.63	2.095
Training	105	17	25	22.32	2.272
Work Discipline	105	14	25	20.86	2.737
Employee Performance	105	13	25	21.15	2.537
Valid N (listwise)	105				

Source: SPSS Processed Data 25, 2024

The distribution and characteristics of the four variables observed in this study can be observed and analyzed using the descriptive statistical data provided above. Initially, the mean score for servant leadership is 22.63, with a minimum score of 16 and a maximum score of 25. Overall, this suggests that respondents rated servant leadership fairly highly. The low standard deviation (2.095) indicates a consistent perception of servant leadership among respondents, with the majority of scores clustering around the mean. Secondly, the mean score for training is 22.32, with a minimum score of 17 and a maximum score of 25. This suggests that respondents generally assigned a high rating to the quality of the training they received.

Although there is a slight increase in variation in training scores in comparison to servant leadership, the relatively low standard deviation (2.272) suggests that respondents' perceptions of training are fairly consistent. Third, the average score for work discipline is 20.86, with a minimum score of 14 and a maximum score of 25. The variation in work discipline scores is substantial, as evidenced by the relatively high standard deviation (2.737), despite the fact that the average score is slightly lower than the other variables. This suggests a substantial disparity in the degree of work discipline among the respondents.

Lastly, the average score for employee performance is 21.15, with a minimum score of 13 and a maximum score of 25. Despite the relatively high standard deviation (2.537), the variation in employee performance scores is also quite substantial, despite the relatively high average score. This suggests that there is a significant disparity in employee performance among the respondents. These descriptive data, in general, provide a thorough understanding of the distribution and spread of scores for each variable, as well as the characteristics of the data observed in this study.

Correlation

We use the Pearson correlation coefficient to quantify the correlations between two variables. Frequently represented by the symbol r , the Pearson correlation coefficient describes the strength and direction of the linear relationship between two variables. This coefficient is ranged from -1 to 1: An r value close to 1 indicates a strong positive linear relationship between the two variables, suggesting that the other variable tends to increase as the first variable increases. An r value close to -1 indicates a strong negative linear relationship between the two variables. This means that the other variable tends to decrease as the first variable increases. There is no significant linear relationship between the two variables if the value is close to 0. Table 4 is provided below. Table 4 presents the correlations test results.

Table 4. Correlations Test Results

		Servant Leadership	Training	Work Discipline	Employee Performance
Servant Leadership	Pearson Correlation	1	.498**	.537**	.553**
	Sig. (2-tailed)		.000	.000	.000
	N	105	105	105	105
Training	Pearson Correlation	.498**	1	.569**	.495**
	Sig. (2-tailed)	.000		.000	.000
	N	105	105	105	105

Work Discipline	Pearson Correlation	.537**	.569**	1	.603**
	Sig. (2-tailed)	.000	.000		.000
	N	105	105	105	105
Employee Performance	Pearson Correlation	.553**	.495**	.603**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	105	105	105	105

** . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Processed Data 25, 2024

Table 4 which presents the correlations test results shows the relationship between each pair of variables observed in this study.

1. Servant Leadership on Training

There is a significant positive correlation between servant leadership and training ($r = 0.498$, $p < 0.01$). This indicates that the higher the servant leadership score, the higher the training score given to employees.

2. Servant Leadership on Work Discipline

There is a significant positive correlation between servant leadership and work discipline ($r = 0.537$, $p < 0.01$). This indicates that the higher the servant leadership score, the higher the level of work discipline possessed by employees.

3. Servant Leadership on Employee Performance

There is a significant positive correlation between servant leadership and employee performance ($r = 0.553$, $p < 0.01$). This indicates that the higher the servant leadership score, the higher the employee performance.

4. Training on Work Discipline

There is a significant positive correlation between training and work discipline ($r = 0.569$, $p < 0.01$). This shows that the higher the training score, the higher the level of work discipline possessed by employees.

5. Training on Employee Performance

There is a significant positive correlation between training and employee performance ($r = 0.495$, $p < 0.01$). This indicates that the higher the training score, the higher the employee performance.

6. Work Discipline and Employee Performance

There is a significant positive correlation between work discipline and employee performance ($r = 0.603$, $p < 0.01$). This indicates that the higher the level of work discipline, the higher the employee performance. Overall, the results of this correlation indicate that servant leadership, training, and work discipline have a significant positive relationship with employee performance. This indicates that these aspects are important to consider in efforts to improve employee performance within the context of this study.

Hypothesis Testing

Table 5. Results of the Determinant Coefficient Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.671 ^a	.450	.434	1.909

a. Predictors: (Constant), Work Discipline, Servant Leadership, Training

Source: SPSS Processed Data 25, 2024

The R square value is 0.450, as evidenced by the coefficient of determination (R square) analysis. This suggests that the independent variables in our model, which include work discipline, training, and servant leadership, account for approximately 45% of the variability in employee performance. Factors not accounted for in the model may influence the remaining 55% of the variability in employee performance. This suggests that our model is capable of adequately explaining the variation in employee performance as a whole, as a high R square

value suggests a more satisfactory fit between the model and the collected data. In spite of this, there is potential to enhance the explanation of employee performance variability by taking into account supplementary factors that may influence their performance.

a. F Statistic Test

We conduct simultaneous testing to ascertain the simultaneous influence of several independent variables on a single dependent variable. The following serves as the basis for decision-making in this F test:

Table 6. F Test Results
ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	301.537	3	100.512	27.584	.000 ^b
	Residual	368.025	101	3.644		
	Total	669.562	104			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Work Discipline, Servant Leadership, Training

Source: SPSS Processed Data 25, 2024

The results of the F test show that the overall regression model has high statistical significance, with an F value of 27.584 and a p-value (Sig.) of 0.000. This indicates that at least one of the predictors (independent variables) in the model has a significant impact on the dependent variable (employee performance). In this context, the independent variables observed are work discipline, servant leadership, and training. Thus, we can confirm that at least one of the independent variables tested has a significant impact on employee performance. Therefore, we can accept the null hypothesis that there is no relationship between the predictors (work discipline, servant leadership, and training) and the dependent variable (employee performance) because the p-value (Sig.) is less than alpha (usually 0.05). In other words, we can conclude that at least one of the independent variables has a significant effect on employee performance.

b. t Test

We conduct a partial test to ascertain the partial influence of each independent variable on the dependent variable. A partial test can be conducted through t-test statistics by comparing the sig. t value with the alpha value of 0.05 and also the t count with the t table. The basis for decision-making is as follows: If the Sig. value is less than 0.05, or positive when the t count exceeds the t table, and negative when the t count is less than the t table, then the independent variable has a partial effect on the dependent variable. If Sig. >0.05, or if positive when t count < t table, while negative when -t count > -t table, then the independent variable does not have a partial effect on the dependent variable. Table 7 presents the t test results.

Table 7. Hypothesis Test Results
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	
		B	Std. Error	Beta		
1	(Constant)	2.662	2.246		1.186	.239
	Servant Leadership	.343	.110	.284	3.115	.002
	Training	.161	.104	.144	1.545	.125
	Work Discipline	.342	.089	.368	3.837	.000

a. Dependent Variable: Employee Performance

Source: SPSS Processed Data 25, 2024

$$Y = B_0 + B_1X_1 + B_2X_2 + B_3X_3 + e$$
$$Y = 2.662 + 0.343 X_1 + 0.161 X_2 + 0.342 X_3$$

The coefficient data provided shows the relationship between the independent variables (work discipline, servant leadership, and training) and the dependent variable (employee performance). Work Discipline, The work discipline coefficient (B) is 0.343, with a standard error of 0.110. This indicates that every one-unit increase in the work discipline score (e.g., from a scale of 1 to 2) is associated with a 0.343 increase in employee performance. The standard error indicates how stable this coefficient estimate is.

1) Servant Leadership

The servant leadership coefficient (B) is 0.161, with a standard error of 0.104. This indicates that for every one-unit increase in servant leadership scores, there is a 0.161 increase in employee performance. The standard error indicates how stable this coefficient estimate is.

2) Training

The training coefficient (B) is 0.342, with a standard error of 0.089. This indicates that every one-unit increase in training score is associated with a 0.342 increase in employee performance. The standard error indicates how stable the coefficient estimate is. These results indicate that the three independent variables, namely work discipline, servant leadership, and training, have a significant positive impact on employee performance. The higher the score for each independent variable, the higher the observed employee performance.

Discussion

The findings show that work discipline, servant leadership, and training have a significant positive impact on employee performance. This underlines the importance of these factors in improving productivity and overall performance in an organizational context. Consistency in carrying out tasks and responsibilities (work discipline) is key to achieving excellent performance. The results show that any increase in work discipline contributes positively to employee performance. Therefore, it is important for organizations to pay attention to and facilitate a work culture that encourages discipline and accountability. Employee performance clearly benefits from servant-oriented leadership. This confirms the importance of empathy, empowerment, and caring from leaders in motivating and guiding their teams towards shared success.

Research has demonstrated that effective training significantly enhances employee performance. Investing in the skill and knowledge development of employees not only boosts individual productivity but also fosters a work environment that prioritizes learning and innovation. The study's results, which indicate a direct and positive relationship between servant sales manager leadership and the performance of sales organization members, support these findings. Moreover, salespeople's perception of organizational support—the OID sales chain—indirectly links the servant leadership of sales managers to the performance of the sales organization (Garrity, 2016). Other studies also state the same thing: empowerment does not have a significant correlation with employee performance, whereas other aspects of servant leadership such as compassion, altruism, trust, and service show a significant positive effect on improving employee performance.

Servant leadership has a direct positive but insignificant effect on organizational culture. Servant leadership directly affects employee performance in a positive and significant way. Servant leadership, indirectly through organizational culture, has a positive but insignificant effect on employee performance. OCB has a direct and significant positive impact on organizational culture. OCB has a direct positive but insignificant effect on employee performance. OCB indirectly, through organizational culture, has a positive and significant

impact on employee performance. Directly, organizational culture has a positive and significant influence on employee performance (Muhtasom et al., 2017).

The study's findings demonstrate the positive and significant impact of training variables and employee performance variables on organizational effectiveness, as evidenced by numerous similar research findings. This study suggests that DCT should establish strategic training goals from the outset and conduct a needs analysis to enhance program effectiveness (Nzeru et al., 2015). Other results also state that there is a positive and statistically significant correlation between employee training, authentic leadership, and employee performance (Mira & Odeh, 2019). According to Prayogi et al. (2019), the results of existing research support the next variable where work discipline has a significant and positive impact on employee performance. The variables of discipline, organizational commitment, and work motivation show a positive and statistically significant impact on employee performance (Chrisnanto & Riyanto, 2020), (Susanto, Sawitri, Ali, & Rony, 2024).

CONCLUSION

These findings provide a deeper understanding of the factors that influence employee performance, as well as provide a foundation for developing more effective strategies to improve productivity and overall organizational success. These findings provide clear direction for practitioners in human resource management and organizational leadership. They can use this information to design more effective employee development strategies, integrate servant leadership principles into organizational culture, and improve the effectiveness of training programs. The results of this study also contribute to the academic literature by strengthening the understanding of the factors that influence employee performance. These findings support and complement previous research on the important role of work discipline, servant leadership, and training in an organizational context.

With the limitations that researchers have, it is hoped that the results of this study can provide a positive contribution to the field of human resources, and also provide benefits internally for our respective institutions and also for external parties to researchers to be used as references or continue the results of this study in the future.

The study offers a comprehensive understanding of factors influencing employee performance, enabling the development of strategies to enhance productivity and organizational success. It provides clear direction for human resource management and leadership practitioners to design effective employee development strategies, integrate servant leadership principles into organizational culture, and enhance training programs. The findings also contribute to academic literature by strengthening the understanding of factors influencing employee performance. They support previous research on work discipline, servant leadership, and training in organizational contexts. Despite limitations, the study aims to contribute positively to human resources and benefit both institutions and external parties, serving as a reference or a reference for future research.

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