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The Impact of Servant Leadership and Technology Acceptance Model on Lecturer Performance through Proactive Behavior

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Abstract: This study aims to prove the influence of servant leadership and technology acceptance models on proactive behavior and lecturer performance. It proves the indirect influence of servant leadership and technology acceptance models on lecturer performance through proactive behavior. This research is a new model that places proactive behavior as an intervening variable between servant leadership and technology acceptance models as independent variables, with lecturer performance as the dependent variable. The method used is a survey method using a research questionnaire instrument. The analysis used structural equation modeling with the help of SmartPLS Software. The analysis was conducted to determine the direct effect of servant leadership and technology acceptance models on proactive behavior, including testing the direct effect of proactive behavior on lecturer performance. An analysis was also carried out to determine the indirect effect of servant leadership and technology acceptance models on lecturer performance through proactive behavior. This study proves that the technology acceptance model has a positive effect on proactive behavior. Proactive behavior has a positive effect on lecturer performance. The technology acceptance model influences lecturer performance through proactive behavior. Meanwhile, servant leadership does not affect proactive behavior. Servant leadership has no effect on lecturer performance through proactive behavior. If a university wants to improve lecturer performance, the strategic action that can be taken is to increase the proactive behavior of lecturers, as well as maximize the use of the technology acceptance model.

Keywords: servant leadership, technology acceptance model, proactive behavior, lecturer performance.

仆人式领导和技术通过主动行为接受讲师绩效的影响

摘要：本研究旨在证明仆人式领导和技术接受模型对主动行为和讲师绩效的影响。它通过主动行为证明了仆人式领导和技术接受模型对讲师绩效的间接影响。本研究是一个新模型，它将主动行为作为仆人式领导和技术接受模型之间的干预变量作为自变量，讲师绩效作为因变量。所采用的方法是采用研究问卷工具的调查方法。该分析在智能求助软件的帮助下使用结构方程建模。进行分析以确定仆人式领导和技术接受模型对主动行为的直接影响，包括测试主动行为对讲师绩效的直接影响。还进行了一项分析，以确定仆人式领导和技术接受模型通过主动行为对讲师绩效的间接影响。本研究证明技术接受模型对主动行为有正向影响。

主动行为对讲师的表现有积极影响。技术接受模型通过主动行为影响讲师的表现。同时，仆人式领导不影响主动行为。仆人式领导通过主动行为对讲师绩效没有影响。如果一所大学想要提高讲师绩效，可以采取的战略行动是增加讲师的主动行为，以及最大限度地利用技术接受模型。

关键词：仆人式领导，技术接受模型，主动行为，讲师绩效。

1. Introduction

Indonesia's vision for 2045 is to enter the top five world economic powers. In that year, Indonesia has reached 100 years of independence of the Republic of Indonesia. Efforts to achieve this vision are supported by roadmaps studied and are capable of being realized. The preparation of Indonesia's vision involves many stakeholders. Among them are executive, judicial, legislative, and professional institutions, to universities. Universities are expected to contribute and play an active role in creating superior human resources. Human resource development is directed to mastering science and information technology. In the book *Vision Indonesia 2045*, President Joko Widodo also wrote seven points on Indonesia's dreams for 2015-2085. The first and third dreams are related to human resources and education, where the first dream is written "Indonesian human resources whose intelligence surpasses other nations in the world". While the third dream is written "Indonesia to become the center of education, technology, and world civilization" [1]. Furthermore, the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia issued an independent campus learning policy since the beginning of 2020. It creates competitive graduates through on-campus and off-campus learning. The independent learning policy for an independent campus has forced various universities in Indonesia to improve themselves, so they can compete and compete with various universities in the world.

The performance of the tridarma of higher education implemented by lecturers is an indicator of the quality of higher education. In Indonesia, the performance of lecturers from universities in the Java Island region is better than the performance of lecturers outside Java Island [2]. In particular, the publication performance of research results in reputable international journals. At Halmahera University, where this research was conducted, not many lecturers have succeeded in publishing research results in Scopus - indexed journals. The number of lecturers at Halmahera University was 98 people. Lecturers' publication data in reputable international journals, namely, in Scopus indexed international journals, are described below. In 2016, there were 4, in 2017 there were 3 articles, in 2018 there were 11 articles, and in

2019 only 3 articles. This number is small compared with the number of lecturers. Taking into account the achievements of the lecturer's performance, especially in the field of publication of research results, of course, a relevant strategy is needed to improve lecturer performance.

According to Wang et al. [3], proactive behavior is a critical factor in efforts to increase performance. Proactive behavior will encourage human resources to be creative and strive to provide the best for each their duties and responsibility. Schulze et al. [4] stated that proactive behavior has a strategic function to trigger performance. If human resources have proactive behavior, the company's potential to improve its performance is very high. It becomes critical for institutions to increase the proactive behavior of every human resource. This is a precious talent and is much needed to improve company performance or organizational performance [5]. Building proactive behavior in every employee is an important part, to improve the performance of each individual. Increasing the performance of each individual will automatically improve organizational performance.

Furthermore, proactive behavior is triggered by servant leadership [6] and relevant technology acceptance models [7]. Servant leadership can interact with proactive behavior in an effort to improve employee performance. Good servant leadership will encourage employees to behave actively to achieve their work targets [8]. Servant leadership is very relevant to be applied to community service organizations and the private sector. This leadership is relevant to a large or small number of employees. This leadership is mutually cooperative, and the leader strongly supports the creativity of the subordinates. This is what triggers employees to work actively and try their best [9]. Meanwhile, the technology acceptance model with all existing facilities and advantages will make employees comfortable developing all their potential. The work system will be faster, more efficient, and effective. The technology acceptance model will make work patterns fast, creative, and active in conducting work innovations that are better than before [7]. The technology acceptance model will help employees implement creativity in working in an educational organization and other organizations [10].

This research designs a new research model that places proactive behavior as an intervening variable between servant leadership and technology acceptance models as independent variables, with lecturer performance as the dependent variable. The unit analyzed was the University of Halmahera, where lecturers were the subjects or samples studied. The selection of the unit of analysis is based on the condition of Halmahera University, which requires strategic recommendations or solutions to improve lecturer performance. The results of this research will also be relevant for implementation in various other tertiary institutions. This research aims to prove the influence of servant leadership and technology acceptance models on proactive behavior, and their impact on lecturer performance. This research is the first research, which places proactive behavior as an intervening variable and examines the influence of servant leadership and technology acceptance models on lecturer performance through proactive behavior. This research proves the important role of proactive behavior in improving lecturer performance.

2. Materials and Methods

2.1. Theory of Planned Behavior

The theory of planned behavior is a theory that explains an individual's intention to behave, influenced by attitudes toward the behavior itself [11]. Proactive behavior is the self-initiated one, in other words it is behavior that is good according to the individual. This view of behavior is formed from the behavior of others that can be imitated, as is the case with servant leadership. Good leadership and guiding subordinates will impact the behavior of the subordinates who are led. Furthermore, the availability of technological facilities implemented in an organization will impact efficient and effective work behavior. Supporting technology will trigger proactive employees to conduct their functions and responsibilities to the fullest. For the long term, proactive behavior will result in good performance. Likewise, in the teaching profession. Proactive behavior from lecturers can improve lecturer performance, moreover supported by servant leadership from leaders, as well as the availability of technology acceptance models in tertiary institutions.

2.2. The Effect of Servant Leadership on Proactive Behavior

The application of servant leadership can encourage proactive behavior from human resources [8]. This leadership model is effective for better human resource management. This impacts the satisfaction of subordinates or human resources led [12]. Servant leadership can foster proactive behavior because this leadership is very friendly, supports and guides employees with a gentle approach [6]. The togetherness of leaders and employees in the servant leadership

model will make employees comfortable when working. Employees will be triggered to give their best to complete all their tasks and responsibilities [9]. Servant leadership has a strategic position in efforts to achieve company performance. Based on the results of previous research, the logic of thinking and arguments that have been explained, the first hypothesis was determined in this study.

H₁: Servant leadership has a positive effect on proactive behavior.

2.3. Effect of Technology Acceptance Model on Proactive Behavior

The technology acceptance model encourages and facilitates human resources to behave actively to innovate and work [13]. Likewise in the education sector, the technology acceptance model encourages human resources and lecturers to actively conduct the duties of higher education tridharma [14]. The application of various technology acceptance models, including the use of online learning media, which is much needed in the Covid 19 era [15]. The advantages of this technology encourage humans to be active and creative in conducting tasks or activities [16]. Proactive behavior can encourage the performance of human resources, especially newcomers [8]. The concept of the technology acceptance model explains how important it is to choose technology that is relevant to the type of business, so that human resources can work more effectively and more efficiently. Human resources work to be more proactive and work hard. Based on the explanation and evidence from previous research results, the second hypothesis was determined in this study.

H₂: Technology acceptance model has a positive effect on proactive behavior.

2.4. The Effect of Proactive Behavior on Lecturer Performance

Proactive behavior is important and can trigger better and improved performance compared to before [3]. Proactive behavior encourages individuals to act actively in finding solutions to the problems they face. action taken will always be maximized. Schulze et al. [4] explained that proactive behavior has a strategic function in efforts to achieve organizational goals, because this behavior will trigger active work behavior to achieve high performance standards. This means that building proactive behavior for every employee in an organization is important and necessary action because it can have a big impact on organizational or company achievements. This behavior becomes a talent that is always explored by leaders with the aim of maximizing individual potential for organizational progress [5]. Based on the results of previous research, the logic of thinking and arguments that have been explained, the third hypothesis was determined in this study.

H₃: Proactive behavior has a positive effect on

lecturer performance.

2.5. The Effect of Servant Leadership on Lecturer Performance through Proactive Behavior

Servant leadership guidance and proactive behavior are critical when applied together in an organization or company [17]. The reason is that both can trigger better individual performance. The combination of servant leadership with proactive behavior will create a good and conducive work culture for self-development of employees [18]. The combination of these two things will make organizational goals more quickly achieved [9]. This means that proactive behavior becomes important between servant leadership and performance. Likewise with lecturer performance. If the lecturer has a proactive behavior in conducting work, then this can be an intermediary variable to support the impact of servant leadership on lecturer performance. Proactive behavior can facilitate the impact of servant leadership on lecturer performance. Based on the results of previous research, the logic of thinking and arguments that have been explained, the fourth hypothesis is set in this study.

H₄: Servant leadership influences lecturer performance through proactive behavior.

2.6. The Effect of the Technology Acceptance Model on Lecturer Performance through Proactive Behavior

The use of information technology in the higher education industry is critical and a very basic requirement in this era [19]. Therefore, the technology acceptance model must be properly implemented and relevant to the higher education industry. The utilization of human resources will be more effective if it is supported by good and relevant technological support settings [20]. The intensity at work, the potential of employees, and the work system will be maximized if the settings for using technology are carried out properly [21]. Using appropriate technology will trigger proactive behavior at work [22]. Likewise, in the higher education industry. Lecturers will be more active and work optimally if supported by the availability of technology. The combination of the technology acceptance model and proactive behavior can have a positive impact on lecturer performance. Based on the results of previous research, the logic of thinking and arguments that have been explained, the fifth hypothesis was determined in this study.

H₅: The technology acceptance model influences lecturer performance through proactive behavior.

2.7. Methods

This study was designed to examine the influence of servant leadership and technology acceptance models on lecturer performance through proactive behavior. The study used a saturated sample, namely, all Halmahera University lecturers as research

respondents. Collecting research data using a questionnaire instrument. This research consists of four variables, namely, servant leadership and the technology acceptance model as independent variables. Proactive behavior as the intervening variable, and lecturer performance as the dependent variable. Servant Leadership is a leadership that is very concerned about the growth and dynamics of its subordinates, cares about the process of mutual relations between leaders and those who are led and has a strong will to serve and lead in a balanced way. This variable is measured by five indicators, namely, love, empowerment, vision, humility, and trust [23]. The technology acceptance model is a model of acceptance of an applied information system based on technology, and with this model technology can be implemented easily. This variable is measured by six indicators, namely, perceived ease of use, subjective norms, image, job relevance, output quality, and demonstrable results [19]. Proactive Behavior is an action that is self-directed and future-focused toward the organization carried out by individuals with the aim of bringing about changes in both the situation and oneself that focuses on taking control and bringing about changes in the internal environment of the organization. The proactive behavior variable is measured using four indicators, namely, taking charge, voice, individual innovation, and problem prevention [24]. Lecturer performance is the actual performance of lecturers conducting the tridharma in the last semester undertaken, with the main elements of the assessment being teaching education, research, community service, and supporting the lecturer's academic activities. Lecturer performance variables are measured by four main performance indicators, namely learning activities, research and publications, community service, and lecturer support activities [25]. The stages of analysis performed were descriptive statistics of respondents, descriptive statistics of research variables, testing the validity and reliability of data, testing the fit model, testing the coefficient of determination, and testing the research hypothesis. Research data processing using Smart PLS software.

3. Results and Discussion

Halmahera University as the unit analyzed has 98 lecturers. Lecturers with the functional position of Lecturer are 36 people (39%), Expert Assistants are 49 people (53%), and there are still 6 lecturers who do not have functional positions (6%). There are 8 non-permanent lecturers. Lecturers who have received educator certificates were 55 lecturers (60%). There are 72 permanent lecturers with the last Masters degree, and 10 lecturers with Doctoral degrees. As many as 16 lecturers are currently pursuing their doctoral studies. All lecturers, namely, as many as 98 lecturers, became respondents in this study. They consisted of 66 men and 32 women.

Descriptive statistics from respondents' answers for each research variable are presented in table 1. The data processed into descriptive statistics are the average data of respondents' answers for each variable studied. Because each research variable indicator is split into several statements in the research questionnaire, the average answer for each variable indicator also produces a decimal number. According to the perceptions of the respondents, the achievement of each variable can be seen from the mean value. First, the mean achievement of the technology acceptance model variable is 4.1872 or equivalent to 83.74% of the maximum value of 5. This means that there is 16.26% achievement, which is still lacking so that the technology acceptance model variable is maximized.

Second, the mean achievement of servant leadership is 4.1038 or equivalent to 82.08% of the maximum score of 5. This means that there is 17.92% of the achievement that needs to be improved so that the variable servant leadership is maximized. Third, the mean achievement of proactive behavior is 4.2289 or equivalent to 84.58% of the maximum value of 5. This means that there is still 15.42% of the achievement, which is still lacking so that the proactive behavior variable is maximized. Fourth, the mean of lecturer performance is 4.0372 or equivalent to 80.74% of the maximum score of 5. This means that 19.26% of the achievements are still lacking, so that the lecturer performance variable is maximized.

Table 1 Variable descriptive statistics (Elaborated with SmartPLS output summary, 2023)

	N	Minimum	Maximum	Mean	Std. Deviation
Technology Acceptance Model	98	2.83	5.00	4.1872	52042
Servant Leadership	98	2.95	5.00	4.1038	55891
Proactive Behavior	98	3.13	5.00	4.2289	41240
Lecture Performance	98	1.75	5.00	4.0372	61240
Valid N (listwise)	98				

Testing the quality of the research data was carried out by testing the validity of the data, testing the reliability of the data, and testing the fit model. This data quality test is a data requirement that must be met, before being used to test the hypothesis. The validity test was carried to determine whether the statements used in the research questionnaire were valid or did not

represent the research variables. The data is concluded to be valid if the score of the loading factor for each indicator is > 0.5 [2]. The results of the validity test can be seen in Fig. 1. All indicators have met the criteria, the score loading factor > 0.5. This means that all statements used in the research questionnaire are valid and appropriate to represent the variables studied.

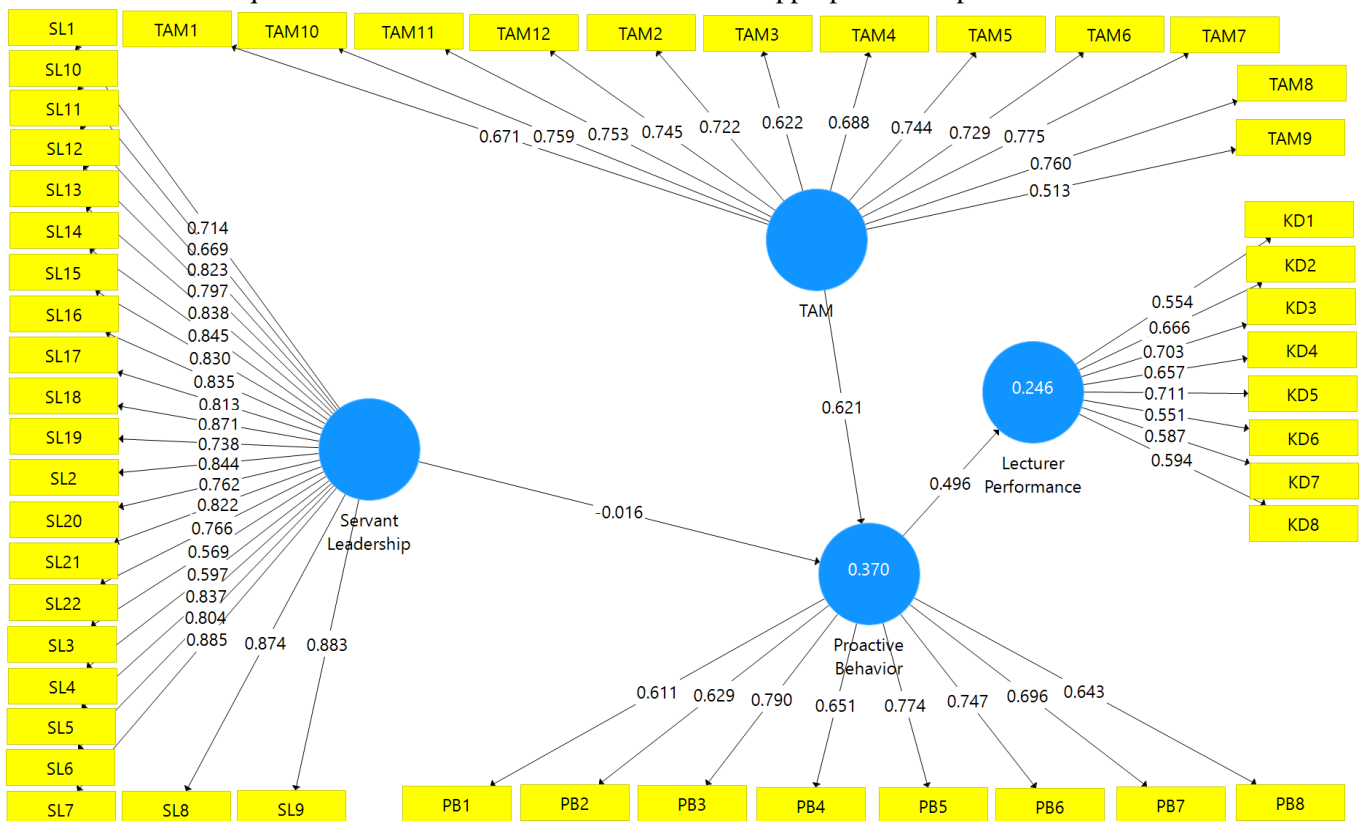


Fig. 1 Loading factor results (Elaborated with SmartPLS outputs, 2023)

Then, a data reliability test was carried out, namely a test for the consistency of the respondents' answers.

The reliability test uses Cronbach alpha, rho, and composite reliability measurements, with the criterion

score having to be > 0.7. The results of the data reliability test can be seen in table 2. The score produced by Cronbach alpha, rho, and composite reliability for all variables is > 0.7, which means that all variables meet the reliability criteria.

Table 2 Data reliability test result (Elaborated with SmartPLS output summary, 2023)

Variable	Cronbach Alpha	Rho	Composite Reliability
Lecturer Performance	0,785	0,788	0,840
Proactive Behavior	0,846	0,851	0,881
Servant Leadership	0,972	0,975	0,974
Technology Acceptance Model	0,911	0,926	0,924

The fit model test uses two measurement standards. First, Standardized Root Mean Square Residual (SRMR) must be below 0.10. Second, the Net Fit Index (NFI) should be above 0.9. The test results show that the SRMR score is 0.092 and the NFI is 0.902. This

means that the research model is fitted and the data is sufficient to be used in hypothesis testing.

The results of testing the research hypothesis for the direct effect can be seen in Fig. 2 and Table 3. The standard for accepting the hypothesis is that the resulting t statistic must be > 1.96 or the P values < 0.05. In Fig. 2, it can be seen that the results of the test of the direct influence of servant leadership on proactive behavior produce a statistical T value of 0.084 < 1.96, which means that the first research hypothesis is rejected. The test results of the direct effect of the technology acceptance model on proactive behavior produce a T statistic of 3.735 > 1.96, which means that the second research hypothesis is accepted. The test results of the direct effect of proactive behavior on lecturer performance produce a T statistic of 4.423 > 1.96, which means that the third hypothesis is accepted.

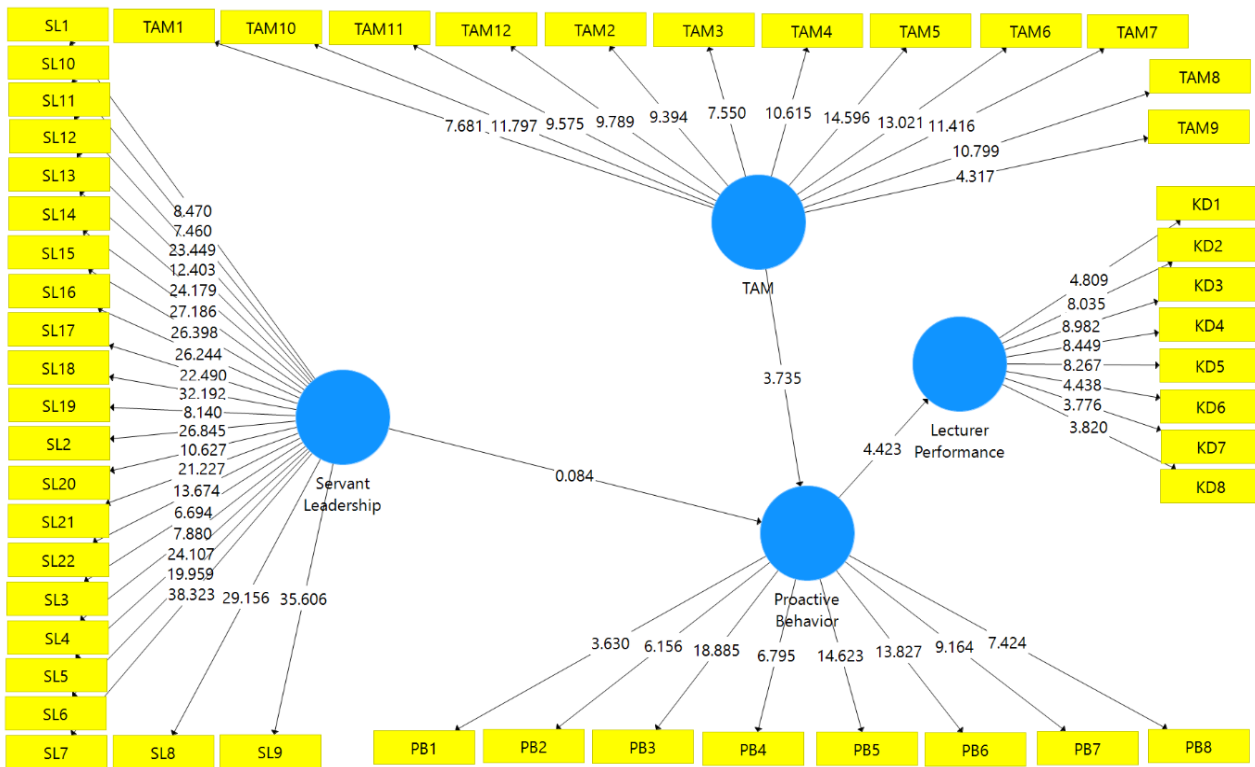


Fig. 2 Statistic T-test results (Elaborated with SmartPLS outputs, 2023)

Furthermore, in table 3, it can be seen that the indirect influence of servant leadership on lecturer performance through proactive behavior produces a T statistic of 0.075 < 1.96, which means that the fourth hypothesis is rejected. The indirect effect of the

technology acceptance model on lecturer performance through proactive behavior produces a T statistic of 2.547 > 1.96, which means that the fifth hypothesis is accepted.

Table 3 Hypothesis testing results (Elaborated with SmartPLS output summary, 2023)

Hypothesis	Original Sample	T Statistic	P Values	Conclusion
SL -> PB	-0,016	0,084	0,933	Rejected
TAM -> PB	0,621	3,735	0,000	Accepted
PB -> LP	0,496	4,423	0,000	Accepted
SL -> PB ->LP	-0,008	0,075	0,940	Rejected
TAM -> PB -> LP	0,308	2,547	0,011	Accepted

The coefficient of determination can be seen in Fig.

1. The coefficient of determination from the influence

of servant leadership and technology acceptance models on proactive behavior was 0.370. This means that the ability of servant leadership and technology acceptance models in explaining proactive behavior is 37% and the rest is explained by other variables that are excluded or not tested in this study. Meanwhile, the coefficient of determination for the effect of proactive behavior on lecturer performance was 0.246. This means that the ability of proactive behavior in explaining lecturer performance is 24.6% and the rest is explained by other variables not included in this study.

The results of this study deserve discussion on the proof of the five hypotheses in this study. First, servant leadership is proved to have no effect on proactive behavior. Leadership that is very concerned about the growth and dynamics of its subordinates, concerned with the process of mutual relations between leaders and those who are led, as well as leadership that has a strong will to serve and lead in a balanced manner, all of that do not have a positive effect on proactive behavior. Leadership implementation with characteristics of love, empowerment, vision, humility, and trust did not have a positive impact on proactive behavior. Why is that? The possible cause is due to external factors or factors from outside the organization. Proactive behavior is possibly caused by the standards that must be achieved by lecturers. Lecturer performance achievement standards are determined by the government or accreditation agencies according to their respective fields. Many educational institutions are currently making accreditation standards the performance standards for lecturers, so this is what is likely to drive proactive behavior from lecturers. The results of this study do not support previous research conducted by [6-9, 12].

Second, the technology acceptance model has a positive effect on proactive behavior. The acceptance model for an information system that is implemented based on technology has a good impact on the proactive behavior of the lecturers. The existence of perceived ease of use, subjective norms, image, job relevance, output quality, and result demonstrability has supported the proactive behavior of the lecturers. The current teaching profession is synonymous with technology-based performance reporting. Especially for lecturers who already have competency certificates. At the end of each semester, lecturers must report their performance to various applications required by the government. The data will be used as material for evaluating professional certification, as a document for arranging functional positions for lecturers, as a supporting document for accreditation of study programs and institutions, as a document for ranking higher education institutions, and so on. Lecturers are very close to the use of technology. The availability and feasibility of the technology acceptance model is an important part and triggers proactive behavior from

lecturers. The results of this study support and complement previous research conducted by [8, 13, 15, 16]. This research has also complemented and added empirical evidence on the implementation of the theory of planned behavior, as the grand theory in this research.

Third, proactive behavior has a positive effect on lecturer performance. Actions self-directed and future-focused toward the organization carried out by lecturers have had a positive effect on lecturer performance. This behavior becomes critical for a lecturer. This behavior will trigger lecturers to conduct their duties optimally and strive to achieve performance standards set by the institution according to needs. Both performance standards for professional certification reporting needs, performance standards according to accreditation needs, performance standards for institutional rating needs, and so on. Proactive behavior is part of the work culture that lecturers must have because it has been proven to have a positive impact on lecturer performance. The results of this study support the research [3-5]. This research has also complemented and added empirical evidence on the implementation of the theory of planned behavior, as the grand theory in this research.

Fourth, servant leadership has no effect on lecturer performance through proactive behavior. Why is that? The possibility is that the trigger factor for proactive behavior is not servant leadership, as has been discussed in the previous hypothesis. As a result, proactive behavior is unable to bridge the influence of servant leadership on lecturer performance. Servant leadership has no direct impact on proactive behavior. Therefore, even proactive behavior cannot be an intermediary or mediation between servant leadership and lecturer performance. Proactive behavior mediation is not effective in helping the influence of servant leadership on lecturer performance. The results of this study do not support previous research conducted by [9, 17, 18].

Fifth, the technology acceptance model has a positive effect on lecturer performance through proactive behavior. The existence of the technology acceptance model has a direct impact on proactive behavior. Then, proactive behavior also has a direct impact on lecturer performance, indirectly, proactive behavior can significantly mediate the influence of the technology acceptance model on lecturer performance. Proactive behavior can positively mediate the influence of the technology acceptance model on lecturer performance. The results of this study support previous research conducted by [19-22]. This research has also complemented and added empirical evidence on the implementation of the theory of planned behavior, as the grand theory in this research.

4. Conclusion

The results of this study prove that the technology

acceptance model has a positive effect on proactive behavior. Proactive behavior has a positive effect on lecturer performance. The technology acceptance model affects lecturer performance through proactive behavior. Meanwhile, servant leadership has no effect on proactive behavior. Servant leadership has no effect on lecturer performance through proactive behavior. The academic contribution of this research is the Proactive behavior variable, Technology acceptance model and Servant Leadership that can be the focus of university management in improving lecturer performance. One way that must be done by university in improving its performance is by using information technology. The results of this study are also expected to be a source of information regarding the professionalism of lecturers in transferring knowledge; The results of this study can also create academic atmosphere with a better atmosphere for involving lecturers who have initiatives in campus activities to support institutional performance. The implication is, if a university or college wants to improve the performance of its institutions, what needs to be done as a strategic point is to encourage proactive behavior variables to be improved and to use information technology in conducting tasks as a lecturer; This research model developed can be a reference in the development of management science specifically related to human resource management and management information systems. It is proven in this study that proactive behavior has a direct effect on lecturer performance, and can mediate significantly the influence of the technology acceptance model on lecturer performance. Suggestions for the higher education industry, this study recommends that proactive behavior be developed in lecturers. Then, take advantage of the technology acceptance model because it is proven to support lecturer performance. Suggestions for future researchers, this research model can be continued by adding several independent variables. Such as the variables of lecturer commitment and organizational culture in tertiary institutions. This variable also can become a factor that supports improving lecturer performance.

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