

ABSTRACT

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“THE EFFECT OF SERVANT LEADERSHIP, ORGANIZATIONAL CITIZENSHIP BEHAVIOR, AND KNOWLEDGE SHARING TO THE CURRICULUM SUSTAINABILITY AT CAHAYA BANGSA CLASSICAL SCHOOL BANDUNG”

(xvi+128 pages, 7 figures, 15 tables; 8 appendixes)

The teacher plays an important role in implementing the curriculum. Moreover, the teacher who has adequate knowledge and skill in implementing the curriculum will be able to achieve the expected student outcomes. School as the educational institution has the responsibility to empower and equip the teacher. Therefore, sustaining curriculum involves the school to empower the teacher to share their knowledge, which by the servant leadership and organizational citizenship behavior, there will be a knowledge that is developed. This study is aimed to determine the relationship of servant leadership, organizational citizenship behavior, and knowledge sharing to curriculum sustainability. The subject of this study was 98 teachers of Cahaya Bangsa Classical, a Christian school in Bandung. This study uses a quantitative approach with a path analysis method with the saturated sample to determine the effect of each variable. The result shows that servant leadership and organization citizenship behavior has a positive relationship to knowledge sharing and curriculum sustainability through the mediation of knowledge sharing. Organization citizenship behavior has a negative relationship to curriculum sustainability. The organization's ability to maintain and sustain the curriculum with qualified teachers makes graduation that aligns with the school vision and mission.

References: 50 (1948-2020)

Key Words: Servant Leadership, Organizational Citizenship Behavior (OCB), Knowledge Sharing, Curriculum Sustainability (CS).

ABSTRAK

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“PENGARUH *SERVANT LEADERSHIP*, *ORGANIZATIONAL CITIZENSHIP BEHAVIOR*, DAN *KNOWLEDGE SHARING* TERHADAP *CURRICULUM SUSTAINABILITY* DI CAHAYA BANGSA CLASSICAL SCHOOL BANDUNG”

(xvi+128 halaman, 7 gambar, 15 tabel; 8 lampiran)

Guru adalah faktor penentu penting dalam mengimplementasikan kurikulum untuk mencapai tujuan pendidikan. Institusi pendidikan memiliki tanggung jawab dalam memberdayakan guru. Guru dengan pengetahuan dan keterampilan yang memadai akan menghasilkan murid yang berkualitas. Guna menjaga keberlangsungan kurikulum (*curriculum sustainability*) dalam suatu institusi pendidikan, diperlukan budaya dan perilaku berbagi pengetahuan yang dipengaruhi oleh kepemimpinan melayani dan *organizational citizenship behavior*. Penelitian ini bertujuan untuk mengetahui pengaruh kepemimpinan melayani, *organizational citizenship behavior* (OCB), dan berbagi pengetahuan terhadap sustainabilitas kurikulum (*curriculum sustainability*) dengan berfokus kepada pemahaman, perencanaan dan penerapan kurikulum. Adapun subjek penelitian adalah guru di Cahaya Bangsa Classical School, sebuah sekolah swasta Kristen yang berada di Bandung. Desain penelitian yang digunakan adalah analisis jalur dan pendekatan kuantitatif dengan metode sampling jenuh. Hasil yang diperoleh menunjukkan bahwa kepemimpinan melayani dan *organizational citizenship behavior* berpengaruh positif terhadap perilaku berbagi pengetahuan dan sustainabilitas kurikulum (*curriculum sustainability*) melalui mediasi berbagi pengetahuan. *Organizational citizenship behavior* berpengaruh negatif dan tidak signifikan terhadap sustainabilitas kurikulum (*curriculum sustainability*). Kemampuan organisasi mempertahankan kualitas guru dan penerapan kurikulum sekolah akan menghasilkan kualitas lulusan sesuai visi misi sekolah.

Kata Kunci: Kepemimpinan Melayani (*servant leadership*), *Organizational Citizenship Behavior* (OCB), *Knowledge Sharing*, *Curriculum Sustainability* - (CS).

Referensi: 50 (1948-2020)