



## Principal servant leadership model

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### Abstract

A study has been conducted that aims to describe and analyze the principal's servant leadership model which includes the application of servant leadership dimensions, supporting and inhibiting factors and the development of this leadership model. This study uses a qualitative approach with a multisite study research design. The research locations are SMP Kristen Irene Manado, SMP Advent 3 Ranotana Manado and SMP Katolik Pax Christi Manado. Data collection techniques are carried out through in-depth interviews, participant observation and documentation studies. Data analysis techniques are analysis within and across sites. The results of the study indicate that the application of the principal's servant leadership model is based on the characteristics of servant leadership, namely: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people and building community. Supporting and inhibiting factors include internal and external factors of the principal. Development of the leadership model includes the development of the principal's leadership capacity and the development of teacher human resources.

**Keywords:** Servant leadership model, principal

### Introduction

Leadership is how a leader influences the behavior of subordinates to cooperate and work productively to achieve organizational goals. According to Bush (2008) <sup>[5]</sup> a leader is someone who determines goals, motivates, and takes action against his subordinates. A school leader is someone who leads, empowers teachers and school administration staff, represents the school, directs, motivates, and inspires his subordinates. In the world of education, leadership is one of the factors that determines the success of implementing School-Based Management. In Indonesia, the instructional leadership model is well known and applied by schools. According to Logho (2016) <sup>[16]</sup> instructional leadership or learning leadership is a leadership process carried out by the principal through teachers to students. The processes in question are the learning process, teaching process, teacher behavior and curriculum. Instructional leadership is leadership that focuses on improving the quality of student learning through teachers. Instructional leadership has been implemented in Indonesia when the Directorate of Education Personnel began holding principal training in 2010. Regarding the role of instructional leadership in improving teacher professionalism, according to Gorton, 1991; Hallinger & Leithwood, 1994 in Logho (2016) <sup>[16]</sup> has long been recognized as an important factor in school organization, especially related to its responsibility in improving the quality of learning in schools. The principal encourages teachers and other school members to focus their energy on school goals. Teachers are encouraged to improve their abilities, innovate in finding student-centered learning methods, create teaching modules in accordance with the independent learning curriculum standards, and other tasks that are very draining on thought, energy and time.

Observing the principal's leadership model is becoming increasingly complex. In real conditions, the principal's duties and responsibilities in leading are more towards carrying out routine work in schools without paying attention to social relations with fellow teachers being led.

Relationships with subordinates are only formed to organize education and delegate teaching tasks to teachers through the vice principal, even though the principal is the key to improving the quality of learning and education in the schools he leads. Through the hands of the principal and the leadership model that is inherent as a character in leading, the principal can more easily manage the organization and human resources in it to realize the vision, mission and goals of the organization. In some literature, an interesting understanding has been obtained today about the theory of servant leadership which means a model of serving leadership. According to Nasution (2023) <sup>[19]</sup>, leaders do not only use authority, but also their influence to move others. Leaders will face all kinds of personalities, behaviors, and maturity of their subordinates in carrying out their roles. Servant leadership is a consistent leadership concept in line with the values upheld by education.

By becoming a servant leader, the leader exercises less institutional power and control and delegates that power to those under his leadership. Servant leadership will value the community because it will provide a path for interdependence, respect, trust, and direct personal growth (Fernanda & Pujianto, 2024) <sup>[9]</sup>. Robert K. Greenleaf (1904-1990) in 1970 with his book entitled "The Servant as Leader", in Hermawan (2023) <sup>[12]</sup> argued that the first thing a great leader does is serve others. True leadership arises from those whose primary motivation is the desire to help others. Servant leadership has 10 characteristics, namely: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to people's growth, and building community.

Teachers come to school and carry out their duties with a happy heart, are greeted and greet their colleagues familiarly, hear the principal's directions without pressure, this atmosphere is certainly a dream. Students approach teachers and ask questions without fear, getting attention from the principal certainly fosters a comfortable school environment. When asked to one of the parents of students, why did they send their children to SMP Advent 3

Ranotana, the parent answered, "besides being close to home, this school is a Christian school, religious education must be very strong, not only do students get a good spiritual foundation, the teachers and even the principal are caring people." There were parents who said: "the teachers at SMP Advent 3 Ranotana are kind and friendly, they like to greet parents." There were parents who put forward the reason why their children were sent to SMP Katolik Pax Christi, "the principal is a nun, her spiritual attitude must be reflected in the way she leads." There were those who entrusted their children to go to SMP Kristen Irene because: "the owner of this school is a priest, religious values must be inherent in the leadership." Servant leadership is leadership that focuses on others.

Reported from the source Mega Manado (2021), in 2021 through the Decree of the Director General of Early Childhood Education, Elementary Education and Secondary Education, Number 6555/C/HK.00/2021, 6 junior high schools in Manado City were designated as Mover Schools, 3 of which were Irene Christian Junior High School Manado, Adventist Junior High School 3 Ranotana Manado, Pax Christi Catholic Junior High School Manado. The Mover School Program aims to improve the quality of student learning, which focuses on developing student learning outcomes holistically by realizing the Pancasila Student Profile. The achievement of this goal is largely determined by superior human resources from the principal and teachers. Therefore, the determination of a school as a Mover School is through the principal, where the principals take a series of tests, interviews to measure the extent to which the school has improved, including the development of student learning outcomes, because the Mover School is a pilot project for other schools. Irene Christian Junior High School Manado, Adventist Junior High School 3 Ranotana Manado, and Pax Christi Catholic Junior High School Manado which are designated as Driving Schools are schools based on Christian religion. The school's vision is to improve the quality of student learning cognitively and spiritually that grows towards Jesus Christ in line with the servant leadership model. Therefore, researchers are interested in conducting research related to the principal's servant leadership model. This study aims to describe and analyze the principal's servant leadership model which includes the implementation of servant leadership dimensions, supporting and inhibiting factors and the development of this leadership model.

## Method

This study uses a qualitative approach. The research design used is a multi-site study design, which attempts to describe a setting, object or event in detail and depth. The research locations in this study are SMP Kristen Irene Manado, SMP Advent 3 Ranotana Manado and SMP Katolik Pax Christie. These three schools are located in Manado. The data analysis used by researchers in this study is a single-site cross-site data analysis.

## Results and discussion

### A. Results

#### 1. SMP Kristen Irene Manado

a. **The implementation of the principal's servant leadership is as follows:** 1) The principal builds relationships with teachers and employees through a willingness to listen to complaints regarding both work and personal problems, 2) The principal is open in

understanding the feelings and situations of teachers and employees, positions himself as a friend, prioritizes the interests of the people he leads, 3) The principal consistently carries out briefings, 4) The principal is able to provide a good example to be imitated by the people he leads both in words and consistency of actions, 5) The principal is able to instill confidence and positive influence in the people he leads to build work enthusiasm, 6) The principal develops ideas by continuously improving efforts that must be made in the future in order to produce quality learning, 7) The principal is able to carry out evaluations to determine the progress and obstacles of the programs being run, 8) The principal builds commitment from the people he leads to grow and develop, 9) The principal is able to build a community through real efforts such as comfort in the work environment. b) Supporting and inhibiting factors for the principal's servant leadership

b. **Supporting factors are as follows:** 1) The principal receives full support from the foundation's leadership for positive ideas for school progress, 2) The principal is given full trust to manage the forms of school activities, 3) The principal receives support and cooperation from teachers and staff to implement the policies made.

**Inhibiting factors are as follows:** 1) The lack of school facilities and infrastructure causes several programs not to be implemented as expected, 2) It is difficult for teachers to adapt to the availability of inadequate facilities, thus hampering performance, 3) The leadership model that is based on love so that it carries an attitude of tolerance for teacher limitations has an impact on weakening the discipline and assertiveness of the principal

a. **Development of the principal's servant leadership model as follows:** 1) The principal consistently conducts briefings before teaching and learning activities to provide motivation and ensure teacher readiness to carry out tasks, 2) The principal is encouraged to increase capacity as a leader through an open attitude to innovation, participating in training 3) Involving teachers and staff in training to improve competence.

#### 2. SMP Adven 3 Ranotana Manado

a. **Implementation of the principal's servant leadership model as follows:** 1) The principal provides personal time to listen to complaints from teachers and staff, 2) The principal shows empathy by understanding the feelings and situations faced by teachers and staff, 3) The principal provides assistance when there are indications of declining performance, 4) The principal provides a good example in terms of time discipline to improve the quality of learning such as always arriving on time before teaching and learning activities begin, 5) The principal convinces the people he leads through socialization and personal approaches, 6) The principal tries to develop ideas for future efforts to support the progress and progress of the school, 7) The principal has a future orientation, 8) The principal pays special attention to managing school management, planning programs carefully supported by accurate data, 9) The principal is aware of his leadership functions, including

building commitment from the people he leads to grow, 10) The principal builds the school community as a comfortable place to carry out activities. b) Supporting and inhibiting factors for the principal's servant leadership.

- b. Supporting factors are as follows:** 1) Ideas from the principal that are constructive in nature always receive support from the foundation's leadership, 2) Receive support from the Adventist congregation through potentials that are pursued, 3) Receive support from teachers through creative ideas in teaching and learning activities and extracurricular activities.

**Inhibiting factors are as follows:** 1) The concept of serving fosters the assumption of teachers that the principal understands their limitations and does not give strict sanctions if their work is not completed, 2) Servant leadership creates an attitude of underestimating the leader, 3) The principal has a high tolerance attitude towards teachers so that he tends to be indecisive.

- a. Development of the principal's servant leadership model as follows:** 1) Implementation of regular briefings to motivate teachers, 2) Servant leadership is very concerned with improving the quality of work of teachers and employees, 3) Human resource development activities through training to improve the professionalism of teachers and employees, 4) Implementation of outbound for teachers and employees at the end of each semester.

### 3. SMP Katolik Pax Christi Manado

- a. Implementation of the principal's servant leadership model as follows:** 1) The principal approaches teachers and students, 2) The principal shows empathy characteristics reflected through an attitude of concern for the workload that must be completed by the people he leads, 3) The principal builds motivation through regular regulations and personal consultations, 4) The principal tries to be a role model in terms of discipline as an important culture so that school goals can be achieved, 5) The principal is able to influence the people he leads to obey school rules, 6) The principal builds work commitments of subordinates so that they can work optimally, 7) The principal must be a visionary in order to be able to maintain the status of a favorite school in an era of tight competition, 8) The principal builds commitment from the people he leads to grow and develop, 9) The principal builds a comfortable school community and a mutually supportive work atmosphere. b) Supporting and inhibiting factors for the principal's servant leadership

- b. Supporting factors are as follows:** 1) The principal learns to be an innovative person who is always open to adapting to the times, 2) Gets support from teachers, sisters to implement predetermined programs, 3) Gets full support from the leadership of the foundation.

**Inhibiting factors are as follows:** 1) The large burden of tasks and responsibilities of the principal has an impact on the emotional level that is difficult to control, causing not all characteristics in servant leadership to be implemented, 2) A

high tolerance attitude inhibits the growth of discipline levels and performance evaluations, 3) The culture of tolerating people in their situations becomes an inhibitor of the servant leadership model.

- a. Development of the principal's servant leadership as follows:** 1) The principal consistently conducts briefings involving teachers and staff, 2) The principal is always open to innovation, participating in training and self-development, 3) holding participation programs in training, workshops, webinars with teachers, 4) Implementing outbound and retreats periodically, 5) The principal always encourages teachers to adapt and improve their ability to use ICT.

### Discussion

Based on the findings on a single site, meaningful relationships were found which are the following similarities:

#### 1. Implementation of the principal's servant leadership model

- The principals at SMP Kristen Irene Manado, SMP Advent 3 Ranotana Manado and SMP Katolik Pax Christi Manado have a commitment to building empathy characteristics as a form of meaningful relationships with the people they lead.
- The principals at SMP Kristen Irene Manado, SMP Advent 3 Ranotana Manado and SMP Katolik Pax Christi provide continuous motivation to spur improved performance of the people they lead.
- The principals of SMP Kristen Irene Manado, SMP Advent 3 Ranotana Manado and SMP Katolik Pax Christi Manado strive to be role models for those they lead in attitudes and actions that can contribute to advancing the institution
- The principals of SMP Kristen Irene Manado, SMP Advent 3 Ranotana Manado and SMP Katolik Pax Christi Manado encourage those they lead to obey school rules
- The principals of SMP Kristen Irene Manado, SMP Advent 3 Ranotana Manado and SMP Katolik Pax Christi Manado have a clear vision to improve the quality of learning and build a more advanced school or institution
- The principals of SMP Kristen Irene Manado, SMP Advent 3 Ranotana Manado and SMP Katolik Pax Christi Manado build commitment in those they lead to grow in the form of improved performance and work culture
- The principals of SMP Kristen Irene Manado, SMP Advent 3 Ranotana and SMP Katolik Pax Christi Manado encourage people who are led to build a community into a comfortable and loved place

#### 2. Supporting and Inhibiting Factors of Servant Leadership of School Principals

Supporting factors are as follows:

- As a religious-based private school, the principals of SMP Kristen Irene Manado, SMP Advent 3 Ranotana Manado and SMP Katolik Pax Christi Manado receive full support from the foundation's leadership in developing positive ideas for the advancement of the school or institution.
- The servant leadership model based on love and concern encourages the people who are led to be

willing to support and work together with the principal to implement school or institution programs.

Inhibiting factors are as follows:

- The servant leadership model as a servant leadership builds an opinion as a weak, indecisive and weak leadership in influencing others.
- Servant leadership is a person who is too committed to the responsibility of prioritizing others so that it is difficult to balance it with self-priority.

### 3. Development of the Principal's Servant Leadership Model

- At Irene Manado Christian Middle School, Adventist Middle School 3 Ranotana Manado and Pax Christi Manado Catholic Middle School, the servant leadership model as a leadership that serves fosters a sense of empathy and concern for the principal in ensuring readiness to carry out the tasks and situations of the people being led through regular meetings or briefings.
- The Principals at Irene Manado Christian Middle School, Adventist Middle School 3 Ranotana Manado and Pax Christi Manado Catholic Middle School are very concerned with the development of human resources for the people being led through training programs, participation in various workshops or webinars, both those held internally and in collaboration with other institutions.
- The Principals at Irene Manado Christian Middle School, Adventist Middle School 3 Ranotana Manado and Pax Christi Manado Catholic Middle School carry out outbound activities to build synergy and improve the performance of the people being led periodically.

### Conclusion

1. **Implementation of the principal's servant leadership model:** a) The principal builds empathy characteristics as a form of meaningful relationship with the people he leads, b) The principal provides continuous motivation to spur improved performance of the people he leads, c) The principal becomes a role model for the people he leads in attitudes and actions that can contribute to advancing the institution, d) The principal is able to influence the people he leads to obey school or institutional rules, e) The principal has a clear vision to improve the quality of learning and build a more advanced school or institution, f) The principal builds the commitment of the people he leads to grow, g) The principal is able to encourage the people he leads to build the community into a comfortable and loved place.
2. **Supporting factors for the principal's servant leadership model:** a) As a religious-based private school, the principal receives full support from the foundation's leadership in developing positive ideas for the advancement of the school or institution, b) The servant leadership model based on love and concern encourages the people he leads to be willing to support and cooperate with the principal in implementing school programs or institution. Inhibiting factors as follows: a) Servant leadership model as a leadership that serves can build an opinion as a weak, indecisive and weak leadership in influencing others, b) Servant

leadership is a person who is too committed to the responsibility of prioritizing others so that it is difficult to balance it with self-priority.

3. **Development of the principal's servant leadership model:** a) The servant leadership model encourages principals to increase their capacity, b) The principal is very concerned with the development of human resources for the people they lead through training programs, participation in various workshops or webinars, both those held internally and in collaboration with other institutions, c) The principal carries out outbound activities to build synergy and improve the performance of the people they lead periodically.

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