

Do Servant Teachers

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1 Do Servant Teachers Practice What They Preach? A Case of Academic Servant Leadership in A Faith-Based School in Indonesia

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Abstract

Servant Leadership has been considered as significant to improve the leadership of educational leaders including the one at schools. This research explores the academic leadership in a faith based Senior Highschool in Indonesia. The research involves a mix method of interview and questionnaire survey with the purpose of confirming the understanding and enactment of servant leadership by the teachers. This study was guided by the central question 'To what extent the teachers understand Servant Leadership? To what extent the teachers have practiced Servant Leadership (SL)?' for interviewing the teachers. The authors apply the Servant Leadership Behavior Scale as the theoretical foundation and statement items for 261 students. The collected data are then processed using qualitative data analysis which involves a reiterative process of data display, data condensation and conclusion drawing. The authors concluded that teachers understand Servant Leadership as '*mengutamakan orang lain*' (*prioritizing others*), *mendengarkan* (*listening*), and *mau terlibat/mendampingi* (*being involved*) and in they have been practicing SL as in line with the understanding. These understanding and practice have been confirmed by the findings from the questionnaire that 3 out of 6 dimensions of SLBS that have been understood and implemented well, specifically: Voluntary Subordination, Covenantal Relationship, and Transforming Influence.

Keywords: Servant Leadership; Teacher Leadership; Listening; Prioritizing Others and Being Involved.

1. Introduction

Leadership is one of the main elements that has a major impact on the sustainability of an organization. In this organizational context, the term "leader" is frequently used to refer to a leader who holds a management position and can give commands to members of the organization (Senge in Sendjaya, 2015). According to Gary Yukl in Hackman & Johnson (2013, p.11) leadership is the process of persuading others to comprehend and agree on a goal that must be accomplished through collaborative efforts. This role of the leader is critical for decision-making and the organization's progress. Servant Leadership is one of the leadership approaches that can adapt to changes in the organization, where it requires the leader to be committed to individual growth, survival of the followers, and societal responsibility (Van Dierendonck, 2011, p.151). The leadership philosophy, which was first introduced in 1977 by Robert Greenleaf, stated that servant leaders are those who have a natural spirit of service and a strong desire to serve others as a priority (Greenleaf in Wheeler, 2012).

Eva et al. (2019) describe Servant Leadership as a holistic leadership approach that engages the followers in multiple dimensions so

that these followers are empowered to grow into what they can become. In other words, leaders who are committed to Servant Leadership consciously choose to serve, encourage, and develop their followers through a long and continuous process. Servant Leadership, according to leadership scholars, is a leadership that must be relational because of the leader's awareness to serve his followers. Relational means that a leader is obligated to initiate and maintain healthy social relationships in to understand the needs of his followers.

Servant Leadership is an approach that has been the institutional leadership approach expected to be approached in a faith-based senior high school in Surabaya, Indonesia which will be referred as the case school. The leader of the case school is interested in adapting the concept of Servant Leadership to be applied in school culture since it is considered capable of assisting teachers in producing graduates with a similar leadership spirit. Several attempts, such as holding trainings and seminars, have been made by schools to try to implement the Servant Leadership approach, however, there are no signs of significant results due to a lack of appropriate measuring tools to determine how far teachers and students understand and apply

the Servant Leadership approach.

There has been little if not no research that provides a multi-level evaluation of Servant Leadership in the school context. Previous research from Schroeder (2016) and Crippen and Willows (2019) demonstrated the suitability of the Servant Leadership's application approach in increasing the effectiveness of teachers' leadership and having a positive impact on students, coworkers, and even parents. As this research goes on to provide a new perspective on servant leadership that is running in schools with the hope of bringing about change which Prawira (2021) has provided insight into the need for an objective workplace spirituality that can affect a person's commitment into the principle of servant leadership. In this research, the authors attempt to assess teachers' and students' understanding and application of Servant Leadership by utilizing Servant Leadership Behavior Scale (SLBS) model by Sendjaya (2015). SLBS is the result of a synthesis of three leadership approaches, namely Authentic Leadership, Transformational Leadership, and Spiritual Leadership, all of which can provide a broader perspective. With the content of spiritual leadership, SLBS is highly relevant to serve as the theoretical foundation in this research. The six dimensions carried by SLBS are expected to be the right measuring tool to answer the problem of the case school, which wants to know how far Servant Leadership understanding and implementation has progressed to date.

2. Literature review

2.1 The Definition of Servant Leadership

The Servant Leadership method to leadership was initially introduced by Robert Greenleaf in 1977, stating that Servant Leaders are those who naturally have the desire to serve others as a priority (Greenleaf in Wheeler, 2012). The literature on Servant Leadership frequently questions whether this method is truly different from other leadership approaches and whether it is practicable. As a result, further Servant Leadership research is needed to understand what, why, and how the proper Servant Leadership acts are carried out on followers. However, Eva et al. (2019) offers a description that sharpens Greenleaf's initial thought on the motive and fashion side: Servant Leadership is a leadership method that is oriented to others, shown by serving each follower personally and

raising care for others in a large community. According to Van Dierendonck's (2011) the Servant Leadership approach is one that focuses on the ethical behavior of the followers. This demonstrates that the existing leadership relationship is more than just part of the work's professionalism. Since the initial orientation was centered on more engaged followers, according to Barbuto et al. (2014), the others first approach contains a deep-rooted leader involvement to serve the needs of the followers.

2.2 Servant Leadership Behavior Scale

Based on the same Servant Leadership principle, Sendjaya (2015) gives numerous distinct understandings divided into several dimensions with different backgrounds. The Servant Leadership Behavior Scale or SLBS is a comprehensive tool for assessing the impact of Servant Leadership by combining three leadership approaches, namely: 1) Authentic Leadership, 2) Transformational Leadership and 3) Spiritual Leadership to assess the impact of Servant Leadership. Sendjaya (in van Dierendonck, 2011) selected 277 university graduates to be examined using three methods: 1) Literature review, 2) Content Validation by Experts, and 3) Factor Analysis of Confirmation. Following the identification of literacies on more than 20 themes linked to Servant Leadership, a measurement of 35 items of Servant Leadership Behavior Scale statements was formed which represents 22 characteristics and is divided into six dimensions.

According to Sendjaya (2015), the six dimensions of SLBS are as follows: 1) Voluntary Subordination, which is defined as a leader willingly helping others out of self-interest rather than need. Every decision made for others comes from the heart and is delivered knowingly as a purposeful decision. 2) Authentic Self, which is a resolve to be true to yourself without looking to others for validation. Authentic leaders are those who can be themselves in any situation, with or without a position, is motivated by beliefs rather than personal gain, is true to themselves and does not imitate others, and has consistency in behavior, self-concept, values, and their own beliefs. 3) Covenantal Relationship is a type of relationship in which people have comparable commitments based on shared values, beliefs, open commitments, and concern for one another's well-being (Sendjaya, 2015). Covenant connections, as a type of social

contract, can alter the nature and positive attributes of followers' attitudes and behavior, as well as the relationship between followers and leaders. 4) Responsible Morality is one of the characteristics of Servant Leadership which describes how a Servant Leader encourages his subordinates to engage in moral reasoning and moral behavior. 5) Transcendental Spirituality is defined as leader behavior that manifests an inner belief that there is something or someone greater than oneself and the material world, and that makes life meaningful. Servant leaders ⁵ should have an inner awareness and mission to make a difference in other people's lives via service (Sendjaya, 2015). 6) Transforming Influence is the main part of the Servant Leader's actions that can influence the individuals who work with or are around them. According to Sendjaya (2015), leaders' changes are made to ensure that followers or members of the organization make a beneficial overall effect (ethical, psychological, and emotional) in society, rather than to increase company profits.

2.3 Servant Leadership in Education

Stein (2020) provides an overview of the development of the Servant Leadership approach as a new paradigm in the education world, where teachers play an important role in producing quality students through their leadership which has a much broader aspect than just giving instructions in the classroom during learning. According to Iyer (2013), the teacher as a Servant Leader has an important role in contributing to student growth in various aspects and can see the transformation in the students he leads (Anderson, 2019).

An important role in leadership in schools cannot be separated from the figure of the school leader or the principal as someone who is influential. The party who will feel the most affected is none other than the teacher. According to Cerit (2010), the attitude of school leaders is an important factor affecting teacher performance and commitment. Teachers' commitment to school can be increased by looking at several factors of influence given by leaders such as concern for developing potential, sharing leadership, and helping teachers. (Laub in Cerit, 2010). As someone who directly interacts and builds relationships with students, the role of the teacher is considered very important in the implementation of the Servant Leadership principle. According to Iyer (2013), teachers

have a ⁵ important role in motivating, planning classes/activities, providing additional knowledge and skills for students ⁵, disciplining, guiding, and assisting students. Teachers in their professions contribute to strengthening the sense of belonging and sharing of responsibilities, developing strong quality aspects, and developing socially and professionally.

The servant leadership approach becomes a new goal for teachers, according to Anderson (2019) when the teacher as a Servant Leader can see the transformation in the students he leads, at the same time the teacher is also able to be open to new transformations in himself. Transformation occurs when teachers learn new skills to teach with the aim of increasing the understanding of the students they serve.

3. Methods

This study must be viewed from the perspective of a constructionist researcher that employed a mixed-methods consisting of two methods: a ² qualitative study followed by quantitative study, in which interviews were conducted and responses were coded and analyzed for possible themes. Triangulation was used to analyze the quantitative and qualitative data to validate the findings of the data collected by listening to the voices of leaders, teachers, and students.

3.1 Semi Structure Interview

This study collects primary data in the form of interviews with teachers as respondents using the Semi Structure Interview technique. The authors will make a transcript of the interview and process it through the stages of qualitative data analysis, according to Miles et al. (2020). Data Condensation, Data Display, and Drawing and Verifying Conclusions are the three stages of analysis that will be used. The three analysis processes listed above must be completed in parallel before and after data gathering to form a generic activity known as analysis. This research employs First Cycle Coding (codes) and Second Cycle or Pattern Codes to continue processing the current data.

In the process of data analysis, the researchers focus on statements of experiences or attitudes of leaders and teachers related to project research questions. The next stage in presenting the data display, the authors provide initials representing two groups, namely: B1-B4

(school leaders), L1-L3 (male gender teachers), and S1-S5 (female teachers). The quotations that become the data come from everyone in each group, where each statement has a pattern of giving the source initials and is followed by the number of quotation lines in the transcripts of the sources, such as (B1,1) which represents the statement of the school leader 1, statement line 1.

3.2 Sampling

As a form of confirmation of the interview findings, the authors used a questionnaire distributed to students in grades X, XI, and XII for the 2020-2021 school year in Table 1. Questionnaires were distributed using a digital platform in the form of a google form to 261 respondents, which was then continued with statistical descriptive analysis by calculating the average value and the Bottom Two Box (BTB) and Top Two Box (TTB) values, where the BTB value describes the number of respondents who answered the item. questions under number 3 and TTB describe the number of respondents who answered the question items above number 3.

Table 1. Respondent Profile

Category	Frequency	Percentage
Gender		
Woman	166	63.60%
Man	95	36.40%
Age		
15	29	11.11%
16	87	33.33%
17	90	34.48%
18	54	20.69%
19	1	0.38%
Grade		
X	63	24.14%
XI	105	40.23%
XII	93	35.63%

Determination of the number of respondents is determined by using the Slovin formula, namely:

$$n = \frac{n}{1 + Ne^2} \quad (1)$$

n = the minimum number of samples needed in the study

N = total population

e = margin of error

The calculation of this formula is used to determine the number of teacher and student sampling for data collection in the form of a questionnaire with a confidence level of 95%,

with a margin of error of 5%. The result of the number of teacher sampling is obtained with an error rate of 5% is a minimum of 54 teachers as respondents and 261 for students as respondents. The answers to each statement in the questionnaire will be answered using a Likert scale having a degree from very positive to very negative, the list of questions has five categories

answers, with the following numbers given:

1 = Strongly Disagree (STS)

2 = Disagree (TS)

3 = Neutral (N)

4 = Agree (S)

5 = Strongly Agree (SS)

In this way, the tendency of respondents to answer in certain columns of the checklist form can be reduced. With this model, the respondent will always read the statement of each instrument item and also the answer. The data obtained from this scale is in the form of interval data (Sugiyono, 2016, p.169). After data processing is complete, the authors will provide a scale on the average result (mean) of each statement using intervals with the following formula:

$$\text{Interval class} = \frac{\text{nilai tertinggi} - \text{nilai terendah}}{\text{jumlah kelas}} \quad (2)$$

$$\begin{aligned} \text{Interval class} &= \frac{5-1}{5} \\ &= 0.8 \end{aligned}$$

The highest score in this study was 5 and the lowest score was 1. The number of classes in this study was 5, so the difference in class intervals for each category calculated by Formula (3.2) was determined to be 0.8. Class intervals for each category in this study (X), namely:

1.0 ≤ X < 1.8 (Very Weak)

1.8 ≤ X < 2.6 (Weak)

2.6 ≤ X < 3.4 (Medium)

3.4 ≤ X < 4.2 (Strong)

4.2 ≤ X ≤ 5.0 (Very Strong)

4. Results

This study was guided by the central question: To what extent the teachers understand Servant Leadership? To what extent the teachers have practiced Servant Leadership? By way of a mixed methods study, the authors set out to explore the understand and practiced of Servant Leadership through the experiences of the research participants. The emphasis is on letting the participants speak for themselves. Illustrative

quotations gleaned from interview transcripts attempt to portray perspectives from the participants and capture the phenomenon that have been experienced. Where appropriate, quantitative data are act as confirmation data to augment and strengthen the discussion.

'Mengutamakan orang lain' (Prioritizing others over self)

The authors discovered that how far teachers comprehend Servant Leadership is determined by three factors such as prioritizing others, listening, and a desire to be involved/accompanied. The teachers understand that Servant Leadership can be defined as a person's ability to put the interests of others ahead of his or her own, even though not everyone can or will do so.

"Karena buat saya untuk saya bisa mengatakan itu, artinya saya sudah melakukan pelayanan dengan penuh ketulusan hati saya. Mau menempatkan orang lain di atas kebutuhan pribadi saya, di atas kepentingan pribadi."

Teachers practicing 'mengutamakan orang lain' with giving time outside of the teaching time for students to provide additional lessons.

"...jam kerja, di luar jamnya mereka belajar, nah kalo orang luar, oh ini mesti les ini sama gurunya ya to, tapi kan kita gak boleh, gak boleh ngelesin siswa nya sendiri gitu. Dan guru-guru itu mau sampek kadang-kadang itu jam 5 jam setengah 6, saya itu sampek, loh pak ato bu, kok ini, kok kok masih di kelas gitu to, kan mau di tutup gitu kan sama CS. Oh ya bu bu tunggu sebentar ya bu, ini soalnya eh apa lusa ato minggu depan anaknya ulangan, dia belum paham tentang bab ini, saya minta waktu sampai jam 5 yah. Oh oke, padahal mereka sudah berkeluarga gitu loh, tapi masih meluangkan waktunya dengan Cuma-Cuma hanya untuk ngajari satu dua anak yang belum tentu anak ini nanti kalo semuanya sudah lulus inget sama gurunya juga (tertawa). Yah gitu.. melayani gitu kayaknya"

'Mendengarkan' (Listening)

From the eyes of teachers, listening is defined as a person's willingness to refrain from comprehending other people's difficulties in exchange for the heart to know what can be done

to fix a situation.

"Nah makanya, bagi saya yah kerendahan hati itulah yang penting. Supaya kita bisa mendengar dan memahami permasalahan apa yang terjadi, gitu ... Punya hati, mereka mau, mau mendengar, terutama bagi saya, pentingnya pemimpin itu harus mau mendengar. Karena kalau pemimpin tidak mau mendengar, maka dia tidak akan pernah tau permasalahannya"

Taking time to listen to students tell simple things that they have experienced, makes the principle of Servant Leadership not difficult to apply which provides comfort for students to grow.

"Ketika di kelas itu juga, berusaha ngobrol sama mereka. Jadi kita dikelas tidak hanya mungkin full pelajaran ngajari, tapi juga saya juga ingin tahu dulu mereka dari mana, mereka sekolahnya dulu dimana, terus eh apa Namanya, disini tinggal sama siapa, terus misalnya kalo, kalo, misalnya kalo sabtu minggu waktu senggang nya ngapain aja? Jadi saya lakukan itu sambil anak-anak pelajaran saya juga sambil ngobrol sama mereka. Jadi nanti dari situ saya tahu, kesulitan mereka."

'Mau terlibat atau mendampingi' (Willing to be involved or to 'be there')

In accordance with their job as a leader of the class, 7 out of 8 respondents agreed that a Servant Leader is someone who wishes to be involved in and accompany the things encountered by subordinates. The importance of a leader who wants to be involved turns out to be quite crucial by the followers, because followers can see how the appropriate pattern of decision making should be formed by a leader rather than just issuing demands on followers to achieve goals without the leader being involved in the process.

"Kalau servant leader, kalau secara translate ya, itu servant artinya melayani, dan leadership itu memimpin. Jadi, kalau boleh, kalau boleh saya artikan servant leadership itu seperti pemimpin yang punya jiwa melayani ... Seperti jadi, tidak sekedar, eh eh men, menyuruh ini, menyuruh si a, menyuruh si a, tapi juga, tapi juga istilahnya itu juga ikut, eh apa ya ikut juga ikut turun ke bawah."

Teachers practicing ‘Mau terlibat atau mendampingi’ with giving attention to their students, looking at their learning process. The teachers are not only focusing their attention to the academic improvement of students, but also paying attention to the growth of students' character by becoming 'friends', as stated in the following statement.

“Butuh, butuh bentuk perhatian. Ada yang mereka yang perlunya itu adalah sosok teman. Nah itu, mereka itu pasti punya kebutuhan yang berbeda, mereka tunjukkan, ada yang mungkin dengan kalau saya lihat ya, anak bermasalah itu ya bukan mereka karena mereka bener-bener membuat masalah, tapi karena mungkin ada sesuatu dalam dirinya yang ingin mereka tunjukkan.”

The understanding and practicing that has been carried out by the teachers, confirmed from

the results of the questionnaire of students who become followers and perceive teachers as Servant Leaders in Table 2. The authors discover that each understanding and application reflects three of the six- factor dimensions of Sendjaya's (2015) Servant Leadership Behavior Scale: Voluntary Subordination (4.09), Covenantal Relationship (4.01), and Transforming Influence (4.03).

The authors also observe how far teachers nowadays understand Servant Leadership based on the concept of voluntary Subordination where servant leaders are supposed to prioritize other people over oneself. As far as the research goes prior to this chapter, it is found that teachers overall don't fully understand what it means to be a servant or to do ministry to others, instead they understand how crucial it is to act on people confirmed by the questionnaire results given by students from Table 3.

Table 2. Student Questionnaire Results

Dimension	Questions	BTB	TTB	Mean
<i>Voluntary Subordination</i>	My teacher puts my interests ahead of his/her own.	4.96%	69.85%	3.92
	My teacher uses the authority he/she has, so that I understand the material they teach.	3.05%	84.35%	4.15
	I really feel my teacher's concern regarding my educational development.	5.34%	77.86%	4.06
	I feel my teacher is really listening to me (listening to understand my needs).	8.02%	74.81%	3.99
	My teachers serve me equally regardless of my academic ability.	3.44%	81.68%	4.16
<i>Authentic Self</i>	My teacher allows me to explain my answer or idea to the whole class when the answer or idea is not understood.	0.76%	83.97%	4.19
	When I questioned his teaching, my teacher was not defensive.	6.11%	67.56%	3.90
	My teacher gave me a chance to question decision or action.	4.20%	82.44%	4.11
<i>Covenantal Relationship</i>	I feel that my teacher is taking the time to get to know me better.	11.07%	58.40%	3.68
	My teacher still accepts me even though I have failed or failed many times.	0.76%	80.92%	4.13
	When I told about my difficulties in certain subjects, my teacher expressed his belief that I was able to master the science.	3.44%	74.43%	3.99
<i>Transcendental Spiritual</i>	My teacher helps me understand the meaning of what I do every day such as why I should study or go to school.	3.44%	70.99%	3.92
	My teacher helped me find my purpose in life.	12.60%	51.15%	3.54
<i>Transforming Influence</i>	My teacher pushed me to the best of my ability.	5.34%	73.66%	3.99
	My teacher gave me the opportunity to show my creativity without being afraid.	3.05%	76.34%	4.02
	My teacher helped me reduce the obstacles for me to better understand the knowledge he teaches.	4.96%	73.28%	3.92
	My teacher contributed greatly to my development as a whole (scientific and spiritual).	7.63%	66.79%	3.80
	My teacher influenced me through the actions he/she imitated.	6.49%	70.99%	3.86

Table 3. Student Questionnaire Results for Voluntary Subordination

No.	Questions	TTB	BTB	Mean
1	My teacher puts my interests ahead of his/her own.	69.85%	4.96%	3.92
2	My teacher uses the authority he/she has, so that I understand the material they teach.	84.35%	3.05%	4.15
3	My teacher puts his responsibilities first compared to his/her right in teaching me.	67.94%	4.58%	3.89
4	My teachers serve me equally regardless of my academic ability.	81.68%	3.44%	4.16
5	I can really feel my teacher's concern regarding my educational development.	77.86%	5.34%	4.06
6	I feel my teacher is really listening to me (listening to understand my needs).	74.81%	8.02%	3.99
7	My teacher serves me sincerely (without expecting praise or reply from me).	83.21%	1.53%	4.27
Average		77.10%	4.42%	4.06

Table 4. Student Questionnaire Results for Covenantal Relationship

No.	Questions	TTB	BTB	Mean
1	My teacher stated that he trusted me.	59.16%	2.29%	3.79
2	My teacher still accepts me even though I have or often fail.	80.92%	0.76%	4.13
3	My teacher respects his/her students even though sometimes these students hurt his feelings.	83.21%	2.29%	4.15
4	I feel that my teacher is taking the time to get to know me better.	58.40%	11.07%	3.68
5	My teacher considers his/her students as partners in learning the knowledge he teaches.	70.23%	4.58%	3.91
6	When I tell about my difficulties in certain subjects that difficult, my teacher expressed his belief that I was able to master that subject.	74.43%	3.44%	3.99
Average		71.06%	4.07%	3.94

According to the Sendjaya (2015) questionnaire which is contextualized with school conditions, the first question of this questionnaire represents the value of being a servant (being a servant) which shows that teachers who followers in schools have felt how leaders prioritize the interests of others compared to personal interest with a good mean value. This value looks quite low compared to the value of the questionnaire number 2-7 which represents the value of act of service, which shows how far the teacher has felt how the leader shows acts of service with a good mean value.

The teachers practicing how important listening is in Servant Leadership, where contextually, they see students as people who wants to be listened. When teachers tone down and lend a good ear, it becomes a bridge to an excellent relation, where it opens the values of a well-implemented Covenantal Relationship. But it is also important to know that as far as teachers understand listening as a part of Servant Leadership, the authors see that the focal point lies within the enhancement or the amenities of

learners to grow academically. This discovery is proven with the results of students' questionnaire from Table 4.

Items 2 and 3 get higher scores than questions 1, 4, 5, and 6. The highest mean (average score) is the statement 'My leader respects his followers (including me) even though we may ever hurt his feelings' with a score of 4.15. The question that got the lowest mean (average score) was the statement 'I feel that my leader takes the time to get to know me better' with a score of 3.68. The results of the descriptive analysis carried out by the authors support the findings with a mean of 3.94, where the results of BTB were found to be lower (4.07%) than the results of TTB (71.06%).

The practicing of teachers about how important accompaniment in the field of learning, specifically for learners as followers have been understood well and implemented in the form of academic accompaniment that has not filled the criteria of Transforming Influence that may push followers to be the best versions of themselves. This is later confirmed by students in Table 5.

Table 5. Student Questionnaire Results for Transforming Influence

No.	Questions	TTB	BTB	Mean
1	My teacher inspires me by explaining the development or vision related to the subject he/she is teaching.	65.27%	10.31%	3.77
2	My teacher helped me reduce the obstacles for me to better understand the knowledge he/she teaches.	73.28%	4.96%	3.92
3	My teacher contributed greatly to my development as a whole (scientific and spiritual).	66.79%	7.63%	3.80
4	My teacher influenced me through the actions he/she imitated.	70.99%	6.49%	3.86
5	My teachers inspire me to lead others by serving them.	65.65%	4.96%	3.87
6	My teacher pushed me to the best of my ability.	73.66%	5.34%	3.99
7	My teacher gave me the opportunity to show my creativity without being afraid.	76.34%	3.05%	4.02
Average		70.28%	6.11%	3.89

Based on the results of the questionnaire above, the concise statement items (1, 2, 3, 4, 5, and 6) get a lower mean (average) value compared to question item number 7 with a mean (average) value of 4.02. The question with the lowest mean score is obtained by the statement item 'My leader inspires me by explaining the development or vision of the school' with a score of 3.77, while the statement 'My leader gives me the opportunity to show my creativity without feeling afraid' with a value of 4.02. Overall, the Transforming Influence dimension gets a good mean (average) with a value of 4.03. The results of the descriptive analysis carried out by the authors support the findings with a mean of 4.03, where the BTB results were found to be lower (6.11%) than the TTB results (70.28%). The questionnaire statement above, if categorized based on the elements of the Transforming Influence dimension, becomes as follows; The first statement relates to Vision, statement two relates to Empowerment, statement three relates to Modeling, statement four relates to Mentoring, and concise statements (5, 6, 7) relates to Trust.

5. Discussion

This research uses the measurement of Servant Leadership Behavior Scale (Sendjaya, 2015) to comprehend how much teachers in faith-based Senior Highschool apply Servant Leadership's principles that consists three of six-factor SLBS dimensions: 1) Voluntary Subordination, 2) Covenantal Relationship, and 3) Transforming Influence. Teachers understand and execute Servant Leadership in approaching their teachings through three factors: serving and prioritizing others, listening, and being present. In data findings, the authors discover that teachers are prone to have their understanding and implementation in accordance. Practice of

Servant Leadership is expected to be understood and implemented starting from the highest role in education, Foundations as the primary example for headmasters along with other schools to also understand and implement said principles to create a favorable culture in the field of learning. Future research is expected to have a deeper qualitative and quantitative approach in every level of leadership so that servant Leadership can be standardized or institutionalized within the school. The authors also expect that further research will be needed to measure both direct and indirect leverage both from the students and the teachers concerning the difficulties as well as the overall impact of institutional servant leadership. A mixed method study that evaluates whether the servant leadership influence students learning attitude which eventually lead to their higher effort will be very needed. This study will help the leadership of the school to encourage teachers, staff, and students to put others first including how to do so in the context of education.

6. Conclusions

Apart from the essential invention and implications found, this research could be considered as an early stage of Servant Leadership Research in the world of Education which uses The SLBS approach by Sendjaya (2015). Of the six dimensions of the Servant Leadership Behavior Scale that have been described, this study has not found 3 applications that have been carried out by faith based Senior Highschool, namely: Authentic Self, Responsible Morality and Transcendental Spirituality in the form of a deeper understanding and action. The findings of this study provide opportunities to explore the development of school leadership, especially who wants to adapt Servant Leadership

as their basis. Practical contribution that has made from this study are giving an idea for starting a leadership program, focusing on leadership succession. Either way, this may provide a springboard to the next steps in this line of research, exploring servant leadership in educational field.

Knowing how leadership principles could work when being used in the process of Education which will bring great impact to educators in leading students throughout their learning process. This study needs further research that explore more than 1 school as the subject and conduct evaluations for practical actions that are trying to be implemented. This may bring good influence on those who were educated by educators that know and hold on to Servant Leadership principles so that they may bring greater impact to society widely.

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