



Research Article

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# Development of A Servant Leadership Model Based on Character Education Values to Improve the Quality of Learning of Educational Institutions

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**ABSTRACT:**

The purpose of this research is to develop a servant leadership model based on character education values to improve the quality of learning in educational institutions. This research is based on the need to advance education that focuses not only on cognitive aspects but also on student character development and staff professionalism. The method used was Research and Development (R&D), adapting the Borg & Gall model. The research was conducted at SMK PIKA Semarang for one semester, from January 2 to May 30, 2025. Informants in this study consisted of the principal, vice principal, teachers, school committee members, students, and administrative staff. The model was tested through a feasibility test (feasibility), a limited trial, and a large-scale trial involving 25 teachers and students. The results of the study indicate that the developed Servant Character Leadership (SCL) Model is theoretically feasible and practically effective in improving educational standards. The results of the model trial showed an overall increase in the effectiveness of school service leadership of 15.75% after the SCL model was implemented, as evidenced by improvements in indicators such as student engagement, learning outcomes, and teacher motivation. This model was also deemed highly practical, with an average practicality percentage of 89.33%. The SCL model's primary contribution is providing a holistic framework that integrates a service philosophy with character values (such as religiousness, nationalism, independence, mutual cooperation, and integrity), thus contributing significantly to creating a work ethic focused on character development within the educational environment.

**Keywords:** Character Education, Learning Quality, Educational Institutions, Development Models, Servant Leadership.

**ABSTRAK:**

Tujuan penelitian ini adalah mengembangkan model kepemimpinan pelayan berbasis nilai-nilai pendidikan karakter untuk meningkatkan mutu pembelajaran di lembaga pendidikan. Penelitian ini didasari oleh kebutuhan untuk memajukan pendidikan yang tidak hanya berfokus pada aspek kognitif tetapi juga pada pengembangan karakter siswa dan profesionalisme staf. Metode yang digunakan adalah Penelitian dan Pengembangan (R&D), mengadaptasi model Borg & Gall. Penelitian dilakukan di SMK PIKA Semarang selama satu semester, mulai 2 Januari hingga 30 Mei 2025. Informan dalam penelitian ini terdiri dari kepala sekolah, wakil kepala sekolah, guru, anggota komite sekolah, siswa, dan staf administrasi. Model diuji melalui uji kelayakan (feasibility), uji coba terbatas, dan uji coba skala besar yang melibatkan 25 guru dan siswa. Hasil penelitian menunjukkan bahwa Model Kepemimpinan Karakter Pelayan (SCL) yang dikembangkan layak secara teoritis dan efektif secara praktis dalam meningkatkan standar pendidikan. Hasil uji coba model menunjukkan peningkatan efektivitas kepemimpinan layanan sekolah secara keseluruhan sebesar 15,75% setelah model SCL diimplementasikan, sebagaimana dibuktikan oleh peningkatan indikator-indikator seperti keterlibatan siswa, hasil belajar, dan motivasi guru. Model ini juga dinilai sangat praktis, dengan persentase kepraktisan rata-rata sebesar 89,33%. Kontribusi utama model SCL adalah menyediakan kerangka kerja holistik yang mengintegrasikan filosofi layanan dengan nilai-nilai karakter (seperti religiusitas, nasionalisme, kemandirian, gotong royong, dan integritas), sehingga berkontribusi signifikan dalam menciptakan etos kerja yang berfokus pada pengembangan karakter dalam lingkungan pendidikan.

**Kata Kunci:** Pendidikan Karakter, Kualitas Pembelajaran, Lembaga Pendidikan, Model Pengembangan, Kepemimpinan Pelayan.

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## INTRODUCTION

There are many important elements in the school environment that affect the success of students in the learning process. The principal in particular is a very important element in this regard as a leader who helps create a school culture that prioritizes the interests, safety, and development of students. This is reinforced by Mulyasa's statement: that the effectiveness of teaching in the classroom is determined by the capacity of the principal to manage resources in the educational environment. As a leader, the principal has the authority to supervise the various actions of members or groups. As a school education manager, the principal is responsible for creating curriculum, teaching staff development, and teaching strategies. The success of a principal's leadership in this situation will be greatly influenced by his or her capacity to work closely with the school and staff as well as with financial management, personnel development, scheduling, curriculum creation, teaching tactics, and assessment.<sup>1</sup>

Given the circumstances described above, we need to think about an appropriate leadership paradigm for today's principals, as the ability to guide, persuade, and inspire people with different educational backgrounds to achieve educational goals is a fundamental function of educational leadership. The concept of servant leadership is one of the leadership strategies that uphold the principles of service and can have a positive impact on the implementation of values based on character education values. A servant leader is a person who prioritizes the needs of others over his own, according to the philosophy and concept of the servant leader. The idea of leadership comes from the desire to help others, thus this feeling can give rise to the desire to lead.<sup>2</sup>

To enhance individual growth in the team and the quality of the organization's services simultaneously, servant leadership is a

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<sup>1</sup> E. Mulyasa, "Kurikulum Berbasis Kompetensi" (Bandung: PT Remaja Rosdakarya, 2004).

<sup>2</sup> Robert K. Greenleaf, "Servant Leadership," *Paulist Press* (United States of America: Paulist Press, 2022).

cutting-edge approach that combines cooperation and community building, involves individuals in decision-making, and exemplifies moral and compassionate behavior.<sup>3</sup> Previous research has shown that principals who apply the servant leadership style in school management can foster a positive, encouraging, and motivating environment.<sup>4</sup> Prasetyono & Pratiwi's research revealed that the implementation of servant leadership by school principals has a positive effect on increasing teacher effectiveness.<sup>5</sup> Focusing on serving subordinates, trying to understand and listen to subordinates, and encouraging engagement and empowerment are characteristics of this leadership style that are highlighted and can ultimately improve teacher performance. Furthermore, according to Tambunan's research, servant leadership can improve the efficacy of the school's annual program by setting a good example for stakeholders and improving the overall effectiveness of the program.<sup>6</sup> In this case, servant leadership is a leadership approach that prioritizes service to others as the top priority. Leaders with this style focus on the development and well-being of those under their direction, personally, professionally, or spiritually.

Servant leadership emphasizes the principle that a leader must understand, listen, and care about their needs, and help them to grow and develop. Servant leadership also encourages collaboration and power dynamics in decision-making, where input from all levels of the organization is considered important.

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<sup>3</sup> Dirk van Dierendonck and Kathleen Patterson, "Servant Leadership," *palgrave macmillan* 1, no. 1 (2010): 334–351.

<sup>4</sup> Warman et al., "Perilaku Organisasi.pdf" (Jakarta: Jejak Pustaka, 2022).

<sup>5</sup> Hendro Prasetyono and Ira Pratiwi Ramdayana, "Pengaruh Servant Leadership, Komitmen Organisasi Dan Lingkungan Fisik Terhadap Kinerja Guru," *Jurnal Akuntabilitas Manajemen Pendidikan* 8, no. 2 (2020): 108–123.

<sup>6</sup> Manangi P. Tambunan, "Pengaruh Servant Leadership Dan Kinerja Guru Terhadap Efektivitas Program Tahunan Sekolah Dasar Swasta," *Jurnal Administrasi Pendidikan* 11, no. 2 (2014): 141–150.

This leadership aims to create relationships that are based on trust, which will ultimately result in better long-term performance.<sup>7,8,9</sup>

The main indicators of servant leadership include four important aspects. First, leaders act with genuine concern and based on the right decisions for the common good. Second, prioritize cooperation by giving trust to team members and listening to their input. Third, leaders who are able to plan for the future of the organization and motivate members to achieve those goals. Fourth, leaders who are able to respect the contributions of each team member and recognize their role in achieving success. By implementing these four indicators, servant leaders are able to create a harmonious, collaborative, and empowering work environment, which focuses on the well-being and growth of all team members.

Leadership in educational institutions has become an important study in increasing learning effectiveness. In the last two decades, various leadership models have been developed, including transformational leadership, instructional leadership, and distributed leadership. However, the emergence of new challenges such as moral degradation, weak school culture, and declining character of students, have given rise to the need to explore leadership models that focus on service and moral values. This is where the servant leadership model gets its relevance. The concept is developed and continues to evolve in the context of education through an emphasis on leaders who serve, listen, and nurture others to grow. In the context of education, servant

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<sup>7</sup> Huzeyfe Aydoğar and Özlem Özer, "Examining the Effect of Servant Leadership on Organisational Trust and Organisational Citizenship Behaviour," *International Journal of Management, Accounting and Economics* 11, no. 5 (2024): 2383–2126.

<sup>8</sup> Shoukat Iqbal Khattak et al., "Relationship between Servant Leadership, Leader-Member-Exchange, Organization Learning and Innovative Work Behavior: Evidence from High-Tech Firms," *SAGE Open* 13, no. 4 (2023): 1–13.

<sup>9</sup> Farida Saleem et al., "Impact of Servant Leadership on Performance: The Mediating Role of Affective and Cognitive Trust," *SAGE Open* 10, no. 1 (2020): 1–16.

leadership has been studied as an approach that builds a positive relationship between leaders and teachers, creates a collaborative learning environment, and increases motivation and job satisfaction. The ten main characteristics of a *servant leader*, such as *listening, empathy, healing, awareness, and commitment to the growth of people*. Some important studies include: 1) A meta-analysis of servant leadership shows a positive relationship between servant leadership and organizational outcomes and employee satisfaction. 2) In the context of schools, servant leadership has been proven to increase teacher satisfaction and student academic success. 3) Provide a conceptual model of servant leadership with three core dimensions: *emotional healing, creating value for the community, and empowering subordinates*. However, most studies are still general and have not combined the servant leadership approach with the values of character education, especially in the context of education in Indonesia which is steeped in cultural and religiosity roots.

Since the implementation of the policy to strengthen character education, character education has become a crucial pillar of the national education system. Values such as integrity, religiosity, nationalism, independence, and mutual cooperation are key components in shaping the profile of Pancasila students. However, the transformation of these values is often not accompanied by a leadership model capable of transforming character into the organizational culture of education. Over the past two decades, numerous leadership models in education have been created to improve learning effectiveness. Examples include transformational leadership, instructional leadership, and distributed leadership. However, academic concerns remain, stemming from current challenges, such as declining morale, weak school culture, and declining student character. This suggests that existing leadership models may be inadequate to address these fundamental issues. There is particular concern that changes in character values are often not accompanied by a leadership model

capable of transforming character into part of the organizational culture of education. This raises important questions about how leadership can effectively incorporate and embed character education values into daily practice to address existing moral and character issues.

Based on the literature review and previous research, the following are the research gaps that form the basis of this research in forming the novelty of this research: 1) There are not many servant leadership models developed specifically for the context of educational institutions in Indonesia; 2) Limited studies that integrate character education values into the structure and practice of servant leadership; 3) Lack of research-based development products (modules, models, implementation guides) that can be directly applied by educational institution leaders to improve the quality of learning through a character approach; 4) Minimal empirical testing of the effectiveness of character-based leadership models in creating a quality learning environment. This research offers new contributions by: 1) Developing a servant leadership model that systematically integrates character education values; 2) Providing applicable operational guidelines for school principals and educational institution leaders; 3) Developing validation and evaluation instruments for character-based servant leadership practices; 4) Testing the effectiveness of the model in improving the quality of learning (classroom climate, teacher motivation, student achievement); 5) Providing a basis for the development of institutional policies in the field of quality and character management. The Development of a Servant Leadership Model Based on Character Education Values to Improve the Quality of Learning in Educational Institutions has the main objective of transforming leadership in educational institutions and locations at SMK Pika Semarang to be focused on service (servant) and rooted in strong character values in order to significantly improve the quality of learning.

This research aims to develop a servant leadership model based on character education values to improve the quality of learning in educational institutions and to create an effective and relevant leadership framework or model in the current educational context. This study aims to measure the effectiveness of a servant leadership model based on character values in improving the quality of learning in educational institutions. More specifically, the objectives of this research are: 1) To understand the current needs and situation regarding leadership in educational institutions in implementing character education values; 2) To formulate the characteristics and ideal elements of a servant leadership model connected to character education values to improve the quality of learning; 3) To validate the servant leadership model based on character education through experts and practitioners in the field of education; 4) To evaluate the level of practicality and applicability of the model in the real context of educational institutions.

This research is highly urgent and relevant considering the current state of education, which faces challenges of moral degradation, weak school culture, and a decline in the quality of student character, despite the implementation of policies strengthening character education. The principal, as a key leader, plays a central role in shaping a school culture that prioritizes the interests, safety, and development of students. A leadership paradigm is needed that can effectively guide, persuade, and inspire people from diverse educational backgrounds to achieve educational goals and instill character values. The concept of servant leadership offers a potential solution, with a service philosophy that prioritizes the needs of others and has been proven to foster a positive and motivating environment. Therefore, developing a servant leadership model integrated with character education values is crucial to fill the existing gap and provide practical solutions to the problems of learning quality and character formation.

The research questions are as follows: 1) What are the actual needs and conditions of leadership in educational institutions in implementing character education values?; 2) What are the characteristics and ideal components of a servant leadership model integrated with character education values to improve learning quality?; How is the validation process of the character education-based servant leadership model by education experts and practitioners?; What is the level of practicality and applicability of the model in the real context of educational institutions?; and How effective is the character value-based servant leadership model in improving learning quality in educational institutions?

Benefits of the Research It is expected that this research will provide meaningful research results and benefits for various stakeholders: 1) For Principals and Leaders of Educational Institutions: Provide practical guidelines and usage models that can be directly applied in the implementation of servant leadership that focuses on character, so as to create a harmonious, collaborative, and empowering work atmosphere, and improve the quality of learning; 2) For Teachers and Educational Staff: Increase work effectiveness, motivation, and satisfaction through a positive, supportive environment that prioritizes individual development resulting from servant leadership; 3) For Students: Build a better learning atmosphere and assist in the development of Pancasila student profiles that have integrity, religiosity, nationalism, independence, and a spirit of mutual cooperation, which in turn can improve their academic achievement and character; 4) For Educational Policy Developers: Provide an empirical and conceptual basis for the development of institutional policies in quality and character management, especially to strengthen character education at the national level; 5) For Scientific Development: Increase insight in the field of educational leadership with a servant leadership model that is integrated with the values of character education in the Indonesian context and create opportunities for further research.



This study hypothesizes that service-based leadership based on character education values will have a positive and significant relationship with improved learning quality. This is expected to be reflected in indicators such as increased student participation, improved learning outcomes, a collaborative learning environment, and satisfaction among both teachers and students. The application of values such as honesty, responsibility, empathy, and fairness in leadership will build a school culture that supports the holistic development of students, creating an atmosphere that values and motivates them. Furthermore, this model is expected to support teacher professional development, where leaders empower, coach, and support innovation in teaching. However, a gap has been identified between ideal leadership theory and practice, particularly regarding the consistency of service-based leadership implementation and the integration of character values, which are often hampered by various factors.

To enrich the research findings, it is important to conduct comparative studies across educational institutions, conduct in-depth qualitative research using interviews and observations, develop valid measurement tools for service-based and character-based leadership, conduct longitudinal studies to observe long-term impacts, and investigate the role of training and leadership competency development. This research is supported by regulations such as Law Number 20 of 2003 concerning the National Education System, Government Regulation Number 19 of 2005 concerning the National Education System (SNP), and especially Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education (PPK), as well as the Minister of Education and Culture's Regulations and the Ministry of Foreign Affairs' Regulations (Permendikbud) relating to the curriculum, which emphasize the importance of character education and effective leadership.

The existing gaps indicate that despite existing regulations and government initiatives, the implementation of character

education is often partial or ceremonial, and the emerging leadership style tends toward managerial-administrative rather than service-oriented. Learning quality remains focused on cognitive aspects and test scores. Recent evidence, such as bullying incidents, lack of student initiative, unilateral decisions by principals, and unsatisfactory PISA and ANBK results, indicates that the internalization of values and a holistic approach to learning have not been fully achieved. This gap demonstrates the urgent need to develop leadership models that explicitly integrate character education values to improve the overall quality of learning.

The selection of institutions for this study was based on ease of access and willingness to collaborate, potential for aligned initial initiatives, the relevance of the problem being addressed, and the diversity of respondent characteristics. Advantages of this approach include an in-depth study focus, high ecological validity, development of context-relevant models, access to rich qualitative data, and direct impact on institutions. However, there are several disadvantages, such as limitations in generalizability, potential bias, reliance on institutional collaboration, length and resource intensity, and challenges in replicating findings due to the highly context-dependent nature of the study.

## **METHODS**

This study applies a Research and Development (R&D) method consisting of eight steps taken from the Borg and Gall model: (Potential and Problem Identification, Data Collection, Product Design, Product Design Validation, Design Revision, Product Testing, Product Revision, and Usage Trial). This research was conducted at SMK PIKA Semarang which lasted for one semester from January 2, 2025 to May 30, 2025. The informants in this study consisted of the principal, vice principal for curriculum, 3 teachers, school committee, 5 students and 2 administrative staff. This process was modified to accommodate budget and time

constraints. In the first phase, called "Potential and Problem Identification," school needs were determined through surveys, observations, documentation, and interviews with teachers and principals. The "Design" phase focused on creating a design model. Experts validated the product followed by revisions. The product trial involved a small group of six teachers and students without further revision due to positive feedback received. A final large trial was conducted involving 25 teachers and students. This study was conducted in the second semester of the 2024/2025 academic year. The measurement tools used included test and non-test methods. The test method consisted of 25 multiple-choice questions that have been tested and are reliable. Non-test methods included systematic observation, structured interviews, and three types of Likert-scale questionnaires. Data analysis included a feasibility test, initial data analysis, and final analysis. Product feasibility was assessed by experts to assess product quality. The initial analysis included questionnaires for teachers and students. Final data analysis after the test included normality tests and t-tests. Analytical statistics were obtained using Excel and SPSS.

Several R&D studies have shown that the Borg and Gall model with its eight steps can be modified to suit the researcher's needs. This is supported by information that large-scale R&D research requires significant time and costs, and considers aspects of originality. Therefore, this study only adapted the three basic steps from Borg and Gall to the validation stage. This simplification is also adjusted to the conditions that limit research in schools, so the research focuses only on the validation stage.

The type of research carried out in this study is research and development, or often called Research and Development. The research and development method is a technique that aims to create a specific product and evaluate the effectiveness of that product.<sup>10</sup> In this study, the development model chosen was the

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<sup>10</sup> Sugiyono, *Metodologi Penelitian Kuantitatif, Kualitatif Dan R & D*, 13th ed. (Bandung, 2013).

one designed by Borg and Gall. The reason the researcher chose the Borg and Gall model is because it is considered effective in creating quality products. The research process or steps taken follow the modified Borg and Gall development model. According to Sugiyono.<sup>11</sup> Borg and Gall provide ten steps in R&D, which include: 1) Research and data collection, which includes needs analysis, literature review, small-scale research, and preparation of the latest report; 2) Planning, which includes the definition of skills to be mastered, the formulation of goals, the determination of the order of learning, and limited trials; 3) Development of product drafts, which include the preparation of learning materials, handbook procedures, and evaluation instruments; 4) Initial field trials, which consist of data collection through interviews, observations, and questionnaires; 5) Revise the test results, which is the main revision of the product based on the input from the test; 6) Field trials; 7) Revise the product according to the input from the trial; 8) Conducting analysis; 9) Final product revision; 10) Make reports on products, distribute commercially, and monitor products to maintain quality.

Effendi<sup>12</sup> stated that not all of the ten steps of Borg & Gall's development had to be passed, but could be modified into several steps as the researchers needed. In addition, Borg & Gall in his work on Research and Development Methods in Schools states: "in planning R&D research researchers should take these things into account: it is better to conduct small-scale research that involves little original instructional design. Another way to shrink research is to limit development to a few steps in the R&D cycle." The above statement explains that the R&D steps can be summarized and tailored to the needs of researchers, as large-scale research with

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<sup>11</sup> Arif Rachman et al., *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, ed. Bambang Ismaya, 1st ed. (Karawang: CV Saba Jaya Publisher, 2024).

<sup>12</sup> Hansi Effendi, "Pengembangan Model Blended Learning Interaktif Dengan Prosedur Borg and Gall," *International Seminar on Education (ISE) 2nd, 2016*(2016): 62–70.

R&D requires high cost, long time, and a high level of originality. Based on the opinion of these experts, it can be concluded that in this study only four simple steps were used which refer to the Borg & Gall research and development steps. Researchers limited the study to the validation stage only. Simplification and reduction from ten steps to four steps to the validation stage, in accordance with the views of experts who stated that the R&D stage can be simplified according to the needs of researchers and the current situation, namely the Covid-19 pandemic.

## RESULTS AND DISCUSSION

Data collection in this first stage must produce strong empirical evidence that the Values-Based Service Leadership Model of Character Education is indeed needed because of the problems or gaps identified in the field. This data becomes a strong basis for proceeding to the model development stage. This study aims to measure the extent to which the principal/institutional leader has implemented aspects of service leadership. In this case, the researcher looks at the Principal's Leadership Profile (dominant leadership style), the Level of Teacher/Staff Satisfaction with support and services from the leader, the Decision-Making Mechanism in educational institutions. In addition, this study focuses on seeing the extent to which character education values have been effectively integrated into the culture and learning process in schools. In this case, the researcher looks at the Integration of Character Values in the Curriculum, the Perception of School Residents towards character habits in schools, the Role of Leadership in modeling and strengthening character values. This study measures the final results and effectiveness of the learning process as an impact of leadership and character application in this case the researcher looks at Student Learning Achievements (cognitive, affective, psychomotor), Student Involvement in the learning process, the Need for a specific and integrated Model/Guide.

### 3.1. Product Planning

The goal of this product is to develop, test, and socialize a servant leadership model that is integrated with the principles of character education. Its main goal is to improve the quality of education through partnerships with educational institutions and teachers. The vision of this product is to transform the education system through the implementation of the Servant Character Leadership Model, which results in the development of honest, moral leaders and students who are able to help students reach their full potential in a high-quality and characterful learning environment.

### 3.2. Product Development

The development and implementation strategy is divided into four stages, which are as follows: 1) Stage 1: development and conceptual validation, which is carried out by the theoretical framework of the model; validation of the model by experts; and the implementation of learning modules and guides. 2) Phase 2: Limited trial (pilot project), which is carried out by identifying and selecting partner educational institutions for the trial; conducting workshops and training for teachers and students; implement the model in the field; and collecting data (both quantitative and qualitative) on the effectiveness of the model in relation to the quality of education. 3) Stage 3: Revision of models and modules based on feedback and test results; publication of research findings in international journals; and publication of model implementation books. 4) Step 4: Socialization and dissemination are carried out through national seminars, webinars, and workshops; collaboration with educational institutions, professional associations, and departments; and the creation of promotional materials (websites, videos, or brochures).<sup>13</sup>

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<sup>13</sup> Mumuh and Mulyawan Safwandy Nugraha, "Gaya Kepemimpina Melayani (Servant Leadership) Dalam Membentuk Sekolah Berbasis Pesantren Yang Unggul Di MA Al-Ma' tugh Cisaat Kabupaten Sukabumi," *Jurnal Pendidikan Tambusai* 7, no. 1 (2023): 2137–2141.

### 3.3. Product Validation

#### a. Model Eligibility

The internal product review process includes a feasibility test, which is a review conducted by experts through FGD. This internal audit was carried out twice, namely internal audit 1 and 2. According to experts, a product is considered good if it already has three qualities: effectiveness, efficiency, and practicality. The table below lists the product models that are evaluated internally.

**Table 1. Internal Test Result Data**

Not.	Indicators	Aspects	Assessment Score				
			STS	TS	N	S	SS
1.	Practicality	Practicality Model				20	80
2.	Efficiency	Component and indicator efficiency				10	90
3.	Product	Quality and quantity of book products				20	80
		The attractiveness of the book's content				15	85
		Goal achievement				20	80
4.	Achievements	Accuracy in achieving objectives, components, and indicators				10	90
5.	Service	Provide up-to-date information				20	80
		Offers different models				10	90
6.	Effectiveness	Product quality				20	80
		Conformity of results				10	90
7.	Implementation	Suitability of entrepreneurial leadership characteristics				10	90

The potential power of the model has a time limit	20	80
Average	15,42	84,58

The feasibility of the model shows a figure of 100%. Overall, it can be seen that the model can be used effectively.

### b. Model Effectiveness

The results of the model's limited field tests are presented in the table below.

**Table 2. Data on Model Effectiveness Results**

Not.	Model Indicators	Before		After		Increased
		Score	%	Score	%	%
1.	High commitment Partnerships	442	68%	559	86%	18%
2.	with the business world and industry	468	72%	585	90%	18%
3.	Curriculum alignment Agreements	429	66%	533	82%	16%
4.	between schools and the business world and industry	494	76%	572	88%	12%
5.	School programs	416	64%	520	80%	16%
6.	Creative and innovative work	533	82%	598	92%	10%
7.	Graduate competencies	355	70%	559	86%	16%
8.	Graduate output	481	74%	611	94%	20%
	Average	471,25	71,5%	567,13	87,25%	15,75%

Based on the data in the table above, it can be seen that the responses of 130 respondents who participated in the limited trial can be considered valid, meaning that all respondents' responses can be studied further. In addition, the results of the



mathematical analysis shown in the table above show that the overall effectiveness of school servant leadership increases, meaning that the optimization of school servant leadership increases student achievement above the previous level by 15.75 percent. In this context, it can be observed from all available indicators that the effectiveness of servant leadership is higher after using the Servant Character Leadership Model (SCL) than before using the model.

### c. Model Practicality

This model is called practical because it is easy to use and understand when used. The convenience here is because it has an application aspect contained in very clear components.

**Table 3. Data on Model Practicality Results**

Not.	Aspects of Model Application	Score	Percentage
1.	The model provides many advantages for vocational high schools in their educational process	559	86%
2.	The model is in line with the development of the industrial revolution era	546	84%
3.	The model is in line with the goals of secondary education, especially vocational high schools	585	90%
4.	The model can be carefully observed from its ease of use	611	94%
5.	Models are easy to test	572	88%
6.	Simple model in its application in vocational high schools	598	92%
7.	Vocational high schools can show better results after applying	533	82%
8.	Models can improve the image (good name) of vocational high schools	598	92%
9.	Without being forced vocational high schools are willing to implement the Model	624	96%
Average		580,67	89,33%

Here are some conclusions that can be drawn from the data above regarding the level of implementation of the Servant Character Leadership (SCL) model:

- 1) The Servant Character Leadership (SCL) model succeeds in maximizing servant leadership and provides many benefits and incentives for schools that support student growth during the learning process.
- 2) The Servant Character Leadership (SCL) model is in line with educational goals, especially to encourage character education in schools.
- 3) Education staff, teachers, production unit staff, and school marketing can easily implement the Servant Character Leadership (SCL) model.
- 4) The Servant Character Leadership (SCL) model is easy to implement.
- 5) The Servant Character Leadership (SCL) model has succeeded in improving overall character education.
- 6) The Servant Character Leadership (SCL) model is applied by proven acceptance by the school so that the school is willing to carry it willingly.
- 7) The Servant Character Leadership (SCL) model has been developed for use in schools to develop a code of ethics based on all of the above principles.

The Servant Character Leadership (SCL) model is an innovative and transformative framework created for the educational environment. This model is a combination of two types of strong leadership: Servant Leadership and Character Education. SCL not only pays attention to managerial efficiency but also strives for the overall development of individuals, both leaders, staff, and students, by placing service and noble values at its center.<sup>14</sup>

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<sup>14</sup> Randia Sukmadewi, "Kontribusi Iklim Sekolah Dan Kepemimpinan Yang Melayani (Servant Leadership) Terhadap Kinerja Guru SD Negeri Di Kecamatan

### **a. The Essence of the SCL Model**

The SCL model is based on the belief that true leaders in education are those who first serve. Serving here does not mean following without direction, but it is a commitment to prioritizing the needs, growth, and well-being of others over personal or institutional interests. However, this service requires a solid foundation, namely character. Therefore, SCL unites the values of character education as a moral and ethical guide in every action and decision of a leader.

### **b. Key Elements in the SCL Model**

The SCL model is made up of several key elements that are interconnected and support each other:

#### **1. Servant Leadership Philosophy:**

- a) Service as a Primary Focus: Leaders in SCL have a natural desire to serve first, putting the needs of staff, students, and the community first.
- b) Empathy and Active Listening: The ability to understand and feel the point of view of others and to fully listen to spoken and unspoken words.
- c) Healing: Creates an atmosphere that supports emotional and psychological recovery, helps resolve conflicts, and strengthens community cohesion.
- d) Self-Awareness: A deep understanding of one's strengths, weaknesses, values, and impact on others.
- e) Influence Without Coercion: Influencing others through logical arguments, inspiration, and exemplary actions, not by the power of position.
- f) Conceptualization and Vision for the Future: The ability to see the big picture and forecast the long-term impact of each decision.

- g) Stewardship: A sense of responsibility to manage resources and maintain the trust given, be it human, financial, or environmental resources.
- h) Commitment to Individual Growth: Committed to developing the full potential of each person under his or her leadership, both professionally and personally.
- i) Building Community: Creating a sense of community, mutual support, and an inclusive environment.

## 2. Basic Character Education Values:

The SCL model specifically incorporates the core values of character education that are in accordance with the educational context in Indonesia, as can be found in Presidential Regulation Number 87 of 2017 concerning the Strengthening of Character Education. These values become the moral basis for the behavior of leaders and are instilled in every interaction:<sup>15</sup>

- a) Religious: Believe in God and be tolerant of religious differences.
- b) Nationalist: Loving the homeland, ready to make sacrifices, and respecting cultural diversity.
- c) Independent: Good at thinking, acting, and taking responsibility for decisions made.
- d) Gotong Royong: The spirit of cooperation, mutual help, and synergy in achieving common goals.
- e) Integrity: Consistent between speech and action, honest, trustworthy, and upholding ethical norms.

## c. How SCL Improves Learning Quality

The SCL model plays a role in improving the quality of learning through several mechanisms:

- 1. Supportive Learning Environment: Service-oriented leaders create an atmosphere where teachers and students feel valued, safe, and encouraged to innovate and grow.

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<sup>15</sup> Bakry and Syamril, "Pengaruh Servant Leadership Terhadap Nilai Kinerja Guru," *Jurnal Manajemen dan Supervisi Pendidikan* 5, no. 1 (2020): 2580–3417.

2. High Staff Motivation Levels: When staff feel served, listened to, and trusted, their work motivation and commitment to the learning process will increase.
3. Holistic Character Building: Leaders who expect and demonstrate character values will directly or indirectly instill these values in all school members, thus forming an educational ecosystem with character.
4. Needs-Based Decision-Making: SCL leaders will make decisions that truly focus on the needs and development of students and staff, and not solely on administrative targets.
5. Developing Maximum Potential: By focusing on individual growth, leaders can recognize and develop the unique potential of each member in the school community, which will ultimately improve the quality of learning outcomes.

Thus, the Servant Character Leadership (SCL) Model is more than just a leadership style; It is a comprehensive philosophy and practice that aims to build educational institutions that are not only academically superior, but also rich in values, humanitarian-oriented, and focused on sincere service for the betterment of the nation.<sup>16</sup>

#### **d. Model Implementation Steps**

The implementation of the Servant Character Leadership Model (SCL) does not happen overnight, but is an ongoing process that requires commitment, self-awareness, and consistent action. Below are some steps that can be taken to integrate this model in educational institutions:

##### **1. Stage 1: Understanding and Making Early Commitments**

###### **a) Socialization and Formation of a Shared Vision:**

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<sup>16</sup> Marinu Waruwu, Muh Takdir, and Lilis Kholisoh Nuryani, "Kepemimpinan Kepala Sekolah Dalam Perspektif Servant Leadership," *Improvement: Jurnal Ilmiah untuk Peningkatan Mutu Pendidikan Pendidikan* 8, no. 2 (2021): 138–153.

- 1) Introduce the concept of SCL to all key stakeholders (principals, vice-principals, coordinators, senior teachers) through workshops or discussion sessions.
- 2) Explain the philosophy of service leadership and the relevance of the value of character education. Invite them to develop a shared vision and mission that incorporates SCL principles into the institution's culture.
- 3) Building a mutual understanding and initial commitment from the core leadership team.

**b) Self-Assessment and Organization:**

- 1) Conduct self-assessments (for leaders) and organizational evaluations to find strengths and aspects that require development in terms of leadership and character building.
- 2) Use questionnaires, interviews, or focus group discussions to assess existing leadership practices, organizational climate, and the degree of internalization of character values.
- 3) Gain an initial overview of current conditions and set development priorities.

**2. Stage 2: Increasing Leader Capacity**

**a) Servant Leadership Training and Development:**

- 1) Conduct in-depth training for leaders to improve their leadership skills.
- 2) Materials taught include active listening, empathy, persuasion, trust management, commitment to individual growth, and community building. Use case studies, simulations, and group discussions.
- 3) Equip leaders with practical skills to become effective servant leaders.

**b) Internalization and Exemplification of Character Values:**

- 1) Encourage leaders to actively internalize the values of character education (religious, nationalist, independent, cooperative, integrity) in them.

- 2) Through personal reflection, open discussion, and real-life examples in everyday interactions. Leaders should be role models for these values.
- 3) Ensure that SCL leadership is firmly embedded in moral and ethical integrity.

### **3. Stage 3: Implementation and Practice**

#### **a) Integration of SCL in Policies and Procedures:**

- 1) Review and adjust institutional policies and procedures to align with SCL principles and character values.
- 2) The decision-making process, feedback mechanism, conflict resolution, and staff development, ensure that service and character aspects are the main considerations.
- 3) Integrate SCL into the operational structure of the organization.

#### **b) Building a Culture of Collaboration and Empathy:**

- 1) Create an atmosphere where collaboration, open communication, and empathy are commonplace.
- 2) Hold regular forums to share ideas, solve problems together, and provide emotional support. Encourage peer mentoring and mentoring.
- 3) Strengthen relationships between school residents and build a sense of togetherness.

#### **c) Focus on Individual Growth and Learning Quality:**

- 1) Direct leadership efforts to support staff professional growth and improve the quality of student learning.
- 2) Provide opportunities for self-development (training, workshops), support in learning innovations, and constructive feedback. Involve teachers in designing curriculum and teaching strategies.
- 3) Improve staff competencies and create a more meaningful learning experience for learners.

#### 4. Stage 4: Monitoring, Evaluation, and Continuous Improvement

##### a) Monitoring and Feedback System:

- 1) Develop systems to oversee the implementation of SCL and collect feedback on a regular basis.
- 2) Conduct staff satisfaction surveys, interviews, observations, and 360-degree feedback sessions (if possible).
- 3) Obtain data and information to assess the effectiveness of implementation.

##### b) Evaluation and Reflection:

- 1) Conduct periodic assessments of the impact of SCL on institutional performance, learning quality, and organizational culture.
- 2) Analyze monitoring data, discuss successes and challenges, and hold reflection sessions for leaders.
- 3) Understand the extent to which the implementation goals have been achieved.

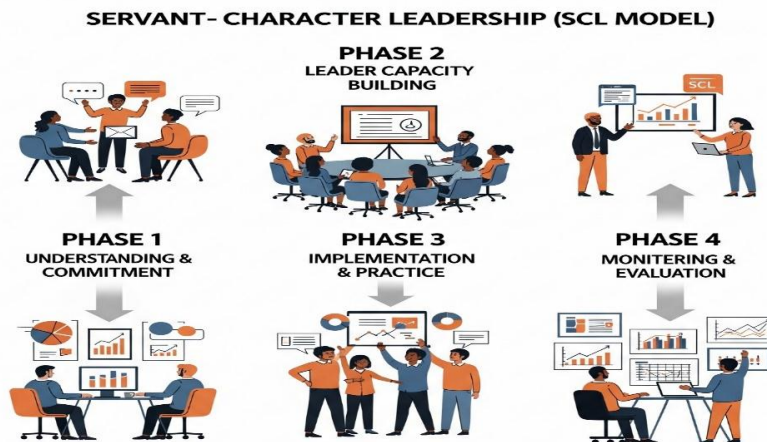
##### c) Continuous Improvement:

- 1) Leverage the results of the evaluation to identify areas that need improvement and formulate a strategy for further development.
- 2) Create an action plan for improvement, adjust existing training, or change policies if necessary. SCL is a process, not just an end.
- 3) Ensuring that the SCL Model remains appropriate and adaptable to the institution's needs and the ever-changing challenges of education.<sup>17</sup>

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<sup>17</sup> Shafana Diva Azka, Masduki Duyat, and Ali Hasan, "Hubungan Gaya Kepemimpinan Servant Leadership Kepala Sekolah Dengan Motivasi Kerja Pegawai Di MI Hidayatus Shibyan Talun Kabupaten Cirebon," *Journal JIEM of Islamic Education Management* 7, no. 2 (2023): 122–132.





**Chart 1. Model Implementation Steps**

### e. Model Implementation Strategy

To support you in adopting the Servant Character Leadership Model (SCL), here is an actionable approach, which is divided into several important stages:

#### 1. Stage 1: Understanding and Commitment

##### a) Identify and Educate Stakeholders:

- 1) Determine who needs to be involved.
- 2) Convey the concept of Servant Character Leadership, as well as the benefits it offers and the differences SCL has with other leadership styles. Use case studies and real-life examples to make it clear.
- 3) Introduction Workshop.

##### b) Commitment and Support from the Top Leadership.

#### 2. Stage 2: Planning and Development

##### a) Needs Assessment and Gap Analysis:

- 1) Identify the current state.
- 2) Identify potential leaders.

##### b) Development of an Internal SCL Framework.

##### c) Training and Development Program Design:

- 1) Specialized Training Modules.
- 2) Mentoring/Coaching Program.

3) Case Studies and Practical Exercises.

### 3. Stage 3: Implementation and Reinforcement

a) Pilot Program:

1) Start from small groups.

2) Evaluate and Adjust.

b) Continuous Communication:

1) Strengthening Through Culture and Process.

2) Integration in Performance Evaluation.

3) Creating a continuous learning environment.

### 4. Stage 4: Continuous Evaluation and Improvement

1) Measurement and Monitoring.

2) Surveys and Feedback.

3) Review and Iteration.

### f. Key Aspects of the Servant Character Leadership (SCL) Model

Service Leadership Character (SCL) can be divided into two main pillars that support each other: Service Aspect and Character Aspect. More details can be seen in the table below.

**Table 4. Aspects of the Servant Character Leadership (SCL) Model**

Not.	Aspects	Component
1.	Service Aspect  "This sector is oriented towards the attitude and mindset of leaders who aim to serve and develop others. This is the main principle of Servant Leadership".	a. Listen b. Empathy c. Healing d. Awareness e. Persuasion f. Conceptualization g. Foresight h. Management i. Commitment to Member Growth j. Building a Sense of Togetherness
2.	Character Aspects  "This aspect is the moral and ethical	a. Integrity b. Humility c. Courage

	basis that underlies service behavior. Strong character allows a leader to consistently apply the principles of Servant Leadership, even in difficult conditions".	d. Resistance e. Belief f. Justice g. Gratitude h. Responsibility
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### g. Implementation Method

The implementation of this SCL method is designed to ensure that service principles and leadership styles are not only understood, but also applied and lived consistently throughout the organization. More details can be seen in the chart below

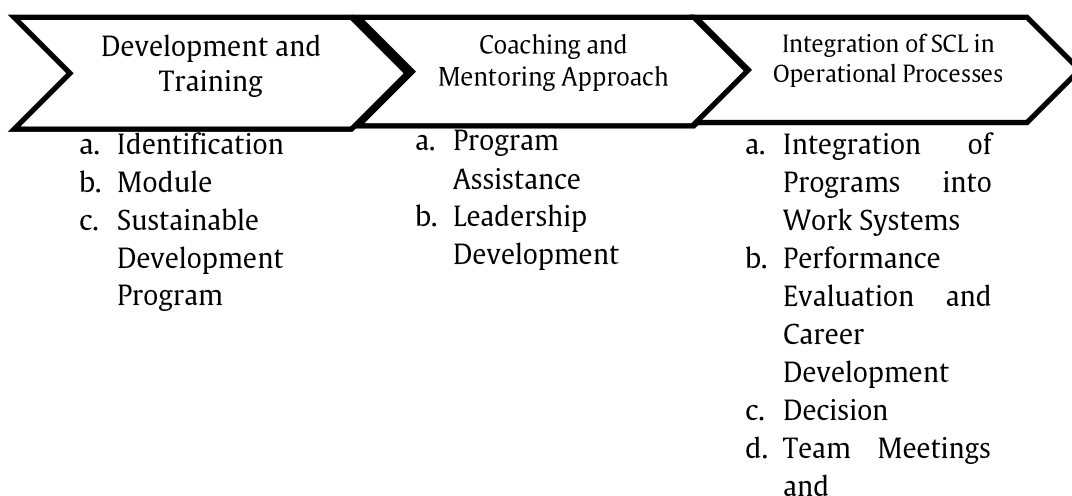


Chart 2. Implementation Method

## CONCLUSIONS

The servant leadership model, which is based on the characteristics of character education that have been established before, is an effective and relevant strategy to improve the standard of teaching in educational institutions. This model does not only focus on the managerial aspect; but also prioritize service, empathy, and holistic development for teachers and students through the internalization of noble principles. This research successfully identified and analyzed the key components of the

servant leadership model that are integrated with educational values such as religiosity, discipline, honesty, independence, responsibility, and environmental education. This integration has been shown to be able to: 1) increase student motivation and active participation in the learning process, resulting in more positive and constructive student behavior; 2) develop positive student characteristics in a more comprehensive and organized manner, in line with the goals of national education; 3) strengthen the commitment and work ethic of teachers in carrying out their duties because they are motivated and supported by supportive leaders; 4) Build an inclusive and collaborative school culture, where all members of the school community can contribute to the achievement of common goals.

This research develops a servant leadership model based on character education values, which has been shown to have significant potential to improve the quality of learning, characterized by increased student participation, learning outcomes, collaborative environments, and teacher and student satisfaction, while simultaneously promoting teacher professional development. However, the research reveals a gap between theory and practice, where character implementation is often partial and leadership styles tend toward managerialism, supported by field evidence in the form of bullying cases and a focus on exams that neglect character. Limitations of the research include a single-case study focus that limits generalizability, a potentially short duration for observing long-term impacts, and potential respondent bias and subjectivity in character measurement. Implications of these findings include enriching servant leadership theory with character dimensions and strengthening evidence of the relationship between character and learning quality. Practically, this model can serve as a guide for designing leadership development programs, revitalizing school curriculum and culture, and encouraging comprehensive improvements in learning quality with strong regulatory support such as the National Education System Law and

the Presidential Regulation on PPK. For prospective research, it is recommended to test the model on a larger scale, conduct a longitudinal intervention study, develop a standardized instrument, explore the role of technology, analyze barriers and supporting factors for implementation, and explore students' and parents' perspectives.

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