

# Servant Leadership

## *Teachers Leadership Model in the Classroom*

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**Keywords:** Servant Leadership, Leader in the classroom. Teacher as a leader.

**Abstract:** Teacher as a leader responsible for making pleasant environment in the class. Teacher leadership ability in the classroom can be showed through the skill of motivating, directing, encouraging, and making a good relationship with students. Servant Leadership is a leadership style which accommodates by the teacher to reach affectivity and efficiency in teaching and learning activity. Teacher as a servant-leader is expected to be a good listener, have empathy, eliminating the communication boundary, raise student's self-awareness, effective in persuasion, and can build commitment in the classroom. As the result, the research found that empathy, flexibility, maturity, good-listener, and ability to make student conform to class commitment are a very important component for the teacher to create a pleasant environment in the classroom.

## 1 INTRODUCTION

Teaching is an art, the art of how to assist the students to remain seated and follow the lessons until they finish it well. Servant leadership and a positive work culture are critical owned by an institution. Teachers leading school improvement work were reluctant to see themselves as leaders, and rarely referred to themselves or others as 'leaders'. In fact, they viewed their informal and collaborative work as having greater impact on school improvement than formal efforts directed by school administrators. Yet, teachers did recognize the contributions and individual strengths that colleagues brought to their collective efforts (Janet and Sarah, 2014).

Clearly, culture gap needs more attention to solve for good ending. In the class room, effect of culture depends on teacher handling. Culture is foundation element for leadership serve in the classroom by teacher. A high-quality dyadic relationship, trust, and fairness are expected to be the most important mediating processes to encourage self-actualization, positive job attitudes, performance, and a stronger organizational focus on sustainability and corporate social responsibility (Dirk, 2011).

As a professional, you can do everything in your power in terms of training and skills in winning the

world championship, but it is not worth it if it does not fit the environment in which the event takes place. Servant leadership, however, showed more promise as a stand-alone leadership approach that is capable of helping leadership researchers and practitioners better explain a wide range of outcomes. Guidance regarding future research and the utility of these three ethical/moral values-based leadership forms is provided (Julia et al, 2016).

Clashes in the workplace are almost always the result of differences in values; therefore, it is important to be careful to stick to that value. So, the goals of the research to be finding are the teacher as a servant-leader is a good listener, have empathy, eliminating the communication boundary, raise student's self-awareness, effective in persuasion, and can build commitment in the classroom

## 2 THEORETICAL FRAMEWORK

### 2.1 Servant Leadership in The School

Every organization has a goal that wants to accomplish together with organization members. That goal is an enhancement for an organization to be able to grow and face the environment change. The organization's goals could be accomplished if their activities were planned and carried out under

the established procedures. These activities also involve the people and the uses of resources as the main asset in achieving goals. Whatever the form of organization, in the absence of resources, organizations cannot possibly achieve the set goals. For example, the services organization such as school, schools have a goal to prepare individuals who have the hard skills and soft skills that later would become life provision in the life of the community through a series of learning activities in the school. Servant leadership, however, showed more promise as a stand-alone leadership approach that is capable of helping leadership researchers and practitioners better explain a wide range of outcomes. Guidance regarding future research and the utility of these three ethical/moral values-based leadership forms is provided (Julia et al, 2016).

The inspiring sentence said by a captain who trained in summer 1941, the concept of servant leadership stated by Neuschel in his book *The Servant Leader: Unleashing the Power of Your People* "Feed your troops and they will fight like hell for you. And when I say feed, I don't mean just the belly, but that is important. I also mean to feed the mind, the heart, and the spirit. In fact, grow the total soldier". Beside the hard and discipline training that given by the captain, Robert learned that the captain has a goal to make his soldiers the best fighter and open their chance to come back safely from the war. The captain has as strong willingness to help his soldiers be the best, to come out as the winner, and stay alive. Based on that experience, Neuschel concluded that a leader must be able to develop others totally. This story is an example of the true servant leadership. A caritative leadership would support Building – a comprehensive view of the edification of life, personal growth and maturity – as an ultimate goal of education. In the emerging model of a caritative leadership in education, a humanistic ethos of love, trust, and forgiveness shapes the culture of the educational organization (Yvonne, 2017).

To develop the quality of servant leader is the most difficult task. It is because a leader should be more concerned about others rather than themselves. A servant leader is one who unleashed people reputation, skill, or in some way contributes to develop them into a valuable and happier people. Servant leaders are people with a high sense of humanity. "They that have power to hurt and yet will do none" (Shakespeare). Servant-leaders are supposed to be really mature and rarely ever use that power. The true servant-leaders should be truly unselfish. values influenced the school leaders'

perceptions of their leadership and how they articulated their relationships with students, staff and the local community and their aspirations and expectations for their schools (Carol et al, 2010).

Being the servant leader is requiring an unusual tolerance for imperfection. This does not mean accepting less than high-quality effort, but rather an honest realization that "God made more slow people than fast people," that organizations are not made up of angels but that a leader's task is often to deal with the imperfections. In this study, we propose that the upward leader-leader exchange (LLX) relationship is an important moderating condition in predicting the consequences of leader-member exchange (LMX) differentiation within work groups (Andrew et al, 2014).

The term Servant Leader is used for the first time by Robert K. Greenleaf in 1970, in his article entitled *The Servant as Leader*. In the discussion stated that the Servant Leadership Theory is a theory that emphasizes on improving service to others. A holistic approach to work, promote a sense of togetherness and sharing power in decision making. The theory of servant leadership is oriented towards flexibility delegation to subordinates organizational structure and oriented towards the future. Public school principals identified as servant leaders were rated significantly higher by their teachers in the five leadership areas highlighted by the Leadership Practices Inventory (Tim et al, 2007).

There are ten servant-leader characteristics which can be identified in Robert Greenleaf's work. The ten characteristics are explained below; Listening, Leaders have traditionally been valued for their communication and decision-making skills. Empathy, the servant-leader strives to understand and empathize with others. Healing, learn to healing is a powerful force for transformation and integration. Awareness, General awareness, an especially self-awareness, strengthens the servant-leader. Persuasion, the servant-leader uses persuasion rather than on one's positional authority to convince others in making decisions within an organization. Conceptualization, Servant-leaders seek to nurture their abilities to dream great dreams. The ability to look at a problem or an organization from a conceptualizing perspective means that one must think beyond day-to-day realities. Foresight, Foresight is the ability to foresee what will happen and where it will happen in the future. Stewardship, Servant leadership, like stewardship, assumes first and foremost a commitment to serving he needs of others. Commitment to the growth of people, Servant-leader believe that people have an intrinsic

value beyond their tangible contributions as a worker in company. Building Community, The Servant-leader senses that modern society has lost much in recent human history as the result of the shift from local communities to the large institutions as the primary sharper of human lives.

## 2.2 Teacher as servant leadership

Learning leadership implies that a good leader is a good learner at the same time it also indicates that the process of leading is intertwined with the process of learning as a part of human life. A good leadership creates change and improvement in life. It is in line with stated that "The entire process of learning is a journey to change-change that is growth enhancing development" Teacher development needs enhancing in capability as a personal own, look below: Personal characteristics and culture are positioned alongside the motivational dimension. Servant leadership is demonstrated by empowering and developing people; by expressing humility, authenticity, interpersonal acceptance, and stewardship; and by providing direction (Janet et al, 2014).

Most of the generation of leader at school or principals are invigorated to be an instructional leader, how over only a few of them actually encouraged to be a learning leader. The instructional leaders mostly pay attention to the planning, implementation and evaluation, meanwhile the learning leaders are enforced to focus on how things are learned and what to be learned to enhance the organization including the instructional function. The deep of the learning leadership include the following six steps: (1) expectations; (2) demonstrations; (3) hospitality; (4) possibility; (5) inquiry; and (6) the whole learner. Significant and positive relationship between servant leadership behaviors of principals and the teachers' commitment to school. Servant leadership was a significant predictor of teachers' school commitment (Yusuf, 2010).

The previous steps especially in terms of inquiry and possibility, indicate that process of learning is a never-ending process proven by the research. Biologically speaking, our brain does not learn somehow and incidentally, more or less well, or only when it has to do so. From an evolutionary perspective, the human brain has evolved to do nothing else better than learning and to prefer nothing else to it. Consequently, this type of Leadership is what really close to the nature human being as a learner.

Looking at the history of a long-standing list of leaders around the worlds with different vision, principles, background, social standing, education, and even different purpose and goals there is always one thing they have in common namely the ability to learn. Most of the leaders learn through the mistake, the failure, the falling that they have to endure before they can stand proudly on top. Through the falling, the mistake, they learn to be an exemplary leader to follow. As a leader with Learning capacity there are at least five fundamentals or characteristics of learning leadership which are believe in yourself, aspire to excel, challenge yourself, engage support, and practice deliberately. Results of the 1st study demonstrate that managers and professionals in different generational cohorts do value different attributes in leaders. Results of the 2nd study find that managers in different generational cohorts also report behaving differently (Valerie et al, 2010).

The leader with the capacity to learn will have faith in their self. Being self-confidence is the part of being a leader and having faith as a leader reassure the member of organization, stated that the occupational skills, learning leadership and the leadership ability in general will help the human population to thrive and work efficiently in the ever changing and complex situation such as these times.

## 3 METHODS

### 3.1 Research Method

The study will be explored through qualitative and descriptive means. Due to its nature, the use of the qualitative approach deems relevant and the most appropriate to conduct this research as this research favors descriptive rather than numerical data. Subsequently the qualitative approach favoring more on the process of how the phenomenon may occur instead of the result, in line with the circumstances and the condition of this study. Therefore.

Two primary school are chosen as the samples which are considered representing the existing institutions. The respondents as principal, and teacher who are chosen purposively from the selected school institutions.

### 3.2 Instruments

To aid the qualitative approach the interview and questionnaires were chosen as the techniques to gather the sought data in this study. The interview is purposively designed to gain clearer view or

understanding towards the characteristics of the leaders including their capacity and experience in the line of duty. Meanwhile, the questionnaires are used to identify principal leadership capacities and learning leadership growth. To maintain the validity and the reliability of the data gained from interview, the conducted interview was recorded.

### 3.3 Research Questions

The stage of the study is directed to explore the questions and the leadership growth related to five fundamental of learning leadership i.e.: first believe you can, second aspire to excel, third challenge yourself, fourth engage support, and fifth practice deliberately. In order to specify the focus of the study, the research is formulated as follow:

1. How does learning play a role in leadership?
2. How the exhibition of action as exemplary leader helps the leadership practice?

## 4 RESULTS AND DISCUSSION

The indicators for servant leadership can be seen in table 1.

Table 1: Finding nine indicators for servant leadership.

No	Indicator	Discovery
1	How teacher become a good-listener in class?	First step is by paying attention to students and listening to what they have to say without interrupting them although the teacher has already comprehended purpose of their questions. Interrupting them would affect to their mentality to have the courage to be actively participate in future activity. Teacher have to listen before giving them response or solution to their problems, and also have to motivate those who are less active.
2	How teacher develop empathy toward student?	It is to build familiarity in class that would boost up their confidence; which also means not to perceive differences between each of them. Look around to find if any student needs teacher's assistance and, at the same time, help other students understand the importance of assisting their friends.

3	How teacher effort to make the class free of discomfort?	Both student and teacher could feel discomfort which the first thing the teacher can do is to make things interesting for students; being friendly to result in joyful learning. The second step is that to use various different approaches in learning process. The third step is for teacher to be confidence in teaching by grasping the materials fully. And the fourth step is to make students comfortable for being in class.
4	How teacher raise student's awareness in learning?	In the beginning of the class, teacher would be giving students directions of how learning offers them crucial provisions, and then teacher lets students understand their tasks, roles, and purposes in class by asking. To evaluate their awareness in learning, teacher can form the habit of giving them homework when they fail to fulfil their task for once or twice, and then assign a rule to call their parents to school when they also fail to fulfil their task for the third time.
5	How teacher use persuasive method to build relation with students?	Is by persuading students to participate in discussion, so that they would have a chance to communicate their opinion with teacher. To build closeness between students, teacher could apply 'fair teaching' (same-age tutor) and let students learn in various groups based on their capability.
6	How teacher develop concept of closeness in their association in class?	The concept of the closeness between teacher and students is very important; therefore, to develop the feeling of comfort, teacher needs to embrace their students and not to perceive differences between each of them. Teacher would never wish their students to undergo



		bad experiences they had when they were student. Also, teacher can always use aforementioned 'fair teaching' method (same-age tutor).
7	How teacher develop class' future vision?	Teacher needs to emerge students' awareness of what they are trying to achieve together. Applying the concept of ' <i>knowledge will take you everywhere,</i> ' so that they would focus more on their study; performing kinship to unified students; organizing learning activity out of the classroom to build up students' confidence and let them comprehend the characteristics of other students and teacher.
8	How teacher maintain to become a composed matured adult in class?	It is to be mature in maintaining their attitude such as adjusting themselves on when to become students' friend or parent. Keeping their composition by being firm in term of discipline. Teacher has also to empathize to all of their students frequently.
9	How teacher building up commitment and strengthen up the class into an excellent community?	Building up commitment such as purposes, functions, roles, and goals that is aimed to be achieved by the class to become an excellent community since the beginning of the learning.

A good communication developed from the ability to be a good listener. Likely for teacher, being a good listener is not necessarily difficult thing to do, however the ability to be able to listen to and giving the appropriate response to what students have conveyed is. A good teacher is a good listener; a good teacher is able to adapt into their students' expectation. A good teacher is a good leader which starts from being a good listener for all parts of their community. It is a manager's communication skills which motivate and inspire teammates to work hard and achieve team targets and organizational goals as well (Anchal and Richa, 2015).

Meaningful interaction starts from teacher's empathizing ability while being in contact with students. The situation of students' house, of the trip they take to school, or of the school itself might be the aspects they need teacher's help with. Teacher should be capable to go through similar emotion with what their students are feeling, understand what their students feel and think about; rid the border between teacher and students. The servant leader strives to understand and empathize with others. People need to be accepted and recognized for their special and unique spirits. One assumes the good intentions of co-workers and colleagues and does not reject them as people, even when one may be forced to refuse to accept certain behaviors or performance. The most successful servant leaders are those who have become skilled empathetic listeners (Janet, 2014).

The gentleness of teacher would make students feel comfortable around them. Favorable manner with encouraging gesture and language of a teacher would bring the students to be more open in communication. This would also cause them to feel comfort and secure while studying. The healing of relationships is a powerful force for transformation and integration. One of the great strengths of servant leadership is the potential for healing one's self and one's relationship to others. Many people have broken spirits and have suffered from a variety of emotional hurts. Although this is a part of being human, servant leaders recognize that they have an opportunity to help make whole those with whom they come in contact (Larry, 2010).

Awareness developed since early age by means of examples and habits. This should start from applying good examples from teacher for students to copy such as being discipline with time, giving careful valuation, and avoiding carelessness. General awareness, and especially self-awareness, strengthens the servant-leader. Awareness helps one in understanding issues involving ethics, power, and values (Larry, 2010).

A good communication is the key into good interaction with students, such as using gentle and careful persuasion. Words become the symbols for students of what kind of person they are dealing. The servant leader seeks to convince others, rather than coerce compliance. This particular element offers one of the clearest distinctions between the traditional authoritarian model and that of servant leadership (Larry, 2010).

Teacher should be a mature figure for students to feel comfortable and secure around as teacher is becoming the proper example of someone whose words or deeds are available for them to imitate. Teacher's demeanour and behavior should cause students' psychological state to develop positively.

Servant leaders seek to nurture their abilities to dream great dreams. The ability to look at a problem or an organization from a conceptualizing perspective means that one must think beyond day-to-day realities. For many leaders, this is a characteristic that requires discipline and practice. The traditional leader is consumed by the need to achieve short-term operational goals (Larry, 2010).

Directing students into having great valued and well purposed vision. To follow the goals developed from understanding their own capability which was directed from teacher's guide in having confidence. One knows foresight when one experiences it. Foresight is a characteristic that enables the servant leader to understand the lessons from the past, the realities of the present, and the likely consequence of a decision for the future. It is also deeply rooted within the intuitive mind (Larry, 2010).

Sacrifice of time and energy in taking care of and guiding students will get paid off by the exemplary result of their study. Servant leadership, like stewardship, assumes first and foremost a commitment to serving the needs of others. It also emphasizes the use of openness and persuasion, rather than control (Larry, 2010).

True dedication marked by effort in learning and the period of time spent interacting with students; seen from teacher's effort in developing a joyful class and a well-spent time. As such, the servant leader is deeply committed to the growth of each and every individual within his or her organization. The servant leader recognizes the tremendous responsibility to do everything in his or her power to nurture the personal and professional growth of employees and colleagues. In practice, this can include (but is not limited to) concrete actions such as making funds available for personal and professional development, taking a personal interest in the ideas and suggestions from everyone, encouraging worker involvement in decision-making, and actively assisting laid-off employees to find other positions (Larry, 2010).

## 5 CONCLUSIONS

This study concludes that servant leadership is important and has been applied in the organizational life of students at the University of Education Indonesia. From the eight dimensions of servant leadership, the six dimensions of servant leadership are considered important by students who are involved in student organizations or student activity units and the other two are neutrally close to important. The dimension of wisdom is the most important dimension and is the dimension that

students recognize they already have and apply in organizational life among organizational stewardship, services, humility, vision, persuasive mapping, altruistic calling and emotional healing dimensions.

The altruistic calling dimension has the lowest level of importance compared to other servant leadership dimensions because the statement items that indicate altruistic calling are: placing the interests of subordinates above their own interests and sacrificing their interests to meet the interests of subordinates for some students who are involved in the organization are considered less important. Overall, this study shows that the current leadership taking place in student organizing has already led to servant leadership.

Student implication is student activity and student organization are advised to continue for support the continuity of student activities, because the student activity cannot only increase the student organization's experience in the classroom but can help the students find the meaning of their life.

The implication for the teacher, teacher can take leadership training that emphasizes servant leadership dimensions to enhance understanding of the importance of living in mutual service to achieve a healthy classroom.

For subsequent research on servant leadership surveys in student organizations or student activity units can increase the number of samples with more diverse departments and types of organizations. In addition, it can compare the importance and application of servant leadership to students who are actively organizing in public universities with private universities.

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