

## Servant Leadership Model of School Principals in Enhancing Teacher Performance at *SMAN 1* Gerung

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**Abstract:** This research aims to explain two things: (1) teachers' perceptions of servant leadership and (2) the implementation of servant leadership models by the school principal to enhance teacher performance at *SMAN 1* Gerung, West Lombok Regency. The approach in this research is qualitative. The research is conducted at *SMAN 1* Gerung. Data collection techniques involve interviews and observations. The results of this research show teachers' perceptions of the servant leadership model. They perceive that a school principal with servant leadership qualities possesses the ability to listen, empathy, openness, and community building. Additionally, the implementation of the servant leadership model at *SMAN 1* Gerung is carried out by creating a supportive and motivating environment, empowering teachers' potential, and understanding and listening to teachers' aspirations. The servant leadership model has gained recognition in the field of education for its focus on service delivery, self-development, and individual empowerment. Servant Leadership is also in line with Islamic teachings as mentioned in the Quran Surah Asy-Syu'ara (26:215), Ali Imran (3:159), and has been exemplified by the Prophet Muhammad SAW.

**Keywords:** Servant Leadership; School Principals; Enhancing; Teacher Performance.

### INTRODUCTION

Education is the foundation of nation-building. To enhance the quality of education, the school principal as a leader and teachers as the implementing actors are the key factors. Teachers are pivotal to the success of the learning process in the classroom, while the success of a school depends on the leadership of the principal (Rivayanti et al., 2020). In the hands of the school principal, an institution can either thrive or decline (Pala'langan, 2021). It is widely known that the leadership model of a school principal will influence the behavior of teachers in that institution. A crucial requirement for enhancing the quality of education is having teachers who perform well. This performance can be seen in their work processes or outcomes (Jaliah et al., 2020).

Being a teacher in today's era requires adaptation to the current conditions of students. Similarly, being a school principal requires more than just relying on authority but also necessitates skills to motivate others. In fulfilling their roles, school principals nowadays face numerous challenges related to the character, behavior, and maturity level of teachers in the present era (Tahir, 2021) (Wijayanti, 2017). School principals who solely rely on authority will only make teachers unsympathetic and prone to rebellion, as policies are solely determined by the principal, and teachers are obliged to comply without objection. Initiatives solely stem from the school principal. Teachers lacking initiative will remain as individuals who merely obey the orders of the principal. If there are specific activities, teachers will only work if instructed by the principal; they lack independent ideas (Rambe et al., 2020).

If a teacher has potential for development but encounters an authoritarian type of school principal who solely relies on power, then the teacher's potential will not be maximized (Tahir, 2021). All initiatives and ideas from the teacher will be rejected because this type of school principal only considers teachers as subordinates. Principals who rely solely on power expect teachers to comply with policies they create themselves. Teachers will be reluctant to initiate communication with such principals because they tend to use one-way communication, from superior to subordinate (Mufassir et al., 2019).

All teachers have potential that can be developed; as a leader, one must know how to utilize and develop the human resources available in their school (Nathaniel, 2022). School principals must be able to encourage their team to maximize their potential, promoting forward-thinking and working with their best abilities (Santoso & Hidayat, 2022). Teachers at *SMAN 1* Gerung dream of having a principal who understands their needs, interests, and always listens to their aspirations. The role of teachers is crucial in the educational process, and their performance quality impacts the final outcome of education (Kholidah et al., 2023). The leadership of the school principal plays a key role in shaping an environment that supports the development of both teachers and students (Kholidah et al., 2023).

One increasingly recognized and relevant leadership approach is the Servant Leadership Model. Servant Leadership influences employee performance (Randy, 2022). This approach has gained recognition in the education sector due to its focus on service provision, self-development, and individual empowerment (Waruwu, 2021). Therefore, the implementation of the Servant Leadership Model by the school principal at *SMAN 1* Gerung, West Lombok Regency, is crucial in efforts to enhance education quality through teacher performance.

The formulation of the problem is as follows: (1). What are the teachers' perceptions of servant leadership at *SMAN 1* Gerung, West Lombok Regency?. (2). How does the implementation of the servant leadership model by the school principal enhance teacher performance at *SMAN 1* Gerung, West Lombok Regency?

### Teacher Perception

The Gestalt theory suggests that it is influenced by architectural thinking and based on the assumption of wholeness. This theory believes that humans, in interpreting the meaning of shapes or melodies, incorporate perceptions beyond the sum of individual sensations. As a result, humans tend to view objects (whether signs, symbols, spatial, or others) as a unified whole that cannot be distinguished into separate parts (Harisah & Masiming, n.d.) (Aryanto et al., 2022). However, the weakness of this theory arises primarily in the context of time and repeated observations. If someone spends enough time to observe an object, the longer the observation is conducted, the more likely individuals can see and distinguish the parts of the object, especially when observations are repeated (Aryanto et al., 2022). Furthermore, the Gestalt theory can be understood as illustrated in the figure below:



**Figure 1. The Process of Perception According to Gestalt Theory**

Highlighting the need to approach perception comprehensively and purposefully, so that various stimuli, such as signs, symbols, or other elements, can provide information to individuals who perceive them quickly and with minimal cognitive effort, regarding the environment including the characteristics of the object or place. Furthermore, ecological perception theory can be understood as illustrated in the figure below (Harisah & Masiming, n.d.):



**Figure 2. The Process of Perception According to Ecological Perception Theory**

#### 1. Servant Leader

According to Poli (2011), Servant Leadership is a reciprocal relationship process between a leader and those led, in which the leader first appears as a servant to the needs of those led, ultimately leading to recognition and acceptance as a leader (Poli, 2019)(Salamun & Sauri, 2023).

Meanwhile, according to Spears in Northouse (2016), a servant leader prioritizes service, starting with an individual's natural inclination to serve and to prioritize service. Subsequently, consciously, this choice brings aspirations and impulses in leading others. There are ten characteristics of servant leadership as follows (Northouse, 2016):

a. Listening

Servant leaders listen attentively to others, identifying and helping clarify the group's desires, also listening to their own inner voice.

b. Empathy

Servant leaders are those who strive to understand colleagues and empathize with others.

c. Healing

Servant leaders can create emotional healing and relationship with themselves, or relationships with others, as relationships are a force for transformation and integration.

d. Awareness

Awareness to understand issues involving ethics, power, and values. Seeing situations from a more integrated balanced position.

e. Persuasion

Servant leaders seek to persuade others rather than coerce compliance. This is one of the key distinctions between traditional authoritarian models and servant leadership.

f. Conceptualization

The ability to see problems from a conceptualization perspective means thinking long-term or visionary on a broader basis.

g. Foresight

Being astute or diligent in understanding lessons from the past, current realities, and potential consequences of decisions for the future.

h. Stewardship

Emphasizing openness and persuasion to build trust from others.

i. Commitment to the Growth of People

Responsibility to make efforts to enhance the professional growth of employees and the organization.

j. Building Community

Identifying ways to build community.

According to Dennis (2004), Servant Leadership can be measured through the Servant Leadership Assessment Instrument (SLAI). Based on this, the indicators of Servant Leadership are as follows (Robbert S, 2005):

a. Love

Leadership that loves with compassion or affection. The love referred to here is doing the right thing at the right time for the best reasons and decisions.

b. Empowerment

Emphasis on cooperation, entrusting power to others, and listening to advice from followers.

c. Vision

The future direction of the organization to be led by a leader. Vision will inspire action and help shape the future.

d. Humility

Maintaining humility by showing respect for employees and acknowledging their contributions to the team.

e. Trust

Servant leaders are chosen individuals based on an excellence that causes the leader to gain trust.

Thus, the main characteristic that distinguishes servant leadership from other leadership models is the desire to serve before the desire to lead. Meanwhile, the primary and foremost priority of servant leadership is the development of the potential of subordinates that can generate added value, followed by the creation of satisfaction, leading to sustainable success.

## 2. Teacher Performance

Teacher performance is defined as the quality and quantity of work achievements produced by a teacher. "Horizontally, the targets for assessing teacher performance, in order to accumulate credit points, cover areas of educational activities, the teaching or guidance process, professional development, and support for the teaching process" (Sumidjo, 2002).

So, teacher performance in this context is the work achievements produced by teachers based on their ability to carry out the teaching process

and guide students, characterized by the quality of the teaching process, effectiveness and efficiency of teaching, development and innovation of teacher professionalism, productivity in the field of education, written work, and dedication to the community, work ethics, and job satisfaction.

### 3. Indicators of Teacher Performance

#### a. Responsibility

The essence of education lies in classroom teaching activities, which include classroom management, utilization of media and learning resources, and the application of teaching methods. All of these tasks are the responsibility of the teacher and require optimal abilities in their execution. The level of a teacher's performance can be measured by indications of how responsible the teacher feels for the tasks assigned.

#### b. Work Motivation

Motivation is a series of attitudes and values that influence a person to achieve goals according to personal desires. These attitudes and values become forces that drive individuals to behave in accordance with the goals they want to achieve. Based on Winardi as quoted by Harbani Pasolong (2010:140), work motivation is defined as "the desire within an individual, driving them to take various actions" (Pasolong, 2021). Another perspective from Hamzah (2012:134) states that an employee's performance will be optimal if given the opportunity to actualize their abilities (Hamzah & Uno, 2013). Even if an employee has high motivation, skills, and perceptions appropriate to the job, if not given the opportunity to carry out their tasks, their performance will not reach its maximum potential.

## RESEARCH METHODOLOGY

This study utilizes a qualitative approach located at *SMAN 1 Gerung*, West Lombok Regency. Data was collected through interviews with 9 samples from the existing population of 67, namely 1 school principal and 8 teachers selected based on specific characteristics relevant to the research objectives. Samples were chosen because they could provide in-depth information related to the research topic (Ibrahim, Muhammad Buchori, 2023). The instruments used in the interviews referred to the indicators of the servant leadership model and teacher performance indicators related to responsibility and work motivation. The researcher defined the focus of observation and prepared field notes, then developed a list of open-ended questions relevant to the research objectives. The interviews were conducted face-to-face with the informants. The

interviews could be semi-structured, where the researcher could develop questions based on the informants' answers (Mauanah, 2016) (Gultom, 2020).

In this study, the researcher also directly observed the activities, behaviors, and interactions at the research location. The researcher could act as an active participant or a passive observer (Yuniarti et al., 2022). The researcher recorded everything observed, including the context and atmosphere in the research environment (Rohman, 2019). This was aimed at strengthening the research data, which would serve as the basis for the research results.

The researcher used data collection techniques through interviews and observations of the teachers and the principal. Interviews were conducted to obtain data from the sources, while observations were made through direct observation and supporting data. The results of the observations were combined with the interview results. This study is limited to the servant leadership model in enhancing teacher performance, focusing on responsibility and motivation. The data were analyzed using qualitative data analysis techniques. The researcher conducted interviews with the respondents, then the data obtained were reduced by creating abstractions, which means taking and recording useful information according to the research context and ignoring unnecessary words to extract the core sentences according to the informants' language. This step was aimed at filtering and simplifying the raw data collected from the informants (Umrati & Wijaya, 2020) (Armiyanti et al., 2023).

## **RESULTS AND DISCUSSION**

Teacher Perceptions of Servant Leadership Model at *SMAN 1* Gerung. Servant leadership is an approach in management where a leader aims to lead and manage with a focus on serving others, whether it's team members, employees, or the community at large. This concept places service as the primary foundation in leadership practice, and servant leaders strive to fulfill the needs and aspirations of others before their own needs. The Servant Leadership Model emphasizes serving subordinates as the core of leadership. Leaders who focus on service will be able to listen, understand, and meet the needs of individuals within the organization. Based on data from interviews with teachers at *SMAN 1* Gerung, they perceive that a school principal who adopts the servant leadership model possesses several abilities, including:

### **a. Listening**

A serving school principal is a good listener, meaning they pay full attention when others speak without dominating the conversation. If necessary, the school principal shows the same body gestures as the speaker and expresses

curiosity about the topic of conversation. This makes teachers feel that their leader is attentive to their subordinates' needs.

The result of the researcher's interview with one of the informants is as follows: "A serving school principal is a leader who makes teachers feels comfortable when they are talking."

(Oo Ariyanto, M. Pd, Thursday, September 14, 2023)

One of the aspects of servant leadership is being willing to listen to what subordinates have to say, which aligns with Spears' statement in 2002 that a servant leader listens attentively to others, identifies and helps clarify the group's desires, and also listens to their own inner voice.

The interview quote above is supported by the researcher's interview with another teacher, namely: "A serving school principal is someone who always listens carefully when their subordinates speak without interrupting."

(Siti Wa'dah, M. Pd, Wednesday, September 13, 2023)

The interview results with the informant above are supported by the researcher's observation where during meetings or informal encounters, the school principal often listens to teachers' complaints regarding school activities, learning problems, or personal issues.



**Picture 1. The Principal with the Curriculum Vice Principal**

b. Empathy

A serving principal is one who has the ability to feel and understand the feelings, needs, and perspectives of others by placing themselves in another person's situation. When the principal has high empathy, teachers feel cared for and humanized by their superior.



The result of the researcher's interview with one of the informants is as follows: "A serving principal is one who has closeness, a caring nature towards the condition of teachers, and always supports if there are teachers who are sick or experiencing difficulties."

(Azizah, S. IP, Thursday, September 14, 2023)

This is in line with Spears' statement in 2002 that one of the characteristics of servant leadership is those who strive to understand coworkers and empathize with others.

The above interview quote is supported by the results of interviews with other teachers by the researcher, namely: "A serving principal is one who has care, attention, and curiosity about the condition of teachers and administrative staff when they are absent from school."

(Ir. Sri Heryekti Pujiningsih, Thursday, September 14, 2023)

The results of the interview with the informant above are reinforced by the researcher's observations where when there are teachers or administrative staff who are absent due to illness, the principal immediately seeks information about the illness of the teacher or administrative staff through the public relations vice principal or contacts them directly.



**Picture 2. The Principal with the Public Relations Vice Principal**

c. Openness

A serving principal possesses an open-minded attitude and is receptive to input in order to gain trust from subordinates. Ideas from subordinates need to be heard by involving them in discussions regarding school programs.

The result of the researcher's interview with one of the informants is as follows: "A serving principal is one who is willing to accept input, does not

feel they are always right, empathizes, sympathizes, and considers teachers as friends to be discussed with."

(Miradian Bungsu Mentari, S. Pd, Wednesday, September 13, 2023)

This aligns with Spears' statement in 2002 that servant leadership emphasizes openness and persuasion to build trust with others.

The above interview quote is supported by the results of interviews with other teachers by the researcher, namely: "A serving principal is one who always involves the team in determining policies and organizing school activities. The principal creates space for discussion in meetings and accepts all criticism from subordinates for decision-making."

(Siti Wa'dah, M. Pd, Wednesday, September 13, 2023)

The results of the interview with the informant above are reinforced by the researcher's observations where when organizing activities and making decisions, the principal holds meetings, either with all teachers or limited meetings with the management team.



**Picture 3. The Principal with the Management Team**

#### d. Building Community

A serving principal assists teachers in reaching their maximum potential. The principal invests in team development. Mapping teacher needs is essential to forming a learning community in the school. Teachers are given opportunities for career development.

The result of the researcher's interview with one of the informants is as follows: "Servant leadership is about giving teachers the opportunity to demonstrate their maximum potential." (Oo Ariyanto, M. Pd, Thursday, September 14, 2023).

This aligns with Spears' statement in 2002 that one characteristic of servant leadership is identifying how to build community.

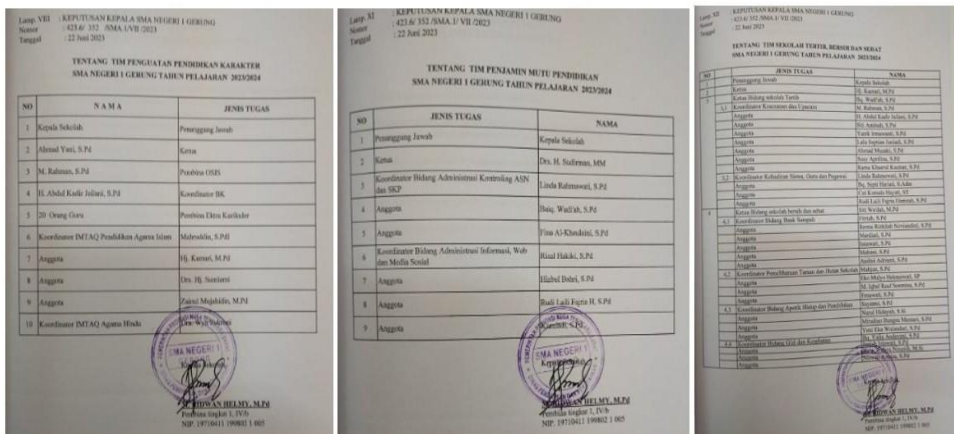
The above interview quote is supported by the results of interviews with other teachers by the researcher, namely: "A serving principal is one who empowers teachers' abilities to take on specific tasks in the school and forms teams to work together."

(Siti Wa'dah, M. Pd, Wednesday, September 13, 2023)

The results of the interview with the informant above are reinforced by the researcher's observations where the division of teacher tasks is organized into areas with coordinators or responsible individuals, documented in a decision letter from the principal.



Picture 4. The Principal with the Management Team



Picture 5. Principal's Decree Regarding the Team

e. Serving, Not Being Served

The principal should serve first, providing service to subordinates before asking to be served by them. A principal with a servant leadership model provides maximum service to students, teachers, and administrative staff in the school. The service referred to here prioritizes the needs of subordinates.

The result of the researcher's interview with one of the informants is as follows: "A serving principal is one who meets the needs of students, teachers, and administrative staff, both individual needs and needs within the team."

(Azizah, S. IP, Thursday, September 14, 2023)

The above interview quote is supported by the results of interviews with other teachers by the researcher, namely: "A serving principal is one who serves subordinates first before asking to be served by their subordinates."

(Oo Ariyanto, M. Pd., M. Pd, Thursday, September 14, 2023)

The results of the interview with the informant above are reinforced by the researcher's observations where the learning needs of students and teachers, the needs of administrative staff, and the needs of each management team are met according to requests and requirements.

f. Leading by Example

A serving principal sets an example of desired behavior for subordinates. Before instructing students, teachers, and administrative staff, the principal must demonstrate behaviors that reflect values such as integrity, responsibility, and hard work, inspiring subordinates to follow suit.

The result of the researcher's interview with one of the informants is as follows: "A serving principal is one who sets an exemplary example before demanding teachers to be role models for students."

(Miradian Bungsu Mentari, S. Pd, Wednesday, September 13, 2023)

The above interview quote is supported by the results of interviews with other teachers by the researcher, namely: "A serving principal is one who not only commands their subordinates but also sets an example for them with inspiring behavior."

(Azizah, S. IP, Thursday, September 14, 2023)

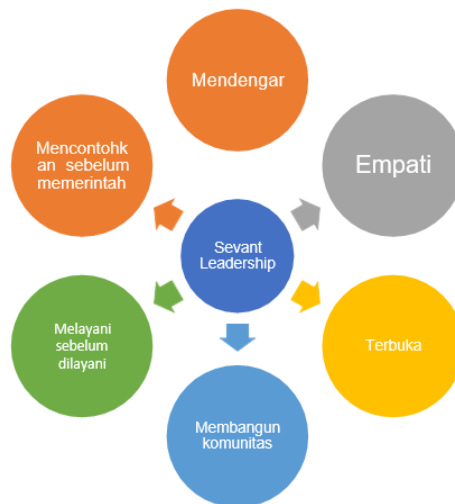
The results of the interview with the informant above are reinforced by the researcher's observations where the principal sets an example by arriving

early, participating in congregational prayers, and joining in group exercise activities.



**Picture 6. Atmosphere of Welcoming Students by the Principal and Teachers**

Based on the presentation of data related to the interview and observation results above, the perception of *SMAN 1* Gerung teachers regarding servant leadership is visualized in the image below.



**Picture 7. *SMAN 1* Gerung Teachers' Perception of Servant Leadership**

Based on the findings above, the researcher observed that not all aspects of servant leadership as proposed by Spears, 2002, are perceived as ideal from the perspective of teachers. This is because teachers also add two elements to realize servant leadership as depicted in the image above.

## 1. Implementation of the Servant Leadership Model in Improving Teacher Performance

From the interview and observation results, teacher performance improves through service-oriented leadership in several ways, including:

### a. Creating a supportive and motivating environment

A comfortable working environment will make teachers more focused and committed to their tasks. A serving principal often creates a positive and supportive work environment, which can enhance the satisfaction and performance of team members. Teachers who feel supported and appreciated by the principal will be more satisfied with their work and more focused on quality teaching. Teachers will be encouraged to develop their professional competencies through collaboration activities and career development opportunities.

### b. Empowering teacher potential

A serving principal supports the professional development of teachers and ensures that they have the necessary resources. The result of an interview with a principal is as follows: "The principal should work as a team and empower teachers based on their competencies and strengths." (Ridwan Helmy, M. Pd, Wednesday, September 20, 2023).

This aligns with the expectation of an informant, that: "A serving principal assigns additional tasks to teachers according to their expertise."

(Miradian Bungsu Mentari, S. Pd, Wednesday, September 13, 2023)

When the principal focuses on service and team development, productivity increases because team members feel valued and motivated. A serving principal encourages collaboration and critical thinking which can lead to better and sustainable decisions.

### c. Understanding and listening to teacher aspirations

A principal who has empathy and is always a good listener will make teachers feel more valued. A principal who listens to teacher aspirations will make teachers always contribute to achieving common goals. Teachers will be more inclined to share ideas, resources, and best practices, which in turn can enhance overall teaching quality.

In monitoring teacher performance discipline, the principal issues teacher reports every semester containing a recapitulation of attendance,



implementation of the teaching-learning process, participation in flag ceremonies, religious activities, and routine meetings.

No	Nama	NIP	Pangkat	Gol	% Hadir PBM	% Absen PBM	% Hadir Upacara	% Absen Upacara	% Hadir Imtaq	% Absen Imtaq	% Hadir Rapat	% Absen Rapat	Barcode
1	Ridwan Helmy, M. Pd	197104111998021005	Pembina Tk. I	IV b	100,00	-	100,00	-	100,00	-	100,00	-	2 311993 031093
2	Mahruddin, S. Pdi	196412311984031048	Pembina	IV a	96,36	3,64	100,00	-	100,00	-	50,00	50,00	7 251981 112001
3	Dra. Nurhasanah	196212301988032010	Pembina Utama Muda	IV c	97,78	2,22	100,00	-	100,00	-	100,00	-	0 192011 012012
4	Dra. Ni Made Sunartini	196209201988032004	Pembina Utama Muda	IV c	92,78	7,22	77,78	22,22	75,00	25,00	83,33	16,67	2 311984 031048
5	Susy Aprilina, S. Pd	196904011995122006	Pembina Tk. I	IV b	98,33	1,67	100,00	-	93,75	6,25	83,33	16,67	2 301988 032010
6	Hj. Kamari, S. Ag. M. Pd	197006191997022007	Pembina	IV a	100,00	-	100,00	-	100,00	-	100,00	-	9 201988 032004
7	Suvatni, S. Pd	196512101998022001	Pembina Tk. I	IV b	95,56	4,44	88,89	11,11	81,25	18,75	83,33	16,67	6 191997 022007
8	Dra. Nur Havati, M. Pd	196611071999032004	Pembina Tk. I	IV b	98,33	1,67	61,11	38,89	50,00	50,00	50,00	50,00	8 041999 032003
9	Dra. Hj. Sumiarni	196907291999032007	Pembina	IV a	98,89	1,11	94,44	5,56	93,75	6,25	66,67	33,33	2 101998 022001
10	H. Ayub, M. Pd	197112312000031020	Pembina	IV a	100,00	-	100,00	-	93,75	6,25	100,00	-	1 071999 032004
11	Siti Wi'dah, M. Pd	197104162001122002	Pembina	IV a	92,82	7,18	83,33	16,67	68,75	31,25	66,67	33,33	7 291999 032007
12	Saeful Maslul, S. Pd	196612311989031163	Pembina	IV a	95,00	5,00	100,00	-	75,00	25,00	33,33	66,67	2 312000 031020
13	Ir. RR Sri Hervekti Pujiningsih	196901102006042016	Pembina	IV a	98,89	1,11	100,00	-	87,50	12,50	100,00	-	4 162001 122002
14	Ahmad Yani, S. Pd	197112312003121039	Pembina	IV a	99,44	0,56	100,00	-	93,75	6,25	100,00	-	2 311989 031163
15	Muhamad Rahman S. Pd	196907012006041006	Pembina	IV a	100,00	-	100,00	-	87,50	12,50	83,33	16,67	1 102006 042016
16	Drs. H. Sudirman, MM	196712311995121024	Pembina	IV a	98,89	1,11	100,00	-	100,00	-	100,00	-	2 312003 121039
17	Dra. Wayan Sukerani	196504152001122001	Penata Tk. I	III d	100,00	-	38,89	61,11	93,75	6,25	-	100,00	7 012006 041006
18	Hj. Marlia Ulfah, M. Pd	198206222006042017	Pembina	IV a	100,00	-	100,00	-	93,75	6,25	100,00	-	2 311995 121024
19	Baiq Yulia Andayani, S. Pd	198007192009012003	Penata Tk. I	III d	96,39	3,61	100,00	-	75,00	25,00	100,00	-	4 152001 122001
20	Kd Yayuk Krisnawati, S. Pd	198305052009012010	Penata Tk. I	III d	98,89	1,11	83,33	16,67	68,75	31,25	83,33	16,67	6 222006 042017
21	Siti Aminah, S. Psi	198210172009012007	Penata Tk. I	III d	100,00	-	100,00	-	87,50	12,50	100,00	-	7 192009 012003
22	Oo Ariyanto, S. Pd	198007022005011008	Penata	III c	100,00	-	61,11	38,89	56,25	43,75	83,33	16,67	5 052009 012010
23	Yanik Irmawanti, S. Pd	198001032009012004	Penata Tk. I	III d	100,00	-	100,00	-	87,50	12,50	100,00	-	0 172009 012007
24	Lalu Mulyadi, SE	197112312007011144	Penata Tk. I	III d	97,78	2,22	100,00	-	87,50	12,50	100,00	-	9 022009 012006
25	Hizbul Bahri S. Pd	197004041998021006	Pembina	IV a	97,44	2,56	100,00	-	81,25	18,75	100,00	-	1 032009 012004
26	Lalu Septian Jumiadi S. Pd	198906092019031003	Penata Muda	III a	95,00	5,00	100,00	-	81,25	18,75	100,00	-	2 312007 011144
27	Abdul Kadir Jailani, S. Pd	198810032011011006	Penata	III c	100,00	-	100,00	-	100,00	-	83,33	16,67	4 041998 021006

Picture 8. Recapitulation of Teacher Report Percentage

Servant Leadership is implicit in the Quran in Surah Ash-Shu'ara (26:215), which states:

"وَأَخْفِضْ جَنَاحَكَ لِمَنِ اتَّبَعَكَ مِنَ الْمُؤْمِنِينَ"

Meaning: "And lower your wing to those who follow you of the believers." (RI, 2009)

According to the interpretation of Sheikh Abdurrahman bin Nashir as-Sa'di, a 14th-century expert in interpretation, lowering oneself in this verse means to behave with gentleness, soft speech, having feelings of love and affection towards them, as well as possessing noble manners and all goodness towards the followers.

Servant Leadership was also practiced by Prophet Muhammad, as Allah SWT says in the Quran in Surah Ali Imran (3:159):

"فَيَمَا رَحْمَةٍ مِّنَ اللَّهِ لِنْتَ لَهُمْ وَلَوْ كُنْتَ فَظًّا غَلِيظَ الْقَلْبِ لَانْفَضُّوا مِنْ حَوْلِكَ فَاعْفُ عَنْهُمْ  
وَاسْتَغْفِرْ لَهُمْ وَشَاوِرْهُمْ فِي الْأَمْرِ فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ إِنَّ اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ"

Meaning: "So by mercy from Allah, [O Muhammad], you were lenient with them. And if you had been rude [in speech] and harsh in heart, they would have disbanded from about you. So pardon them and ask forgiveness for them

and consult them in the matter. And when you have decided, then rely upon Allah. Indeed, Allah loves those who rely [upon Him]." (RI, 2009)

This is the character of Prophet Muhammad SAW as reflected in the Quran, the noblest human character. By emulating his character, various benefits will be gained among the people being led. (Burhanuddin, 2019). *Servant Leadership is very compatible with Islamic teachings and has been exemplified by Prophet Muhammad SAW as a leader during the companions' time and can be applied in the present time.* (Syadzili, 2018).

## CONCLUSION

From the results of the research conducted, the following conclusions can be drawn: (1). The perception of teachers at *SMAN 1* Gerung regarding servant leadership is that leaders who serve focus on service with good communication skills, possess good listening abilities, empathy, openness, community building, serving before being served, and setting an example before commanding. (2). The Servant Leadership model is a relevant and effective approach in improving the performance of teachers at *SMAN 1* Gerung, Lombok Barat Regency. The servant leadership model implemented by the school principal includes creating a supportive and motivating environment, empowering teachers, and understanding and listening to the aspirations of teachers. Empowering team members can create an environment that supports the professional development of teachers and educational quality. Accommodating ideas and suggestions from subordinates is crucial for developing the potential of the team in achieving common goals. With proper implementation, the Servant Leadership model can serve as a strong foundation in enhancing the performance of teachers at *SMAN 1* Gerung, Lombok Barat Regency, and nurturing a better generation in the future.

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