




Servant Leadership Training for Leaders and Teachers of SMK Pasundan in Bandung and Cimahi City

Iyus Rustandi^{1*}, Yusuf Aripin¹

¹ Universitas Pasundan, Indonesia

 iyus.rustandi@unpas.ac.id*

Abstract

The principal of a school is expected to implement a strategy that will enable the school to provide education services of an appropriate quality, in accordance with the standards set by the national level. In order to achieve this, the principal must be able to mobilize the human resources of the organization, which includes educators, school employees, and students. In order to do this, the principal must adopt a leadership style that is suitable for an educational institution, which is known as servant leadership. This research was conducted with a qualitative approach. The research method employed an interview with the principal as the respondent. The responses from this individual were considered as individual opinions and then aligned with the theoretical studies derived from the literature data. In order to substantiate this data, the results were subjected to data reduction techniques, namely analyzing, selecting and discarding in order to reach conclusions that could be verified. The results demonstrated that there were six distinct servant leadership models, namely: The six characteristics of servant leadership are as follows: value people, develop people, build community, display authenticity, provide leadership, and share leadership. The five servant leadership values are as follows: listening, fulfilling, empathy, healing, self-awareness, persuasion, and conceptualization

Keywords : Servant Leadership Training, Servant Leadership

ARTICLE INFO

Article history:

Received

April 03, 2024

Revised

April 19, 2024

Accepted

May 20, 2024

Published by

ISSN

Website

This is an open access article under the CC BY SA license

CV. Creative Tugu Pena

2774-7077

<https://www.attractivejournal.com/index.php/bce/>

<https://creativecommons.org/licenses/by-sa/4.0/>



INTRODUCTION

Education is one of the primary means by which a nation is built and its human resources are empowered. Indeed, education is a universal human need and a fundamental sector of national development. Furthermore, the progress of the times demands continual innovation and improvement in the educational sector. (Chairunnisa, 2013).

One of the innovations being implemented by the Ministry of Education and Culture is the establishment of a technology ecosystem with the objective of advancing Indonesian education. This policy was enacted in response to a crisis and setback in the education sector over the past 20 years. This is evidenced by the PISA test results, which demonstrate a lack of improvement in literacy, numeracy, and science among Indonesian students.

This data is also corroborated by findings indicating that 70% of students under the age of 15 exhibit minimal literacy and numeracy skills. In response to these challenges, the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) has

implemented a policy, namely the Education Technology Ecosystem as an Accelerator of National Education Transformation.

The implementation of this policy and innovation takes the form of digital-based platforms created by the Ministry of Education and Culture in order to facilitate the transformation of the nation's educational system. The aforementioned platforms include Merdeka Mengajar, Education Report Card, ARKAS, SIPLah, Tanya BOS, AkunBelajar.id, and Kampus Merdeka.

However, in practice, this promising innovation initially encountered significant resistance and criticism from educators and students alike, who felt unprepared to implement Merdeka Belajar. In response, the ministry has consistently engaged in extensive socialization and provided specialized training for educators to ensure the desired standards are met. Furthermore, the transformation of the Merdeka Belajar curriculum has also altered the educational objectives of educational institutions. The following are the objectives of the transformation of the Merdeka Belajar curriculum. Among these objectives is the requirement that educators be able to create a comfortable and pleasant learning atmosphere so that students do not feel burdened by the material being conveyed. Another objective is learner-centered learning, which includes personal Furthermore, the curriculum encompasses the development of learners' personal characteristics, including a sense of responsibility for themselves and others. This is in line with the findings of Zulaiha et al. (2022), who observed that there is a deep personal development of learners.

In order to achieve the goals of national education, as outlined by the Ministry of Education and Culture of the Republic of Indonesia, it is essential to adhere to the standards set forth for primary and secondary education. These standards aim to foster students who are devout, capable of developing their potential, interests, and talents, possess noble character, are physically and mentally healthy, demonstrate intellectual and spiritual intelligence, exhibit independence, and become responsible and democratic Indonesian citizens (Ministry of Education and Culture, 2006). In order to fulfill the expectations of education and instill values in students, students must engage with knowledge and progress through the stages of education. This begins with kindergarten education (TK), progresses to elementary school (SD/MI), junior high school (SMP/MI), senior high school or vocational (SMA/SMK/MA), and culminates in college (PTN/PTKIN). According to the KBBI, a school is an institution that organizes learning and teaching, as well as a place to receive and provide learning tailored to the level of students and their preferred interests or majors. As an institution is an organization, namely a group that gathers human expectations and needs and empowers the potential of human resources who dedicate themselves to the organization (Syah, 2017).

Furthermore, the presence of a shared goal is essential for the continued operation of the organization. This underscores the pivotal role of the leader figure within the organization, who serves to define and pursue the organization's objective. As a collective social entity, the organization is comprised of multiple individuals who, in pursuit of these collective objectives, collaborate to achieve results that cannot be attained individually.

Consequently, an organization must be led and guided by a leader who possesses cognitive abilities, including the capacity to diagnose, adapt, and communicate. This fundamental competency enables the leader to comprehend the challenges currently faced or to identify potential avenues for future growth. A particularly crucial skill is communication. Effective communication facilitates a leader's ability to influence, direct, guide, and motivate members of the organization to fulfill their duties and achieve organizational goals.

Furthermore, leaders are expected to foster a sense of comfort amongst the organization's members so that any issues, aspirations, or complaints are communicated without hesitation. However, some leaders may not possess effective communication

skills, which can potentially lead to the emergence of organizational conflicts. In essence, a leader's primary role within an organization is that of a communicator, facilitating the expression of enthusiasm for the organization's mission by organizational members, as highlighted by Zahara (2018).

Consequently, a leadership style that is in accordance with the community environment of the organization is required. Servant Leadership is the optimal leadership style for an organization that possesses fundamental competencies, namely communication. This leadership style is particularly well-suited to educational organizational culture, given that educational institutions are services that shape the nation's future generation. Therefore, there is a pressing need for educators and education personnel to provide a high level of service to students and principals.

METHOD

The research methodology employed in this study is qualitative research methods. The defining characteristics of qualitative research include conducting research in natural conditions, accessing data directly from its sources, researchers acting as key instruments, presenting data in the form of words or images, and not emphasizing numerical data. This qualitative research method is not manipulated by researchers; data analysis is based on facts found in the field (Sugiyono, 2015).

The qualitative approach allows researchers to focus on attention and natural events (Nurgiansah & Widyastuti, 2020). The data source for this study is the results of interviews with the principal of Sudimara 13 State Elementary School. The data obtained from the principal is the principal's individual opinion based on the answers from the interview with the researcher.

Subsequently, the data will be collated and integrated with other sources, including books, journals, and articles, that are pertinent to the research.

This study examines the leadership style of the Principal of SMK Pasundan, with particular attention paid to servant leadership during his service at the school. Researchers made direct observations and obtained responses from the principal, then conducted interviews for data collection. Qualitative descriptive techniques were employed to gain a detailed understanding of the subject, using an interactive model to facilitate the interviews.

Data analysis procedures in qualitative research consist of three (3) streams of activities that take place simultaneously, namely data reduction, data presentation, and conclusion drawing.

In the context of this research, data reduction is defined as the process of selecting, sorting, rejecting, and organizing data in order to obtain verified conclusions (Juansah & Emzir, 2016). The results of this process can then be summarized into the servant leadership style applied by principals and teachers.

RESULT AND DISCUSSION

Servant leadership is also oriented toward the protection of the interests of organizational members and their well-being, the establishment of an environment conducive to kinship and sincerity, and the maintenance of fairness and transparency (Dianarini and Sunaryo, 2022).

Servant leadership is a style of leadership that encourages and facilitates the aspirations and common goals of members, rather than focusing on the achievement of specific goals. This approach to leadership is designed to cultivate a positive work culture that leads to the generation of positive outcomes (Syamril, 2020).

Servant leadership represents a diametric opposition to other leadership concepts. This concept challenges traditional beliefs about leadership and influence. The concept of

servant leadership emphasizes the role of leaders who are attentive to and consider the needs of organizational members, particularly in educational institutions. These leaders fully support the needs that facilitate student learning, thereby empowering and developing the potential, interests, and talents of students (Kusumastuti, 2020).

Servant leadership is a heart-oriented leadership style that prioritizes service and is characterized by the following attributes: love, empowerment, the strengthening of a positive work culture, the fostering of a humble attitude in place of certain ambitions, the prioritization of the needs of organizational members, and the support of members in their self-development (Pratiwi & Idawati, 2019).

Servant leadership also prioritizes the protection of organizational members' interests and the maintenance of their well-being. It fosters an atmosphere of kinship and sincerity, ensures fairness, and maintains transparency (Dianarini and Sunaryo, 2022).

The Servant Leadership Model is a framework for organizational leadership. It prioritizes the welfare of organizational members, fosters an atmosphere of kinship and sincerity, and encourages fairness and openness (Dianarini & Sunaryo, 2022).

The development of organizational human resources in servant leadership is a highly considered aspect. The existence of this value in servant leadership makes the leader's authority contingent upon the quality of the task and work process, rather than the quantity of results obtained. Leaders plan, support, and facilitate their members' growth and development.

In the context of servant leadership, leaders recognize that organizational activities cannot be conducted solely by themselves. Consequently, leaders are able to foster a culture of effective organizational collaboration. The division of labor is conducted equitably according to each individual's respective responsibilities. Leaders and followers share a vision and mission for growth and development.

In servant leadership, the leader is authentic in their actions and words. This authenticity is demonstrated in the consistency between one's personal character and integrity, as well as one's values. The alignment between one's words and actions is a hallmark of servant leadership, as it serves as a model for the members of the organization. Honesty and openness are highly valued in this context. This will be the view of members of the organization regarding the sincerity of the leader in providing services to members of the organization.

As a leader, a leader with a servant leadership style must possess effective leadership skills. In addition to the sincerity and positive nature of a leader, he or she must also be able to effectively formulate a vision and mission, plan, organize, implement, and supervise the course of organizational activities. Sika conceptualization must also be owned by the leader. Leaders are able to identify and anticipate the opportunities and problems that the organization will face in the future.

In servant leadership, the power to lead is not reserved for a single individual. This indicates that leaders who espouse a servant leadership style can entrust the responsibility and burden of leadership to those who are prepared and have demonstrated the capacity to lead (Rahayu & Benyamin, 2020).

Servant leadership is defined by several key characteristics, including active listening. In the context of servant leadership, this entails the ability to listen to and consider all complaints, input, opinions, ideas, or innovations from school members to the principal. In this instance, the principal is expected to listen carefully and attentively to the problems, expectations, and input from school members (Nasution, 2023). In addition to communication skills, which are essential for any leader, listening skills are also crucial for school principals.

Listening implies an understanding, or at the very least, an acknowledgement of the beliefs and thoughts, or the understanding of one's followers. Listening is a fundamental aspect of growth in servant leadership (Wijono, 2018). The results of the interview

demonstrate that the principal of SMK Pasundan possesses the characteristic of listening to the needs and inputs of both educators and students.

This can be evidenced by the input from SMK Pasundan educators, who suggested holding graduation activities outside the school grounds. The principal was able to discern the input of the educators and the request from the guardians of the graduating students. Consequently, the principal initiated the first step by organizing an enhanced program and series of graduation activities.

Subsequently, the principal disseminated information to educators and other relevant parties involved in the activity, as well as appealed to guardians of students to maintain the sanctity of the event when it was taking place. This demonstrated a profound and profound concern regarding the aspirations of the school community and the wider community. The principal of SMK Pasundan did not simply refuse the request.

However, he considered and planned meticulously to ensure the activity's smooth operation. The principal of SMK Pasundan also solicited input and addressed concerns from educators who may lack technological proficiency in learning. The principal of SMK Pasundan genuinely listens to their concerns and consistently motivates educators to cultivate and hone the skills required in the modern era. In this case, the principal does not necessarily denigrate or scold regarding the educators' complaints. Instead, the principal attempts to empathize with and encourage the educators and school employees.

One method of demonstrating the principal's commitment to serving educators and school employees is by addressing their needs. This can be achieved by identifying and analyzing the wants and needs of these individuals and then helping to fulfill them. The results of the interview indicate that the principal of SMK Pasundan is highly concerned about the needs and desires of educators and school employees, particularly those related to learning and curriculum. As evidenced by the necessity for projector technology to facilitate interactive learning, as outlined in the independent learning curriculum policy. The implementation of this independent learning curriculum policy has enabled schools to adapt to technological advancements. The fulfillment of SMK Pasundan's school needs was also realized with the provision of a new budget for the renewal of classroom blackboards, which was allocated directly by the principal. One of the requests of the educators to the principal was also fulfilled in the form of technology training for educators to operate school data into a database that can be processed online. In this case, it can be argued that the principal of SMK Pasundan demonstrates a genuine consideration of the fulfillment of the needs and desires of his followers, particularly in relation to more effective learning processes. Should unmet needs and desires arise, the principal is able to provide encouragement and motivation as a form of concern and seriousness in responding to these needs.

Empathy is a fundamental aspect of servant leadership. It entails an understanding of the emotional states of subordinates, manifested in a capacity to empathize with them. According to KBBI, an empathetic attitude is one where the individual in question can discern and experience the feelings and thoughts of others as their own. Based on interviews and observations, it can be posited that the principal exhibits a high degree of empathy towards the wider school community.

This attitude is exemplified by the principal's consistent comprehension of the sentiments and thoughts of educators and students, his or her efforts to resolve challenges and difficulties faced by these individuals, and the principal's ability to empathize with the feelings of educators and students. This empathic understanding enables the principal to refrain from imposing his or her will upon others when acting on their behalf. Additionally, the principal demonstrates the capacity to devote significant attention and to serve as an effective listener to all concerns, complaints, suggestions, and innovations presented by educators and students. The principal must be willing to engage with school members, opening the door to criticism and suggestions and accepting them well. A high

sense of tolerance for differences that occur among school members is essential, including differences in technology and teaching skills. This approach ensures that no one feels cornered because of these conditions. Consequently, an empathetic attitude on the part of the principal as a leader will foster a positive and harmonious work environment, in which the relationship between the principal and school members is characterised by mutual respect and understanding.

In the context of leadership, healing is defined as the capacity to heal and motivate oneself and others (followers). In this case, the principal is able to navigate the challenges faced by the school community, while also providing encouragement and motivation when needed. Based on the interview, the principal demonstrated a strong ability to foster a positive school spirit through various activities that provided comfort and strengthened the sense of community among the school members. It is essential to provide encouragement and positive influence in order to maintain the enthusiasm of school members in their work. It is not advisable to impose a particular achievement upon the school community, as the principal believes that the creation of a positive organizational environment is the most effective indicator of a leader's success. It is crucial to instill complete trust in the school community, demonstrating that they are capable of completing the tasks and work at hand. In this context, it can be argued that the principal's primary concern is the well-being of the school community, rather than the specific outcomes or achievements of the school.

In the context of servant leadership, awareness encompasses an understanding of problems and issues based on ethical and comprehensive values (Nasution, 2023). The role of the principal within a school is that of a leader, with the capacity to oversee the management of the various components of an organization. A high level of awareness and the capacity for good initiative are both inherent characteristics of an effective leader.

The findings of interviews suggest that the principal's self-awareness may serve as a guiding principle for educators in achieving effective teaching and learning outcomes. This was evident in their response to the implementation of the new curriculum at SMK Pasundan. The principal took the initiative in developing innovative programmes and learning objectives for students, and subsequently disseminated this to educators through mentoring and guidance. This allowed educators to understand the curriculum and implement it in a structured, gradual manner, ensuring its success.

However, the implementation is carried out in stages from grade 2 to grade 5 and will continue onwards. Training for teachers is carried out accordingly. The principal's sense of sensitivity and good initiative represents a form of self-awareness. The implementation of discipline for educators and students makes all school residents must carry out their respective duties in accordance with applicable regulations.

Servant leadership is predicated upon the ability of the leader to persuade his followers to obey and submit to him without the need for coercion. This form of persuasion is exemplified by leaders who rely upon the authority of their position and power, particularly in the context of decision-making and policy formulation in an organization (Rahayu & Benyamin, 2020).

The results of the interview indicate that the principal, as a leader, is adept at employing persuasive techniques.

This is evidenced by the data above, which indicates that every policy set by the principal is always socialized first. This implies that there is involvement of the school community in the deliberation and determination of the implementation of the policy. Therefore, the program implemented at the school is the result of a consensus among all school members. According to him, in order to build persuasion among others, the principal must first recognize the character of each school community. This is because differences in character will distinguish the persuasion among them. In the context of the division of labor, it is evident that principals cannot rely on a single individual to fulfill

various tasks. Therefore, it is crucial for them to adopt a fair attitude and involve all human resources in the process. This entails ensuring that each individual's tasks are distributed fairly and that no one feels burdened. Additionally, it is essential for the principal to cultivate positive relationships with their colleagues. This will facilitate the delivery of persuasive messages and enhance the receptivity of the school community.

In the context of servant leadership, conceptualization refers to a leader's capacity for broad, forward-thinking regarding future opportunities and challenges. Interview results indicate that the principal has a highly developed conceptualization of their role as principal. This is evidenced by several noteworthy achievements, including the school's enhanced reputation at the district level through its participation in swimming competitions and subsequent championship victories.

The principal discerns a potential opportunity in the field of sports; consequently, he recruits professional trainers to instruct students in this area. Conceptualization may also be regarded as a form of proactive problem-solving, whereby existing challenges are identified and addressed. By enhancing their conceptualization skills, principals can cultivate self-discipline in the workplace, such as arriving punctually, treating school members with kindness, and fulfilling their obligations as principals.

In this case, the principal is a person who provides opportunities optimally and is able to understand his position as a principal, namely a leader for educational institutions.

CONCLUSION

The principal's servant leadership style is an effort to improve the quality of educational services in accordance with national standards, as evidenced by her actions. These include listening to the opinions, inputs, aspirations, complaints, and problems faced by teachers, which has the result of increasing job satisfaction among members of the school community. Furthermore, the principal fulfills the needs budgeted by the school community by ensuring that adequate educational facilities are provided, thus demonstrating her commitment to the well-being of the school community. The concept of empathy and healing in leadership fosters positive working relationships, thereby enabling school members to optimize their performance. The concepts of persuasion and conceptualization facilitate a favorable perception of the school community by the principal, engendering confidence in his sincerity and compassion. The characteristics of servant leadership are highly compatible with the organization of educational institutions. This is because, in educational settings, the focus of the organizational process should be on the quality of the process and the human resources involved, rather than on mere quantitative outputs. The concept of servant leadership enables the achievement of effective and efficient outcomes in educational activities and the attainment of educational goals.

REFERENCES

- As'Ad, A., Firmansyah, F., & Fridiyanto, F. (2021). MENGELOLA PENDIDIKAN MULTIKULTURAL: Studi Etnografi di SMA Sultan Iskandar Muda Kota Medan. *Hijri*, 10(2), 59. <https://doi.org/10.30821/hijri.v10i2.11265>
- Bakry, B., & Syamril, S. (2021). Pengaruh Servant Leadership terhadap Nilai Kinerja Guru. *Jurnal Manajemen Dan Supervisi Pendidikan*, 5(1), 24. <https://doi.org/10.17977/um025v5i12020p298>
- Bakry, B., & Syamril, S. (2021). Pengaruh Servant Leadership terhadap Nilai Kinerja Guru. *Jurnal Manajemen Dan Supervisi Pendidikan*, 5(1), 24. <https://doi.org/10.17977/um025v5i12020p298>
- Berliani, T., Wahyuni, R., Helencia, E. M., Maretin, A., & Putra, S. M. (2022). STRATEGI PENGAWAS SEKOLAH DASAR DALAM MELAKSANAKAN PENGAWASAN KE SEKOLAH

- BINAAN. *Equity In Education Journal*, 4(2), 82-87.
<https://doi.org/10.37304/eej.v4i2.5055>
- Chairunnisa, C. (2013). Kepemimpinan, Sistem dan Struktur Organisasi, Lingkungan Fisik dan Keefektifan Organisasi sekolah. *Jurnal Ilmu Pendidikan*, 1, 56-60.
<https://doi.org/http://dx.doi.org/10.17977/jip.v19i1.3755>
- Dianarini, L., Sunaryo, W., & Wulandari, D. (2022). PENINGKATAN EMPLOYEE ENGAGEMENT MELALUI PENGUATAN KEPEMIMPINAN MELAYANI DAN KEPERIBADIAN. *JURNAL MANAJEMEN PENDIDIKAN*, 10(1), 055-060.
<https://doi.org/10.33751/jmp.v10i1.5066>
- Hoch, J. E., Bommer, W. H., Dulebohn, J. H., & Wu, D. (2018). Do Ethical, Authentic, and Servant Leadership Explain Variance Above and Beyond Transformational Leadership? A Meta-Analysis. *Journal of Management*, 44(2), 501-529.
<https://doi.org/10.1177/0149206316665461>
- Juansah, D. E., & Emzir, E. (2016). The Implementation of Cooperative Principle in Class Group Discussion. *IJLECR - INTERNATIONAL JOURNAL OF LANGUAGE EDUCATION AND CULTURE REVIEW*, 2(1), 27-32. <https://doi.org/10.21009/IJLECR.021.13>
- Kebudayaan., K. P. dan. (2006). *Peraturan Kementerian Pendidikan dan Kebudayaan Republik Indonesia tentang Standar Isi Satuan Pendidikan Dasar dan Menengah (PP. Nomor 22 Tahun 2006*.
- Kemdikbud, P. W. (2022). Ekosistem Teknologi Kemendikbudristek Wujudkan Lompatan Kemajuan Untuk Pendidikan Indonesia. *Kementerian Pendidikan, Kebudayaan, Riset Dan Teknologi*.
- Mahanangingtyas, E., Lesnussa, A., & Nussy, H. (2021). PERAN MANAJEMEN KEPEMIMPINAN KEPALA SEKOLAH TERHADAP KEPUASAN KERJA GURU DI SD INPRES 19 AMBON. *PEDAGOGIKA: Jurnal Pedagogika Dan Dinamika Pendidikan*, 9(1), 11-26. <https://doi.org/10.30598/pedagogikavol9issue1page11-26>
- Mingkol, M., & Hatmoko, T. L. (2022). KEPEMIMPINAN SERVANT LEADERSHIP DAN MOTIVASI ORANG MUDA DALAM MENINGKATKAN PENDAMPINGAN ANAK TUNAGRAHITA DI KOMUNITAS ALMA PUTERI MALANG. *Jurnal Pelayanan Pastoral*, 3(1), 33-40. <https://doi.org/10.53544/jpp.v3i1.287>
- Muhtadi, F., & Kusumastuti, F. (2020). Gaya Kepemimpinan Kepala Sekolah Berbasis Pondok Pesantren Dalam Penyelenggaraan Pendidikan Menengah Di SMA Nurul Jadid. *Jurnal Kebijakan Dan Pengembangan Pendidikan*, 7(1). <https://doi.org/10.22219/jkpp.v7i1.11699>
- Nasaruddin, N. (2018). PENGARUH KOMPETENSI KEPEMIMPINAN KEPALA SEKOAH TERHADAP PENINGKATAN PROFESIONALISME GURU DI SDN 20 WATANG SAWITTO. *DIKDAS MATAPPA: Jurnal Ilmu Pendidikan Dasar*, 1(2), 96. <https://doi.org/10.31100/dikdas.v1i2.245>
- Nasution, N. (2023). Strategi Membangun Kepemimpinan Melayani (Servant) Bagi Pengawas Sekolah Guna Meningkatkan Kualitas Pendidikan. *Jurnal Penelitian Tindakan Kelas Dan Pengabdian Masyarakat*, 3(1), 88-103. <https://doi.org/https://doi.org/10.47006/pendalas.v3i1.237>
- Nurgiansah, T. H., & Widyastuti, T. M. (2020). Membangun Kesadaran Hukum Mahasiswa PPKn UPY Dalam Berlalu Lintas. *Jurnal Pendidikan Kewarganegaraan*, 2(2), 97-102. <https://doi.org/https://doi.org/10.23969/civicedu.v2i2.1491>
- Pahlewi Affandi, R. (2023). Pengaruh Kepemimpinan Melayani terhadap Kinerja Karyawan yang Dimediasi oleh Kepercayaan Organisasi di Satsamapta Polres Metro Bekasi Kota. *AGILITY: Lentera Manajemen Sumber Daya Manusia*, 1(01), 25-31. <https://doi.org/10.59422/lmsdm.v1i01.59>
- Rahayu, S. W., & Benyamin, C. (2020). Penerapan Kepemimpinan Melayani (Servant Leadership) Bidang Penguatan Karakter Guru dan Siswa. *Jurnal Dinamika Manajemen Pendidikan*, 5(1), 29. <https://doi.org/10.26740/jdmp.v5n1.p29-35>

- Rahayu, S. W., & Benyamin, C. (2020). Penerapan Kepemimpinan Melayani (Servant Leadership) Bidang Penguatan Karakter Guru dan Siswa. *Jurnal Dinamika Manajemen Pendidikan*, 5(1), 29. <https://doi.org/10.26740/jdmp.v5n1.p29-35>
- Sugiyono, P. D. (2015). *Metode Penelitian Pendidikan : Pendekatan Kuantitatif, Kualitatif dan R & D*. Alfabeta.
- Syah, L. Y. (2017). *Perilaku Organisasi: Konsep dan Implementasi (P. C. Supriadi, Ono (ed.); Pertama)*. Penerbit In Media.
- Wijaya, C. (2017). *Perilaku Organisasi (N. S. Chaniago (ed.); Pertama)*. Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI).
- Wijono, S. (2018). *Kepemimpinan Dalam Perspektif Organisasi (I. Fahmi (ed.); Pertama)*. Prenadamedia Group.
- Zahara, E. (2018). *Peranan Komunikasi Organisasi Bagi Pimpinan Organisasi*. Jurnal Warta.
- Zulaiha, S., Meldina, T., & M. (2022). Problematika Guru dalam Menerapkan Kurikulum Merdeka Belajar. *TERAMPIL Jurnal Pendidikan Dan Pembelajaran Dasar*, 9(2), 163–177.

Copyright Holder :

© Iyus Rustandi, et al., (2024).

First Publication Right :

© Bulletin of Community Engagement

This article is under:

CC BY SA