



Development of Servant Leadership Training Modules to Improve The Performance of Educators and Educational Staff

Aktivita Ismi Lestari^{*}, Ferdy Samuel Rondonuwu, Yari Dwikurnaningsih

Master of Education Administration, Universitas Kristen Satya Wacana Salatiga, Indonesia.

^{*}Corresponding Author. Email: Aktivita.Ismi.Lestari@gmail.com

Abstract: This study aims to develop a Servant Leadership training module to improve the performance of educators and educational staff. The research employed the research and development (R&D) method using the Borg & Gall model, involving several stages from preliminary research, planning, draft development, initial field testing, and product revision, to implementation testing. Data collection was conducted through observations, interviews, questionnaires, pretests, and post-tests on a small-scale trial with six respondents and a large-scale trial with 30 respondents, including school principals, teachers, and educational staff in Central Lampung. The collected data were analyzed using descriptive analysis and statistical tests. This research resulted in a Servant Leadership training module designed to enhance the performance of educators and educational staff. Qualitative descriptive analysis indicated an urgent need for Servant Leadership training, while quantitative analysis demonstrated the effectiveness of the module, with a significant increase in pretest and post-test scores from 55.0 to 90.6. Expert validation confirmed the module's high feasibility, with a feasibility level of 92%. The main-scale trial also confirmed its feasibility with an 82.9% feasibility level, and the large-scale trial demonstrated a very high feasibility level of 91.2%. This module includes concept introduction, case studies, implementation strategies, reflection, and evaluation. The findings suggest that this module provides a practical solution for supporting the application of Servant Leadership principles and is expected to be effective in improving the performance of educators and educational staff.

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Introduction

The concept of Servant Leadership, which emphasizes service, empowerment, and professional development, has significant potential to improve the performance of educators and educational personnel. Servant Leadership prioritizes the needs and development of others, fostering a collaborative and supportive school environment (Hermawan, 2023). In an educational context, this leadership model shapes a positive school culture aligned with values of trust, empathy, and ethical responsibility. Servant Leadership can serve as a catalyst for enhancing educational outcomes by building committed and motivated teams (Brown & Smith, 2020).

However, despite its ideal role, many schools face challenges in effectively implementing Servant Leadership. The research identified obstacles such as inadequate communication channels, limited professional development opportunities focused on leadership, and a lack of specific training materials (Sitanggang, Gunanto, & Sudibjo, 2022). The absence of support results in inconsistencies in applying Servant Leadership principles in



educational institutions, often leading to unmet needs among educators and misalignment with organizational goals.

Recent developments identify Servant Leadership as a unique approach distinct from traditional hierarchical leadership models. Unlike conventional leadership, which often emphasizes authority and control, Servant Leadership focuses on shared decision-making and collaborative growth (Lee & Jones, 2019). Additionally, recent research highlights the effectiveness of self-directed training in developing leadership skills, which can serve as a model for designing a Servant Leadership module tailored to the education sector (Krampitz et al., 2023). This study aims to address the identified gap by developing a structured training module for Servant Leadership, offering a new approach that integrates self-directed learning methods and situational adaptation for various educational environments.

Despite the clear potential of Servant Leadership, practical resources and structured training programs for school leaders remain limited. This gap underscores the need for a specialized training module that empowers school principals, educators, and staff to effectively implement Servant Leadership principles. The scientific novelty of this research lies in developing a training module tailored to the specific challenges of educational institutions, focusing on practical application and adaptability.

Improving the quality of educators and educational personnel is a fundamental element in creating an inclusive, collaborative, and results-oriented educational environment. This research is particularly urgent given the challenges faced by many schools, such as the lack of effective Servant Leadership implementation that can empower all members of an organization. The study's preliminary research at SMP Waskita Bekri revealed that ineffective communication, limited training, and the absence of formal guidelines are key barriers to implementing Servant Leadership principles. Within this context, Servant Leadership, emphasizing service, empathy, empowerment, and collaboration, offers a strategic approach to overcoming these challenges (Greenleaf & Spears, 1977; Harwiki, 2013). Previous research also emphasizes that this approach is effective in enhancing staff motivation and engagement, fostering a healthy work culture, and supporting professional development in schools (Sitanggang et al., 2022; Tomigolung, 2015). Therefore, developing a comprehensive and applicable Servant Leadership training module becomes a strategic solution to enhance performance and create a productive work culture in schools.

The objective of this study is to develop a Servant Leadership training module that can enhance educators' and educational personnel's ability to apply these leadership principles effectively. This module is not only designed to improve understanding of the Servant Leadership concept but also provides concrete guidelines that can be directly applied in school environments. With this training module, school principals, teachers, and staff are expected to build stronger Servant Leadership skills, create an inclusive school culture, support team collaboration, and improve motivation and overall performance. Furthermore, this research aims to contribute theoretically to the development of Servant Leadership concepts in Indonesia's education sector, serving as a reference for future research and leadership practices.

Research Method

This study employed a mixed-methods approach (quantitative and qualitative) using the Research and Development (R&D) method based on the Borg and Gall (1983) model. The research covered seven of the ten main steps of the Borg & Gall model, illustrated in the flowchart below.

The Seven Stages of the Borg & Gall Model

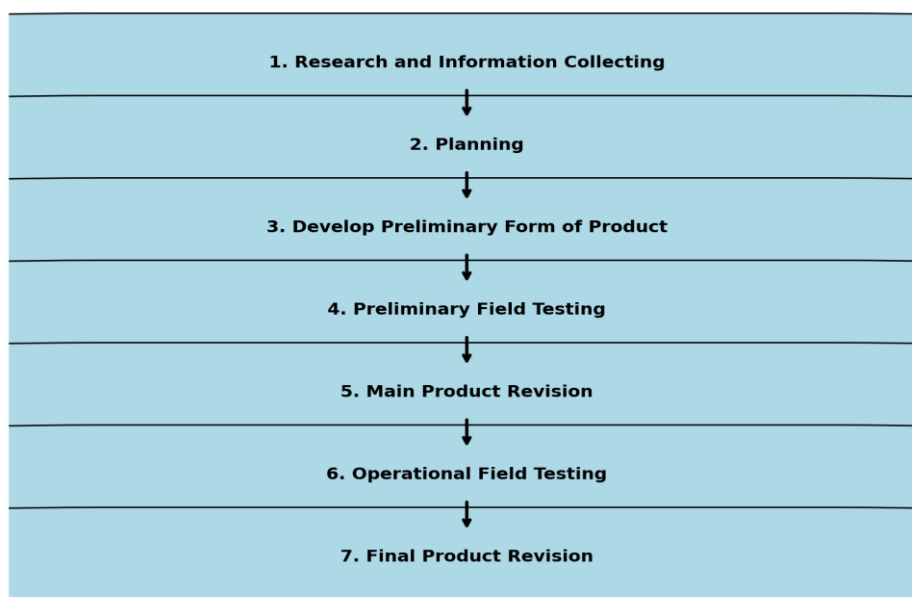


Diagram 1. The Seven Stages of the Borg & Gall Model

The research was conducted at SMP Waskita Bekri, SMK Waskita Bekri, SD Negeri 2 Sinar Banten Bekri, SD Negeri 3 Sinar Banten Bekri, and SD Negeri 4 Sinar Banten Bekri in Central Lampung. The sample included school principals, teachers, and educational staff selected through purposive sampling. The research procedure began with research and information gathering to identify the module's needs through interviews, observations, and questionnaires. The collected data was used to design the module framework, including the development of learning materials and evaluation tools. Subsequently, the module was developed in its initial form and validated by experts before undergoing a limited trial with specific subjects at SMP Waskita Bekri. After receiving feedback from the limited trial, the module was revised and implemented in five schools during the main field trial to measure its effectiveness through pre-tests and post-tests. The results from the field trial were used for operational product revision, ultimately producing a final training module ready for use.

The research instruments included interviews, questionnaires, observations, as well as pre-tests and post-tests. Interviews were conducted to explore challenges and perceptions related to Servant Leadership, while questionnaires and observations were used to evaluate the feasibility and implementation of the module. Data analysis techniques involved qualitative analysis using the interactive model (Miles & Huberman, 2014) and quantitative analysis through the Paired T-Test to compare pre-test and post-test results. The module feasibility analysis was conducted using the Likert Scale to assess the success of the module development. This study is expected to produce an applicable and effective training module to enhance the performance of educators and educational personnel through the implementation of Servant Leadership principles.

Table 1. Module Feasibility Criteria (Sugiyono, 2015)

Score	Percentage	Feasibility Category
SL	85-100	Highly Feasible
L	70-84	Feasible
CL	55-69	Moderately Feasible
DL	40-54	Less Feasible
TL	0-39	Not Feasible



Table 2. Paired T-Test Table (Field, 2018)

Component	Description
Null Hypothesis (H_0)	There is no significant difference between the mean pre-test and post-test scores (the training is ineffective).
Alternative Hypothesis (H_1)	There is a significant difference between the mean pre-test and post-test scores (the training is effective).
P-Value (α)	Probability value, indicating that the change is statistically significant at a 95% confidence level ($p < 0.05$).

Results and Discussion

Based on the research data, the following is a description of the results from each stage of development.

Research and Information Gathering Stage: Observations, interviews, and questionnaires indicate that the implementation of Servant Leadership principles in schools is still very low. The initial research findings indicate that the implementation of Servant Leadership principles among educators and educational personnel remains low. Based on the questionnaire results, the overall average score was only 25%, which falls into the "Inadequate" category. The highest-scoring indicators were awareness of work environment dynamics among school principals, teachers, and staff (33%) and listening skills (30%). Conversely, the persuasion aspect of leadership had the lowest score (19%), indicating a lack of ability among school principals, teachers, and staff to positively influence their teams without relying on authority. These results highlight the urgent need for training programs designed to enhance active listening, empathy, and persuasion skills, which are key elements of Servant Leadership.

Based on the observation results, it was found that the implementation of Servant Leadership principles in the educational environment is still limited. Most schools lack supporting facilities such as training modules, reference materials, or self-assessment tools. Observations also indicate that although discussion spaces and communication tools such as WhatsApp groups are available, these facilities have not been fully utilized to support the implementation of Servant Leadership principles. This is supported by a statement from one of the school principals: "We do not yet have reference materials or modules that specifically teach the principles of Servant Leadership. So far, learning has mostly been conducted informally and relies on individual experiences." (Interview, Principal of SMP Waskita Bekri).

Furthermore, needs analysis through questionnaires indicates that educators and educational personnel have a very high demand for Servant Leadership-based training. The overall average score reached 94%, with self-awareness development, persuasion skills, and openness in communication receiving the highest scores (100%). A training module that includes the development of active listening skills, empathy, emotional healing, and community building is considered highly necessary to support professional performance. For instance, 96% of respondents agreed that training to develop forecasting and future planning skills is crucial for work effectiveness.

Observations also revealed that facilities and support for the implementation of Servant Leadership in schools are still very limited. Discussion spaces, communication tools such as WhatsApp groups, and resources for collaborative activities are available; however, reference materials, training modules, leadership guidelines, and self-assessment tools are completely absent. Additionally, there are no team development programs, emotional counseling services, or evaluation systems that encourage collaboration. These observations

indicate that schools require intervention in the form of a training module that can bridge this gap by providing practical guidelines and resources to support the development of Servant Leadership.

Planning Stage: The initial research resulted in the planning of a training module aimed at enhancing Servant Leadership competencies. Needs analysis through interviews identified key aspects, such as active listening (93%-96%), empathy (93%-96%), and emotional healing (89%-96%), as the primary focus of the module.

Module Development Stage: The module was developed to include both theoretical and practical materials. Expert validation in content yielded an average score of 96.3%, while expert validation in management resulted in an average score of 90%, both falling into the "Highly Feasible" category. Components such as relevant case studies received high scores, as shown in the table below.

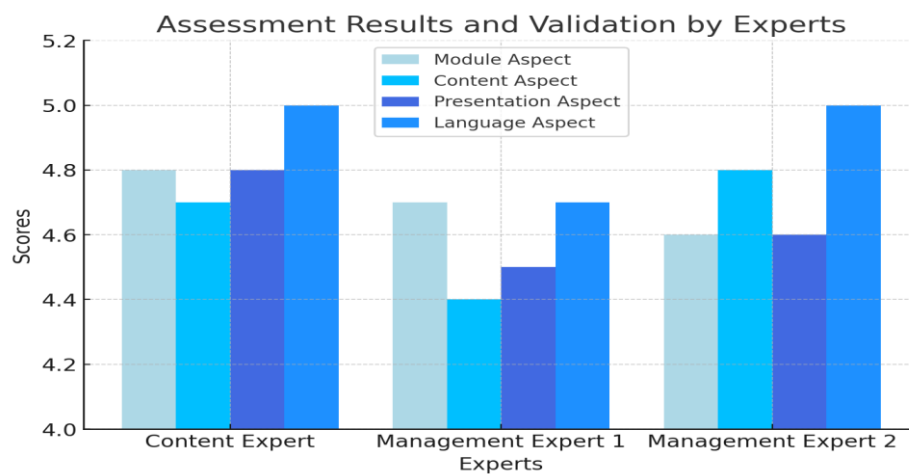


Figure 1. Diagram of Assessment Results and Validation by Content and Management Experts

Table 3. Overall Assessment Results and Validation by Content Experts and Management Experts

No	Assessment	Average Score	Category	Feasibility Level
1	Content Expert	4,81	Highly Feasible	96%
2	Management Expert 1	4,3	Highly Feasible	86%
3	Management Expert 2	4,7	Highly Feasible	94%
Average Score		4,6	Highly Feasible	92%

The training module was developed with both theoretical and practical components, which were validated by content and management experts. A content expert stated, "This module already includes essential components such as relevant case studies and practical exercises. However, the language should be simplified to make it easier for participants to understand the concept of Servant Leadership." (Interview, Content Expert). The validation results showed an average score of 92%, categorized as "Highly Feasible."

Initial Field Testing Stage at SMP Waskita Bekri showed an increase in the average pre-test score from 66.1 to 86.7 in the post-test. The questionnaire assessed the module with a score of 82.9%, categorizing it as "Feasible," as shown in the table below.

Table 4. Feasibility Assessment Data of the Module in Small-Scale Trial

No	Aspect	Average Score	Percentage	Feasibility Level
1	Module	4	80%	Feasible
2	Alignment with Educational Policies and Challenges	4.5	90%	Highly Feasible
3	Presentation	4	80%	Feasible



4	Development of Case Studies or Relevant Examples	4	80%	Feasible
5	Language Use	4.25	85%	Highly Feasible
6	Impact of the Module on the Performance of Educators and Educational Personnel	4	80%	Feasible
Total		4,125	82,9%	Feasible

One participant stated, "This training material has greatly helped me understand how to practice active listening and show empathy in my daily work. I feel more confident in my job." (Interview, Teacher at SMP Waskita Bekri). This is further supported by the results of the Paired Samples T-Test, which showed a p-value of 0.015, which is less than 0.05, indicating that the improvement is statistically significant. Based on the results of the Paired Samples Test, the average post-test score (86.67) significantly increased compared to the average pre-test score (66.10). The two-sided p-value of 0.015 ($p < 0.05$) shows that the increase from pre-test to post-test is statistically significant. The mean score difference of 20.57, with a 95% confidence interval (-35.17 to -5.95), indicates the effectiveness of the Servant Leadership training module in improving participants' understanding and skills related to Servant Leadership principles. This is supported by the lower standard deviation in the post-test (4.71) compared to the pre-test (12.02), indicating an increase in the consistency of participants' understanding after the training, as shown in the table below.

Paired Samples Statistics									
		Mean	N	Std. Deviation	Std. Error Mean				
Pair 1	PreTest	66.1000	6	12.01915	4.90680				
	PostTest	86.6667	6	4.70942	1.92261				

Paired Samples Test									
		Paired Differences					Significance		
		95% Confidence Interval of the Difference							
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
								One-Sided p	Two-Sided p
Pair 1	PreTest - PostTest	-20.56667	13.91943	5.68259	-35.17422	-5.95912	-3.619	5	.008
									.015

Figure 2. Paired T-Test Small Scale

Main Revision Stage, was carried out based on the results of the initial field trial. Feedback emphasized the improvement of case study materials and the simplification of the language. At this stage, participants stated that the module was already quite good and did not require further revisions.

Main Field Testing Stage, involving 30 participants from five schools, showed that the post-test average increased from 55.0 to 90.6. The questionnaire rated the module with an average score of 91.2%, indicating the "Highly Feasible" category, as shown in the table below.

Table 5. Main Scale Participant Assessment

No	Aspect	Average Score	Percentage	Feasibility Level
1	Module	4,6	92%	Highly Feasible
2	Alignment with Educational Policies and Challenges	4,2	84%	Feasible
3	Presentation	4,6	92%	Highly Feasible



4	Development of Case Studies or Relevant Examples	4,7	94%	Highly Feasible
5	Language Use	4,7	94%	Highly Feasible
6	Impact of the Module on the Performance of Educators and Educational Personnel	4,6	92%	Highly Feasible

This is further supported by one of the school principals who participated in the training, stating, "This training not only provided theory but also practical strategies that I can immediately apply to build better communication with teachers and staff." (Interview, Principal of SMP Waskita Bekri). The questionnaire indicated a module feasibility score of 91.2%, categorized as "Highly Feasible."

This is also supported by the results of the Paired Samples T-Test analysis below, which show a significant difference between the average pre-test and post-test scores. The average pre-test score was 66.10 with a standard deviation of 12.02, while the average post-test score was 86.67 with a standard deviation of 4.71. The mean difference between the two tests was -20.57, with a t-value of -3.619 and a p-value (two-tailed) of 0.015, which is less than 0.05. This indicates that the intervention had a significant effect in improving the post-test results compared to the pre-test.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	55.0067	30	9.53360	1.74059
	PostTest	90.5633	30	8.74905	1.59735

Paired Samples Test

		Paired Differences				Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	
					Lower	Upper			One-Sided p Two-Sided p
Pair 1	PreTest - PostTest	-35.55667	14.00760	2.55743	-40.78719	-30.32614	-13.903	29	<.001 <.001

Figure 3. Paired T-Test Main Scale

The final revision focused on improving the module design and language adjustments. The module was deemed ready for widespread use as participants consistently stated that this training module had met the users' needs and did not require any further improvements.

Discussion

The development of the Servant Leadership module followed the steps of the Borg & Gall model to enhance the performance of educators and educational staff. The initial research and information gathering identified a low implementation of Servant Leadership in schools, with the average implementation being only 25%. Dimensions such as active listening skills (30%), empathy (26%), and persuasion (19%) were identified as the areas most in need of improvement. However, the need for Servant Leadership training reached 94%, highlighting the urgency of training to support professional performance. This finding is supported by Sunarni (2023), who stated that Servant Leadership increases job satisfaction through motivation and organizational culture, and by Lemoine et al. (2019), who also found that training in active listening and empathy is a key element in improving organizational efficiency. Additionally, this finding aligns with the research by Greenleaf (2002), who introduced the importance of Servant Leadership in building a collaborative work culture and supporting professional development. Spears (2010) emphasized that active listening and



empathy are crucial foundations of Servant Leadership, which can enhance productivity and work motivation.

During the planning stage, the training materials were designed based on needs analysis results and were selected to ensure their relevance and practical applicability in the field. Eva et al. (2019) emphasized that real-life case studies in training modules can significantly improve understanding and application of Servant Leadership principles, while Nguyen et al. (2024) supported that context-based training increases engagement. Eva et al. (2019) also stated that the success of Servant Leadership training depends on the ability to integrate theory with specific contexts. Studies by Dierendonck & Patterson (2015) found that case-based training can improve practical understanding by 45%, while Hunter et al. (2013) showed that critical reflection during Servant Leadership training enhances self-awareness and interpersonal skills. The module framework was designed to include theory, implementation strategies, evaluation, and follow-up plans, which were found to enhance training effectiveness as Lemoine et al. (2019) discovered. Additionally, research by Liden et al. (2014) showed that persuasion skills are crucial in creating positive relationships in the workplace, as they help team members feel valued and supported.

The results from the initial field testing showed that this module improved participants' understanding and Servant Leadership skills, with the average pre-test score increasing from 66.1 to 86.7. The results from interviews and questionnaires rated the module with an average score of 82.9%, indicating that the module is relevant, interactive, and supports professional development. Research by Ren & Shen (2024) found that Servant Leadership influences innovative team performance, which aligns with these findings. This is also supported by the study by Laub (1999), who found that Servant Leadership can create an inclusive work culture, improve job satisfaction, and motivate team members. Additionally, Barbuto & Wheeler (2006) mentioned that reflection-based training modules help participants understand complex work dynamics and improve their ability to tackle challenges.

In the main field testing stage, involving 30 participants from five schools, the post-test average score significantly increased from 55.0 to 90.6 ($p < 0.001$). The questionnaire rated the module "Highly Feasible" with an average score of 91.2%, particularly for the relevant case studies aspect, which received the highest score (93.3%). Research by Eva et al. (2019) and Nguyen et al. (2024) showed that case studies and reflection-based learning significantly improve participants' competencies. Studies by Parris & Peachey (2013) and Eva et al. (2021) mentioned that context-based case studies increase participants' understanding of leadership principles by 50%. Hale & Fields (2007) added that case-based training strengthens ethical decision-making skills, which are one of the key pillars of Servant Leadership.

The operational product revision indicated that the module met quality standards without requiring significant revisions. Feedback suggested that the module successfully enhanced interpersonal skills such as active listening, empathy, and persuasion. Research by Nguyen et al. (2024) supports that reflective-based training modules improve participants' skills by 50%. Overall, the Servant Leadership training module was rated as highly feasible and effective. With expert validation, initial trials, and main field tests, this module has proven effective in enhancing the understanding, skills, and application of Servant Leadership principles in educational environments. Research by Ren & Shen (2024), Lemoine et al. (2019), and Nguyen et al. (2024) reinforces that context-based and needs-based modules can support professional development and create an inclusive, productive, and collaborative work culture.



This study further strengthens the idea that the application of Servant Leadership has a significant impact in various educational and organizational contexts. Jiang and Wei (2024) showed that Servant Leadership meets basic psychological needs and encourages employee development, while Suprihatin et al. (2023) revealed that Servant Leadership positively influences teacher discipline improvement. Local studies such as Fauzan et al. (2024) and Sendjaya et al. (2008) show the relevance of Servant Leadership in improving performance and social involvement in organizations. Support from Zada et al. (2022) and Aboramadan et al. (2020) also highlights the importance of Servant Leadership in enhancing motivation and teaching quality in higher education. In Indonesia, Rohana et al. (2024) and Indarta et al. (2024) emphasize the social impact and its relevance in improving teacher welfare, school performance, and student learning outcomes. Mobonggi et al. (2024) added that integrating spiritual values into Servant Leadership significantly improves educational services. A literature review by Rifqoh et al. (2024) also states that Servant Leadership can improve the quality of educational services through human resource development and building strong communities. Thus, the results of this study demonstrate that the Servant Leadership training module effectively enhances the performance of educators and educational personnel by creating an inclusive, productive, and collaborative work culture. This module helps school principals enhance Servant Leadership capabilities, teachers manage collaborative learning, and educational agencies develop continuous training programs to support improvements in educational service quality.

Conclusion

This research resulted in a Servant Leadership training module designed to improve the performance of educators and educational personnel. Based on the results of the qualitative descriptive analysis, there is an urgent need for Servant Leadership training, while the quantitative analysis shows the effectiveness of the training module with a significant improvement in the pre-test and post-test scores, from 55.0 to 90.6. Based on expert validation, the module was deemed highly feasible with a feasibility level of 92%. The results of the main-scale trial were deemed feasible with a feasibility level of 82.9%, and the main field trial was deemed highly feasible with a feasibility level of 91.2%. In conclusion, the study shows that this module provides a practical solution to support the application of Servant Leadership principles and is expected to be effective in improving the performance of educators and educational personnel.

Recommendation

This study recommends the development of a more specific Servant Leadership training module for school principals, teachers, and educational staff, with the addition of interactive digital features to enhance self-directed learning. It is recommended that school principals integrate Servant Leadership values into decision-making, support staff empowerment through mentoring, and build an inclusive work culture. Teachers are encouraged to apply Servant Leadership principles in teaching, contribute to team collaboration, and support the development of student character. The Education Office is advised to support ongoing training, facilitate collaboration between schools, and regularly evaluate the impact of the training to ensure effective and sustainable implementation of Servant Leadership across various schools.

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