

## **Cultivating Servantleadership Attitudein Principal At School Environment**

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**Abstract:** *Servant leadership is a leadership alternatives which could be applied in education to conduct organizational change, where a leader place himself not only as one in the peak of order to govern or control, but also has the ability to reflect the best power implementation through servicing style which is opposite from the effort of 'hearing' and 'empathizing' and 'building community'. Servant leadership growing in principals as the leader in educational organization would in accord with the essence of education philosophy in attempting and giving role models, guidance also encouragement as leader's spirit which 'hear' and 'empathize' also 'building community' in the basic essence of mutual comprehension and sharing. Ideas from servant leadership would directed toward leader behavior model which nurture individual development within organization through listening, empathizing, cooperating and having awareness to develop followers in ethical manner by thinking and encouraging interpersonal relationship. Education management by principal by creating sustainable conducive learning environment by implementing servant leadership model could become an alternative for commitment binding and promise keeping demand as the leader in education. This article would like to review concept of servant leadership and describe its importance in cultivatingand implementing it within school environment.*

**Keywords:** *servant leadership, principal*

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### **I. Introduction**

Leader is the key profile which contributes toward advancement in organization existence, since organization without leader would resemble a ship without its captain. A leader has the duty to become director, it is in accord with statement that leadership as process "a superior would encourage his subordinate to behave as he wish" (Hughes et al., 2012), leader's wish context meant would related with organization's goal achievement or hope concerning results of organization through the work of the followers. Therefore, demand expected from a leader is his ability to influence and directing his followers. Engkoswara and Komariah (2012) suggested that "a leader in conducting his mandate if he wants to be trusted and followed then he should possess leadership trait which could become a director for his ideas and thoughts by member of organization". Phrase for his *ideas and thoughts* refers to deep meaning that there are trust built from the followers toward their leader, thus there is motivation to follow the leader, listening and doing it.

Leadership is not new topic but still a common topic for discussion, therefore its impact is highly significant toward organization. Successful organization would relate with effective leaders by involving subordinates or situation. Facts show us that there were various cases occur within organization related with leadership as process (Hughes et al., 2012). A leader who ignores his duty would make organization become un-aimed and its followers would suffer from disorientation. If this occurs in education organization, it would be the onset of destruction. Organization would not able to give the essence of education philosophy which is to educated the nation by motivating each individual to be aware and willing to build self existence as complete human being, which are faithful, knowledgeable, and have strong personality. Leadership for organization, in particular educational leadership with the demand to drive educational implementation to achieve educational objectives has become a necessary to discuss.

Changing and advancement nowadays has put principal as leader in school (educational organization) facing challenges to conduct educational organization development in directive, planned and sustainable manner to improve education quality. Leadership is not static it is active and continuously changing constantly. These contain the meaning of leadership as process and always bring new opinion of leadership along with needs demand and development of post-modern era. This condition was strengthened by various leadership model developed from traditional until contemporary such as: transformative, transactional, charismatic, visionary and team (Robbins and Coulter, 2010) or servant leadership (Daft, 2011). Each and every leadership model above had their own strength and weaknesses and its position exist to be applied in completing one another.

One contemporary leadership type which can be implemented in educational organization is servant leadership as leadership alternative in education to conduct organizational change with philosophical content such as trust and empowerment which could be implemented by principal in school environment filled with philosophical essence which attempt and give role model, guidance and encouragement as spirit which encasing educational organization. Therefore, this article would review the concept of servant leadership and describing the importance of its implementation in school environment.

## **II. Servant Leadership**

Study of Yenming et al. (2012) found out that *servant leadership* is leadership style which viewed more effective due to reflect best power implementation of a leader through servicing style, with finding that leader 'hear' and 'emphathize' and 'building community' (mutual comprehension and sharing) is leadership style expected of followers and member of organization. This is in accord with conception and philosophy of servant leadership and statement of Moeljono (2007) which suggest that "future leader would end up more as inspiratory, conductor and attendant of organizational balance than just controller and giving orders". A leader is not only lies in the peak of order to govern or control. Moreover, principal is leader in educational organization.

Servant leadership has slogan according to Crippen as "the first is to serve and then lead" (Yenming et al., 2012), this showed that leadership in servant leadership framework is to serve. Leadership that serve is a leadership that look different with traditional leadership view, since traditional view concerning organization has long use of pyramid way of thinking that showed relative placement of leaders at the top and followers at the bottom, while servant leadership would turn this pyramid upside down, where leader is at the bottom to support organization and responsible with focus toward its follower. Servant leadership is based on leadership values 'a leader that serve', with its philosophy build by Greenleaf (1977). Ideas concerning servant leadership have marked the shift of leadership paradigm from authority-based power to empowerment (Yenming, 2012) full with attention toward member of organization.

Servant leadership is one type of leadership that emerges and develop in the spirit framework of empowering and developing existence of member, follower or people to lead even in broader scope by paying attention toward all stakeholder. Servant leadership has unique element and differentiate it with other type of leadership, as mentioned by Kent (2016) based on Robert Greenleaf theory (suggested in 1970) that servant leadership has (1) moral component, which means that moral become an integral part as leader's identity and transferred or infected toward subordinate or followers; (2) focus toward service for subordinate or followers, which means that leader giving attention for amelioration, improvement and achievement of personal performance of subordinate and not just for organization interest; (3) giving attention toward success of all stakeholders, which means that organizational leader viewed that organizational success is linked with all internal and external components related with organization such as: employees, customers, partners or community; (4) self-reflection, as the attempt to avoid an arrogant leader profile. Daft (2011) suggested that leader in servant leadership has positioned himself to appreciate and trust other people through action which motivate participation, sharing power, improving self-confidence or faith, stimulate creativity, fully responsible and naturally encouraging others to learn and giving contribution. In the end, this leader would raise great motivation from its employees to work and involved their hearts in company's mission and objectives.

Russel (2001) suggested that we don't see much leader who serve, since a leader had its privilege to be served. However, if we were talking about servant leadership its leadership description would look different, since basic motivation of this type of leadership is the willingness to serve. Ideas of servant leadership would direct us toward attitudes who nurture individual development in organization through hearing, emphathizing, working in taking care and awareness to develop follower in ethical manner by thinking and encouraging good interpersonal relationship with colleagues (Hoy and Miskel, 2014). This showed that leader has giving attention toward humanity aspect by attempting to build good relationship by developing the spirit of altruism (non-egoistic trait). Main character of servant leadership (Sendjaya and Pekerti, 2010) not much emphasizing on leadership but 'servantness' and focus of *servant leadership* relationship lies in followers and not on organization. Term from Sendjaya and Pekerti, should assert philosophy and pressure which become main attention in servant leadership is servantness in leadership and lead to serve. The presence of leader was based on belief that organization would be effective and obtain its goals when it facilitates the growth and development of each individual within organization.

### III. Attributes of Servant Leadership

Greenleaf (1977) identified several key attributes from those servant leaders, such as: initiative, listening and comprehending, imaginative, ability to pull, support and empathize, intuition, future review, having awareness and comprehension, ability to invite, conceptualization ability, healing and serve, and also ability to build community. Characteristic as the core of servant leadership which is brought by Greenleaf has continued to develop to be applied in organization by focusing its energy direction toward growth and achievement of worker's aspiration. Russel (2001) revealed that core element values from servant leadership was based on altruistic values and respecting others with attention focused on trust, appreciating others and empowerment. Sendjaya and Sarros (2002) suggest "motivation element of servant leadership (first to serve) describe basic opinion which differentiate this concept from other leadership concepts, where this opinion would shaped "Mental model of servant leader which is "I serve" and not "I lead". Main reason why there is leader who serve and not to lead has been differently positioned, but servant leader would run or act with assumption that "I am leader, thus I serve" than "I am leader, thus I lead".

Mental model suggested by Sendjaya and Sarros, in particular has positioned leader as one with its philosophical idealism in its presence to give him in leading for the development and in attempt to build other's interest within organization which would lead to work effectiveness and achievement of organizational goals. Servant leadership which is based on philosophy would not decrease or eliminate capacity or the power of a leader, since its power lies behind his self-sacrifice to serve. This is in accord with the term servant leadership suggested by Stone et al. (2004) who believed that organization goals would be achieved in long term by facilitating growth, development and well being of individuals who constitute an organization.

Russel and Stone (2002) functionally identified and enclosing attributes of servant leadership, such as follows:

**TABLE 1. ATTRIBUTES OF SERVANT LEADERSHIP (Stone, et al. 2004)**

	Functional Attributes		Accompanying Attributes
1	Vision	1	Communication
2	Honesty	2	Credibility
3	Integrity		
4	Trust	3	Competence
5	Service	4	Stewardship
6	Modeling	5	Visibility
7	Pioneering	6	Influence
		7	Persuasion
8	Appreciating of others	8	Listening
		9	Encouragement
9	Empowerment	10	Teaching
		11	Delegation

Source: Stone, A.G., dkk. 2004. *Transformational Versus Servant Leadership: A Difference In Leader Focus*. The Leadership and Organization Developmental Journal, 25 (4), 349-361).

Functional attributes consist of nine functions and each was followed by its enclosing attributes as explanation to complementing its functional element (Russel and Stone, 2002), as follows:

**Vision**, is the future description which is ideal and unique and build from formulation as an effort to look forward to future needs and achievement. Leader should have to ability to *communicate* vision not in its verbal order but integrated in visible behavior and consistent manner.

**Honesty and integrity**, has similar definition with integrated parts and describing good leadership related with ethics and has moral content. Honest and high integrity leader as description of good leader with *credibility* (worth to trust, have good habit, value strict, has strong character and competent) would born trust and commitment from his followers.

**Trust**, is the root of leadership as significant factor which affecting relationship between leader and its members, thus leadership would become effective and productive. A leader should give attention in demonstrating or showing of personal integrity practice in organizational duty and his loyalty to build trust from his followers, and *competence* in the form of knowledge and his ability.

**Service**, is the basic motivation of a leader with the willing to serve and choose to put aside his personal interest. Leader who serves would meet the demanded resources to obtain success or organizational objectives and giving meaning in works.

**Stewardship** is the basic part of service and this can be done by member of organization and leaders.

**Modeling**, is the visible form and shown as example or model of a leader which is important in servant leadership. Leader who serves would invite or pull his followers into commitment, dedication, discipline and superiority.

Leader is expected to show visible attitude (*visibility*) in his interaction with his followers.

**Pioneering**, positioning demand for leaders to become initiator and extraordinary changing agent, has the ability to take good decision, dare to take risk, dare to face the challenge and showing courage. *Influence* and *Persuasive* in servant leadership has started from the spirit of wisdom shared by leaders and attempting to develop common comprehension, thus members would voluntarily follow due to influence and has been convinced.

**Appreciating of others**, is demand done by leaders to clearly show appreciation, value and encouragement also care toward his followers. *Listening* and *encouraging* as part that should be done by leader with essence of caring and useful for others. Good leader is a leader who is ready to “ask, paying attention, listening” and ready to always “strengthened, communicate, encouraging”.

**Empowerment**, is the main element in the superiority of leadership particularly in servant leadership. Empowerment has emphasized on teamwork and reflecting mutual caring and equality.

*Teaching* and *delegating* in empowerment has positioned the role of leader to learn at the beginning and then to teach principles and values which could make his followers to lead. And then, leader who delegate would show a form of sharing responsibility with the essence of giving chance for his followers so that they can do the best, delegation also refers to the action of sharing authority, but not releasing his existence as a leader.

#### **IV. Principal as servant Leader**

Servant leadership is fit with the spirit of education implementation and applied in schools in accord with education function and goals which universally act to develop the ability and to shape up the personality and creating good moral and civilized nation to form smarter nation, carrying the objectives to develop student’s potential in becoming someone who has faith and piety, noble moral, educated, skillfull, creative, independent and democratic also responsible citizen. This means that education is closely related with character shaping-up or individual existence with holistic nature within students or professional demand from other components related in education, such as teacher and responsible of principal as *leader* within school organization to create climate and situation which able to build better *performance* achievement of teacher with supporting resources utilized efficiently and effectively.

Hoy and Miskel (2014) suggested that role of principal as servant leader has high scores in working, since servant leadership would inspire, facilitate and encouraging all the teachers also become behavior role model who support them and resist status quo. In fact, servant leadership offers beneficial leader’s behavior aspect, therefore school is service organization which had the influence beyond the organization itself. It means, the value of servant leadership if applied by leader within education organization would bring positive potential in its implementation in school by principal. In business background through result of study by Walumbwa et al. (2010) it shows that there is positive relationship between *servant leadership* and employees’s self-reliability, procedural justice and OCB (Organizational Citizenship Behavior). It means that servant leadership model was able to improve employees’s performance as member of organization and supporting fun and pleasant climate in work environment.

True leadership such as servant leadership has philosophical meaning with basic motivation to help others (Yenming et al., 2012), it cannot be separated from awareness that there is human needs to help and to serve. Principal as the leader of education act to realized harmonic human relation in order to establish and developing cooperation between personal, so that simultaneously they would move toward goal achievement through willingness to conduct their own job effectively and efficiently (Nawawi, 1982).

Educational management by principal through creating sustainable and conducive learning environment is a commitment and demand of promise keeping as leader of education. Sagala (2010) suggested that education quality received in schools would results learning quality as the product of managerial effectiveness of principal, supported by teachers and other school staffs and becoming reflection of effectiveness and success of school. In practice, principal should give optimum service

regarding task needs toward teachers and other school staffs. If principal give sufficient service toward all school personnel, they would also give optimum service in delivering learning service toward students by teachers and educational technical service by education staff. Simple example would be principal should routinely present in school before other personnel and students came to school in order to give task needs service for all school personnel.

Leader which applied leadership as process would carry an important task along with the effort to achieve the goals of education. If principal apply servant leadership in school, leadership showed as leader is leadership that provide different approach from other but full with education philosophy essence and answering contemporary hope in post-modernism era. Servant leadership can become an option to be applied in leadership of principal, since it is in touch with the spirit of education.

## **V. Conclusion**

Ideas of servant leadership have marked the leadership paradigm shift from authority-based power to empowerment (which full with attention given toward member of organization). Where servant leadership showed up and developed in the framework of empowering spirit and developing member, followers or people to lead's existence even in a broader scope would impacted all related stakeholders.

Leader presence based on the belief that organization would become effective and achieve its goals when facilitating the growth, development in each individual within organization and become motivating spirit for a leader who applied servant leadership, as which the hope within school organization that principal as educational leader would be demanded to realize a harmonic human relation toward goals achievement through willingness to conduct each task effectively and efficiently.

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