



## Study of Servant Leadership in Building Educational Organizational Commitment at SDIT ABFA

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### Abstract

**Keywords:**

Servant Leadership;  
Commitment;  
Organization.

Leadership style as an integral part of the leadership process has a close relationship with the commitment built in an organization. This commitment will arise when a leader is able to provide good service for his subordinates. This research method is qualitative with case study type. Data and data sources were obtained from informants at the SDIT ABFA Pamekasan through interview, observation, and documentation techniques. The results of this study indicate that the leader service style (servant leaderships) shown by the principal has a fairly good impact on the commitment of teachers and education personnel at SDIT ABFA Pamekasan. The servant leadership style is carried out by providing academic, supervision and administrative services in the school environment. Meanwhile, efforts and strategies to increase work commitment are carried out by establishing persuasive communication, creating a harmonious atmosphere in the school environment, and providing rewards for the achievements of subordinates

### Abstrak:

**Kata Kunci:**

*Servant Leadership;*  
*Komitmen;*  
*Organisasi.*

*Gaya kepemimpinan sebagai bagian integral dari proses kepemimpinan memiliki kaitan erat dengan komitmen yang dibangun dalam organisasi. Komitmen ini akan muncul manakala seorang pemimpin mampu memberikan layanan (service) yang baik bagi bawahannya. Metode penelitian ini adalah kualitatif dengan jenis studi kasus. Data dan sumber data diperoleh dari informan di lembaga SDIT ABFA Pamekasan melalui teknik wawancara, observasi, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa gaya kepemimpinan servant leadership yang ditunjukkan oleh kepala sekolah berdampak cukup baik terhadap komitmen guru dan tenaga kependidikan SDIT ABFA Pamekasan. Gaya kepemimpinan servant dilakukan dengan memberikan layanan akademik, supervisi dan administrasi di lingkungan sekolah. Sedangkan upaya dan strategi*

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*dalam meningkatkan komitmen kerja dilakukan dengan menjalin komunikasi persuasif, menciptakan suasana harmonis di lingkungan sekolah, serta pemberian reward atas prestasi yang dicapai bawahan.*

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## 1. Introduction

A leader's personality and character are highly correlated with their leadership style. Leaders and their subordinates with a strong leadership style develop a pattern of effective cooperation. The "heart" of an organization's realization of its commitment to togetherness to realize educational organizations' aims is this effective pattern of collaboration.

Commitment to the organization holds a key place in the context of educational institutions. Commitment is a psychological condition that a person develops to build self-determination for his organization, influencing his decision to remain afloat and never leave the organization under any circumstances. Commitment has long been a hot topic in organizational circles since it is the primary determinant of an educator's or employee's ability to offer the greatest possible service to their company. As a result, commitment is frequently the immediate need for placement in highly crucial roles for many businesses.

In educational organizations, there are three levels of commitment in theory: 1) affective commitment, which is individual dedication tied to the emotional aspect. This dimension inspires him to deliberately carry out the tasks assigned by the organization with full responsibility as a result of internal factors; 2) continuation commitment, which is the dimension of commitment that encourages an individual to carry out his obligations and duties as a result of his awareness of his need for the organization. For example, he feels a loss if he leaves the organization because he feels the need to become a member of the organization; and 3) normative commitment, which is the dimension of individual responsibility based on his interest in being a member of the organization circle. A person with a strong normative commitment will continue to strive to be a member of the organization because he feels obligated to do so.

In Islamic education, commitment can be viewed as a person's belief that binds or is referred to as a contract based on the inner being as the basis for guiding a person's behaviour in a direction that they feel is *l'tikad*. This demonstrates that a reciprocal relationship between members with previously negotiated obligations is required to fulfil an organization's aims (Islamic education in this case), which is necessary to achieve those goals.

In a more comprehensive sense, a leader's leadership style affects the level of commitment shown by an organization. Leadership styles that work effectively for the leader will impact the performance of their subordinates. Therefore, the leadership style demonstrated has a close relationship with the performance and dedication of the organization's members. Individual commitment will also affect the results of the task assigned to him. This is because members of the organization who are not committed tend to not go "all out" for the duties and obligations they bear. On the other hand, members of the organization with a strong commitment will always attempt to give their best for the organization whose position they occupy.

A leader will frequently use the power and authority he possesses to exert some level of influence over his followers. This sort of leadership is commonly viewed as a form of authoritarianism that is occasionally ineffective at establishing

the value of commitment in its members. For instance, a school principal who arbitrarily orders teachers and staff to labour beyond their boundaries might lose respect, as instructors and employees tend to feel unappreciated and inhumanely handled. Typically, this leadership style will diminish his subordinates' dedication, resulting in suboptimal performance of the tasks and obligations assigned to him.

Zahra's research also showed that a leader's leadership style significantly impacts the performance and dedication of his subordinates. Additionally, a very effective leadership style provides service because employees view it as one of the highest forms of giving them value. Therefore, a leader must use and execute a leadership style that is effective and appropriate for the setting and circumstances of the business he leads.

Additionally, Mira's research investigates the connection between a servant leadership style and organizational commitment. This study concludes that there is a relationship between the two, although its importance is rather tiny. Nonetheless, this study was done not in the setting of educational leadership but rather in several businesses, where the subjects or informants were personnel with unquestionably diverse qualities.

Based on the conclusions mentioned earlier, this study will demonstrate how the type or style of servant leadership in Islamic education strongly correlates with job dedication in educational institutions, particularly Islamic education. How much the principal as the holder of all authority has a significant impact on the effort to deliver exceptional service to his subordinates so that instructors and employees are committed to provide the best for the school.

## **2. Methods**

This study employs a qualitative technique using a case study research design. In this study, the researcher conducted a comprehensive investigation or assessment of the case involving the occurrence of servant leadership at SDIT ABFA Pamekasan. Rahardjo and Gudnanto highlighted that case study research is used to gain a deeper understanding of individuals by employing an integrated and comprehensive approach. This phase is taken to comprehend the character studied in depth. As in qualitative research, data and data sources were collected from SDIT ABFA Pamekasan informants by interview, observation, and documentation. Various research phenomena at the research locus will be regarded as natural data to acquire legitimate and reliable conclusions.

## **3. Result and Discussion**

### **3.1 The Concept of Servant Leadership in Islamic Education**

Leadership is a topic that can never be exhausted while discussing the educational system in Indonesia. This subject is the focal point of a wide range of scientific activities, including symposia, seminars, and other conversations. It has even become a national issue that is never discussed alone. The fact that our educational system has, up until recently, tended to be "running in place" is undoubtedly indicative that educational leadership is currently a requirement shared by many.

Greenleaf explains in Smith that servant leadership is the type of leadership that significantly impacts subordinates' performance and commitment. Specifically, this type of leadership can move subordinates to a position where they can work most effectively for the organization. The interpretation of this term is that a leader must exert the same level of effort that he demonstrates to his subordinates to be successful in moving the organization forward using his leadership style. Because of this, studying this kind of leadership becomes essential when placed within the context of educational leadership. However,

research and studies on this leadership model are conducted very infrequently, and they have not even gotten special attention. This is because this leadership style is still not commonly utilized, including in educational organizations.

In the context of Islamic educational leadership, the Prophet Muhammad became both a model and the central character; he acted not only as a religious leader but also as a political leader. As a result of the Prophet Muhammad's accumulation of all sorts of kindness, he came to be regarded as a role model for Muslims. Therefore, he becomes an ideal Muslim role model (*uswah hasanah*). This is stated in verse 21 of the Surah al-Ahzab chapter of the Qur'an, which reads as follows:

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا

Meaning: The Messenger of Allah is a good example for you (i.e., those who pray for the kindness of Allah and the Day of Judgement), and he frequently acknowledges Allah.

The Prophet Muhammad SAW is a prophet, and the apostle has demonstrated how a leader should adapt his leadership style. The Prophet displayed a leadership pattern informed by the concepts of honesty (*Amanah*), justice, democracy (*shura*), and monotheistic ethics (*Amar ma'ruf nahi mungkar*). These ideas constitute a vital aspect of the leadership style that a leader must employ. This implies that a leader in Islamic education must be able to position himself not just as a person with administrative competence and skills but also with strong ideals of integrity.

The servant leadership style is one of the service-oriented leadership styles supplied by a leader. This leadership is predicated on the premise that a subordinate can perform maximally if he receives first-rate service from his superior. Research undertaken in response to the leadership crisis phenomenon faced by many nations across the globe led to the introduction of this type of leadership.

Servant leadership is a leadership style that focuses on serving subordinates. A leader will prioritize meeting the needs of his subordinates and regard them as partners. Setiawan emphasized that servant leadership is a highly charismatic leadership approach. This charm will then take root and affect the dedication of his employees to work and contribute more to the organization he now occupies.

In the context of school leadership, a principal a leader has a tendency to prioritize the needs, interests, and goals of teachers, staff, and the people he leads above his own. In addition, it is oriented toward service, has a holistic perspective, and adheres to moral principles. Therefore, such a principle is charismatic and sympathetic to the organization's and subordinates' needs.

Frederick emphasized that servant leadership has seven dimensions, which are also the primary qualities of this leadership style. The measurements are:

First is *agape*, or pure love. *Agape* love is a social or moral form of affection. This love leads the leader to view each individual not merely as a means to an end but also as a complement to needs and desires. In this situation, the principal will attempt to foster positive relationships with his subordinates. This affection stems solely from the individual as a result of the realization that every member of the organization is a collaborator and not a tool for achieving educational objectives.

Second, *modesty*. A principal endeavours to demonstrate his humility to each teacher and staff member in the school. This humility is displayed to

develop emotional and interpersonal bonds with subordinates so that they feel more appreciated. This is essential so that they will strongly commit to the school and contribute fully to its advancement and development. On this basis, it is intended that a pleasant working environment, based on a strong sense of kinship between the principal and teachers in the school setting, will be formed.

Third, prioritize others. This is self-sacrifice on the leader's part to serve his subordinates. This attitude of selflessness is natural for a school principal. The demonstrated attitude will elicit feedback from subordinates for them to cognitively comprehend the essence of the organization, namely a shared effort to attain mutually agreed-upon objectives. In addition, a subordinate will believe that what the principal is doing is the correct course of action, so they will be dedicated to obeying what they are taught to do because they sense the leader's love.

The fourth component is vision. It cannot be divorced from the organization's vision, which is the primary reference point. A principal with a servant leadership style will have the ability to foster cooperation inside his business. He will continue to seek to empower his subordinates by providing teachers and staff with all of their needs. By adopting this idea, the principal is also committed to providing excellent customer service, following the needs of the customers or students of the business or institution while anticipating feedback from them to further the institution.

Fifth, faith in servant leadership and trust is the most important quality. The principal must have faith in his subordinates' ability to do all work and assignments entrusted to them. This trust is the primary mechanism and foundation for empowering instructors based on their skills and qualifications. Principals who lack full confidence in their subordinates are more likely to deviate from the applicable regulations and procedures. This notion is the foundation of genuine leadership.

Sixth, granting subordinates autonomy. In this situation, a leader must be able to delegate authority to his subordinates. In other words, he can convince every organization member that they are an essential component. The servant leadership style is characterized by the leader's dedication to listening to concerns, making subordinates feel valued, emphasizing teamwork, and respecting and loving equality.

Seventh, subordinate service. As previously established, servant leadership is a subordinate-focused style of leadership provided by the leader. Therefore, the principal must meet the needs of all instructors and staff members. In order to meet the school's institutional goals, this is done to establish a productive work environment and a positive school environment.

### **3.2 Principal of SDIT ABFA Pamekasan in Construction of Servant Leadership**

The principal of SDIT ABFA Pamekasan has established a culture of teacher dedication centred on providing excellent service to all of the school's teachers and staff members. Physical and non-physical services are among the options available. Among the physical services offered are the provision of school facilities, facilities and infrastructure, the provision of prizes for outstanding instructors, and the satisfaction of all requirements of school teachers. First, the principal must see that these conditions are met to foster a sense of shared responsibility. Then there are the non-physical services, such as office management, academic counselling for teachers, and supervision services.

The principal of SDIT ABFA Pamekasan has adopted a servant leadership style in which service to subordinates is an integral part of the overall mission. This type of leadership focuses on what the leader can do for his or her followers. SDIT ABFA Pamekasan principle, ABFA Pamekasan practices serve as an intrinsic aspect of the leadership style he employs to provide a high level of service to students.

The principal of SDIT ABFA Pamekasan provides academic guidance to instructors through managing and guiding the implementation of educational programs in schools. This action is being taken to ensure the quality of classroom instruction. In addition, teachers are sent to numerous seminars and self-improvement activities to gain a deeper understanding of academic and pedagogical issues.

The approach to offering academic services with training is the development of talents, abilities, and dexterity (skill-building) in the performance of tasks. Training is acquiring and enhancing abilities outside the formal education system in a very short time using approaches emphasizing practice over theory. This is also the guideline for the principal of SDIT ABFA Pamekasan to conduct academic growth for each teacher and education staff member.

The principal of SDIT ABFA Pamekasan also provides supervision by conducting evaluations, research, and improvement programs. This service seeks information regarding the efficiency of education implementation at SDIT ABFA Pamekasan. This service is not intended to frighten but rather to fulfil the principal's responsibility to support instructors who have difficulty carrying out their responsibilities.

Concerning the supervisory services that the principal carries out, he plays a role in the efforts that are made to help build the dedication and professionalism of educators and other employees working in the education field. The term "supervision" refers to monitoring academic activities, such as the teaching and learning process associated with teachers in the classroom, to ensure that educational objectives are met. It is possible that, with the use of supervision, it will be possible to improve all of the deficiencies that the instructor does not carry out in the course of activities related to teaching and learning. As a supervisor, the principal of SDIT ABFA Pamekasan is responsible for several things, including the following: I emphasize the teaching system to be carried out as well as possible so that the results learning students experience completeness. I also emphasize that teachers achieve their maximum teaching goals. a) Strive for teachers to be more serious, enthusiastic, and responsible in class teaching and learning activities.

In addition, the administrative services that the principal of SDIT ABFA Pamekasan carries out are intended to provide excellent administrative services by making it easier for teachers and the school employees to carry out their responsibilities in a manner that is compliant with standards. This is based on the realization that providing good service to every teacher will make it simpler for those teachers to carry out their duties most effectively and efficiently possible. Therefore, the administrative services that the principal provides have relevance to what Yuliani explains in her research, which is that the provision of services to teachers and their subordinates must be carried out based on the principle of convenience, procedural by considering the satisfaction of subordinates. In other words, the principal is responsible for ensuring that the teachers and their subordinates are happy with the administrative services they receive.

The preceding description hints that the servant leadership style followed by the principal of SDIT ABFA Pamekasan is characterized by a pattern of service delivery in numerous areas, including the provision of facilities,

infrastructure, academic services, supervision, and administration. The provision of this service demonstrates the principal's seriousness and dedication to creating an effective learning environment for every teacher and student so that the institution's goals are optimally attained.

### **3.3 Efforts to Build Educational Organizational Commitment through Servant Leadership Principal SDIT ABFA Pamekasan**

The dedication of teachers to their work in the classroom can potentially impact student progress and the school's growth positively. Nevertheless, to increase this dedication, the principal must keep this element up. Since commitment cannot increase unless a stimulus arises and influences it, the principal must have the appropriate strategy. Of course, as the school's leader, the principal must follow this stimulus.

The Principal of SDIT ABFA Pamekasan employs his servant leadership style to strengthen the organizational commitment to education. This effort is made as part of the principal's commitment to continue giving his students the best care possible to help the organization or educational institution he leads reach its objectives. The following will be an explanation of the tactic:

#### **1) Establishing Persuasive Communication with Organizational Members in Order to Achieve Common Goals**

One of the aspects of servant leadership is establishing convincing communication. Subordinates and superiors will develop closeness and cohesion if they can communicate effectively. An example of a persuasive communication technique developed by the principal of SDIT ABFA Pamekasan is using gentle communication and courtesy to convey to subordinates that the organization must be based on gentleness, dedication to work, respect, and humility from leadership to leadership. This pertains to one of the qualities of servant leadership, namely humility. Thus, it can be inferred that a good leader demonstrates humility by respecting people and acknowledging their contributions to the team.

Theoretically, an individual's commitment will be strong when there is substantial environmental support for working together to provide mutual satisfaction. This idea is supported by the leadership demonstrated by the principal of SDIT ABFA Pamekasan, who employs persuasive communication with his subordinates in order to gain the commitment of teachers and educational personnel. Because they feel valued and respected as a work partner whose existence is crucial to the business, this communication positively affects the quality of work and dedication.

#### **2) Creating a Harmonious Atmosphere in the School Environment**

Everyone, including teachers and students, hopes for a peaceful environment at school. This environment can frequently determine whether someone feels at home in school. The SDIT ABFA Pamekasan principal used this tactic to help teachers feel at ease at work. To keep their employees' dedication to getting peace of mind at work, managers try to maintain harmonious relationships through fostering positive interactions within the school community.

Muchtar's research indicates that to boost teaching and learning activities and dedication, the school environment, which comprises a learning atmosphere and educational interaction, must be managed effectively and efficiently. The accomplishment of educational results for both instructors and students is also influenced by the rules, laws, or norms that are in effect in schools and are referred to as school rules. Teachers use a variety of learning tactics to raise the calibre of their pupils and help them achieve high

levels of academic success. However, other elements, such as happy home situations and school ambient conditions, might affect student learning achievement in addition to teachers. Therefore, the school environment, which includes the teaching methods, curriculum, teacher-student relationships, student-student relationships, school discipline, school schedule, and lesson standards, can be inferred to have an impact on each student's dedication to and performance in school.

According to the description above, a positive school climate comprises effective interactions between principals, instructors, and students as part of the principal's effort to increase their dedication to the institution. Furthermore, there is a significant correlation between organizational commitment and the school learning environment. This indicates that cultivating a peaceful environment at school can encourage a person's devotion to the group. Therefore, administrators must create a peaceful environment in the school setting to get the best performance results.

### 3) Giving Rewards for Achievements Achieved by Students and Teachers

Through his servant leadership style, the principal of SDIT ABFA Pamekasan makes efforts or tactics to provide awards for achievements performed by students and teachers. These are done to promote dedication to educational organizations and increase work achievement. This is done based on the belief that instructors who are given rewards and awards will be able to commit to and continue to be motivated and stimulated to improve their performance because they will feel appreciated for their performance and hard work. The reasoning behind this practice can be summed up as follows:

The rewards for teachers who perform very well might come in various forms, such as promotions, bonuses, and additional materials. The purpose of providing rewards for teachers is to increase awareness of the significance of self-development and to provide motivation to continuously develop the potential and competencies a teacher possesses. This motivates educators to carry out their duties and responsibilities more successfully. In the meantime, pupils who perform very well are rewarded with additional grade points and mementos. According to Febianti, the objective of awarding prizes to students is to create a pleasant atmosphere to enable them to become more motivated in the learning process. In addition, the provision of rewards promotes students' passion and drive to learn, so that teaching and learning activities do not generate boredom in students. This is done to ensure that students are not disengaged from the learning process. Another inference that can be made from this is that providing prizes can act as a form of reinforcement. As a kind of behavioural reinforcement, individuals continually need attention, praise, and greetings from others. Therefore, the goal of utilizing reinforcement in the classroom is to supply pupils with motivation, which can serve as either a controller or a modulator of their undesirable behaviour.

Based on this definition, it can be inferred that rewards aim to promote individual commitment to the organization, increase their work motivation, retain positive conduct, and increase their productivity. This reward will be effective and fulfil its intended purpose if it is administered following the proper principles and procedures.



#### 4. Conclusion

A leadership approach known as servant leadership puts employees' needs first. In other words, a leader who practices servant leadership will prioritize meeting the needs of his team members first and regard them as partners. In addition, the charismatic leadership of a leader will be impacted by the servant leadership style, allowing him to use this charisma to influence his team members' commitment to work harder and contribute more to the organization he leads.

The SDIT ABFA Pamekasan Principal created a culture of teacher dedication that prioritizes providing excellent service to all teachers and staff members. Services are offered in a variety of forms, including both physical and intangible services. The services offered are physical and include meeting teachers' physical demands in schools and those of the facilities, infrastructure, and schools. In the meantime, non-physical functions include administrative supervision and academic advising for teachers.

The Principal of SDIT ABFA Pamekasan is making efforts to strengthen his sense of dedication to the educational institution through his servant leadership style. This effort is a sign of the principal's commitment to continue offering the highest level of service to those who need it to help the institution reach its objectives. Establishing effective communication with organization members, fostering harmony in the learning environment, and rewarding students' and teachers' accomplishments are some tactics used.

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