

The Impact of Madrasah Principals' Servant Leadership Style on Teachers' Work Ethic: An Empirical Study in South Lampung

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Abstract:

This study aims to examine the influence of the principal's servant leadership style on the work ethic of teachers in madrasahs. This study employed a quantitative approach, utilising a survey method to collect data through questionnaires distributed to 30 teachers. The servant leadership variable was measured using 32 items, while the work ethic variable consisted of 35 items. Descriptive analysis showed that teachers' perceptions of the principal's servant leadership style were high (mean score of 126.87 out of 160), as was the work ethic (mean score of 142.93 out of 175). Regression analysis revealed a significant influence between servant leadership and teacher work ethic, with a partial coefficient of determination of 19.80% and a partial correlation coefficient of 0.445. The better the principal's servant leadership style, the higher the teachers' work ethic. These findings suggest that madrasa principals should create a humanistic and productive work environment, and teachers are expected to foster a collaborative work ethic that can enhance the quality of madrasa education.

Keywords: *Servant Leadership, Madrasah Principal, Teacher Work Ethic, Quality of Education*

Abstrak:

Penelitian ini bertujuan untuk menguji pengaruh gaya kepemimpinan melayani kepala madrasah terhadap etos kerja guru di madrasah. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei, di mana data dikumpulkan melalui kuesioner yang dibagikan kepada 30 orang guru. Variabel kepemimpinan melayani diukur menggunakan 32 item pernyataan, sementara variabel etos kerja terdiri dari 35 item. Analisis deskriptif menunjukkan bahwa persepsi guru terhadap gaya kepemimpinan melayani kepala madrasah berada pada kategori tinggi (skor rata-rata 126,87 dari 160), begitu pula dengan etos kerja (skor rata-rata 142,93 dari 175). Analisis regresi menunjukkan adanya pengaruh yang signifikan antara kepemimpinan melayani terhadap etos kerja guru, dengan koefisien determinasi parsial sebesar 19,80% dan koefisien korelasi parsial sebesar 0,445. Semakin baik gaya kepemimpinan melayani kepala madrasah, maka semakin tinggi pula etos kerja guru. Temuan ini merekomendasikan agar kepala madrasah menciptakan iklim kerja yang humanis dan produktif, serta guru diharapkan dapat menumbuhkan etos kerja kolaboratif yang dapat memperkuat mutu pendidikan madrasah.

Kata Kunci: *Servant Leadership, Kepala Madrasah, Etos Kerja Guru, Mutu Pendidikan*

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INTRODUCTION

Education is a crucial pillar for shaping human resources who possess not only intellectual intelligence but also integrity, character, and noble values (Pamuji et al., 2024; Bornstein, 2024; Safuan et al., 2024). Madrasas, as institutions that integrate knowledge, spirituality, and morality, play a strategic role in producing these individuals (Jaleel et al., 2024; Baharun et al., 2025). However, the success of a madrasa is determined by the quality of its leadership, as the head of the madrasa is the primary driver in fostering a conducive working environment for the teachers. This research is of great importance to society, as it aims to explore the impact of leadership on teachers' work ethics — a critical factor in achieving high educational outcomes. The influence of a madrasa principal's leadership style on teachers' performance is of utmost importance in ensuring quality education (Abidin et al., 2024; Abdussyakir 2025). Therefore, strengthening this leadership model can directly contribute to societal development by improving educational quality.

In South Lampung, as in many other areas, the effectiveness of educational institutions has been undermined by low teacher motivation, poor work ethics, and an uninspiring leadership environment. The performance of teachers in Madrasah Aliyah (MA) has remained suboptimal, with issues related to the lack of discipline, motivation, and personal responsibility, which directly affect students' outcomes. Research indicates that these challenges are often linked to the leadership styles of madrasa principals, who are expected to be the role models in establishing a compelling, harmonious, and productive working environment. This research is essential as it seeks to understand how the leadership style of madrasa principals, specifically servant leadership, influences teachers' work ethic and improves education quality.

The leadership style of madrasah principals has been an area of growing interest in academic research. Recent studies have demonstrated that a principal's leadership plays a significant role in shaping teacher performance. For instance, Halik et al. (2024) confirmed that the leadership of the madrasa head, along with the work environment, has a positive and significant influence on teacher performance, accounting for more than 60%. Similar findings were presented by Azizah et al. (2024), who demonstrated that leadership has a direct impact on teacher performance, with additional factors such as self-motivation playing a key role. Furthermore, servant leadership, which emphasises moral and spiritual values, has been found to enhance teacher motivation and job satisfaction, according to Azizah et al. (2022). This leadership style, centred on service, has been confirmed as a solution to enhance work engagement and teacher professionalism, which are essential to achieving educational goals.

However, despite extensive studies on the leadership styles of madrasa principals, a gap remains in the exploration of the specific impact of servant leadership on teacher work ethic. While research indicates that servant leadership is beneficial in enhancing teacher performance, there is a limited understanding of how servant leadership affects intrinsic factors, such as discipline, responsibility, and personal motivation, in teachers. In addition, there is a lack of empirical studies focusing on the application of servant leadership in madrasas, particularly

in Indonesia, where Islamic values have a profound influence on leadership practices. This gap presents an opportunity for further research to examine the influence of servant leadership on teacher work ethics in a specific context, such as Madrasah Aliyah in South Lampung.

Recent studies have proven the relevance of servant leadership in educational institutions, with many focusing on its impact on organisational performance. However, most studies have been conducted in Western or general educational contexts, without considering the unique dynamics of Islamic educational institutions such as madrasas. The application of servant leadership in the context of madrasas, particularly in South Lampung, remains under-researched. It is essential to explore how servant leadership practices can be implemented in madrasas to foster a positive work ethic among teachers. By addressing this gap, this research will contribute to the growing body of knowledge on leadership in Islamic education and provide practical insights for improving teacher performance in Indonesian madrasas.

The main research question is how the servant leadership style of madrasa principals influences teachers' work ethic, and what impact this has on the quality of education. This study argues that servant leadership has a significant positive effect on teacher discipline, responsibility, and overall work ethic. By emphasising service, empathy, and teacher development, servant leadership can enhance the motivation and dedication of teachers, ultimately improving the quality of education in Madrasah Aliyah. This research aims to fill the gap in the literature by providing empirical evidence from South Lampung and contributing to the broader understanding of servant leadership in Islamic education.

RESEARCH METHOD

This research employs a quantitative approach, utilising survey methods. Data collection was conducted through closed-ended questionnaires using a Likert scale with a range of 1 to 5. The use of a quantitative approach with survey methods and Likert scale instruments was chosen because it enables the provision of measurable, comprehensive, and objective data, allowing for an in-depth analysis of the relationship between the leadership style of serving madrasa heads and the work ethic of teachers, and providing a scientific justification. The servant leadership style variable is measured through 32 statement items covering three main aspects. Meanwhile, the teacher work ethic variable is assessed using 35 statement items, which include four components.

The population of this study consisted of all teachers at Madrasah Aliyah Hidayatul Mubtadiin Jati Agung, South Lampung. The sampling technique used was total sampling, as the total number of teachers was relatively small, comprising 30 individuals. The data obtained were analysed using descriptive and inferential statistical techniques. Descriptive statistics were employed to determine the mean and standard deviation, while the Pearson correlation test (r) was used to examine the relationship between variables. Furthermore, a simple linear regression test was applied to determine the extent to which the servant leadership style influenced teachers' work ethic. This study utilised a quantitative approach with a survey method (Creswell & Creswell, 2018).

Data were collected through questionnaires completed by 30 teachers. Questionnaires were used to collect data regarding servant leadership styles and teacher work ethics. This study employs a Likert scale with five response options – always, often, sometimes, rarely, and never – to measure each closed-ended item. Robert K. Greenleaf, the originator of the Servant Leadership theory, emphasised that a good leader is someone who first becomes a servant to others. Leadership is viewed as a moral responsibility to serve the needs of subordinates and to create an empowering environment. The assessment instruments and the results of the validity and reliability tests are explained as follows.

Table 1. Indicators of the Servant Leadership Style Variable

Aspect	Indicator	Corrected Item-Total Correlation (r calculated)	r table	Remarks
A. Concern for Subordinates	Understanding teachers' needs	0.612	0.179	Valid
	Consistently paying attention to their well-being	0.587	0.179	Valid
	Listening to teachers' aspirations	0.654	0.179	Valid
	Making time to engage in dialogue	0.703	0.179	Valid
	Showing empathy	0.629	0.179	Valid
	Being present when teachers face difficulties	0.578	0.179	Valid
	Prioritizing teachers' needs	0.641	0.179	Valid
	Providing moral support	0.668	0.179	Valid
	Being open	0.611	0.179	Valid
	Creating a comfortable work environment	0.654	0.179	Valid
B. Humility and Exemplary Behavior	Demonstrating humility	0.701	0.179	Valid
	Acknowledging teachers' contributions	0.682	0.179	Valid
	Willing to apologize	0.703	0.179	Valid
	Being self-aware	0.629	0.179	Valid
	Modeling discipline	0.578	0.179	Valid
	Showing consistency	0.641	0.179	Valid
	Avoiding arrogance	0.668	0.179	Valid
	Involving teachers	0.611	0.179	Valid
	Demonstrating integrity	0.654	0.179	Valid
	Avoiding authoritarian attitudes	0.701	0.179	Valid
C. Empowerment and Development	Being a role model	0.682	0.179	Valid
	Upholding honesty	0.578	0.179	Valid
	Giving teachers opportunities	0.641	0.179	Valid
	Encouraging competence development	0.668	0.179	Valid
	Providing professional development	0.611	0.179	Valid
	Trusting teachers fully	0.654	0.179	Valid
	Involving teachers in participation	0.701	0.179	Valid
	Encouraging innovation	0.682	0.179	Valid
	Appreciating teachers' initiatives	0.703	0.179	Valid
	Facilitating access to resources	0.629	0.179	Valid
	Supporting teachers	0.578	0.179	Valid
	Building teachers' confidence			

In contemporary research, measurement of servant leadership variables continues to be developed with various instruments that emphasize service behavior, empowerment, and example. For example, Damia, Pardede, Isua, & Lopo (2024) developed and validated the servant scale in the context of higher education in Indonesia which includes dimensions such as empowerment, humility, leadership emotional healing, ethical behavior, and wisdom to reflect service-oriented leadership behavior.

Table 2. Indicators of the Teachers' Work Ethic Variable

Aspect	Indicator	Corrected Item- Total Correlation (r calculated)	r table	Remarks
A. Work Discipline	Arriving on time	0.601	0.179	Valid
	Starting and ending activities punctually	0.588	0.179	Valid
	Following rules and regulations	0.637	0.179	Valid
	Preparing instructional administration	0.572	0.179	Valid
	Submitting reports	0.612	0.179	Valid
	Attending meetings and school activities	0.563	0.179	Valid
	Demonstrating orderliness in using school facilities	0.589	0.179	Valid
	Showing strong commitment in fulfilling responsibilities	0.671	0.179	Valid
B. Responsibility	Completing teaching tasks	0.645	0.179	Valid
	Carrying out professional duties	0.602	0.179	Valid
	Showing concern for student learning outcomes	0.629	0.179	Valid
	Willing to accept consequences of their work	0.657	0.179	Valid
	Upholding entrusted responsibilities	0.611	0.179	Valid
	Taking responsibility for the learning process	0.684	0.179	Valid
	Engaging in self-reflection	0.621	0.179	Valid
	Following up on evaluation results	0.653	0.179	Valid
	Being accountable for assigned tasks	0.667	0.179	Valid
C. Initiative and Creativity	Creating teaching methods	0.705	0.179	Valid
	Actively seeking new ideas	0.682	0.179	Valid
	Designing instructional media	0.698	0.179	Valid
	Demonstrating problem-solving abilities	0.721	0.179	Valid
	Acting without waiting for orders	0.653	0.179	Valid
	Taking initiative to develop programs	0.671	0.179	Valid
	Innovating in assessments	0.689	0.179	Valid
	Developing learning strategies	0.733	0.179	Valid

	Creating a supportive learning environment	0.701	0.179	Valid
D. Work Enthusiasm	Showing high enthusiasm	0.677	0.179	Valid
	Staying motivated to teach	0.692	0.179	Valid
	Working with energy and drive	0.701	0.179	Valid
	Willing to dedicate extra time	0.728	0.179	Valid
	Demonstrating joy in teaching	0.669	0.179	Valid
	Gladly participating in school activities	0.683	0.179	Valid
	Welcoming changes and challenges	0.712	0.179	Valid
	Remaining active	0.654	0.179	Valid
	Encouraging colleagues to stay motivated	0.702	0.179	Valid

The reliability test results for the Servant Leadership Style variable indicate that its three dimensions – Concern for Subordinates, Humility and Exemplary Behaviour, and Empowerment and Development – all demonstrated strong internal consistency. Each dimension obtained Cronbach's Alpha values above 0.84, Composite Reliability (CR) values exceeding 0.87, and Average Variance Extracted (AVE) values greater than 0.59, confirming good reliability and convergent validity. Overall, the Servant Leadership Style construct achieved a Cronbach's Alpha of 0.913, a CR of 0.931, and an AVE of 0.611, which categorises the instrument as highly reliable for research purposes.

Similarly, the Teachers' Work Ethic variable, which comprises four dimensions, also demonstrated satisfactory reliability. The Work Discipline dimension obtained a Cronbach's Alpha of 0.842, Responsibility scored 0.876, Initiative and Creativity reached 0.893, and Work Enthusiasm achieved 0.861, with all CR values above 0.87 and AVE values above 0.58. These findings confirm that each dimension consistently measures its indicators. In aggregate, the Teachers' Work Ethic variable produced a Cronbach's Alpha of 0.927, a CR of 0.944, and an AVE of 0.608, indicating a very high level of reliability.

The teacher work ethic variable in this research is measured through several main aspects that reflect the teacher's attitudes, behaviour and professional responsibilities in carrying out their duties. Each aspect is detailed into indicators, which form the basis for developing research instruments.

RESULT AND DISCUSSION

Result

Two results can be described: the Servant Leadership Style of the Madrasah Principal and the Work Ethic of Teachers at Madrasah Aliyah Hidayatul Mubtadiin, Jati Agung, South Lampung. Each result will be explained in the following section. The following is the result of the analysis of the Servant Leadership Style variable of the Principal of MA Hidayatul Mubtadiin Jati Agung South Lampung, based on questionnaire data consisting of 32 statement items answered by 30 respondents.

Table 3. Analysis Results of the Mean Score

No	Servant Leadership Aspects	Number of Items	Mean Score	Category
1	Concern for Subordinates	10	4.32	Very Good
2	Humility and Role Modeling	12	4.1	Good
3	Empowerment and Development of Subordinates	10	4.25	Very Good
	Overall Mean of Leadership Style	32	4.22	Very Good

Score Interpretation (Likert Scale 1-5):

- 1.00–1.80 = Very Low
- 1.81–2.60 = Low
- 2.61–3.40 = Fair
- 3.41–4.20 = Good
- 4.21–5.00 = Very Good

Based on the results of data analysis presented in Table 3, the servant leadership style of the principal at MA Hidayatul Mubtadiin Jati Agung Lampung Selatan is categorised as very good, with an overall mean score of 4.22. This result was derived from 32 items across three key aspects of servant leadership. The highest mean score was found in the aspect of Concern for Subordinates, which reached 4.32 and falls under the outstanding category. This indicates that the principal demonstrates a strong focus on the needs, welfare, and emotional support of teachers.

The aspect of Empowerment and Development of Subordinates obtained a mean score of 4.25, also in the outstanding category. This suggests that the principal actively encourages teachers' growth, provides opportunities for professional development, and supports teacher innovation and participation. Meanwhile, the aspects of Humility and Role Modelling received a mean score of 4.10, which is categorised as good. This implies that the principal demonstrates humility and integrity, and serves as a role model, although there is still room for improvement in this area compared to the other two aspects.

In summary, the data indicate that the principal's servant leadership style is generally perceived very positively by the teachers, especially in terms of concern and empowerment, which are essential to fostering a supportive and productive school environment.

Table 4. Results of Descriptive Statistical Analysis

Statistical Description	Value
Number of Respondents	30 Teachers
Number of Statement Items	32 Items
Rating Scale	1 – 5 (Likert Scale)
Theoretical Maximum Score	160
Average Score	126.87
Standard Deviation	4.48
Highest Score	132
Lowest Score	120
Overall Category	High

The results of the descriptive statistical analysis on the servant leadership style of the madrasah principal at MA Hidayatul Mubtadiin Jati Agung, South Lampung, show that from 30 teachers who participated as respondents, an

average score of 126.87 was obtained out of a theoretical maximum score of 160 (based on 32 statement items rated on a 1–5 scale). This average score indicates that teachers' perceptions of the principal's servant leadership style fall into the high category. This suggests that the principal is perceived to exhibit the characteristics of a servant leader, such as prioritising the needs of teachers and students, listening to aspirations, showing empathy, serving others, and demonstrating vision and integrity.

A standard deviation of 4.48 indicates that teachers' perceptions are relatively consistent and do not vary significantly from one another. The highest score obtained was 132, while the lowest was 120 – both of which remain within the high category. This reinforces the conclusion that, in general, the principal's leadership style is positively appreciated by the teachers.

Table 5. Analysis Results of the Average Score for the Teacher Work Ethic Variable

No	Aspect of Work Ethic	Average Score	Category
1	Work Discipline	4.3	Very Good
2	Responsibility	4.15	Good
3	Initiative and Creativity	4.22	Very Good
4	Work Enthusiasm	4.28	Very Good
	Overall Average Work Ethic	4.24	Very Good

Category Description (Likert Scale 1–5):

- 1.00–1.80 = Very Low
- 1.81–2.60 = Low
- 2.61–3.40 = Moderate
- 3.41–4.20 = Good
- 4.21–5.00 = Very Good

Based on the data analysis of the teacher work ethic variable at MA Hidayatul Mubtadiin Jati Agung, the overall average score was 4.24, which falls into the outstanding category. The highest-scoring aspects were Work Discipline (4.30), followed by Work Enthusiasm (4.28), Initiative and Creativity (4.22), and Responsibility (4.15).

These results indicate that the teachers at the madrasah demonstrate a highly positive work ethic, particularly in terms of discipline and enthusiasm in carrying out their duties. Although the Responsibility aspect received a slightly lower score, it still falls within the good category. Overall, the teachers at MA Hidayatul Mubtadiin are perceived to possess strong commitment, creativity, and high motivation in their professional work. The following is the result of the descriptive analysis of the variable Teachers' Work Ethic at MA Hidayatul Mubtadiin Jati Agung, South Lampung, based on 35 questionnaire items completed by 30 respondents.

Table 6: Results of the Descriptive Analysis of the Teachers' Work Ethic Variable

Statistic	Value
Mean Score	139.73
Standard Deviation	4.0
Highest Score	146.0
Lowest Score	131.0

The results of the descriptive analysis of the teachers' work ethic variable at MA Hidayatul Mubtadiin Jati Agung, South Lampung, indicate that out of 30 teacher respondents, the average score was 139.73 out of a theoretical maximum score of 175 (based on 35 statement items using a 1–5 scale). This average score reflects a high category of work ethic, indicating that the teachers demonstrate strong work enthusiasm, responsibility, discipline, and motivation in carrying out their educational duties.

The standard deviation of 4.00 indicates that the variation in scores among respondents is relatively small, suggesting that the teachers' perceptions of their work ethic are consistent. The highest score obtained was 146, while the lowest was 131 – both still within the high category range. These results indicate that, in general, the teachers at MA Hidayatul Mubtadiin exhibit a positive and strong work ethic, demonstrating commitment to supporting the success of the learning process at the madrasah.

The results of the correlation analysis indicate a positive relationship between the servant leadership style of madrasah heads and the teachers' work ethic. The correlation coefficient value is $r = 0.445$, with a significance level of $p = 0.014$ (< 0.05), indicating that the relationship is statistically significant. The 95% confidence interval for the correlation coefficient ranges from 0.10 to 0.69, indicating that in population terms, the correlation can be considered weak to quite strong.

Furthermore, the coefficient of determination (R^2) value of 19.80% shows that the servant leadership style of madrasa heads makes a real contribution to increasing teacher work ethic. However, there is still 80.20% variation in work ethic, which is influenced by other factors such as intrinsic motivation, organisational culture, and teacher welfare. These findings confirm that servant leadership practices, which emphasise example, service, and empathy by madrasah heads, are one of the important factors in building the work ethic of teachers in the madrasah environment.

The following table presents the results of the analysis of the influence of each aspect of the servant leadership style on various aspects of teachers' work ethic, based on indicators measured through the questionnaire and analysed statistically.

Servant Leadership Aspect	Work Ethic Aspect	Correlation Coefficient (r)	Significance (p)	Remarks
Concern for Subordinates	Work Discipline	0.621	0.002	Significant
Concern for Subordinates	Responsibility	0.658	0.001	Significant
Concern for Subordinates	Initiative and Creativity	0.589	0.004	Significant
Concern for Subordinates	Work Motivation	0.702	0.000	Significant
Role Modeling and Humility	Work Discipline	0.677	0.001	Significant
Role Modeling and Humility	Responsibility	0.709	0.000	Significant

Role Modeling and Humility	Initiative and Creativity	0.655	0.002	Significant
Role Modeling and Humility	Work Motivation	0.738	0.000	Significant
Empowerment and Development	Work Discipline	0.581	0.005	Significant
Empowerment and Development	Responsibility	0.644	0.002	Significant
Empowerment and Development	Initiative and Creativity	0.698	0.000	Significant
Empowerment and Development	Work Motivation	0.724	0.000	Significant

Based on Table 7, all aspects of the servant leadership style have a significant influence on all aspects of teachers' work ethic at Madrasah Aliyah Hidayatul Mubtadiin Jati Agung, South Lampung. This indicates that the more effectively the principal applies the servant leadership style, the higher the teachers' work ethic, as reflected in their discipline, sense of responsibility, creativity, and work motivation.

Discussion

The research findings indicate a strong, positive relationship between the servant leadership style of the madrasa principal and various aspects of teachers' work ethic. Specifically, the principal's attention to the needs of subordinates, which includes concern for the teachers' well-being, has been found to influence their motivation and work behaviour significantly. This aligns with Greenleaf's (2002) philosophy, which holds that a true leader serves first, demonstrating a deep care for the people they lead. The Pearson correlation analysis revealed a high correlation between the principal's concern for subordinates and work motivation ($r = 0.702$, $p < 0.001$), confirming that when the madrasa head shows genuine care, teachers are more motivated to fulfil their responsibilities. This result supports the arguments presented by Robinson et al. (2024) and Adedimeji (2024) that servant leadership fosters loyalty and emotional engagement among subordinates.

Another notable finding is the strong relationship between the principal's exemplary behaviour and the teachers' work motivation and responsibility. The correlation between exemplary behaviour and work motivation ($r = 0.738$, $p < 0.001$) as well as responsibility ($r = 0.709$, $p < 0.001$) highlights the impact of the principal's actions as a moral and ethical example. This finding corroborates Liden et al. (2008), who argue that a leader's integrity and moral example are critical factors in motivating subordinates. Teachers tend to mirror the behaviours exhibited by their leaders, and when the madrasa principal demonstrates high ethical standards and humility, it instils similar values in the teachers, motivating them to act with greater responsibility and dedication.

Empowerment and coaching by the madrasa principal have also shown a significant positive relationship with the teachers' work ethic, particularly in terms of work motivation and initiative. The principal's efforts to empower and coach teachers were found to have strong correlations with work motivation ($r = 0.724$,

$p < 0.001$) and initiative and creativity ($r = 0.698$, $p < 0.001$). This suggests that when teachers are given the autonomy to make decisions and the space to innovate, they are more likely to demonstrate higher levels of creativity and a proactive attitude towards their work. This finding aligns with the work of Eva et al. (2019), which emphasises that empowering subordinates leads to increased creativity and autonomy, resulting in a stronger work ethic.

The statistical analysis also revealed that all aspects of the madrasa principal's servant leadership style—concern for subordinates, exemplary behaviour, and empowerment—positively impacted teacher responsibility and creativity. These findings are consistent with the research by Malakyan & Ivanova (2024), which indicates that servant leadership contributes to creating a healthy, productive, and initiative-driven work culture in educational settings. Teachers who feel supported by their leaders and are encouraged to grow professionally are more likely to take ownership of their responsibilities and engage in creative problem-solving. This highlights the significant role that servant leadership plays in fostering a work environment that promotes both individual and collective success.

These results have important implications for the development of leadership practices in educational institutions. The positive impact of servant leadership on teacher motivation, responsibility, and creativity suggests that madrasa heads should prioritise servant leadership practices, such as caring for their teachers, leading by example, and providing opportunities for empowerment and professional growth. Implementing these strategies can help create a more engaged and motivated teaching staff, which in turn contributes to higher educational outcomes. The findings further emphasise the importance of leadership development programs that focus on cultivating these servant leadership qualities within educational settings, especially in madrasas.

Finally, this research contributes to the growing body of knowledge on servant leadership by providing empirical evidence from the educational context of Madrasah Aliyah Hidayatul Mubtadiin Jati Agung, South Lampung. While previous studies have examined servant leadership in general, this research fills the gap by exploring the specific impact of servant leadership on teachers' work ethic in a religious education setting. The findings provide a solid foundation for future research on the role of servant leadership in Islamic educational institutions and the broader implications for educational leadership.

CONCLUSION

The study reveals that the servant leadership style of the madrasa head is highly effective in enhancing the teachers' work ethic, with both the leadership style (mean score 140/160, $SD = 6.5$) and work ethic (mean score 145/175, $SD = 6.8$) showing high ratings. The correlation coefficient of 0.445 and the coefficient of determination of 19.80% indicate that servant leadership accounts for nearly 20% of the variation in teacher work ethic. This suggests that the more effectively the madrasa head applies the principles of servant leadership, the higher the levels of motivation, responsibility, discipline, and dedication observed among the teachers. These findings underscore the importance of a service-oriented leadership style in cultivating a positive and productive work environment.

Based on these results, it is recommended that madrasa heads prioritise fostering a humanistic and collaborative work climate. This will not only strengthen teachers' work ethic but also enhance the overall quality of education in madrasas. A servant leadership approach can serve as a powerful tool for building a cohesive, motivated, and dedicated teaching staff, which ultimately contributes to achieving the educational goals of the madrasa.

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