

Cultivating the Spirit of Servant Leadership in Christian Teachers through Technology-Based Teacher Performance Appraisals: Preliminary Studies at Christian Schools in Jakarta

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Abstract. The Servant Leadership (SL) model is a leadership model that is applied in the context of a Christian school. Efforts to develop the spirit of Servant Leadership integrated into the technology-based Teacher Performance Appraisal (TPA) become an interesting study to be studied further. The method used in this research is a case study where the participants involved are in the Christian school community in Jakarta. The literature review is used to see a series of efforts to develop the spirit of Servant Leadership in each teacher's personality, which is measured through a technology-based Teacher Performance Appraisal. The results of efforts to develop the leadership model of Servant Leadership will strengthen the application of the spirit of Servant Leadership in every teacher in Christian schools.

Keywords: servant leadership; Christian teacher; teacher performance appraisal; Christian School

1. Introduction

Servant Leadership is one form of modern leadership that has resulted in much research conducted worldwide. Research related to empirical and conceptual Servant Leadership is the main attraction in this type of servant leadership (Eva *et al.*, 2019, p. 2). This kind of management has also been used in numerous large corporations and Christian institutions like Christian schools. Servant leadership is interesting to apply because the type of leadership has the keyword "servant" and the implication is "service" where the leader has a role as a servant who serves others. Servant Leadership is also seen as suitable for use as a model for contemporary kinds of leadership. (Schroeder, 2016, p. 13). Leaders in schools, such as principals, use the Servant Leadership (SL) model to look at various aspects such as teacher effectiveness and so forth. This SL model will be related to its relationship with Teacher Performance Appraisal (TPA). Developing the spirit of Servant Leadership (SL) in each teacher's personality through Teacher Performance Appraisal is one of the exciting things to be raised in Christian schools. Teacher Performance Appraisal (TPA) is essential to a teacher's professionalism. The performance shown covers various aspects ranging from pedagogy, professionalism, communication, intrapersonal relations and so on (Kuncoro and Dardiri, 2017, p. 2). Measurement tools can use technology through various management platforms in the world of education to effectively get an accurate picture and have evidence recorded in cyberspace.

Measurement of teacher performance is certainly not solely aimed at rewarding or disciplining, but rather a process that is valued as individuals with their uniqueness and talents. Concerning the context of a Christian school, this research combines the Servant Leadership model through the Teacher Performance Appraisal process, which raises the spirit of serving as a Christian teacher in a Christian school. Technology is used to help measure teacher performance and make detailed, measurable, practical measurements.

2. Research Methods

This research refers to a qualitative form using case studies in Christian schools in Jakarta. The qualitative method approach in the case study will focus on efforts to describe, understand and predict. The understanding of the case study itself, according to Yin (1994), is a form of empirical investigation by examining contemporary phenomena in real-life contexts, especially when the boundaries between phenomena and contexts are unclear (Woodside, 2010, p. 1). Case study research will also focus on individuals, groups or

communities of interest to researchers (Sekaran, 2016, p. 98), and in this case, the community under study is a Christian school located in Jakarta. Participants in the study were leaders at the head office, specifically in the Education and HR (Human Resources) fields, considering that the topic of Performance Management and, in this case, Performance Appraisal is an essential tool in realizing management within the scope of HR development (Dal Corso et al., 2019, p. 1). The Head of the HR Division collaborates with the Head of the Education Sector to make policies related to Teacher Performance Appraisal for educators and, in this context, are teachers from kindergarten, elementary, junior high and high school levels. Interviews with the level leaders served as the basis for data triangulation, namely the Kindergarten School Principal, Elementary School Principal, Junior High School Principal and Senior High School Principal, to obtain comprehensive data.

3. Literature Review

Cultivating the Spirit of Servant Leadership

Leadership is a skill that every individual must possess in all types of professions or roles and including the teaching profession. As the front fence in education, the teacher is a leading figure for the students taught and taught in the classroom. A teacher practices leadership in all activities he does in the school environment. Teaching and learning activities in the classroom, accompanying students to participate in competitions, counselling students, providing consulting services to parents, require leadership skills.

The Servant Leadership Model is one of the reference leadership models practised in Christian schools. Christian organizations frequently practice servant leadership, which has grown in popularity over the past 40 years in the context of the Western and global world. (Singfiel, 2018, p. 1). This leadership model refers to the Christian concept that to be a leader, one must first serve (Savel and Munro, 2017, p. 97). This leadership model refers to the figure of Jesus Christ (Krumrei-Mancuso, 2018, p. 256). Christ is described as a "servant-leader" who asks His followers to be "servant-leaders" (Song, 2019, p. 3). Christ has set the example of a "servant" where He came into the world to serve sinners.

The focus of the Servant Leadership model is the people served. The people who are served are the followers. The motivation of the servant leadership model is that leaders must have an agape type of love for their followers (Retno et al., 2020, p. 904). Self-sacrifice in the leader for the people he leads or serves is manifested in agape love, namely love that is willing to sacrifice for others. This image is closely related to the person of Christ willing to sacrifice himself to death on the cross to redeem sinners.

A Christian teacher is someone who is called to serve in a Christian school. The concept of service is a characteristic inherent in the figure of a Christian teacher. He serves the souls entrusted to him in the classroom, namely students who are taught and educated. The stewardship carried out by Christian teachers does not only revolve around serving the students in their class but also holistically serving the parents of the students. Teachers here are parents' partners (*in loco parentis*) in educating their children in the school environment, while parents are the leading educators. A teacher must always be aroused by the spirit of service in the Servant Leadership model if he or she is to be a servant "servant" before God and fulfill his calling in serving "service" in Christian schools.

The spirit of Servant Leadership (SL) in the personality of Christian teachers is recorded in all behaviours, actions, and activities carried out by teachers while at school. Growing the spirit of SL is the responsibility of the Christian school in serving the teachers in the school, even in the Teacher Performance Appraisal. The ten characteristics of SL are listening, empathy, healing, persuasion, awareness, seeing the future (foresight), conceptualization, and commitment to follower growth (commitment). to the growth of people), stewardship (stewardship), and building community (Schroeder, 2016, p. 14).

Teacher Performance Appraisal

Measurement for teacher competence is commonly known as the Teacher Competency Test (UKG). UKG is a measurement carried out by the government with two aspects: pedagogical and teacher professional (Kuncoro and Dardiri, 2017, p. 1). The National UKG's objective is to obtain a picture (portrait) of teacher competencies across all of Indonesia, from Sabang to Merauke, and the outcomes are used under the Ministry of Education and Culture's program (Ministry of Education and Culture). UKG is also carried out by private schools such as Christian schools and is explicitly made in the context of Christian schools that align with the vision and mission of Christian schools. The name of UKG in this context is Teacher Performance Appraisal.

Performance Appraisal (PA) is an important thing done in organizations, including Christian schools. The Performance Appraisal (PA) concept has an exciting story from China where the Wei dynasty empire (A. D.261-265) assessed the performance of royal members (Patrick, Mwalw'a and Okemasisi, 2021, p. 2) and this concept continues to develop and be used in throughout the world in various organizations and the world of education, PA refers to educators, namely teachers and is called Teacher Performance Appraisal (TPA). TPA is

essential because, in addition to being used to measure, it is also intended to continuously improve the quality of the school community.

One of the purposes of measuring teacher competence in Christian schools is to develop the spirit of leadership in each teacher's personality. The leadership spirit is intended to lead to servant leadership (Servant Leadership). Therefore, the application of Teacher Performance Appraisal will be integrated with efforts to develop the spirit of Servant Leadership for each teacher, and this refers to the results of research which revealed that servant leadership (SL) has a positive impact on the performance of followers (Saleem et al., 2020).

Use of Technology in Teacher Performance Appraisal

Using technology to take measurements is an effective tool to help implement various programs, including in the school context. Schools in Indonesia, since the COVID-19 pandemic, has experienced changes in learning from traditional forms of learning (traditional learning) to mixed learning (blended learning), then hybrid learning (hybrid learning) and online learning (online learning). Using a Learning Management System (LMS) is necessary for learning both in the Blended Learning or Hybrid Learning and Online Learning models. Students interact through LMS, which contains material or learning modules, listen to material from the teacher, answer exams, send, discuss and so on (Aldiab et al., 2019, p. 731). The experience of teaching using technology has made schools accustomed to using technology, including management related to human resources.

Teacher performance measurement using technology can provide accurate analysis related to the daily tasks of a teacher both in terms of pedagogy and professionalism as an educator in schools. One of the technologies that can be used in this case is Human Resources Analytics (HRA). The exciting thing about HRA is its essential role in analyzing by collecting various information, and in the end, it can be used to evaluate performance, so that HRA here is not only used to carry out the analysis. Furthermore, make decisions on a financial or operational basis but can help make decisions related to human resources and decisions based on facts (Sharma and Sharma, 2017, p. 8). Technology-based measurement approaches a more objective form of measurement and minimizes subjective measurements.

The use of technology in Teacher Performance Appraisal can also use platforms that are relevant to the world of education, such as the Learning Management System (LMS). One LMS platform that is quite familiar is the Modular Object-Oriented Dynamic Learning Environment (Moodle). Teachers and students can use this Moodle to improve performance or competence in learning at school (Mwalumbwe and Mtebe, 2017, p. 2). Students carry out various learning activities ranging from doing questions, quizzes, and interactions, and all behaviours (behaviours) can be analyzed using various LMS platforms (Juhaňák, Zounek and Rohlíková, 2019, p. 2).

4. Conclusion

The initial study of developing the Servant Leadership spirit of Christian teachers through technology-based Teacher Performance Appraisal in the context of Christian schools is an effort that must be carried out comprehensively. The points of the characteristics of the Servant Leadership model need to be described in detail and adapted to the values that exist within the Christian school itself. The focus on the people being served in this case is the teacher serving students as valuable individuals in the eyes of God and also serving parents who are partners for teachers (in loco parentis) in educating their children at school.

The formulation of measurements in a technology-based Teacher Performance Appraisal (TPA) should encourage teacher leadership, specifically in the Servant Leadership model. Measurements carried out using technology provides benefits, namely the availability of tangible evidence of all teacher activities in pedagogy and professionalism as a teacher. Analysis performed by technology minimizes the element of the subjectivity of a measurement. The technology used in the TPA can also be harmonized with the needs and availability of human resources and supporting infrastructure so that the technology used can provide maximum benefits.

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