

## **Spirituality leader qualities in Catholic schools in Malang, Indonesia: Teacher and student character strengthened**

**Henderikus Dasrimin, Ibrahim Bafadal, Imron Arifin, Maisyaroh**

*Universitas Negeri Malang, Indonesia*

**Zummy Anselmus Dami**

*Universitas Persatuan Guru 1945 NTT, Indonesia*

This study aimed to describe the implementation of the spiritual leadership of the monks in Catholic schools. The research method used is a descriptive qualitative approach. The research design used a multi-site study conducted at three Catholic Junior High Schools in Malang, East Java, Indonesia. Results show that in developing spiritual leadership in Catholic schools, school principals are imbued with Christian leadership, namely servant leadership, discipleship leadership and pastoral leadership. The application of Christian leadership has a positive impact on the formation of the personalities of teachers and employees as well as strengthening the character of students.

### **Introduction**

Quality schools need principals who demonstrate effective leadership (Arifin et al., 2018; Juharyanto et al., 2018). Effective leadership depends on a number of things, including the variety of cultures, organisational forms and contexts, the dynamic uniqueness of individual organisations, and current and future issues according to changing times (Lim, 2017; Maisyaroh et al., 2020; Mulford, 2014). One leadership model that is considered effective in the 21st century is spiritual leadership (Rahmawaty, 2016).

Spiritual leadership has long been an interesting organisational leadership style to study (Fry, 2003; Karakas, 2010; Saks, 2011). Because of this many studies have been conducted to find concepts related to spiritual leadership (Afsar, 2016; Chen & Li, 2013; Fry et al., 2005; Wang, 2019; Yang & Fry, 2018).

Previous research has found that spiritual leadership is usually applied in religious-based schools or schools under the leadership of religious leaders or religious people (Jeon, 2020; Khari & Sinha, 2017; Low, 2020). In Catholic schools, the religious figures are priests, monks or nuns. The presence of religious congregations as leaders in schools also provides support not only to students but also to lay teachers (Fehency, 2011; Fincham, 2010).

Based on previous research which states that spiritual leadership is commonly applied in religious-based schools (Jeon, 2020; Khari & Sinha, 2017; Low, 2020), we explore research that has been carried out so far in Indonesia. Research on spiritual leadership in Catholic schools in Indonesia is absent, so this research is situated in a Catholic school led by monks.

As a Christian, in carrying out his duties as a school principal, he is expected to follow the leadership model of Jesus. The leadership of Jesus is ministry leadership, discipleship and shepherding. These three leadership models are expected to be an inspiration for all Christian leaders, especially for leaders from among the monks who want to follow Jesus radically. So the researcher felt interested in studying the spiritual leadership of school principals from among the monks who were imbued with the spirituality of Christian leadership and how the principal's leadership impacts on the formation of the teacher's personality and the strengthening of student character.

## **Literature review**

### **Spiritual leadership**

Spiritual leadership is usually implemented in schools that are based on religion or schools that are under the leadership of scholars or religious people (Jeon, 2020; Khari & Sinha, 2017). This research deals with spiritual leadership in schools that are based on the Catholic religion and are led by principals whose living status is as Catholic clergy.

Previous research has also found that spiritual leadership can be successful if the principal has good skills in integrating religious values into learning (Fry et al., 2011; Juharyanto et al., 2018). In Catholic schools, the professionalism of spiritual-based leaders is urgently needed through the application of authentic Catholic values (Fincham, 2019; Gleeson et al., 2020). This is related to our research, where a school principal from among the monks who has passed special training is considered to have sufficient knowledge about religious values, able to practise his faith in everyday life.

Research conducted in Catholic schools in Aotearoa New Zealand has shown that the reduced participation of religious congregations in leadership in Catholic schools has a very significant impact on reducing the quality of Catholic school education (Bernardo et al., 2019). Their results support the author's initiation of research in Catholic schools led by a monk.

Studies conducted in several countries have shown the effectiveness of spiritual leadership. For example, a study conducted in Turkey showed that spiritual leadership had an impact on improving teacher performance and student achievement (Kalkan et al., 2020). Research in Thailand has shown that spiritual leadership had a positive influence on self-assessment on innovation behavior (Afsar & Rehman, 2015). In addition, research conducted in Indonesia has also shown that spiritual leadership is very effective when it is developed in educational institutions (Daud et al., 2018). Among other outcomes, this has shown that the spiritual leadership of school principals can develop character strengthening for students. Apart from having a direct impact on students, spiritual leadership can also influence teacher performance (Kakiay 2017).

## Christian leadership

Christian leadership is leadership that is inspired by the leadership model that Jesus did. Service is the foundation of Jesus' leadership. The leadership of Jesus, which showed His ministry, was proven, among other things, by his caring attitude towards the sick, poor and suffering. Symbolically Jesus also showed his humility as a servant when He washed the feet of His disciples at the Last Supper (John 13:1-20). In every work or work that Jesus did, the basic principle that was displayed was to serve as a humble servant.

Besides ministry leadership, another form of leadership that Jesus has implemented is discipleship leadership. In His life, Jesus chose and appointed twelve people to be with Him and to be sent to preach the Gospel (Matthew 10:1-4, Mark 3:13-19, Luke 6:12-16, and John 35-51). During Jesus' existence in this world, He focused Himself more on ministry, especially in teaching, guiding and supervising. Leaders who live the spirituality of discipleship will teach, accompany and provide examples of leadership to members, as a form of leadership regeneration. What Jesus did inspired the leadership of the school principal.

Besides ministry and discipleship, one of Jesus' leadership models is pastoral leadership. Jesus' shepherding leadership is leadership that is carried out with full responsibility to ensure the safety of those who are led, even willing to sacrifice His life for them, paying attention to guiding, guiding and directing those who are led. This pastoral leadership model is also an inspiration for Christian leaders, including school principals.

## Method

This study uses a qualitative method. The research was conducted at three Catholic Junior High Schools (hereinafter abbreviated as CJHS) in Malang, East Java, Indonesia, namely CJHS A, CJHS B, and CJHS C. Because the three schools had many characteristics in common, including being a Catholic-based school and led by a monk, the approach used constituted a multi-site study. Data collection techniques included interviews with three principals, observations including some comments collected from teachers and students, and documentation studies (Bogdan & Biklen, 2007). Table 1 provides profiles of the three school principals who participated.

Table 1: Participant profiles

Participant	Gender	Age	Years as principal	Years as teacher
Principal CJHS A	Male	48	4	20
Principal CJHS B	Female	56	6	28
Principal CJHS C	Female	60	4	30

The type of interview used in this research was a structured interview. The researcher used guidelines ensuring that the data collection accorded with the research focus and objectives. Before proceeding into the field, the researchers first confirmed via WhatsApp

about the participants' willingness and time to conduct interviews. Interviews were usually held in the principal's room, between the researcher and the informant, with duration between 45 minutes to 1 hour.

In each meeting, the researcher collected information for only one research focus. As this study comprised three focuses (service leadership, discipleship and pastoral care), each school was met three times, one for each focus, plus one final interview to confirm incomplete data. The interview process was carried out in the same stages at the three research sites (see Appendices for responses at each site).

Based on the data found in the field, the researcher conducted an analysis using constant comparative techniques, which included data collection, data reduction, data display, conclusions and verification. The results of the data analysis are then explained in the form of a descriptive narrative. The data analysis process consists of single data analysis and cross-site data analysis.

## **Results**

### **Spirituality of service leadership**

The real form of the principal's service leadership is hard work, totality in carrying out tasks, responsibility, not blaming authority, not delegating tasks to members, and prioritising the interests of members rather than personal interests. This is in accordance with a Principal's statement, as follows:

As a leader, I always try to give my full time, thought and energy for the good of the school. Willing to help teachers, staff and students who experience difficulties and find solutions that can help.

An appreciation of the spirituality of service from school principals can have a positive impact on teachers and employees, among others, in them there is a high spirit of dedication and dedication. They realise that the task they are carrying out is part of their calling to serve others. In addition, another impact found is the satisfaction of members of the leadership. One teacher said:

The principal has given us an example of totality in service. So we teachers also struggle to devote ourselves to this institution and especially to students. The proof is that the teachers here work optimally, faithfully in serving.

Principals who are imbued with the spirituality of service leadership can also have a positive impact on students, including strengthening the characters of caring, humility, and being a helper. a teacher said:

The spirit of service carried out by the principal does not only influence the formation of the teacher's personality, but also influences the character of the students. By getting good attention, the students finally have the same character.

The spirituality of service leadership found in the three research sites can be seen in Table 2.

Table 2: Spirituality of service leadership

Research aspect	Site CJHS A	Site CJHS B	Site CJHS C	Final findings (Cross sites)
Application	Recognising his duties as a calling to serve, hard work, set an example, responsibility, not delegating tasks to members, and prioritising the interests of members.	Carry out the task seriously as a servant of God, be humble, serve with love, willing to mingle and work together, set an example, pay attention to the needs and welfare of members.	Pure motivation to serve, earnestly carry out duties, believe in the ability of members, and prioritise the interests of members.	Willingness to accept assignments, pure motivation to serve, hard work, responsibility, giving trust, prioritising the public interest, humble, willing to mingle and work together, set an example, and pay attention to the welfare of members.
Impact on the teacher's personality	Have a high spirit of dedication and dedication as well as totality in work.	Improving the performance of members, creating a school culture that is full of brotherhood.	Inspire teachers and employees, high dedication to the school, creating a school environment that is full of kinship.	Having a spirit of dedication and dedication, accompanying students optimally, totality in work, creating a school culture that is full of family and a sense of brotherhood.
Impact on student character	Strengthening student character in terms of caring, humility, helping others in need.	Strengthening the character of service, helping each other, caring attitude, hard work, loyal to the task, and humble.	Strengthening the character of serving one another, caring, communicating, cooperating, and avoiding selfishness.	Strengthening the character of caring, humble, cooperative, helpful attitude, communicative, unselfish, hard working, and loyal to the task.

### **The spirituality of discipleship leadership**

Principals imbued with the spirituality of discipleship leadership can be realised by involving members in completing work, delegating tasks and regeneration of leadership. This was expressed by the school as follows:

The vision and mission and goals of this school cannot be achieved if I only work alone. There were things I had to do myself, but there were other things I had to entrust to them. I also always involve teachers in many ways for regeneration.

Principals imbued with the spirituality of discipleship leadership can have a positive impact on teachers and employees. They feel acknowledged, included and trusted. Work can be completed properly and on time. Their potential and resources also develop so as to support the development and quality of schools. One of the teachers said:

The principal always gives us the opportunity to continue learning. With that belief, we also feel fully involved in this institution. Of course, we still get assistance.

Discipleship leadership can also strengthen students' character to have a confident, creative, active, caring, sensitive, responsible, honest personality, know how to lead themselves and have a leadership spirit. One of the students said:

We feel happy studying here, because we are always trusted by the principal and teachers. If there is a school event, we are included in the committee. From there we can learn to organise. Here, too, there are often activities that require us to be creative, to be able to appear confident and to be able to work together.

The spirituality of discipleship leadership found in the three research sites can be seen in Table 3.

Table 3: Spirituality of discipleship leadership

Research aspect	Site CJHS A	Site CJHS B	Site CJHS C	Final findings (cross sites)
Application	Involve members in completing work, delegating tasks and regenerating leadership.	Teaching, guiding and passing on good things through life examples, empowering members and giving regeneration to prospective leaders.	Motivating, inspiring, sharing, guiding and teaching members, involving members in various trainings, workshops or similar activities.	Involving members in completing work, delegating tasks, regeneration of leadership, set an example, teaching, inspiring, motivating, sharing, guiding, involving members in training and workshops to improve members.
Impact on the teacher's personality	Teachers and employees feel acknowledged, included and trusted. Their potentials also develop so that they really support progress of the school.	Work can be completed properly and on time without having to be controlled by the school principal, member resources are growing.	Improving knowledge and skills, as well as personality formation for teachers and employees.	Feeling recognised, involved and trusted, their potentials develop, knowledge and skills increase, work is completed on time and optimally without being controlled by the school principal.
Impact on student character	Shaping the character of students to become individuals who are confident, creative, active, caring, sensitive, know how to lead themselves and have a leadership spirit.	Shaping the character of students to become sensitive individuals, fostering a spirit of cooperation, responsibility, confidence, honesty, and leadership.	Helping students in the formation of the character of humility, enthusiasm for endless learning, cooperation, motivator, and not ambitious.	Confident, creative, active, caring, spontaneous, honest, sensitive, lead himself and has a leadership, spirit of learning, teamwork, motivator and not ambitious.

### **Pastoral leadership spirituality**

In this study it was found that the principal embodies the spirituality of pastoral leadership through a spirit of dedication, sacrifice and concern for all members. In addition, as the pastor, the principal tries to get to know each of its members. The principal pays attention and cares to each member. This was expressed by a teacher:

A good leader must know, be close to and pay attention to the needs of members. This is what I found in our principal. For example, the principal often participates in teachers' club activities, visits the families of teachers and employees, greets and welcomes students in the morning.

Pastoral leadership has a positive impact, both for teachers and employees, as well as for students. The positive impact among others, is that it can provide comfort for members so that the learning process can run well and smoothly and is right on target. Members feel welcomed and known by their leader, and have a positive impact on their performance. This was expressed by the principal of the school:

I really feel the positive impact when I try to get to know, understand and pay close attention to them. The school becomes a second family where all school members feel valued and loved by teachers and fellow friends.

With a comfortable school climate and culture, students are more effective in learning and developing themselves. In addition, the shepherding leadership practised by the principal can encourage and inspire teachers to also have the same shepherding spirit towards students. As a follow-up impact, pastoral leadership can strengthen the character of students to become individuals who care about others, are willing to sacrifice, want to respect and help others. One student said:

I like studying at this school because the principal and teachers really care about us. We are also constantly asked to guide our friends who are wrong to the right path. For example, if a friend cheats, he is advised not to cheat again.

The pastoral leadership spirituality found in the three research sites can be seen in Table 4.

Figure 1 explains the spirituality of Christian leadership in the formation of teacher and student character.

## **Discussion**

### **Principals imbued with the spirituality of service leadership**

The spirituality of ministry leadership is inspired from the foundation of Jesus' leadership, with the basic principle being to be present not to be served, but to serve lovingly as a humble person. In previous research it was found that the Church expects that school principals can become servant leaders, as an appreciation of the Gospel values and the example of Jesus (Branson et al., 2019). Principals in Catholic schools must see themselves

as ministers of the gospel, provide knowledge and skills to young people and encourage them to become agents of change, and use their knowledge and skills for world transformational service, especially for the poor and marginalised (Friel, 2018).

The spirituality of service leadership is manifested through a willingness to accept assignments, pure motivation to serve, realising the principal's duties as a call to serve with love, hard work, not only giving instructions, responsibility, not delegating tasks to members but still giving trust, prioritising interests general, humble, willing to mingle and work together, set an example, and pay attention to the welfare of members. The results

Table 4: Pastoral leadership spirituality

Research aspect	Site CJHS A	Site CJHS B	Site CJHS C	Final findings (cross site)
Application	Get to know all members, greet and care, serve sincerely, know the needs of members, help members, solve members' life problems in teaching and learning, sacrifice.	The responsibility of the principal in carrying out his duties, as well as recognition, attention, appreciation and concern for all members.	Pay attention to the welfare of teachers and employees, reprimand, remind and correct, set an example, create a good learning process, analyse challenges and threats, and help members who have problems.	Recognising, greeting, caring, serving, reminding and correcting members', setting an example, helping members, solving problems in teaching and learning, responsibility, sacrifice, analysing challenges and threats.
Impact on the teacher's personality	Providing comfort for members so that the learning process can run well and smoothly and is right on target, members feel greeted and known by the leader, motivating teachers to be totally involved in the task.	Providing a sense of satisfaction for teachers and employees, so that it also has a good effect on their performance.	Reprimands or improvements made by the principal when the teacher makes mistakes or violations can help change and develop the school in a better direction.	Providing comfort for members so that the learning process can run well and smoothly and on target, feel greeted and recognised by leaders, motivate teachers to be total in working or teaching, improve performance and public trust.
Impact on student character	Forming the character of students who care about others, are willing to sacrifice, want to respect and help others.	Growing character in students to become individuals who are willing to sacrifice, respect everyone fairly and equally, care, guide others in the right direction.	Comfortable to express himself, freedom to learn and avoid discriminatory actions, responsibility, courage to correct others' mistakes, caring and willingness to sacrifice.	Strengthening the character of caring, are willing to sacrifice, fair, guide others in the right direction, be responsible, respect, comfortable expressing themselves, learning independently and avoiding acts of discrimination.



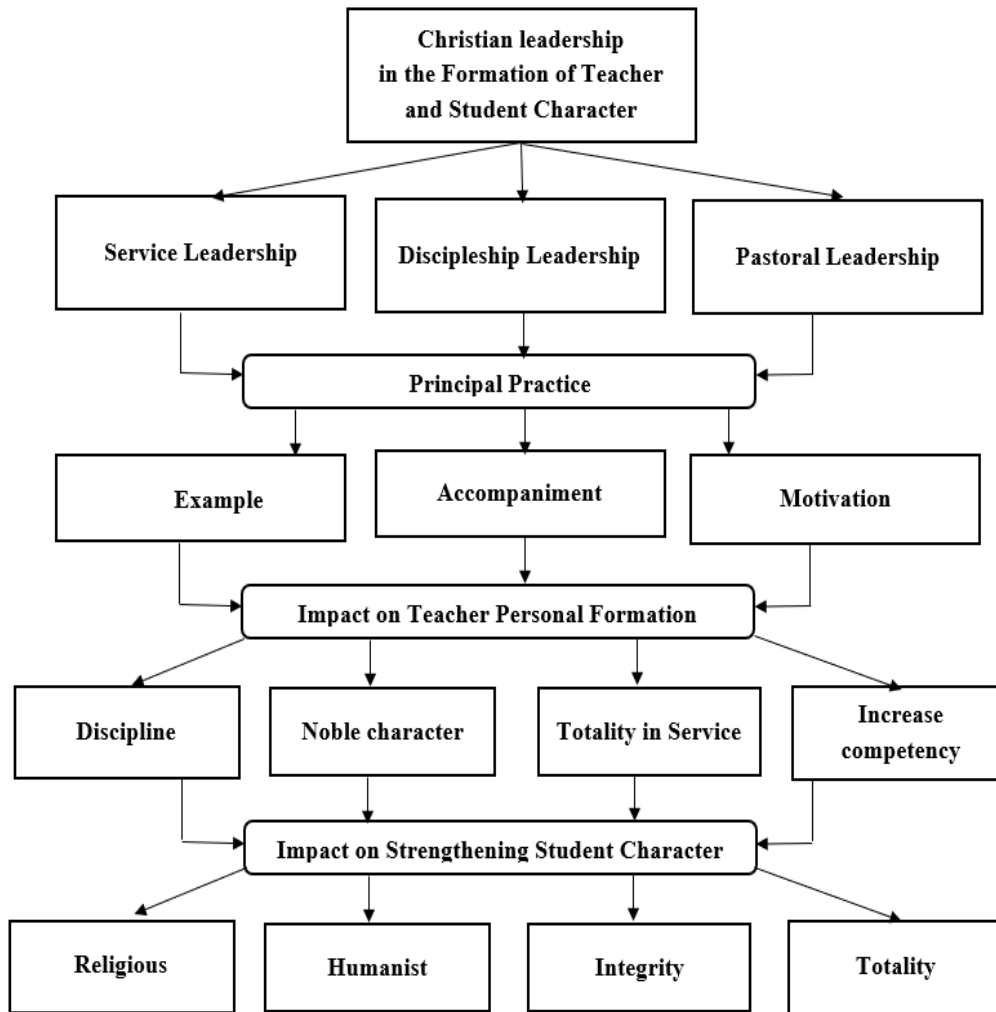


Figure 1: Spirituality of Christian leadership in the formation of teacher and student character

of this study align with previous research which argued that the characteristics of spiritual leadership are hard work, discipline, honesty, being exemplary, and gratitude (Juharyanto et al., 2018). The spirituality of service leadership has a positive impact on teachers and employees, including the spirit of dedication and dedication as a form of service, accompanying students to the maximum, totality in work, creating a school culture full of family and brotherhood and free from authoritarian leadership styles. Based on the principle of reciprocity, members will be willing to make more efforts to innovate the organisation due to a pleasant climate behaviour (Khalili, 2018). Such a relationship shows that spiritual leadership has a positive effect on member innovation (Yang, 2021).

A good school culture is an important part of achieving character education goals. In this case it takes the principal through his role as a leader to create a good school culture. If educators provide examples of good character, then the climate in classrooms and schools becomes a place where character can develop optimally (Berkowitz, 2022). This reiterates that the goal of character education is actually not only aimed at students, but is also for all components of human resources in schools, especially teachers. In this study it was found that the spirituality of service leadership had a positive impact on students, including strengthening the character of caring, humility, cooperation, mutual help, communicative, unselfish, hard work, and faithful to the task.

### **Principals imbued with the spirituality of discipleship leadership**

The spirituality of discipleship leadership is inspired by Jesus, with the characteristics of a leader who provides lessons, motivation, encouragement, inspiration to members, both through words but more than that through actions. A monk who is moved by the Holy Spirit, is expected to be able to develop the intention to follow Christ more closely, surrendering himself to his beloved God and while seeking perfect love in serving the Kingdom of God and proclaiming it in daily life, both through words and deeds.

The spirituality of discipleship leadership is manifested by involving members in completing work, delegating tasks, regeneration of leadership, passing on good things through example, teaching, inspiring, motivating, sharing, guiding, involving members in training or workshops, in order to improve skills and member knowledge. A spiritual leader emphasises the essential nature and meaning of his or her personal assignments and helps teachers and employees to find purpose in their lives and promotes their personal growth and development in school (Fry, 2017; Shalley & Gilson, 2004).

In carrying out leadership duties, the principal tries to build cooperation with members. Previous research has found that a successful leader is someone who can build cooperation with group members and convince them that achieving organisational goals means they have succeeded in achieving their personal goals (Al Eid et al., 2021). The results of other studies show that when leaders emphasise a shared vision or collective goals, employees actively share knowledge and information, which ultimately inspires them to have new ideas or support change (Semedo, Coelho & Ribeiro, 2016), and can inspire them to gain new insights to solve problems creatively (Anderson & Sun, 2017; Dong et al., 2016).

The spirituality of discipleship leadership can have a positive impact on teachers and employees, among other things they feel recognised, involved and trusted, their potentials develop so that it really supports school progress, increases knowledge and skills, work is completed on time and optimally, members can work with well without having to always be monitored by the principal. A conducive workplace will increase job satisfaction among teacher workers, therefore their intention to leave their job will decrease. In addition, spiritual leadership can also create a strong belief among team members that the meaning of work is prioritised, valued and supported, thus creating a collective judgment about the meaning of a job (Yang et al., 2019).

The spirituality of discipleship leadership can have a positive impact on students, among other things, it can shape the character of students to become individuals who are confident, creative, active, caring, spontaneous, honest, sensitive, know how to lead themselves and have a leadership spirit, enthusiasm for endless learning, work the same, motivated and not overly ambitious. These character values are very useful for the development of students' lives, both in the present and in the future (Dasrimin et al., 2019). In addition, leadership regeneration is urgently needed by Indonesia's golden generation to prepare themselves to become the nation's leaders in the future.

The educational leadership program, as a training ground for future school leaders, is an integral part as a vehicle for building character education leadership capacity (Tichnor-Wagner, 2021). Character education is expected to form students who have the character of a leader, who are responsive, tough and agile (Ubaidillah et al., 2020). Here the teacher's role is not only to transfer knowledge but also to shape the attitudes, behaviour and character of students.

### **Principals imbued with the spirituality of pastoral leadership**

The main characteristics of pastoral leadership are guiding, directing, teaching, paying attention to the welfare of teachers and employees, equipping students with knowledge, skills and character values, protecting and sacrificing for members. The intended shepherding task is not only directed at the Church leaders hierarchically, but as written in the letter of the Apostle Paul to the Congregation in Galatians chapter 2 verse 20, that all Christians are called to take part in the life of Christ (Beaumont, 2017), including among others play a role in caring for one another. In this case, the principal as a leader can act as a shepherd in the school environment by properly guiding all of its members.

In this study it was found that school principals often met teachers and employees in the office and always took the time to attend joint activities, even visiting teachers and students at home. The principal often greeted teachers, employees and students. This can create emotional satisfaction for members because they feel greeted and there is concern from their leaders. The emotional dimension of a school principal in interacting with others is a very important aspect to pay attention to (Brien, 2017).

It was also found that school principals always make an analysis of future challenges and threats. From the results of the analysis, the principal will design a strategy that will be used to deal with it. Thus, leaders already have a clear vision of what they want to achieve and anticipate change (Sergiovani, 2001). This reinforces the previous opinion that spiritual leadership is an effective model of school leadership because of its ability to prepare teachers to face the challenges of change (Everard et al., 2004). Leadership effectiveness can be achieved if school principals can adapt to changing times as challenges and opportunities in improving the quality of learning (Maisyaroh et al., 2020).

The spirituality of pastoral leadership can have a positive impact on teachers and employees, providing comfort for members so that learning can proceed smoothly and be right on target. Members feel greeted and known by leaders, feeling motivated to be

totally in their work or teaching, improving performance and increasing public trust. The existence of spiritual values in the work environment makes members feel safe and increases personal happiness, organisational commitment and individual solidarity, because it strengthens a climate of trust (Farmanesh et al., 2021).

The spirituality of pastoral leadership can also have a positive impact on students, among other things, it can shape the character of students to become individuals who care, are willing to sacrifice for others, are fair, are able to guide others in the right direction, are responsible, and wanting to respect and help others. Students can also feel comfortable expressing themselves, learning independently and avoiding acts of discrimination.

## **Conclusion**

Service leadership, discipleship, and shepherding are implemented by the principal through example, mentoring and motivating members. What is done by the principal can have a positive impact on teachers, employees and students. The positive impact for teachers and employees is that they can form disciplined individuals, have noble character, attain totality in service and can improve their competence. Principal leadership has a positive impact on the personal formation of teachers and employees, and finally has a positive influence on strengthening student character education. In general, strengthening the character of students who are influenced by the application of service leadership, discipleship and pastoral care, among others, is able to form students with religious, humanist, integrity and totality characters.

## **Theoretical implications**

The results of this study pertain to the conceptual strengthening of spiritual leadership. Previous studies have found that spiritual leadership is usually applied in schools that are based on religion or schools that are under the leadership of religious leaders (Jeon, 2020; Khari & Sinha, 2017; Low, 2020). This research illustrates that spiritual leadership is also applied by school principals from among the monks who are Catholic religious figures. Furthermore, in this study it was found that the concept of spiritual leadership can be applied by everyone, being not limited only to religious leaders. Principals imbued with Christian leadership can be an inspiration to all principals, besides having a status as a religious figure.

## **Practical implications**

This research provides an example of how a school principal seeks to strengthen the character of teachers, staff and students. Practical examples of school principal leadership have been described as having a positive impact for both teachers and students.

## **Limitations and future research**

This research was conducted only in educational institutions led by a headmaster who is a monk and a religious leader. Therefore, it is a recommendation for future researchers to

also examine schools led by lay people, to obtain comparisons that can enrich findings about the application of Christian leadership.

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## Appendices

**Table A1: Questions, answers, codes, categories and themes, Site CJHS A**

Question	Participant answers	Codes	Categories	Themes
Q1: What things have you implemented in your duties as a school principal that demonstrate service leadership?	I always try to provide my time, thoughts and energy completely for the good of the school, open and listen to input from teachers or students, try to set a good example, and help teachers, staff and students who experience difficulties.	<ul style="list-style-type: none"> <li>• Loyalty</li> <li>• Open</li> <li>• Listen</li> <li>• Exemplary</li> <li>• Help</li> <li>• Humanist</li> </ul>	Forms of service leadership	Service leadership
Q2: What are some of the positive effects of ministry leadership on teachers and students?	Formed a solid work team, there is a closeness between me and teachers and students, can formation of the character of students.	<ul style="list-style-type: none"> <li>• Solids</li> <li>• Know</li> <li>• Understand</li> <li>• Character</li> <li>• Exemplary</li> </ul>	The impact of service leadership	Service leadership
Q3: What have you implemented in your duties as a school principal that demonstrate discipleship leadership?	I try to help form church and state cadres. Always learning new things for school development. Have a commitment to carry out the duties and responsibilities as a school principal as well as possible.	<ul style="list-style-type: none"> <li>• Obey</li> <li>• Instructions</li> <li>• Innovation</li> <li>• Commitment</li> <li>• Make sacrifices</li> </ul>	The form of discipleship leadership	Discipleship leadership
Q4: What are some of the positive effects of discipleship leadership on teachers and students?	Teachers and students carry out their duties and responsibilities in accordance with the main tasks and functions that have been determined together. They are always learn something new offered by the government or on their own initiative.	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Study</li> <li>• Initiative</li> <li>• Commitment</li> <li>• Make sacrifices</li> </ul>	The impact of discipleship leadership	Discipleship leadership
Q5: What things have you implemented in your duties as a school principal that demonstrate pastoral leadership?	I try to get to know members, such as participating in social gathering activities or visiting teachers' families, greeting and interacting with them. Guiding teachers in carrying out their duties with the principle of shared learning.	<ul style="list-style-type: none"> <li>• Interaction</li> <li>• Lead</li> <li>• Mentoring</li> <li>• Protect</li> <li>• Fair</li> <li>• Sensitive</li> <li>• Attention</li> </ul>	The form of pastoral leadership	Pastoral leadership
Q6: What are the positive effects of pastoral leadership on teachers and students?	Schools become safe, mutual understanding and respect. The school becomes a second family where all members of the school feel valued and loved by each other. Common goals in character education can be achieved.	<ul style="list-style-type: none"> <li>• Value</li> <li>• Comfortable</li> <li>• Character</li> </ul>	The impact of pastoral leadership	Pastoral leadership

**Table A2: Questions, answers, codes, categories and themes, Site CJHS B**

Question (Q)	Participant answers	Codes	Categories	Themes
Q1: What things have you implemented in your duties as a school principal that demonstrate service leadership?	Carry out tasks seriously, to serve humbly, and with love, to mingle and work with them, set an example, attention to the needs and well-being of their lives.	<ul style="list-style-type: none"> <li>• Truly</li> <li>• Humble</li> <li>• Cooperate</li> <li>• Mingle</li> <li>• Exemplary</li> <li>• Attention</li> <li>• Totality</li> </ul>	Forms of service leadership	Service leadership
Q2: What are some of the positive effects of ministry leadership on teachers and students?	When I try to prioritise the interests of teachers, employees and students, then of course they will be satisfied. Their satisfaction will also have an impact on their performance. The family atmosphere is felt, we can work well together.	<ul style="list-style-type: none"> <li>• Job satisfaction</li> <li>• Performance</li> <li>• Family</li> <li>• Motivating</li> </ul>	The impact of service leadership	Service leadership
Q3: What have you implemented in your duties as a school principal that demonstrate discipleship leadership?	I always encourage teachers to develop themselves, including by giving them the opportunity to attend trainings. I also always involve teachers in many ways for regeneration.	<ul style="list-style-type: none"> <li>• Team work</li> <li>• Direct</li> <li>• Give trust</li> <li>• Regeneration</li> </ul>	The form of discipleship leadership	Discipleship leadership
Q4: What are some of the positive effects of discipleship leadership on teachers and students?	Teachers and students carry out their duties with full responsibility without having to be ordered.	<ul style="list-style-type: none"> <li>• Maximum results</li> <li>• Cooperation</li> <li>• Automatic</li> <li>• Spontaneity</li> <li>• Responsibility</li> </ul>	The impact of discipleship leadership	Discipleship leadership
Q5: What things have you implemented in your duties as a school principal that demonstrate pastoral leadership?	I try my best to do my job, get to know the members and pay attention and make them feel comfortable here. I also try to respect each person.	<ul style="list-style-type: none"> <li>• Totality</li> <li>• Responsibility</li> <li>• Know</li> <li>• Notice</li> <li>• Ensure comfort</li> <li>• Value</li> </ul>	The form of pastoral leadership	Pastoral leadership
Q6: What are the positive effects of pastoral leadership on teachers and students?	By giving greetings to the members, it looks like they are happy. If anyone has a problem, I approach and offer a solution, so that they feel cared for and comfortable in this space.	<ul style="list-style-type: none"> <li>• Hard work</li> <li>• Greetings</li> <li>• Presence</li> <li>• Approach</li> <li>• Care</li> <li>• Attention</li> </ul>	The impact of pastoral leadership	Pastoral leadership

**Table A3: Questions, answers, codes, categories and themes, Site CJHS C**

Question (Q)	Participant answers	Codes	Categories	Themes
Q1: What things have you implemented in your duties as a school principal that demonstrate service leadership?	As a servant, I also try to help those who are experiencing difficulties. I always try to communicate and mingle with them so they don't feel that the principal is a position that must be respected.	<ul style="list-style-type: none"> <li>• Pure motivation</li> <li>• Serve</li> <li>• Help</li> <li>• Mingle</li> </ul>	Forms of service leadership	Service leadership
Q2: What are some of the positive effects of ministry leadership on teachers and students?	When I faithfully carry out my duties with responsibility, the teachers and employees will do the same. If I build good communication with them, of course there will be closeness between us, and the workload will become lighter.	<ul style="list-style-type: none"> <li>• Loyal</li> <li>• Responsibility</li> <li>• Hard work</li> <li>• Communication</li> <li>• Motivation</li> <li>• Dedication</li> <li>• Devotion</li> <li>• Care</li> </ul>	The impact of service leadership	Service leadership
Q3: What have you implemented in your duties as a school principal that demonstrate discipleship leadership?	Provide motivation, inspiration, sharing experiences, and guidance, provide opportunities for them to attend trainings, workshops and other. I also still need to learn a lot, especially related to technology.	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Inspiration</li> <li>• Training</li> <li>• Provisioning</li> <li>• Study</li> </ul>	The form of discipleship leadership	Discipleship leadership
Q4: What are some of the positive effects of discipleship leadership on teachers and students?	The result is not bad, our children here are doing well. After graduating from here, many of them were accepted into superior schools where they could compete with graduates from other schools.	<ul style="list-style-type: none"> <li>• Quality</li> <li>• Compete</li> <li>• Character</li> <li>• Hard work</li> </ul>	The impact of discipleship leadership	Discipleship leadership
Q5: What things have you implemented in your duties as a school principal that demonstrate pastoral leadership?	I try to pay attention to the welfare of the lives of teachers and employees, provision of knowledge for students, provide a sense of comfort to students to face the challenges of the times, reprimand, or correct members who make mistakes and always try to set a good example.	<ul style="list-style-type: none"> <li>• Attention</li> <li>• Living provisions</li> <li>• Comfort</li> <li>• Reprimand</li> <li>• Repair</li> </ul>	The form of pastoral leadership	Pastoral leadership
Q6: What are the positive effects of pastoral leadership on teachers and students?	By reprimanding and correcting mistakes, of course, will greatly help the development of this school. By analysing threats and challenges, we can anticipate what might happen in the future.	<ul style="list-style-type: none"> <li>• Maximum</li> <li>• Exemplary</li> <li>• Struggle</li> <li>• Knowledge</li> </ul>	The impact of pastoral leadership	Pastoral leadership

**Henderikus Dasrimin** completed his masters degree at the Catholic College of Philosophy in Ledalero, Indonesia, and was ordained a priest of the Carmelite Order. He is a teacher and formator for novices and currently is pursuing a doctoral degree in educational management at Universitas Negeri Malang.

ORCID: <https://orcid.org/0000-0002-4863-5721>

Email: [henderikus.dasrimin.2001329@students.um.ac.id](mailto:henderikus.dasrimin.2001329@students.um.ac.id)

**Ibrahim Bafadal** is a professor and a lecturer at Universitas Negeri Malang, Indonesia. He is the founder of the Instructional Leadership Center and his research focuses on learning leadership. He currently serves as Vice Chancellor of Universitas Negeri Malang.

ORCID: <https://orcid.org/0000-0002-9058-5713>

Email: [ibrahim.bafadal.fip@um.ac.id](mailto:ibrahim.bafadal.fip@um.ac.id)

**Imron Arifin** is a professor and a lecturer at Universitas Negeri Malang, Indonesia. His research focuses on leadership and early childhood principals.

ORCID: <https://orcid.org/0000-0002-1325-4988>

Email: [imron.arifin.fip@um.ac.id](mailto:imron.arifin.fip@um.ac.id)

**Maisyaroh** is a professor of education and works as a lecturer at Universitas Negeri Malang, Indonesia. She has research focuses on leadership and education unit management.

ORCID: <https://orcid.org/0000-0003-1005-8583>

Email: [maisyaroh.fip@um.ac.id](mailto:maisyaroh.fip@um.ac.id)

**Zummy Anselmus Dami** is a Senior Lecturer in the Department of Management Education at Universitas Persatuan Guru 1945 NTT. His research interests are in the areas of educational leadership, servant leadership, educational management, pedagogy, and Christian education.

ORCID: <http://orcid.org/0000-0001-7643-6749>

Email: [zummydami82@gmail.com](mailto:zummydami82@gmail.com)

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