



Analysis of the Needs of the Principal's Servant Leadership Model in the Era of Revolution 6.0 for Teacher Professional Development

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Abstract. This study aims to analyze the need for the implementation of the servant leadership model by school principals in order to improve teacher professionalism in the era of the Industrial Revolution 6.0. This analysis identifies the main challenges faced by school principals in supporting teacher professional development, including the need for increased digital competence, work motivation, and adaptation to technological change. This descriptive study aims to analyze the need for a servant leadership model among school principals in the Era of Revolution 6.0 to improve teacher professionalism. A sample of 40 principals was selected from a population of 67 using proportional random sampling. Data were collected through a Likert scale questionnaire and analyzed descriptively using percentage analysis with SPSS version 20.0. The research findings show that the implementation of servant leadership by school principals has the potential to improve the quality of teaching, strengthen the school's organizational climate, and support teacher readiness in facing the challenges of education in the digital era. This can be seen from the indicators seen in terms of primary service, empathy, empowerment, commitment and development, awareness, openness and effective communication, and recognition of achievement showing a high score with an average of 4.39. This indicates that this principal's servant leadership model is very much needed. Thus, this study recommends the servant leadership model as a strategic approach to strengthen the role of school principals in facilitating continuous teacher professional development.

Keywords: Servant Leadership, Principal, Teacher Professional Development, Industrial Revolution 6.0, Education First Section.

1 Introduction

Servant leadership is an approach to leadership that places the needs, growth, and well-being of team members or followers above the leader's own self-interest. The concept was first introduced by Robert K. Greenleaf in 1970 in his essay "The Servant as Leader." Greenleaf described a servant leader as someone who is first a servant and then a leader [1]. This model emphasizes the importance of leaders serving others as a primary goal, rather than as a means to an organization's goals. Servant leadership also focuses on developing individuals within the organization, supporting them to reach

their full potential, and creating an environment that encourages innovation, trust, and collaboration [2] [3]. This concept stands in contrast to more traditional, authoritarian or transactional leadership styles, where leaders place more emphasis on control, direction, and achieving organizational goals. Servant leadership instead emphasizes influence through empowerment and concern for the well-being of the team [4]. According to [1] [5] [6] there are ten main characteristics that define a servant leader: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, management, commitment to the growth of others, and community building. These characteristics serve as guidelines for leaders to create stronger relationships, strengthen engagement, and build trust within the team. Thus, servant leadership is considered a relevant leadership model in the context of increasingly complex and dynamic modern organizations [7] [8].

Of course, this servant leadership cannot be separated from the role of technology in welcoming the Industrial Revolution 6.0. This is marked by the deep integration of digital technology, artificial intelligence, and biotechnology, bringing significant changes to various aspects of life, including the education sector. In this era, the need for an adaptive, inclusive, and service-focused leadership model is increasingly prominent, especially for principals as educational leaders at the school level. One relevant leadership approach is servant leadership, which focuses on empowerment, service, and development of organizational members, including teachers [1].

This study aims to explore the need for a servant leadership model for school principals, focusing on key dimensions such as main service, empathy, empowerment, staff commitment and development, awareness, openness and effective communication, as well as recognition and awards.

Therefore, researchers see field conditions where very few school principals apply this servant leadership, in fact, school principals tend to focus more on administration, without applying service leadership.

2 Literature Review

2.1 Servant Leadership Model

To understand the importance of implementing the servant leadership model in schools, a needs analysis is needed that considers the challenges and opportunities faced by principals in supporting teacher professional development in the Industrial Revolution 6.0 era.

Challenges of the Revolution 6.0 Era in Education. Education in the Revolution 6.0 era faces major challenges, especially in terms of technology integration and improving teacher professional competence. This change requires educational leaders to have leadership skills that can support innovation, collaboration, and the effective use of technology [2]. Principals who act as servant leaders are expected to be able to create an environment that supports self-development and technology adaptation for teachers [2].

Teachers' Need for Leadership Support. Teachers in the Revolution 6.0 era require support from principals who not only act as superiors, but also as mentors and facilitators in their professional development. Servant leadership emphasizes individual empowerment and growth, which is in line with the needs of teachers to develop new skills and improve digital competence [9] [3].

The Importance of a Positive and Inclusive Work Culture According to [8], servant leadership can create a positive and inclusive work culture, where teachers feel heard, valued, and supported. In the context of schools, this means that principals must be able to build strong, trusting relationships with teachers, and provide space for them to innovate and develop professionally

2.2 Implementation of the Servant Leadership Model in Teacher Professional Development

This model plays a very important role in achieving teacher professional development in the future. Here are some quotes that can be used as references.

Development of Digital Competence and Teacher Adaptability Revolution 6.0 requires teachers to have high digital competence and the ability to adapt to technological changes. Principals as servant leaders can play a key role in facilitating training, workshops, and ongoing learning opportunities that enable teachers to develop the necessary skills [10] [11].

Encouraging Teacher Participation and Innovation One of the basic principles of servant leadership is encouraging active participation and innovation among team members. Principals who implement this model can build an environment where teachers feel safe to experiment with new teaching methods, share ideas, and take initiatives [11] [12].

Building Inspiring and Motivating Relationships Servant leadership focuses on building deep and meaningful relationships with teachers. Principals who actively involve themselves in teachers' professional lives can increase their motivation to work harder and commit to school goals [1], [13].

2.3 Benefits of Implementing the Servant Leadership Model

Improving the Quality of Teaching and Learning Research shows that principals who implement servant leadership can improve the quality of teaching and learning in their schools [14]. Teachers who feel supported and empowered tend to be more motivated to improve the quality of their teaching.

Psychological Well-Being and Teacher Job Satisfaction The servant leadership model has also been shown to improve the psychological well-being and job satisfaction of teachers, which have a positive impact on teaching effectiveness [14]. In a supportive environment, teachers feel more comfortable and confident in overcoming the challenges they face.

Adaptation to Change and Continuous Professional Development With a focus on continuous professional development, servant leadership can help teachers to be better prepared for rapid and dynamic changes in the world of education influenced by advanced technology.

3 Research Methodology

This research is a descriptive study aimed at analyzing the need for a servant leadership model among school principals in the Era of Revolution 6.0 to enhance teacher professionalism. The population consisted of 67 individuals, and a sample of 40 was selected using proportional random sampling. Data were collected using a Likert scale questionnaire with five response options: always (SL), often (SR), sometimes (KK), rarely (JR), and never (TP). The questionnaire was tested for validity and reliability on 20 respondents using SPSS version 20.0 for Windows. The primary data were analyzed descriptively using mean.

4 Result

4.1 Main Services

Data on the needs in the field regarding the main service indicators of the principal as a whole are at an average of 4.41. This means that respondents really need what form of main service is provided. More details can be seen in the following figure.

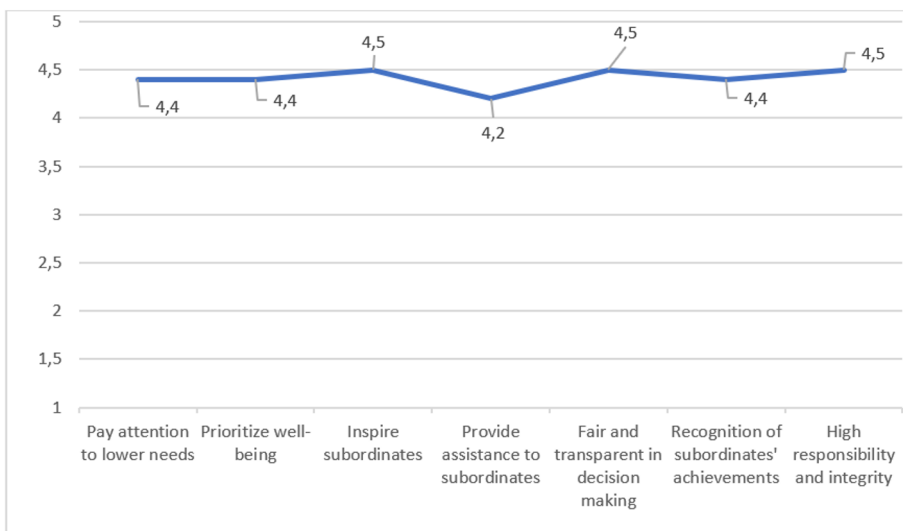


Fig. 1. Main Services

From Figure 1 above, it can be seen that the need for this main service is on average the highest in the service of providing justice and transparency in decision making and being responsible and having the best integrity.

The importance of this main service can also be seen from the observations made. This is convincing that service is very important in servant leadership in creating a school culture that is oriented towards collaboration and empowerment. The servant leader must focus on building a work environment that supports the growth of its members [1] .

4.2 Empathy

Data on the need for empathy in servant leadership is very necessary with an average achievement of 4.35. Overall, it can be seen in the following figure.

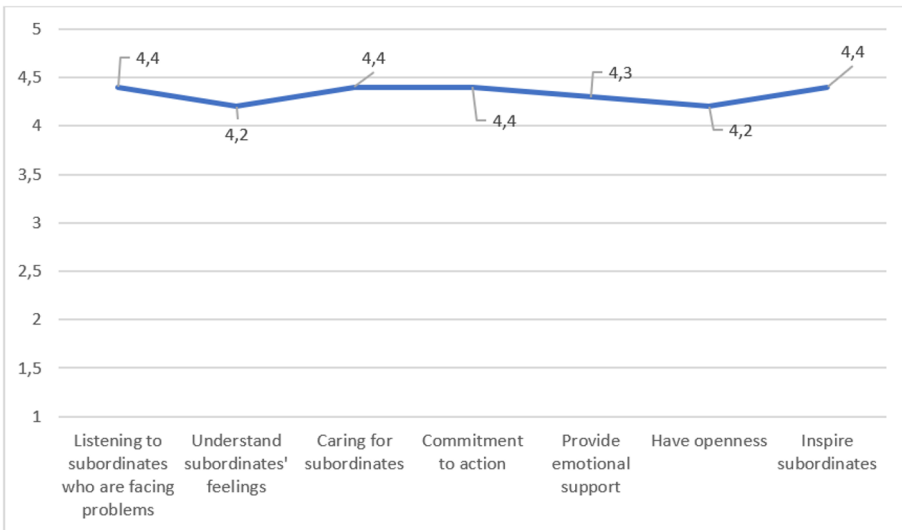


Fig. 2. Empathy

Servant leadership needed related to empathy is very important, because with empathy there is the ability to understand and feel what others feel, both emotionally and in perspective. In this case, empathy is very much needed in terms of creating positive relationships, effective communication and solutions that are in accordance with the service needs of the individuals being served. Figure 2 shows that the highest need with an average of 4.4 is located as the principal must be able to listen to subordinates, especially those facing problems, have a sense of caring and be able to inspire his subordinates.

This is also emphasized [15] that this empathy is important because the core of emotional intelligence is of course the relationship that is created is mutually beneficial between the service provider and recipient. In addition, as a principal he must be able

to build this empathy well, so that effective and efficient communication is created. In addition, there is a feeling of comfort and security for service recipients.

4.3 Empowerment

Data on empowerment as a whole is very much needed by respondents with an average of 4.32. Overall, it can be seen in the following figure.

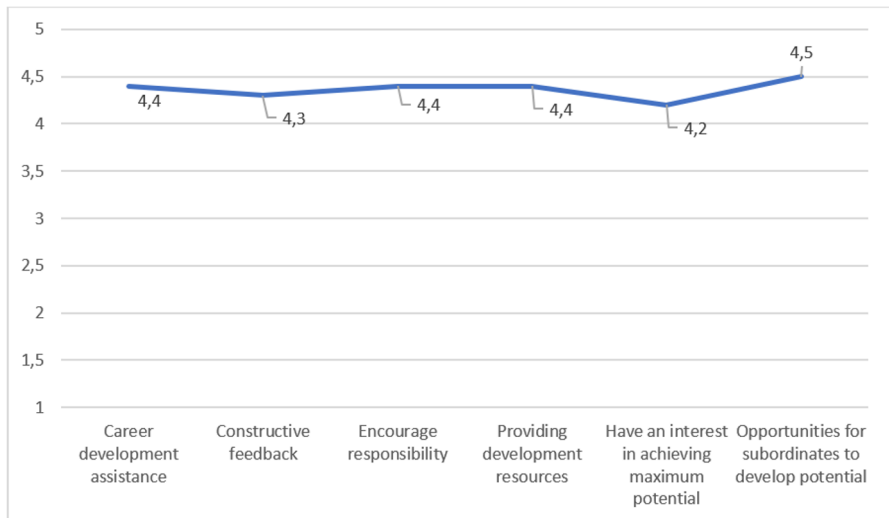


Fig. 3. Staff Commitment and Development

Commitment in employee development plays a very important role in creating sustainable services. Commitment in empowering teachers is very important so that they are more responsible in their careers. In figure 3 related to this career, it reaches an average of 4.4, further supported by the responsibility and ability to provide development resources. However, employee commitment greatly influences employee behavior in supporting school goals, especially in service [16].

With this commitment and staff development, it becomes a major factor in improving the quality of organizational services. Through commitment, it can increase loyalty, motivation and consistency, while with employee development, employees will have competence, innovation and have high competitiveness.

4.4 Awareness

Awareness is very much needed in serving people. As the results of the search, the average respondent answered 4.42. More details can be seen in the following figure.

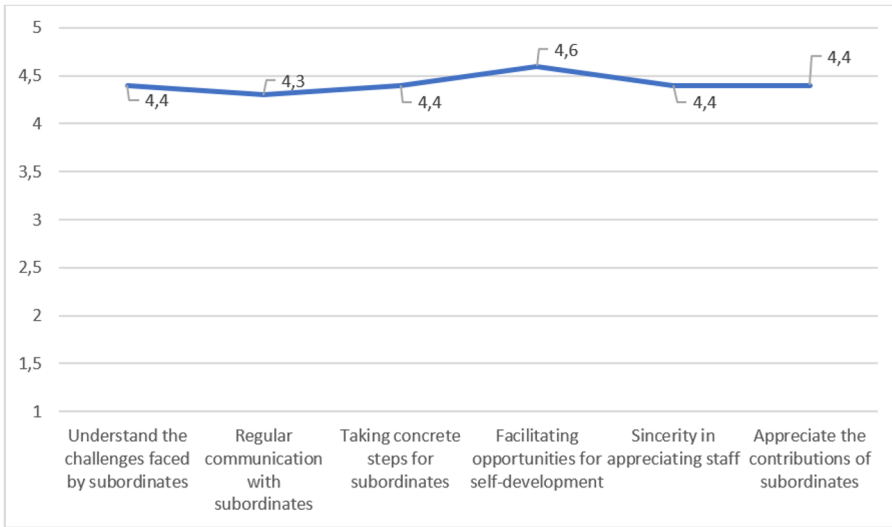


Fig. 4 Awareness

Awareness, also known as awareness, is one of the important qualities for someone, especially a leader, to provide the best service. Through awareness, a leader must deeply understand themselves, the needs of the organization, and the needs of the people they lead. As in this case, awareness greatly helps leaders to act wisely, responsively and strategically in creating a positive impact in service. That self-awareness and good interpersonal skills greatly support a leader's ability to manage conflict with an approach based on understanding and justice [17].

Through awareness in providing service, the leader has carried out one form of servant leader leadership, and is very helpful in understanding various emotional and social dynamics in the organization.

4.5 Openness and Effective Communication

Openness and effective communication in carrying out leadership are very necessary. This is because the context of servant leadership lies in the relationship between individuals. Good communication, with a transparent, honest attitude, and accepting feedback, is very necessary. This will lead the organization's goals in a better direction. As the respondents' answers really need this openness and effective communication with an average of 4.48. More details can be seen in the following figure.

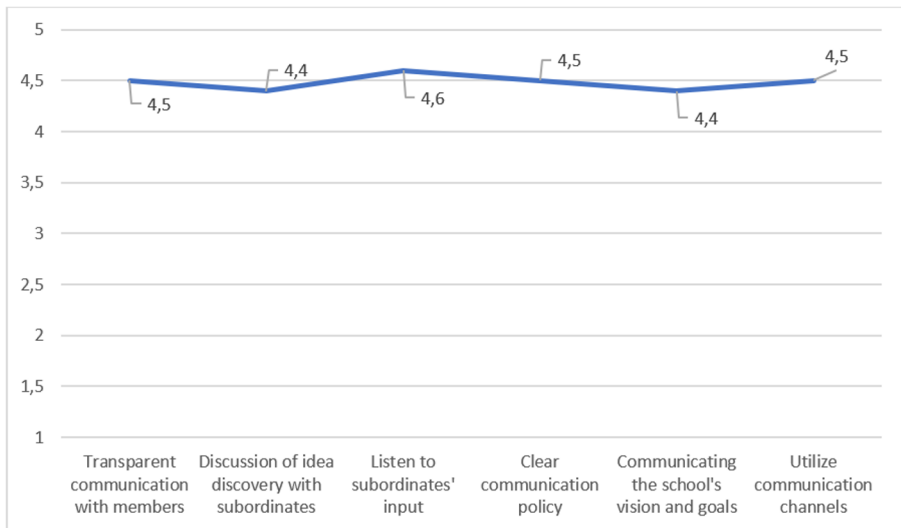


Fig. 5. Openness and Effective Communication.

Various communication models have been put forward by experts, one indication that communication is very important. Openness will not be created if there is no communication. There are several things that indicate the importance of openness and effective communication, namely; increasing trust between leaders and subordinates, increasing understanding and collaboration, increasing problem solving, job satisfaction and creating an innovative work environment. In Figure 5 above, it can be seen that communication that is carried out transparently, communication policies and the media used occupy the highest average of 4.5. This indicates that openness and effective communication are very much needed.

Therefore, the role of communication is very important for a leader in this case the principal. The principal can build harmonious relationships and ensure that the success of school management is achieved properly.

4.6 Recognition and Awards

The need for recognition and awards in providing services is very much needed. This is evident from the respondents' answers which are quite needed, with an average of 4.41. More details can be seen in the following figure.

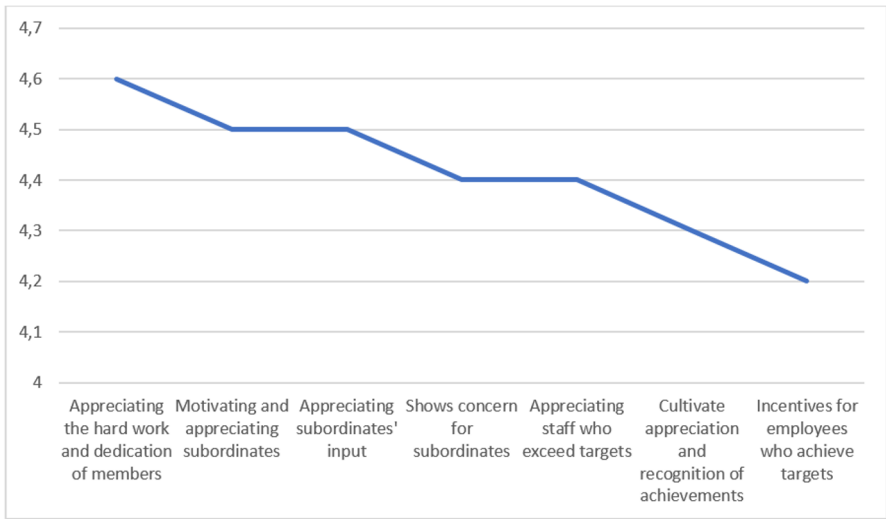


Fig. 6. Recognition and Awards.

Recognition and appreciation in the educational environment can be done in various ways. Of course, it depends on the creativity of the principal in leading. Of course, he must hold several principles in order to be right in giving it to teachers and school personnel. Among the principles are; sincere, specific and relevant, timely, and adjusted to the needs of teachers. Meanwhile, in giving recognition and appreciation, it can be done formally and informally. Formally, the principal can carry it out at the time of the ceremony to honor.

4.7 Recapitulation of the Needs of the Servant Leadership Model of the Principal

The following is a summary of data from the needs analysis of servant leadership among school principals in the Era of Revolution 6.0.

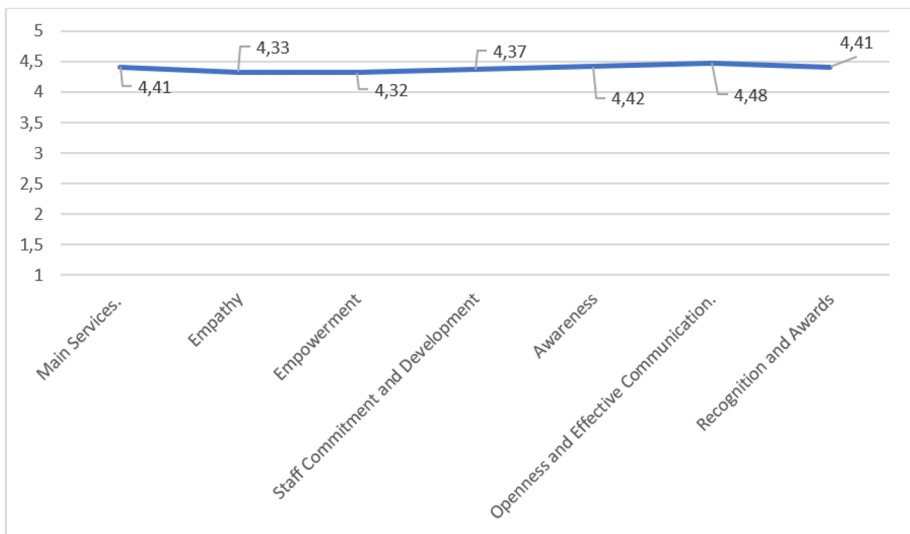


Fig. 7 Summary of Servant Leadership Model Needs

Based on the data analysis, all aspects of the servant leadership model show high average scores, indicating a strong implementation among school principals. The highest score was in Openness and Effective Communication (4.48), followed by Awareness (4.42), and Recognition and Awards (4.41), reflecting the principals' strong interpersonal and leadership qualities. However, Empowerment (4.32) received the lowest score among the components, suggesting a need for further improvement in giving staff greater authority and trust in decision-making processes.

4.8 Discussion

The results of the needs analysis on servant leadership among school principals in the Era of Revolution 6.0 indicate a generally strong implementation of the leadership model. The average scores across all dimensions fall within the "high" category, suggesting that most school principals demonstrate key attributes of servant leadership in their professional practice.

The highest-rated dimension is Openness and Effective Communication (4.48). This reflects the principals' consistent efforts to establish transparent communication, listen actively to staff input, and maintain an open-door policy. In the context of Education 6.0, where collaboration, digital transformation, and innovation are essential, strong communication is a vital leadership trait.

Awareness (4.42) and Recognition and Awards (4.41) follow closely. These results imply that school leaders are increasingly aware of their roles in creating a positive

school climate and in recognizing the contributions of teachers. By acknowledging efforts and providing praise or rewards, principals can enhance teacher motivation, job satisfaction, and retention.

Main Services (4.41) also scored highly, indicating that principals effectively fulfill their primary role as educational service providers, focusing on improving teaching and learning, facilitating school operations, and supporting teacher needs.

Meanwhile, Staff Commitment and Development (4.37) suggests that while principals do invest in the professional growth of teachers, there remains room for more structured and consistent programs that support long-term development and skill enhancement in line with the evolving educational landscape.

However, the lowest-scoring dimensions were Empathy (4.33) and Empowerment (4.32). Although still in the "high" range, these scores indicate relatively weaker areas in the leadership practices of principals. A lower score in empathy points to a possible lack of emotional sensitivity toward teachers' personal or professional struggles. Similarly, low empowerment may mean that teachers are not fully entrusted with autonomy or meaningful participation in school decision-making processes. In an era that demands teacher innovation, adaptability, and professionalism, empowerment becomes essential.

In conclusion, while school principals demonstrate high servant leadership capacity overall, several core aspects require strengthening to meet the complex demands of leading schools in the 6.0 revolution era, an era defined by artificial intelligence, automation, personalization, and a human-centered approach in education.

5 Conclusion and Recommendation

5.1 Conclusion

This study concludes that school principals under the Department of Education of Sawahlunto City generally exhibit strong servant leadership characteristics. The highest strengths lie in openness, communication, awareness, and recognition, showing that principals are responsive, inclusive, and appreciative leaders. These traits foster trust and collaboration within the school environment.

However, the relatively lower scores in empathy and empowerment reveal areas where school leadership can be improved. These two dimensions are crucial for creating a supportive and autonomous culture where teachers feel valued both as professionals and individuals. To successfully navigate the Education 6.0 era, school principals must go beyond administrative management and evolve into emotionally intelligent and empowering leaders.

5.2 Recommendations

Based on the findings, the following recommendations are proposed to enhance the servant leadership practices of school principals:

Strengthen Teacher Empowerment. Involve teachers in decision-making and school planning processes. Delegate responsibilities and encourage autonomy in classroom and curriculum development. Build trust by supporting teacher-led initiatives and innovations.

Enhance Empathy through Leadership Training. Organize training programs focused on emotional intelligence, active listening, and compassionate leadership. Encourage principals to conduct regular one-on-one dialogues with teachers to understand their challenges. Promote a culture of mutual respect and emotional support within schools.

Develop Sustainable Professional Development Systems. Create structured professional development programs aligned with Education 6.0 competencies (digital literacy, innovation, critical thinking). Encourage peer mentoring, learning communities, and collaborative practices among teachers.

Maintain and Expand Recognition Practices. Systematically acknowledge teacher performance, both formally and informally. Use awards, public appreciation, and personal recognition to motivate and retain talented educators.

Preserve Transparent Communication Channels. Continue promoting open communication between principals, teachers, and staff. Utilize digital platforms and regular meetings to ensure effective information flow and feedback loops.

Align Leadership with Education 6.0 Principles. Ensure that servant leadership is adapted to meet the challenges of the Fourth and Fifth Industrial Revolutions, as well as the emerging Sixth, which emphasizes technological integration with human-centered values. Encourage innovation, digital readiness, and adaptability while preserving core values such as empathy, trust, and collaboration.

Acknowledgments. A third level heading in 9-point font size at the end of the paper is used for general acknowledgments, for example: This study was funded by X (grant number Y).

Disclosure of Interests. It is now necessary to declare any competing interests or to specifically state that the authors have no competing interests. Please place the statement with a third level heading in 9-point font size beneath the (optional) acknowledgments¹, for example: The authors have no competing interests to declare that are relevant to the content of this article. Or: Author A has received research grants from Company W. Author B has received a speaker honorarium from Company X and owns stock in Company Y. Author C is a member of committee Z.

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