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Service-oriented education through *serviam* values: perspectives of school leaders at Santa Ursula Bandung

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ABSTRACT

This qualitative research aims to explore the perceptions of the headteachers of the Santa Ursula schools in Bandung regarding the importance of embodying the ‘serviam’ values of love and compassion, integrity, resilience, unity, total commitment, and service in the process of character education and the development of pupils’ social engagement. This study employed a qualitative approach, utilizing focus group discussions (FGDs) as the data collection technique, involving nine participants from the leadership of the Santa Ursula schools in Bandung. The data from the discussions were analyzed thematically and grouped into five variables, namely (1) value-based planning and assessment, (2) teachers’ role modelling and professional development, (3) collaboration between teachers, pupils and parents, (4) the implementation of meaningful learning, and (5) continuous monitoring, evaluation and reflection. The research findings indicate that the embodiment of ‘serviam’ values in education requires strong institutional cultural support, the role of teachers as role models and pedagogues, synergistic collaboration between the school and families, and a system of continuous evaluation. Teachers act as facilitators and pedagogues who help pupils develop empathy, solidarity, and social responsibility from an early age, in line with the principles of servant leadership. This research recommends that schools strengthen collaboration amongst teachers and with external networks to build a positive performance culture, whilst fostering a concern for service.

INTRODUCTION

In the history of formal education in Indonesia, Santa Ursula School is one of the oldest schools, founded by the Sisters of the Order of Saint Ursula in 1856. Ursula schools are located across Java, East Nusa Tenggara, and Sumatra. In the city of Bandung, the Ursula School was established in early 1906 and remains to this day one of the centers for character education widely recognized by the community in West Java Province. The Ursula School provides a nurturing environment for the younger generation, inspired by the spirituality of St Ursula, which aims to cultivate hearts that are sensitive to truth and beauty, and to foster individuals who care for the needs of others.

The educational vision of the Santa Ursula Schools emphasizes the values of ‘serviam’ or the spirit of service in life so that the educational

process is geared towards the development of spiritual and moral character, enabling pupils to live responsibly alongside others based on the value of solidarity (Effendi, 2025). The ‘serviam’ values emphasized in the educational process include love and compassion, integrity, resilience, unity, total commitment, and service. These six values form the spirit that animates the culture of the Ursula Schools, thereby fostering a culture of service and care for others throughout the entire educational process.

The ‘serviam’ paradigm in education at Santa Ursula School is based on the belief that every pupil possesses inherent dignity and unique potential. Every child requires space to develop their full potential holistically in spiritual, intellectual, social, emotional and moral aspects, as well as in terms of life skills (Utari et al., 2022; Effendi, 2025). In the

educational process, teachers act as facilitators who help children recognize and develop human values in their daily lives. This role is in line with Greenleaf's (1977) concept of servant leadership, which involves supporting others so that they may grow into wiser, more independent individuals capable of serving their fellow human beings.

In instilling the values of love and compassion, teachers create a learning environment characterized by care, acceptance, and respect for every child. Teachers do not merely act as instructors but also as pedagogues, that is, mentors who set an example by carrying out educational activities alongside pupils to foster good habits within the school and the wider community (Shah, 2021). When teachers show concern for pupils facing difficulties, children learn that helping others is a valuable act that needs to be put into practice in communal life (Nurkristianti & Saryanto, 2025), thereby allowing empathy to develop as the foundation of social responsibility. The value of unity is developed through activities that encourage cooperation and respect for diversity, whilst the value of integrity is fostered through the example set by teachers who are honest, fair and consistent in their words and actions, thereby cultivating compassion and a desire to lighten the burdens of others (Kenny, 2016; Sinclair et al., 2016; Papadopoulos & Ali, 2016). The values of resilience and total commitment are instilled through teachers' guidance in making sense of failure and giving one's best effort to tasks and social responsibilities (Mulyatno, 2019), which ultimately culminates in the value of service as the pinnacle of the spirit of 'serviam'. From the very start of their training as educators, teachers need to engage in social and community activities to develop social awareness, the ability to work together, and a sense of contribution to social life (Akin, 2021).

Based on Greenleaf's thinking on servant leadership, the spirit of service can be understood as an inner drive that places service to others as the primary goal of leadership and service (Greenleaf, 1977; Spears, 1995). Although leadership and service are a calling to help others grow and develop, a school's performance in delivering high-quality service must be underpinned by an institutional culture (Hendriyanto et al., 2023). School culture plays a vital role in fostering the

spirit of service through a learning orientation that cultivates empathy and relational care, reflective awareness and inner integrity, vision and service, as well as persuasion and empowerment. This institutional culture needs to strengthen collaboration amongst teachers in building positive performance within the school (Yildiz, 2025), as through cooperation, the sharing of experiences, and mutual support, teachers can be more motivated to improve the quality of their teaching whilst fostering a commitment to social service for pupils and the wider community.

Spears (2004) identified ten key characteristics of a servant leader, namely the ability to listen, to empathize, to heal, self-awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of others, and community building. These ten characteristics provide a relevant conceptual framework for understanding how the serviam values love and compassion, integrity, resilience, unity, totality, and service are concretely embodied in educational practice at Santa Ursula School. Both the 'serviam' values and the characteristics of servant leadership emphasize a focus on the growth and well-being of others as the core of leadership and service; consequently, Spears' framework can be used as a lens to map research findings into the dimensions of servant leadership in a more systematic manner.

In contrast to studies of servant leadership, which tend to focus on how an individual leader demonstrates a servant attitude (Spears, 1995, 2004; Van Dierendonck, 2011), the instilling of serviam values focuses on collaborative practices within the educational process. Meanwhile, quantitative research on implementation at the organisational level, such as the influence of leadership, facilities and infrastructure, and organisational culture on teacher performance, is evident in the study by Hendriyanto (2023). These studies generally employ large-scale survey approaches that statistically measure the relationships between variables; however, they have not yet extensively explored, from a qualitative perspective, how these service values are interpreted and formulated in a participatory manner by school leaders within the context of education based on religious congregations, such as Santa Ursula School. Similarly, studies on the instilling of character values through specific learning models (Ali et al.,

2024; Syafruddin et al., 2024) or through value-based curricula in other schools (Nurkristianti & Saryanto, 2025; Utari et al., 2022) have tended to focus more on the impact on pupils' learning outcomes or character development, rather than on the process of consensus-building and the institutional strategies developed by the school leaders themselves in formulating these values. It is this gap that this study seeks to address, namely by conducting a qualitative analysis of how school leaders interpret and formulate concrete strategies to embody the 'serviam' values across the five dimensions of educational practice, thereby making a new contribution to the study of service-oriented leadership within the context of values-based education in Indonesia.

The significance of this research lies in its attempt to bridge the gap between theological and spiritual studies on the value of service and more practical studies in educational management, so that the findings can be utilized both by academics in the field of character education and by the administrators of values-based schools in designing more participatory educational policies and practices. Furthermore, this research is also expected to enrich the discourse on how the spirituality of a particular religious congregation in this case, the spirituality of St Ursula can be translated into the language of contemporary educational management without diminishing its depth of meaning, thereby making it relevant to the development of value-based character education models in both private and state schools more broadly, whilst also providing practical guidance for other educational foundations seeking to translate their institutional vision and mission into more measurable daily learning practices.

Based on the above, the research question posed in this study is: what are the perceptions of the headteachers of the Santa Ursula schools in Bandung regarding the importance of embodying the 'serviam' values in the educational process, and what aspects are considered important in concretely realizing these values within the schools? The research subjects are the school leaders, given their crucial role in planning, implementing and evaluating the continuous development of teachers' competencies through the creation of a conducive working environment, the facilitation of training and supervision, and the provision of motivation

and exemplary behavior to enhance the quality of the implementation of the 'serviam' values in the educational process (Effendi, 2025). In line with these issues, this qualitative study aims to explore the perceptions of school leaders at the Santa Ursula schools in Bandung regarding the importance of realizing the 'serviam' values in the educational process, which are formulated into five key concepts, namely (1) value-based planning and assessment, (2) setting a good example and teachers' professional development, (3) collaboration between teachers, pupils and parents, (4) the implementation of meaningful learning, and (5) continuous monitoring, evaluation and reflection. Data on the participants' perceptions are used as a basis for guiding school leaders, teachers and staff in improving the implementation of the 'serviam' values within the school environment.

METHODS

This research employs a descriptive qualitative approach aimed at gaining an in-depth understanding of the participants' perceptions of a phenomenon, in this case the embodiment of the 'serviam' values within the educational process. The research participants were nine leaders from the Santa Ursula Schools in Bandung representing the nursery, primary, lower secondary, and home-schooling levels. They were all involved in a single focus group discussion (FGD). The choice of a focus group discussion (FGD) as a data collection technique was based on the consideration that this method enables the researcher to capture the dynamics of the exchange of ideas and the process of negotiating collective meaning amongst school leaders regarding a particular issue, something that is difficult to obtain through individual interviews alone (Bruce L. Berg, 2017). Through interaction amongst the nine participants in a single discussion forum, each participant was able to respond to, enrich, or critique one another's ideas, ensuring that the data collected reflected both the consensus and the tensions in interpretation that naturally arose during collegial discussion.

Each participant was asked to present and discuss their thoughts on five key topics relating to efforts to realize the 'serviam' values in the educational process, namely value-based planning and assessment, teachers' role modelling and professional development, collaboration between

teachers, pupils and parents, the implementation of meaningful learning, and ongoing monitoring, evaluation and reflection. Discussion guidelines were drawn up to steer participants' thinking so that it remained relevant to these five topics, whilst allowing participants the freedom to share their experiences and ideas openly.

The thoughts of each participant were recorded and documented, then analyzed using thematic analysis. The analysis was carried out by identifying patterns of thought that recurred amongst the nine participants, and then grouping these patterns into five pre-defined variables. This analytical process enabled the researchers to map out the key ideas agreed upon by the school leaders, whilst also identifying variations in emphasis amongst the participants. The results of this mapping were subsequently used as the basis for providing guidance to school leaders, teachers and staff in improving the quality of services in implementing the 'serviam' values within the school environment.

RESULTS AND DISCUSSION

The insights from the nine FGD participants yielded five key variables relating to the implementation of 'serviam'-based education at Santa Ursula School in Bandung. These five variables are outlined and discussed in the following section. They directly address the research question: namely, what specific aspects are considered important by school leaders in embedding the 'serviam' value into daily educational practice. When viewed through the framework of the ten characteristics of servant leadership formulated by Spears (2004), these five variables can be understood as concrete manifestations of the characteristics of stewardship, self-awareness, persuasion, foresight, and commitment to the growth of others and community development, each of which is evident in the variables of planning, exemplary behavior, collaboration, meaningful learning, and continuous evaluation. The discussion in the following section not only outlines the findings for each variable but also critically examines their relationship with servant leadership theory and the relevant literature on character education and institutional performance in schools.

Value-Based Planning and Assessment

The participants emphasized the importance of communicating the 'Serviam' vision and values to the entire school community as the first step in the planning process. During the FGD, it was emphasized that diagnostic assessment tools are needed to identify the individual developmental needs of pupils. Furthermore, the need to draw up lesson plans (RPP) that include questions designed to elicit the 'Serviam' values, as well as contextual and meaningful assessment planning, was also highlighted. Egalitarian education was also cited as a key foundation. However, 'Serviam' character education also requires a focus on the process, not merely on learning outcomes. These findings indicate that the realization of 'Serviam' values cannot be separated from a systematic planning stage, in line with the view that the success of character education requires planning and assessment that deliberately direct the learning process towards the development of values (Effendi, 2025).

These findings also reveal a collective awareness amongst school leaders that values cannot be instilled incidentally, but must be explicitly planned from the stage of drafting learning materials. The emphasis on diagnostic assessment to identify pupils' developmental needs is in line with the character-based curriculum evaluation approach developed by Utari et al. (2022) in the context of the social entrepreneurship curriculum, which also emphasises the importance of formative assessment tools for continuously monitoring the development of pupils' social values, rather than focusing solely on academic achievement. However, the educational process presents its own challenges, namely how to balance the administrative demands of the formal curriculum, which is generally oriented towards the attainment of measurable competences, with the need to provide space for the growth of values that are more qualitative in nature and cannot always be measured instantly. This demonstrates that value-based planning requires flexible assessment tools capable of capturing pupils' affective and social dimensions, whilst remaining accountable to the applicable curriculum standards.

Teachers' Role Modelling and Professional Development

Teachers' role modelling was the theme on which participants most widely agreed. Teachers are regarded as role models when they arrive on time, speak politely, are willing to admit their mistakes, and are consistent in their attitudes and behaviour. In addition to exemplary behaviour, teachers' continuous professional development was also considered important, through activities such as sharing experiences and regular monthly discussions, self-reflection in the form of journals documenting teaching methods and evaluations of the meaningfulness of learning, and adopting an attitude that is mindful, exploratory, creative, communicative, critical and dynamic. These findings reinforce the idea that teachers act as pedagogues and role models in embodying the values of 'serviam' (Shah, 2021) and are in line with Greenleaf's (1977) principle of servant leadership, which states that leaders or educators who serve must continue to grow so that they can support others in their growth as well.

The strong consensus amongst the nine participants regarding the importance of teachers setting a good example reinforces the arguments put forward by Greenleaf (1977) and Spears (2004) that servant leadership is not primarily demonstrated through structural authority, but rather through concrete behavior that others can emulate in their day-to-day interactions. The emphasis on teachers' ability to acknowledge mistakes is also relevant to the dimension of self-awareness, which, according to Van Dierendonck (2011), is one of the key characteristics of a servant leader: namely, a willingness to be humble and open to self-evaluation. At the same time, the emphasis on teachers' continuous self-development through regular reflection and discussion indicates that exemplary behavior is not understood as a static condition, but rather as a process of ongoing growth. This aligns with Yildiz's (2025) research, which emphasizes that teachers' character strengths need to be systematically nurtured through collaborative experiences and professional reflection, rather than being regarded as innate qualities that are fixed from the outset of their careers. In other words, exemplary behavior by teachers at Ursula School is understood as a dynamic practice that is continually honed, rather

than a status permanently attached to a particular individual.

Collaboration and Synergy between Teachers, Pupils, and Parents

The third variable highlights the importance of collaboration between teachers, pupils and parents, including fostering a family-like or 'at home' atmosphere at school. Alignment and agreement between the school and parents regarding the application of the 'serviam' value are also considered important, as is external collaboration through networking with communities outside the school, and good communication between teachers, children and parents in living out their shared lives. These findings are consistent with the study by Hendriyanto et al. (2023), which showed that organizational culture, including a focus on collaboration or teamwork, has a significant influence on teacher performance, whilst formal leadership alone does not always have the same impact. This indicates that cross-stakeholder collaboration is one of the key drivers of the successful implementation of the 'serviam' value, which is also in line with Yildiz's (2025) findings regarding the role of collaboration amongst teachers in building a positive performance culture within schools.

The participants' emphasis on a family-like atmosphere and the alignment of values between the school and parents demonstrates that the value of 'serviam' cannot be instilled effectively if it remains solely a school-led initiative; rather, it requires a shared commitment with families as the primary social unit in a child's life. This pattern is in line with the principles of community service practices put forward by Akin (2021), namely that involvement in wider social networks helps to shape educators' social awareness and responsibility, so that external collaboration with the community is not merely a complement, but an integral part of the strategy for instilling values. Nevertheless, the findings of Hendriyanto et al. (2023), which indicate that the formal leadership of the headteacher does not always have a significant impact on teachers' performance, offer a critical perspective on these findings: the success of collaboration appears to be determined more by the quality of horizontal relationships between the parties teachers, parents and the community than by vertical instructions from the school leadership;

consequently, the role of the headteacher in this context is best understood as that of a facilitator of synergy, rather than the sole controller of the collaborative process.

The FGD did not explicitly emphasize that, amidst the challenges of our times, teachers not only need to work collaboratively but also need to design and implement learning using an interdisciplinary approach (Devis, 2017). This means that the implementation of the 'serviam' values in the learning process, which provides opportunities for community service, can be framed as thematic learning that incorporates a cross-disciplinary approach in the design, delivery and assessment of the learning process.

Implementation of Meaningful Learning

Regarding the fourth variable, participants emphasised the importance of integrating the 'serviam' value into daily learning, adapting the implementation of learning outcomes to the children's developmental stages, and applying a personalized approach that recognizes the needs of each pupil. The consistent reinforcement of 'serviam' habits, the creation of a comfortable environment through the use of appropriate language and mutual agreement, as well as prioritizing pupils' interests and good time management, were also highlighted. These findings illustrate that meaningful learning is not only oriented towards academic achievement but also towards the development of individuals with positive moral values and character traits such as religiosity, discipline, integrity and resilience (Ali et al., 2024; Syafruddin et al., 2024).

The participants also agreed that character education plays a vital role as the primary foundation for fostering students' attitudes of solidarity and social responsibility, which together form a mutually supportive moral ecosystem as a tangible manifestation of the implementation of character values. The link between character education and the formation of attitudes, behavior, and a moral climate in strengthening social responsibility and solidarity was also emphasized by the findings of Burgos and Carnero (2020). Instilling the value of 'serviam' in the educational process helps the academic community at Ursula School to integrate the embodiment of responsibility within the family, school and society. In the 'serviam' educational process, as evidenced

in social and community activities, the understanding and application of the value of responsibility occur simultaneously and in an integrated manner (Burgos and Carnero, 2020).

The integration of the 'serviam' value into everyday learning reflects an effort to simultaneously bridge the cognitive and affective dimensions of learning. A personalized approach that recognizes the needs of each learner reinforces the findings of Ali et al. (2024) and Syafruddin et al. (2024) that active and collaborative learning models such as the jigsaw method based on the flipped classroom or think-pair-share are effective in enhancing not only pupils' critical thinking skills but also their emotional and social engagement in the learning process, making them relevant to be adapted as concrete methods for bringing the value of 'serviam' to life in the classroom. Participant 8's emphasis on creating a comfortable environment and mutual agreement also indicates that value-based meaningful learning requires a classroom climate where a sense of psychological safety is maintained, a condition that enables students to dare to express empathy and care without fear of being judged negatively by peers or teachers. Consequently, the implementation of meaningful learning at Ursula School cannot be separated from efforts to create a supportive relational climate, as is also emphasized in various studies on the importance of a supportive classroom climate for pupils' character development.

Ongoing Monitoring, Evaluation, and Reflection

The fifth variable emphasizes the importance of consistent monitoring and evaluation of pupils' progress, teachers' reflection on the meaningfulness and relevance of the learning that has taken place, self-reflection training for pupils, and teachers' self-evaluation and professional development based on classroom findings. These findings indicate that the sustainable implementation of the 'serviam' value requires an evaluation cycle that is oriented not only towards pupils' learning outcomes but also towards the professional growth of the teachers themselves.

The importance of continuous monitoring and reflection emphasised by the participants is in line with the notion of compassion as a skill that can be measured and developed empirically, as outlined by Sinclair et al. (2016) and Papadopoulos and Ali (2016) in the context of professional education that demands care for others. This approach emphasizes

that relational values such as compassion and social concern are not merely innate qualities, but rather competencies whose development can be monitored through appropriate assessment tools, as also suggested by Kenny (2016) in the context of simulation-based learning. Self-reflection training for pupils demonstrates that Ursula School not only monitors value-based behavior from the teachers' perspective but also encourages pupils to become active agents in assessing their own character development, a step consistent with an educational vision that views pupils as dignified individuals with unique potential whose growth needs to be facilitated, rather than merely as objects of external evaluation.

The Value of 'Serviam' within the Framework of Servant Leadership and Social Capital

Overall, these five variables are interrelated and form a unified, value-based educational ecosystem. Value-oriented planning would be of little significance without consistent exemplary behavior from teachers; such exemplary behavior, in turn, requires collaborative support from parents and the community to ensure that the values instilled at school are aligned with pupils' lives at home and in the wider community. The implementation of meaningful learning serves as a concrete vehicle through which these values are lived out on a daily basis, whilst continuous monitoring and reflection ensure that this process is continually refined and adapted to evolving needs. These findings reinforce the view that high-quality educational service delivery, as envisaged in the spirit of servant leadership (Greenleaf, 1977; Van Dierendonck, 2011), must be underpinned by a strong institutional culture (Hendriyanto et al., 2023), rather than solely by individual leadership figures.

The institutional culture in question is reflected in collaboration amongst teachers, between teachers and parents, and between schools and the wider community, which collectively fosters a commitment to social service for pupils and the surrounding community. Education that provides opportunities for social service practice plays a vital role in fostering responsibility and solidarity. Furthermore, in the context of Indonesia's multicultural and multireligious society, an education based on the 'serviam' values which also emphasizes the development of the ability to

maintain unity, preserve diversity, strengthen brotherhood, and foster a spirit of solidarity, constitutes a contextual educational model that is relevant to Indonesian culture (Mulyatno, 2022).

Within the framework of servant leadership theory, the above findings can be mapped onto three mutually supportive layers. At the individual level, teachers' exemplary behavior and self-development reflect the personal dimension of servant leadership, namely the willingness to continue growing in order to serve more effectively (Greenleaf, 1977; Spears, 1995, 2004). At the relational level, collaboration between teachers, pupils, and parents, as well as community networks, reflects the interpersonal dimension, where service is brought to life through the quality of relationships and trust between parties (Van Dierendonck, 2011). At the institutional level, value-based planning, along with continuous monitoring and evaluation, reflects the structural dimension, namely how institutional culture provides a framework that enables service values to be consistently and sustainably put into practice, rather than relying on temporary individual initiatives (Hendriyanto et al., 2023; Yildiz, 2025).

These three layers can also be viewed through the lens of social capital, whereby trust, reciprocal norms and collaborative networks forged between teachers, pupils, parents and the wider community become collective resources that strengthen the school's capacity to deliver high-quality educational services. Thus, the successful implementation of the 'serviam' value at Santa Ursula School in Bandung does not depend solely on the headteacher or individual teachers, but rather on the development of a mutually supportive ecosystem of relationships amongst all educational stakeholders a lesson that is relevant not only to schools run by religious congregations, but also to other educational institutions seeking to develop a culture of service and social care in a sustainable manner.

Practical Implications for Value-Based School Management

The findings of this study offer a number of practical implications for school management seeking to develop a culture of service and sustainable student social engagement. Firstly, schools need to ensure that the values they espouse are not merely normative slogans, but are explicitly translated into learning planning documents and assessment instruments, as demonstrated by the

participants' emphasis on value-based planning. Secondly, given that teachers' exemplary behavior was the most widely agreed-upon factor, schools need to provide opportunities for continuous professional development through forums for sharing experiences, collective reflection and collegial mentoring so that exemplary behavior does not depend solely on the qualities of individual teachers, but becomes a shared culture that is continually nurtured (Yildiz, 2025).

Thirdly, in line with the finding that formal leadership alone does not always have a significant impact on teacher performance (Hendriyanto et al., 2023), headteachers and foundation leaders need to take on the role of facilitators of cross-stakeholder collaboration rather than sole controllers; for example, by actively facilitating regular dialogue forums between teachers and parents and building networks of cooperation with external communities. Fourthly, schools need to develop monitoring and reflection tools that involve both teachers and pupils as active participants in the evaluation process, rather than merely as subjects assessed by external authorities, so that the internalization of the 'serviam' value takes place in a participatory and sustainable manner, passing from one generation of pupils to the next. The consistency of findings across the nine different FGD participants also reinforces the belief that these five variables are not merely the individual perceptions of a handful of leaders, but rather represent a relatively well-established collective understanding amongst the management of Santa Ursula School in Bandung regarding what is required to put the value of 'serviam' into practice. Such a consensus is a vital asset for the program's sustainability, as organizational cultural change tends to be more easily achieved when it is based on a shared understanding that has been agreed upon through a participatory process, rather than being imposed top-down solely through the foundation's central policies.

At the same time, variations in emphasis amongst participants, for example, some participants placed greater emphasis on the assessment aspect, whilst others emphasized family relationships, indicate that the application of the 'serviam' values still allows scope for contextualization in accordance with the characteristics of each level and educational unit,

meaning it is not applied uniformly and rigidly across the entire Foundation. The instilling of the 'serviam' values is vital so that sensitivity, compassion, unity, integrity, resilience and solidarity are fostered within natural relationships (Mulyatno, 2022; Utaminingsih, Ihsandi, & Mutiarawati, 2023). More broadly, this study confirms that community service-oriented education is not merely an additional program outside the formal curriculum, but an inherent dimension of the overall educational process that holistically integrates pupils' intellectual, spiritual, moral and social development. The 'Spirit serviam' embodied by Santa Ursula School in Bandung can serve as an inspiring model for other educational institutions in nurturing a younger generation that is not only academically excellent but also sensitive to and responsible for the needs of their fellow human beings and the wider community, in line with an educational vision that regards true success as the ability to bring benefit to others, rather than merely individual achievement.

CONCLUSIONS

This study concludes that the embodiment of the 'Serviam' values at Santa Ursula School in Bandung is reflected in five key aspects, namely values-based planning and assessment, teachers' exemplary conduct and professional development, collaboration between teachers, pupils and parents, the implementation of meaningful learning, and ongoing monitoring, evaluation and reflection. These five aspects are interrelated and form a character education ecosystem that fosters empathy, solidarity, and social responsibility in pupils from an early age. Teachers play a central role as role models and educators who guide pupils in embodying the values of love and compassion, integrity, resilience, unity, totality, and service in their daily lives, in line with the principles of servant leadership.

This study has a number of limitations that need to be taken into account when interpreting its findings. Firstly, the data used were derived from the perceptions of school leaders through focus group discussions (FGDs), and therefore did not directly capture the perspectives of teachers, pupils, and parents, who are in fact the actors and beneficiaries of the day-to-day implementation of the 'serviam' value. Secondly, this study is

descriptive-qualitative in nature and has not quantitatively measured the extent to which the implementation of these values correlates with concrete outcomes in terms of pupils' social engagement. Thirdly, as the research context is limited to Santa Ursula School in Bandung, with its specific tradition of spirituality, any generalization of the findings to other school contexts must be undertaken with caution, given the distinctive institutional culture rooted in a religious congregation that forms the backdrop to this study.

These findings also confirm that the success of community-oriented education cannot be sustained by individual school leadership alone, but requires a strong institutional culture and close collaboration amongst teachers, between teachers and parents, and between schools and the wider community. It is therefore recommended that schools continue to strengthen collaboration amongst teachers in fostering a positive performance culture, develop a sustainable monitoring and evaluation system, and expand their networks of cooperation with families and the wider community, so that the values of 'serviam' can be consistently internalized and have a tangible impact on pupils' social engagement both within the school environment and in the wider community. Further research could expand on this study by directly involving the perspectives of teachers, pupils and parents, and by using a quantitative approach to measure the impact of implementing the 'serviam' values on pupils' character development and social engagement in a more quantifiable manner.

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