

Serving to Strengthen: How Coaching Enhances the Impact of Servant Leadership on Teacher Competence

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ABSTRACT

As a newly established school implementing a curriculum that differs from other schools under the same foundation, a newly established private Christian senior high school in Sidoarjo faces the challenge of improving educational quality through teacher competency development. This study examines the effect of servant leadership on teacher competency, with coaching as a moderating variable. Using a quantitative approach, the study employed Partial Least Squares Structural Equation Modeling (PLS-SEM). Data on servant leadership and coaching were collected through questionnaires distributed to 38 teachers, while teacher competency data were obtained from secondary data provided by school leaders. The findings show that servant leadership has a positive and significant effect on teacher competency. Coaching does not have a significant direct effect on teacher competency; however, it strengthens the positive relationship between servant leadership and teacher competency. These findings suggest that servant leadership, when supported by structured coaching practices, can contribute more effectively to teacher development and educational quality improvement.

INTRODUCTION

Education remains one of the most important means through which societies cultivate human persons, transmit values, and prepare future generations to participate meaningfully in the world. In recent years, however, schools have faced increasingly complex expectations. Teachers are no longer expected merely to deliver subject content, but also to develop students' character, digital readiness, social responsibility, and capacity to learn in a rapidly changing world. The OECD emphasizes that education systems today must respond to global engagement, sustainability, and digital skills, while also ensuring that learning remains relevant for all students. UNESCO similarly stresses that transforming education requires empowerment, recruitment, training, and support of teachers as central actors in resilient education systems (OECD, 2023; UNESCO, 2024).

Within this changing educational landscape, teacher competence has become a strategic concern for school improvement. Competent teachers are not only those who master subject matter, but also those who are able to design meaningful learning, manage classrooms effectively, communicate with students, model moral integrity, and continue developing professionally. This is especially important in Christian education, where teaching is not viewed merely as a technical profession, but as a vocation of formation. Christian teachers are expected to help students grow intellectually, morally, socially, and spiritually. Therefore, the development of teacher competence in Christian schools should be understood not only as a matter of professional performance, but also as part of the school's mission to form persons who live responsibly before God and society.

Leadership plays a crucial role in shaping the professional growth of teachers. School leaders influence the kind of culture in which teachers work, learn, collaborate, and grow. In this regard, servant leadership offers a particularly relevant framework for Christian school leadership. Servant leadership emphasizes that leaders should prioritize the growth, well-being, and development of those they lead. Rather than using authority primarily to control, servant leaders use authority to serve, empower, and nurture others. Leadership scholars describe servant leadership as a distinct leadership approach that places the needs and development of followers at the center of leadership practice (Liden et al., 2014, Eva et al., 2019). This makes servant leadership highly relevant for educational institutions that seek to cultivate not only effectiveness, but also humility, care, moral responsibility, and community.

For Christian schools, servant leadership also resonates with a theological understanding of leadership as service. A school leader is not merely an administrator of programs, but a steward of people and mission. When school leaders listen carefully, respect teachers as partners, provide support, and create a safe environment for professional growth, teachers are more likely to develop confidence and competence in their work. In this sense, servant leadership may contribute to teacher competence by creating a relational and moral climate that encourages teachers to grow, reflect, and serve students more effectively.

However, leadership support alone may not be sufficient to develop teacher competence. Teachers also need structured and intentional professional development. Coaching has emerged as one promising approach because it allows teachers to receive focused guidance, feedback, reflection, and support in relation to their actual teaching practice. A meta-analysis by Kraft, Blazar, and Hogan found that teacher coaching has positive effects on instructional practice and student achievement, suggesting that coaching can serve as a more practice-oriented alternative to conventional professional development. More recent work on effective teacher professional development also highlights the importance of developing teachers’ insights, goals, techniques, and classroom practice in a sustained and intentional way (Kraft et al., 2018; Sims et al., 2023).

The relationship between servant leadership and coaching is therefore important to examine. Servant leadership may provide the relational and moral foundation for teacher growth, while coaching may provide the practical mechanism through which such growth is guided and strengthened. In other words, coaching may not merely function as a separate professional development program, but as a process that strengthens the influence of servant leadership on teacher competence. A school leader who serves teachers may create trust and psychological safety, while coaching may translate that trust into concrete reflection, feedback, and improvement in teaching practice. This connection is consistent with Ricky (2025), who argues that servant leadership and coaching can be integrated as a holistic practice that supports spiritual formation, personal care, and professional development within a faith-based school context.

This study was conducted at the private Christian senior high school, a relatively new Christian senior high school established in July 2022 in Sidoarjo. As a new school implementing a curriculum that differs from other schools under the same association, the private Christian senior high school faces the challenge of developing educational quality through the improvement of teacher competence. The school has 38 teachers, consisting of both senior and early-careers. While experienced teachers bring professional maturity, the new curriculum still requires adaptation. At the same time, early career teachers often need greater support as they move from theoretical preparation into classroom practice. For this reason, teacher competence development has become an urgent concern for the school.

Based on this context, the present study investigates the effect of servant leadership on teacher competence, with coaching as a moderating variable. Specifically, this study asks whether servant leadership has a positive effect on teacher competence, whether coaching directly affects teacher competence, and whether coaching strengthens the relationship between servant leadership and teacher competence. By examining these relationships, this study seeks to contribute to the field of Christian education by offering empirical insight into how school leadership and coaching may work together in developing teachers. Practically, the findings are expected to help Christian school leaders design leadership and professional development practices that are not only effective, but also consistent with the formative and servant-oriented mission of Christian education.

Servant Leadership

Servant leadership is a leadership approach that places service, follower development, moral responsibility, and community building at the center of leadership practice. The concept was popularized by Robert K. Greenleaf through his essay *The Servant as Leader*, in which he argued that authentic leadership begins with the desire to serve others (Eva et al., 2019). In contrast to leadership approaches that emphasize control, authority, or personal achievement, servant leadership begins with concern for the needs, growth, and flourishing of followers. This makes servant leadership particularly relevant for educational institutions, especially Christian schools, where leadership is not merely administrative but also formative and relational.

Eva et al. (2019) describe servant leadership as a distinct leadership approach that prioritizes the needs and development of followers while also seeking to benefit the broader community. Their systematic review shows that servant leadership has developed into a significant field of leadership research and that its core

contribution lies in its emphasis on follower growth, ethical behavior, and community orientation (Eva et al., 2019). In schools, this orientation is important because teachers do not grow only through formal instruction or policy direction. They also grow through trust, support, recognition, and meaningful relationships with their leaders.

Several scholars have proposed dimensions of servant leadership. Liden et al. (2014) identify dimensions such as emotional healing, creating value for the community, conceptual skills, empowering, helping subordinates grow and succeed, putting subordinates first, and behaving ethically. Their study also connects servant leadership with serving culture and performance, suggesting that servant leadership can shape both individual and collective outcomes in organizations (Liden et al., 2014). Sendjaya's model is especially relevant for this study because it includes dimensions that resonate strongly with Christian educational leadership, namely voluntary subordination, authentic self, covenantal relationship, responsible morality, transcendental spirituality, and transforming influence (Sendjaya, 2015). These dimensions show that servant leadership is not only about being helpful or kind. It involves a deeper moral and spiritual posture in which leaders willingly serve, act with authenticity, build committed relationships, uphold moral responsibility, recognize spiritual meaning, and influence others toward transformation (Sendjaya, 2015).

In the context of Christian education, servant leadership can be understood as leadership that reflects service, humility, stewardship, and commitment to the formation of others. A Christian school leader is not only responsible for managing school operations but also for nurturing teachers as persons called to participate in the formation of students. Therefore, servant leadership provides a fitting framework for examining how school leaders may contribute to teacher development.

Teacher Competence

Teacher competence refers to the integrated capacity of teachers to perform their professional responsibilities effectively. It includes knowledge, skills, attitudes, personal qualities, and professional judgment that enable teachers to design learning, manage classrooms, communicate with students, assess learning, and support student growth (Dubois & Rothwell, 2014; Ismail et al., 2017). In the Indonesian educational context, teacher competence is commonly understood through four major domains: pedagogical competence, professional competence, personal competence, and social competence (Rahman, 2014; Sisidiana et al., 2018). These domains show that effective teaching requires more than subject mastery. Teachers must also understand learners, design meaningful learning experiences, demonstrate integrity, build relationships, and participate constructively in the school community.

The importance of teacher competence has become more urgent in contemporary education. Schools are expected to help students face social change, technological disruption, moral complexity, and uncertain futures. As a result, teachers must be able to adapt their instructional practices, guide students in critical thinking, and model responsible character. Teacher competence, therefore, includes both technical and behavioral competence, including knowledge, skills, interpersonal ability, and adaptive capacity (Campion et al., 2014; Hassan, 2023; Sanghi, 2016).

In Christian education, teacher competence also carries a formative dimension. Teachers are not only transmitters of knowledge but also mentors, witnesses, and models of a life shaped by truth, love, and responsibility. Therefore, the competence of Christian teachers must be understood holistically, covering professional quality as well as moral and relational maturity. This is consistent with the view that quality teachers are characterized not only by knowledge and instructional ability, but also by patience, communication, discipline, professionalism, and personal example (Glen, 2019; Ismail et al., 2017).

Teacher competence is also closely related to school quality. Competent teachers are better able to create learning environments that are structured, caring, responsive, and intellectually meaningful. They can connect curriculum with students' needs, apply appropriate instructional strategies, and respond to classroom challenges with wisdom (Hanaysha et al., 2023; Syarial et al., 2019). For a new school or a school implementing a different curriculum, teacher competence becomes even more strategic because teachers must adapt to new expectations while maintaining instructional quality. This is the case in the private Christian senior high school, where teacher competence development is an important need due to the school's relatively new institutional context and curriculum adaptation.

Coaching

Coaching is a professional development process that helps individuals grow through structured conversation, reflection, feedback, and goal-oriented action. Whitmore (2017) defines coaching as a process

of unlocking a person’s potential to maximize performance, emphasizing awareness and responsibility as central elements of growth. Grant (2016) similarly highlights the role of coaching in creating high quality conversations that support performance improvement, goal attainment, and personal development. In the educational context, coaching helps teachers reflect on their teaching practices, identify areas for improvement, and develop concrete strategies for professional growth (Ali et al., 2018; Ismail et al., 2017).

Teacher coaching has received growing attention as an alternative to conventional professional development. Traditional teacher training often takes the form of workshops or seminars that may not be sufficiently connected to classroom practice. Coaching, by contrast, tends to be more personal, practice based, and sustained. Kraft et al. (2018) found through a meta analysis that teacher coaching has positive effects on teachers’ instructional practice and student achievement. Their review of causal evidence reported stronger effects on instruction and more moderate effects on student achievement, indicating that coaching can meaningfully support teacher improvement when implemented well (Kraft et al., 2018).

Recent research on effective teacher professional development also supports the importance of professional learning that targets teachers’ insights, goals, techniques, and classroom practice. Sims et al. (2025) argue that effective teacher professional development should not only provide information, but should shape how teachers understand teaching, set goals, develop techniques, and practice new behaviors. This aligns closely with coaching because coaching provides a mechanism through which teachers can translate professional insight into concrete teaching action (Jones et al., 2016; Sims et al., 2025).

In this study, coaching is understood as a process that supports teacher competence through clear goals, effective communication, feedback, performance improvement, and active commitment. Coaching does not replace leadership, but it may strengthen the developmental effect of leadership by providing teachers with structured guidance and reflective support (Grant, 2016; Jones et al., 2016).

The Relationship Between Servant Leadership and Teacher Competence

Servant leadership is expected to influence teacher competence because it creates a supportive environment for teacher growth. Leaders who serve teachers do not merely demand performance. They recognize teachers’ potential, provide support, build trust, and encourage professional development (Eva et al., 2019; Liden et al., 2014). When teachers feel respected and supported, they are more likely to engage in learning, take initiative, and improve their practice.

Servant leadership may contribute to teacher competence in several ways. First, servant leaders empower teachers by giving them opportunities to grow and participate in decision making (Liden et al., 2014). Second, servant leaders create emotional and relational safety, allowing teachers to acknowledge weaknesses and seek improvement without fear (Eva et al., 2019). Third, servant leaders’ model moral responsibility and service, which may encourage teachers to develop not only technical competence but also personal and social competence (Sendjaya, 2015). Fourth, servant leaders help teachers connect their work with a larger sense of meaning and mission, which is especially important in Christian education.

Previous studies also support the positive role of servant leadership in developing followers’ competence and work outcomes. Thao and Kang (2018) indicate that servant leadership can support followers’ career competence, while Kaya and Karatepe (2020) show that servant leadership can contribute to meaningful work outcomes. In the educational setting, this suggests that school leaders who serve, empower, and guide teachers may help teachers develop pedagogical, professional, personal, and social competence. Based on this reasoning, the first hypothesis is proposed:

H₁: Servant leadership has a positive effect on teacher competence.

The Relationship Between Coaching and Teacher Competence

Coaching is also expected to influence teacher competence because it provides direct support for professional learning. Through coaching, teachers can reflect on their teaching, receive feedback, set improvement goals, and practice new strategies (Ali et al., 2018; Grant, 2016; Whitmore, 2017). This process is especially helpful for early career teachers, teachers facing curriculum change, or teachers who need support in translating theory into practice (Admiraal et al., 2023; Bastian & Marks, 2017).

The relationship between coaching and teacher competence is grounded in the idea that competence develops through guided practice, not merely through knowledge acquisition. Teachers may understand pedagogical principles, but they still need opportunities to apply, evaluate, and refine those principles in real classroom situations. Coaching helps bridge this gap by connecting reflection with action (Kraft et al.,

2018). It also allows professional development to become more contextual because coaching can respond to the specific needs of individual teachers (Sims et al., 2025).

In a Christian school, coaching may also support teacher formation by encouraging humility, teachability, self-awareness, and commitment to growth. These qualities are important because teacher competence involves not only what teachers know and do, but also who they are becoming as educators. Based on this reasoning, the second hypothesis is proposed:

H₂: Coaching has a positive effect on teacher competence.

Coaching as a Moderator Between Servant Leadership and Teacher Competence

Although servant leadership may create a supportive environment for teacher growth, its effect on teacher competence may become stronger when accompanied by coaching. Servant leadership provides the relational, moral, and spiritual climate for development, while coaching provides the practical process through which development can be guided, monitored, and strengthened (Grant, 2016; Sendjaya, 2015). In this sense, coaching may function as a moderating variable that strengthens the relationship between servant leadership and teacher competence.

A servant leader may encourage teachers, listen to them, and value their growth, but coaching helps translate this supportive leadership into specific improvement processes. Through coaching, teachers can identify goals, receive feedback, reflect on classroom challenges, and develop concrete strategies for better teaching (Jones et al., 2016; Kraft et al., 2018). When coaching is present, the care and empowerment provided by servant leadership may become more actionable. Teachers do not only feel supported; they are also guided toward measurable growth.

This relationship is especially meaningful for Christian schools. Servant leadership reflects the school's formative and service-oriented mission, while coaching provides a disciplined practice for helping teachers grow in competence. Together, servant leadership and coaching can create a culture in which teachers are cared for, challenged, equipped, and encouraged to serve students more effectively. Based on this reasoning, the third hypothesis is proposed:

H₃: Coaching strengthens the positive effect of servant leadership on teacher competence.

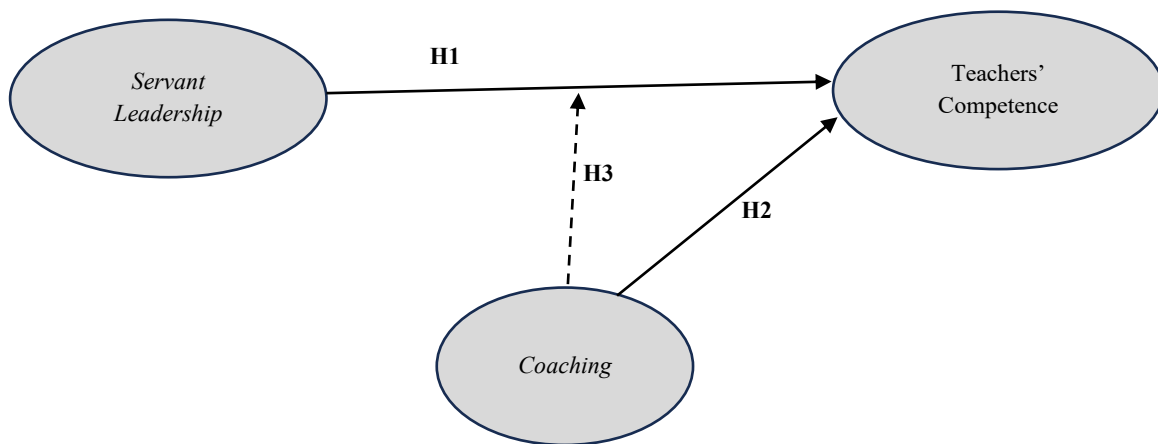


Figure 1. Theoretical Research Framework

METHODOLOGY

This study employed a quantitative explanatory design to examine the relationship between servant leadership, coaching, and teacher competence. The study was conducted at the private Christian senior high school. Since the total population consisted of only 38 teachers, this study used a saturated sampling technique in which all teachers were included as respondents. The data were collected from both primary and secondary sources. Primary data were obtained through questionnaires completed by teachers, while secondary data were obtained from the school principal's assessment of teacher competence.

The questionnaire was used to measure servant leadership and coaching. Both variables were measured using closed ended statements with a five-point Likert scale, ranging from strongly disagree to strongly agree. Servant leadership was measured using dimensions from Sendjaya's Servant Leadership Behavior Scale, namely voluntary subordination, authentic self, covenantal relationship, responsible morality,

transcendental spirituality, and transforming influence (Sendjaya, 2015). Coaching was measured through indicators related to clear goals, effective communication, feedback, performance improvement, and active commitment, adapted from Grant (2016) and Jones et al. (2016).

Teacher competence was treated as a formative variable and measured using secondary data from the principal’s assessment. This approach was used to reduce common method bias because servant leadership and coaching were assessed by teachers, while teacher competence was assessed by school leadership. The use of different data sources was expected to provide a more balanced and objective view of teacher competence.

The data were analyzed using Structural Equation Modeling based on Partial Least Squares with SmartPLS 4.0. SEM PLS was chosen because it is suitable for predictive models and for examining relationships among variables, including moderating effects (Hair et al., 2017; Hair et al., 2019). The analysis included descriptive statistics, validity and reliability testing, evaluation of the measurement model, and hypothesis testing through bootstrapping. This procedure was used to determine the direct effect of servant leadership and coaching on teacher competence, as well as the moderating role of coaching in the relationship between servant leadership and teacher competence.

RESULTS AND DISCUSSION

This study involved all 38 teachers at the private Christian senior high school as respondents. Since this study used saturated sampling, all teachers in the school population were included. The respondent profile is presented in Table 1.

Table 1. Respondents Profile

No.	Criteria	Subcriteria	Count	Pct
1	Gender	Male	13	34%
		Female	25	66%
2	Age	< 30 years	22	58%
		31 – 40 years	12	32%
		41 – 50 years	4	10%
3	Employment	< 2 years	13	34%
		2 – 4 years	8	21%
		5 – 7 years	5	13%
		8 – 10 years	5	13%
		> 10 years	7	19%
4	Education	Bachelor	28	74%
		Magister	10	26%

Table 1 shows that most respondents were female teachers, representing 66% of the total sample, while male teachers represented 34%. In terms of age, 58% of the teachers were below 30 years old, 32% were between 31 and 40 years old, and 10% were between 41 and 50 years old. The respondents also varied in teaching experience, with 34% having less than two years of experience and 19% having more than ten years of experience. Regarding educational background, 74% held a bachelor’s degree and 26% held a master’s degree.

This respondent profile is important for interpreting the results. the private Christian senior high school has a relatively young teaching staff, and many teachers are still in the early stage of professional development. At the same time, the presence of experienced teachers creates opportunities for mentoring and professional sharing within the school community. Therefore, servant leadership and coaching are particularly relevant in this context because the school needs leadership practices that support, guide, and develop teachers as they adapt to curriculum demands and institutional expectations.

The descriptive statistics of servant leadership and coaching are presented in Table 2. Servant leadership and coaching were measured through teachers’ responses to questionnaire items, while teacher competence was measured using secondary data from the principal’s assessment.

As shown in Table 2, servant leadership obtained an overall mean score of 4.289, which falls into the very good category, with a standard deviation of 0.684. This indicates that teachers generally perceived the school leadership as strongly reflecting servant leadership practices. The highest indicators were related to responsible morality, especially the leader’s encouragement for teachers to uphold moral principles and the leader’s emphasis on doing what is right rather than merely what appears good.

Table 2. Descriptive Statistics

Variabel	Dimensi	Indikator	Kode	BTB	TTB	Mean	Standar Deviasi	Kategori
SL	<i>Voluntary Subordination</i>	Pemimpin saya memikirkan kebutuhan guru di atas kebutuhannya sendiri	SL1	7,9%	68%	3,816	0,942	Baik
		Pemimpin saya menggunakan kekuasaan untuk melayani guru bukan untuk mencapai ambisinya sendiri	SL2	0%	89%	4,368	0,666	Sangat Baik
		Pemimpin saya lebih peka akan tanggung jawab dibandingkan hak yang diterima	SL3	0%	89%	4,395	0,670	Sangat Baik
		Pemimpin saya melayani guru tanpa melihat latar belakang	SL4	0%	82%	4,289	0,758	Sangat Baik
		Pemimpin saya menunjukkan kepedulian melalui tindakan praktis yang tulus	SL5	0%	89%	4,447	0,677	Sangat Baik
		Pemimpin saya mendengarkan dengan seksama untuk memahami	SL6	0%	95%	4,421	0,591	Sangat Baik
		Pemimpin saya membantu guru tanpa mencari pamrih	SL7	0%	89%	4,421	0,674	Sangat Baik
	<i>Authentic Self</i>	Pemimpin saya tidak bersikap defensif	SL8	7,9%	71%	3,868	0,864	Baik
		Pemimpin saya fokus pada isi kritik	SL9	0%	82%	4,184	0,720	Baik
		Pemimpin saya melakukan apa yang dikatakannya	SL10	0%	84%	4,211	0,694	Sangat Baik
		Pemimpin saya memberi kesempatan untuk mempertanyakan keputusan yang diambil	SL11	0%	92%	4,395	0,630	Sangat Baik
		Pemimpin saya memberi kesempatan guru mengambil kendali ketika dalam situasi yang diperlukan	SL12	0%	89%	4,263	0,636	Sangat Baik
		Pemimpin saya bersedia mengakui kesalahan	SL13	0%	95%	4,474	0,595	Sangat Baik
	<i>Covenantal Relationship</i>	Pemimpin saya memberi kepercayaan pada guru	SL14	0%	95%	4,421	0,591	Sangat Baik
		Pemimpin saya menerima guru apa adanya tanpa melihat	SL15	0%	89%	4,316	0,653	Sangat Baik

Variabel	Dimensi	Indikator	Kode	BTB	TTB	Mean	Standar Deviasi	Kategori
<i>Responsible Morality</i>		kesalahan yang pernah dibuat						
		Pemimpin menghormati guru bukan karena apa yang dirasakan terhadap mereka	SL16	0%	76%	4,211	0,800	Sangat Baik
		Pemimpin saya menghormati guru sebagai partner yang setara	SL17	0%	79%	4,026	0,668	Baik
		Pemimpin saya meluangkan waktu untuk membangun hubungan profesional dengan guru	SL18	0%	71%	3,921	0,703	Baik
		Pemimpin saya menunjukkan rasa percaya bahwa guru mampu melakukan sesuatu sekalipun akan menimbulkan resiko	SL19	0%	74%	3,947	0,686	Baik
		Pemimpin saya memegang teguh prinsip-prinsip moral	SL20	0%	89%	4,526	0,678	Sangat Baik
		Pemimpin saya mendorong guru untuk memegang teguh prinsip moral	SL21	0%	92%	4,579	0,634	Sangat Baik
		Pemimpin saya meningkatkan kapasitas guru untuk melakukan tindakan moral	SL22	0%	92%	4,526	0,638	Sangat Baik
		Pemimpin saya menerapkan tindakan yang benar secara moral untuk mencapai tujuan	SL23	0%	92%	4,526	0,638	Sangat Baik
		Pemimpin saya lebih menekankan melakukan apa yang benar daripada apa yang terlihat baik	SL24	0%	97%	4,579	0,544	Sangat Baik
	<i>Transcendental Spirituality</i>	Pemimpin saya termotivasi oleh panggilan Tuhan	SL25	0%	84%	4,500	0,752	Sangat Baik
		Pemimpin saya membantu guru untuk memiliki makna dalam pekerjaannya	SL26	0%	89%	4,526	0,678	Sangat Baik
		Pemimpin saya membantu guru untuk menemukan arah dan tujuan hidupnya	SL27	0%	82%	4,421	0,782	Sangat Baik
		Pemimpin saya mendorong nilai-nilai kerohanian melebihi	SL28	0%	82%	4,289	0,758	Sangat Baik

Variabel	Dimensi	Indikator	Kode	BTB	TTB	Mean	Standar Deviasi	Kategori
	<i>Transforming Influence</i>	kepentingan diri / pencapaian duniawi						
		Pemimpin saya mengungkapkan visi bersama untuk memberikan inspirasi	SL29	0%	71%	3,895	0,680	Baik
		Pemimpin saya meminimalkan halangan yang menghambat kesuksesan guru	SL30	2,6%	79%	4,158	0,812	Baik
		Pemimpin saya berkontribusi pada pertumbuhan personal guru	SL31	2,6%	82%	4,211	0,893	Sangat Baik
		Pemimpin saya memimpin dengan memberikan teladan	SL32	0%	82%	4,237	0,741	Sangat Baik
		Pemimpin saya menginspirasi guru untuk mengajar dengan melayani	SL33	0%	82%	4,263	0,750	Sangat Baik
		Pemimpin saya mengeluarkan potensi terbaik dari setiap guru	SL34	2,6%	82%	4,184	0,884	Baik
		Pemimpin saya memberi kesempatan guru mencoba hal baru tanpa rasa takut	SL35	0%	84%	4,289	0,722	Sangat Baik
		Average				4,289	0,684	Sangat Baik
C	Tujuan dan Perencanaan yang Jelas	<i>Coaching</i> yang dilakukan memiliki tujuan yang terdefinisi dengan jelas	C1	0%	97%	4,447	0,548	Sangat Baik
		Perencanaan <i>coaching</i> mencakup langkah-langkah pengembangan yang spesifik	C2	0%	89%	4,263	0,636	Sangat Baik
	Komunikasi Efektif	Adanya keterbukaan komunikasi antara <i>coach</i> dan saya sebagai <i>coachee</i>	C3	0%	84%	4,289	0,722	Sangat Baik
		<i>Coach</i> memberikan umpan balik tepat waktu	C4	0%	87%	4,316	0,692	Sangat Baik
	Peningkatan Kinerja	Adanya peningkatan kompetensi saya atau hasil yang terkait langsung dengan pekerjaan saya	C5	0%	89%	4,342	0,660	Sangat Baik
	Keterlibatan dan Komitmen	Saya berpartisipasi aktif dalam proses <i>coaching</i>	C6	0%	79%	4,105	0,718	Baik
		Saya berkomitmen untuk terus mengimplementasikan	C7	0%	95%	4,342	0,575	Sangat Baik

Variabel	Dimensi	Indikator	Kode	BTB	TTB	Mean	Standar Deviasi	Kategori
		perubahan yang saya alami						
		Rata-rata				4,301	0,650	Sangat Baik

Coaching also received a high evaluation, with an overall mean score of 4.301 and a standard deviation of 0.650. The highest indicator was related to the clarity of coaching goals. This suggests that teachers generally perceived the coaching process as structured and purposeful. The relatively low standard deviations in both servant leadership and coaching indicate that teachers' responses were consistent.

In the context of Christian education, these findings are meaningful because they show that teachers recognize both moral leadership and structured professional support as important elements of school life.

Before hypothesis testing, the measurement model was evaluated to ensure the reliability and validity of the instruments. The summary of the measurement model evaluation is presented in Table 3.

Table 3. Measurement Model Evaluation

Variabel	Kode	Outer Loading	Cronbach's Alpha	Composite Reliability (rho_A)	AVE	Keterangan
<i>Servant Leadership</i>	SL2	0,809	0,979	0,980	0,640	Reliabel
	SL3	0,743				
	SL4	0,874				
	SL5	0,774				
	SL6	0,712				
	SL7	0,798				
	SL8	0,770				
	SL9	0,850				
	SL10	0,824				
	SL11	0,775				
	SL12	0,767				
	SL15	0,717				
	SL16	0,901				
	SL18	0,722				
	SL20	0,862				
	SL21	0,821				
	SL22	0,799				
	SL23	0,799				
	SL24	0,720				
	SL25	0,740				
	SL28	0,787				
	SL29	0,703				
	SL30	0,863				
	SL31	0,855				
	SL32	0,833				
	SL33	0,879				
	SL34	0,809				
	SL35	0,844				
<i>Coaching</i>	C1	0,704	0,876	0,877	0,575	Reliabel
	C2	0,727				
	C3	0,837				
	C4	0,750				
	C5	0,775				
	C6	0,766				
	C7	0,742				

Table 3 shows that after indicators with outer loading values below 0.70 were removed, all remaining indicators met the required threshold for convergent validity. Servant leadership obtained a Cronbach's

Alpha of 0.979, Composite Reliability of 0.980, and AVE of 0.640. Coaching obtained a Cronbach's Alpha of 0.876, Composite Reliability of 0.877, and AVE of 0.575. These results indicate that both constructs were reliable and valid because their reliability values exceeded 0.70 and their AVE values exceeded 0.50. The inner VIF values were also below 5, indicating that multicollinearity was not a serious issue in the model.

After the measurement model was confirmed, hypothesis testing was conducted using bootstrapping in SEM PLS. The results are presented in Table 4.

Table 4. Hypotheses Testing

No.	Hipotesis	Original Sample (O)	t statistics (O/STDEV)	p values	Keterangan
H1	SL -> KG	0,590	3,032	0,002	Accepted
H2	C -> KG	0,350	1,740	0,082	Rejected
H3	C x SL -> KG	0,333	2,746	0,006	Accepted

As shown in Table 4, servant leadership had a positive and significant effect on teacher competence. The path coefficient was 0.590, with a t statistic of 3.032 and a p value of 0.002. Therefore, H1 was accepted. This finding indicates that the stronger the teachers' perception of servant leadership, the higher the level of teacher competence. In this study, servant leadership was reflected strongly in the leader's respect for teachers, ability to inspire teachers to teach with a spirit of service, and willingness to serve teachers without discrimination.

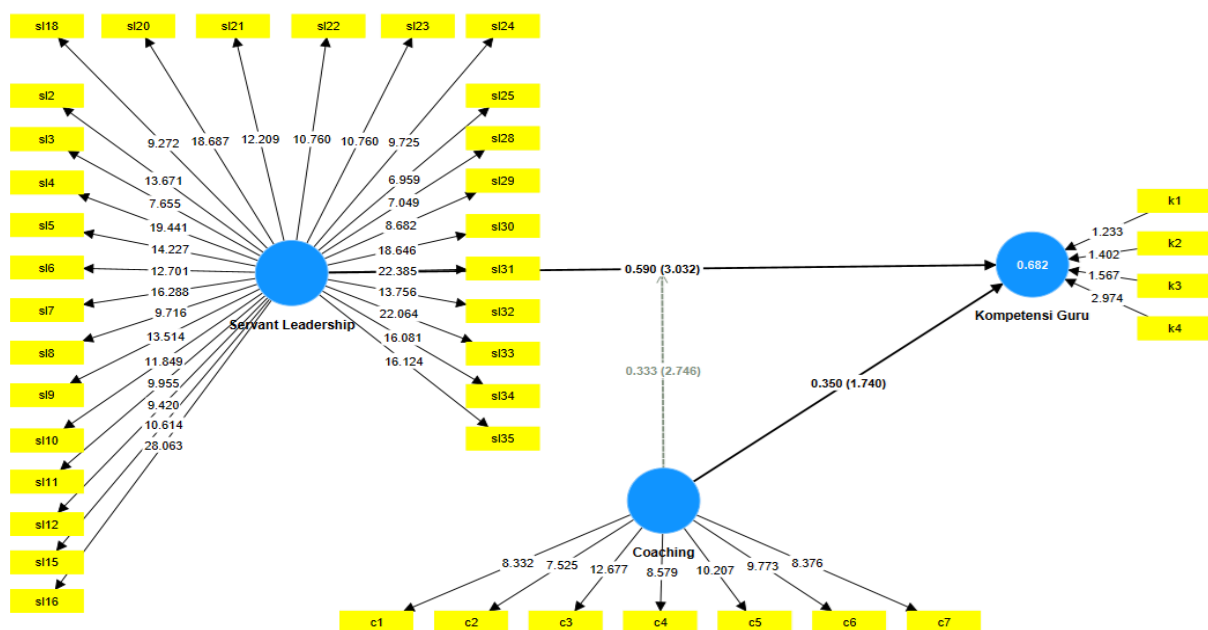


Figure 2. SEM PLS Bootstrapping Results

This finding supports the argument that servant leadership is important for teacher development. Teachers do not grow only through formal training or administrative supervision. They also grow in an environment where they feel respected, trusted, supported, and morally guided. In Christian schools, this finding has particular significance because leadership is not merely a managerial function but also a formative responsibility. A school leader who serves teachers helps shape a professional culture where teaching is understood as a vocation of service. Such leadership can encourage teachers to grow not only in pedagogical and professional competence, but also in personal and social competence.

The second hypothesis tested the direct effect of coaching on teacher competence. The result showed a positive path coefficient of 0.350, but the relationship was not statistically significant because the p value was 0.082. Therefore, H2 was rejected. This means that coaching did not directly affect teacher competence in a statistically significant way in this study. However, the positive coefficient suggests that coaching may still have developmental value, even though its direct effect was not strong enough to reach statistical significance in this sample.

Several factors may explain this result. First, the study involved a relatively small sample because it was conducted in one school with 38 teachers. Second, the impact of coaching may require more time before it becomes visible in teacher competence assessment. Teacher competence develops through repeated reflection, classroom practice, feedback, and improvement. Third, coaching effectiveness may depend on the consistency of implementation, the quality of the coach, the clarity of follow up, and the willingness of teachers to apply feedback. Therefore, the non-significant direct effect should not be interpreted as evidence that coaching is unimportant. Rather, it suggests that coaching may become more effective when it is integrated with leadership practices that build trust, motivation, and openness to growth.

The third hypothesis examined the moderating role of coaching in the relationship between servant leadership and teacher competence. The interaction between coaching and servant leadership had a positive and significant effect on teacher competence, with a path coefficient of 0.333, a *t* statistic of 2.746, and a *p* value of 0.006. Therefore, H3 was accepted. This means that coaching strengthens the positive effect of servant leadership on teacher competence.

This finding is the central contribution of the study. Coaching may not function primarily as an independent intervention, but as a developmental mechanism that strengthens servant leadership. Servant leadership provides the relational, moral, and spiritual climate for teacher growth, while coaching provides the practical structure through which growth can be guided. A servant leader may create trust, care, and empowerment, but coaching helps translate those leadership values into concrete professional development through clear goals, feedback, reflection, and follow up.

For Christian school leadership, this result has both practical and theological significance. Care without structure may become merely emotional support, while structure without servant leadership may become mechanical supervision. The combination of servant leadership and coaching allows Christian schools to develop teachers more holistically. Teachers are not only supported relationally and spiritually, but also equipped professionally. In this sense, coaching can be understood as a disciplined expression of servant leadership because it helps leaders serve teachers by guiding them toward greater competence, responsibility, and effectiveness.

Overall, the findings suggest that the private Christian senior high school should continue strengthening servant leadership practices while developing coaching as an intentional and systematic professional development process. The school's leadership has already been perceived positively by teachers, especially in relation to moral responsibility and service. However, coaching needs to be embedded more deeply within the servant leadership culture so that it does not stand merely as a separate program. When coaching is integrated with servant leadership, it can become a powerful means of forming teachers who are professionally competent, morally grounded, and committed to the mission of Christian education.

CONCLUSIONS

This study examined the effect of servant leadership on teacher competence, with coaching as a moderating variable, in the context of the private Christian senior high school. The findings show that servant leadership has a positive and significant effect on teacher competence. This indicates that when school leaders demonstrate service, moral responsibility, respect, and concern for teacher growth, teachers are more likely to develop stronger competence in carrying out their educational responsibilities. In the context of Christian education, this finding affirms that leadership is not merely an administrative function but also a formative calling that shapes the professional and moral growth of teachers.

The study also found that coaching did not have a significant direct effect on teacher competence. Although the coefficient was positive, the relationship was not statistically significant. This suggests that coaching may not automatically improve teacher competence when it stands alone as a separate professional development activity. Its impact may depend on factors such as consistency, quality of implementation, duration, follow up, and the readiness of teachers to apply feedback in their teaching practice.

The most important finding of this study is that coaching strengthens the relationship between servant leadership and teacher competence. This means that coaching becomes more effective when it is embedded within a servant leadership culture. Servant leadership provides the relational, moral, and spiritual climate for growth, while coaching provides the practical structure for reflection, feedback, and professional improvement. Therefore, Christian school leaders need to integrate servant leadership and coaching as complementary practices in developing teachers. Care without structure may remain only emotional support, while structure without servant leadership may become merely mechanical supervision.

Practically, the private Christian senior high school is encouraged to continue strengthening servant leadership practices while developing coaching as a more intentional, systematic, and sustained teacher development process. Coaching should not be treated merely as an external program, but as part of the school's leadership culture. Through this integration, teacher development can become more holistic, touching not only pedagogical and professional competence but also personal maturity, moral responsibility, and commitment to the mission of Christian education.

This study has several limitations. First, it was conducted in only one school with 38 teachers, so the findings cannot be generalized broadly to all Christian schools. Second, teacher competence was measured using the principal's assessment, which helped reduce common method bias but may still reflect a limited evaluative perspective. Third, this study did not examine the duration, frequency, and quality of coaching implementation in depth. Future studies may involve a larger sample from several Christian schools, use longitudinal design, and explore how different models of coaching influence teacher competence over time. Further qualitative inquiry may also help explain how teachers experience servant leadership and coaching in their daily professional formation.

Overall, this study suggests that the development of teacher competence in Christian schools requires more than training programs. It requires servant leaders who are willing to serve, guide, and form teachers through intentional coaching. When servant leadership and coaching work together, Christian schools can cultivate teachers who are professionally competent, morally grounded, and faithfully committed to their educational calling.

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