

IMPLEMENTING THE PRINCIPLES OF COLLABORATIVE GOVERNANCE IN REALIZING *SERVIAM*: AN ANALYSIS OF THE EXPERIENCES OF URSULA BANDUNG SCHOOL LEADERS

Carolus B. Mulyatno^{1*}, Gregorius Sahdan², Sutoro Eko Yunanto³

^{1,2,3} Magister Ilmu Pemerintahan, APMD, Yogyakarta, Indonesia

*Corresponding author: carlomul@gmail.com

Abstrak

Penelitian ini bertujuan untuk menganalisis pengalaman dan interpretasi kepemimpinan di Sekolah Santa Ursula Bandung dalam menerapkan prinsip-prinsip collaborative governance untuk mewujudkan nilai-nilai *Serviam*. Penelitian ini menggunakan pendekatan kualitatif, dengan data yang dikumpulkan melalui Focus Group Discussion (FGD) yang melibatkan sembilan pemimpin sekolah dan dianalisis menggunakan lima prinsip utama *Collaborative Governance*. Analisis data yang diperoleh melalui FGD berfokus pada keterkaitan data dengan lima prinsip Collaborative Governance, yaitu tujuan bersama, saling percaya, partisipasi inklusif, pengambilan keputusan bersama, dan akuntabilitas kolektif. Hasil penelitian menunjukkan bahwa kelima prinsip tersebut mendorong terbentuknya budaya pelayanan yang kolaboratif, partisipatif, dan reflektif. Tujuan bersama memperkuat pemahaman bersama mengenai *Serviam*, sementara kepercayaan dibangun melalui keterbukaan, komunikasi, keteladanan kepemimpinan, dan apresiasi. Partisipasi inklusif melibatkan seluruh komunitas sekolah, sedangkan pengambilan keputusan bersama dan akuntabilitas kolektif mendorong dialog, tanggung jawab, evaluasi, dan perbaikan berkelanjutan. Temuan penelitian menunjukkan bahwa Collaborative Governance dapat secara efektif menjembatani spiritualitas pelayanan dengan pengelolaan pendidikan yang berkelanjutan dan berbasis nilai, sekaligus memperkuat *Serviam* sebagai landasan kepemimpinan kolaboratif dan pengembangan kelembagaan.

Kata Kunci: Kolaborasi pemerintah; budaya kolaboratif; *serviam*; kepemimpinan sekolah

Abstract

This research aims to analyze the experiences and interpretations of leadership at Santa Ursula School in Bandung in applying Collaborative Governance principles to realize Serviam values. Using a qualitative approach, data were collected through Focus Group Discussions (FGDs) involving nine school leaders and analyzed using the five principle of Collaborative Governance. The analysis collected data focused on the relation of data with five principles of Collaborative Governance: shared purpose, mutual trust, inclusive participation, shared decision-making, and collective accountability. Findings indicate that these principles foster a collaborative, participatory, and reflective culture of service. Shared purpose strengthens a common understanding of Serviam, while mutual trust develops through openness, communication, exemplary leadership, and appreciation. Inclusive participation involves the entire school community, while shared decision-making and collective accountability promote dialogue, responsibility, evaluation, and continuous improvement. The findings demonstrate that Collaborative Governance can effectively bridge service spirituality with sustainable, values-based educational management, strengthening Serviam as a foundation for collaborative leadership and institutional development.

Kata Kunci: Collaborative governance; collaborative culture; *serviam*; school leadership.

1. INTRODUCTION

Schools play a strategic role not only as institutions that facilitate the learning process but also as spaces for shaping individuals who are capable of living together, taking responsibility, and contributing to society (Mulyatno, 2026). In the context of values-based education, a school's success cannot be measured solely by students' academic achievements but also by the institution's ability to foster a culture that allows moral, social, and spiritual values to be

lived out in daily life. In other words, education in schools plays a vital role in character development—a process that involves the relationship between school leadership, teachers, students, families, and the community to optimize the development of each person based on the school's vision and mission (Mulyatno, 2019; Krisnawan & Widiatna, 2020).

In the history of formal education in Indonesia, Santa Ursula School is one of the educational institutions with a long tradition of developing education rooted in spirituality and character. Schools within the Santa Ursula tradition foster an education inspired by the spirituality of St. Ursula and the value of *Serviam*—the spirit of service. In this context, education is not merely aimed at producing students who excel academically, but also at fostering individuals who care for others, are able to live in harmony with others, possess integrity, are resilient in the face of challenges, and are willing to dedicate themselves to the common good (Davies, Grammes, & Kun, 2017).

The *Serviam* values developed within the Ursuline educational tradition include love and compassion, integrity, resilience, unity, wholeness, and service (Kenny, 2016; Shah, 2021). These values are closely linked to the goals of character education because they regard personal growth and responsibility toward others as an integral part of the educational process. Mulyatno (2022) emphasizes that values-based education in the Indonesian context must take diversity into account and build students' ability to live in unity, brotherhood, and solidarity. Thus, the value of service should not be treated as an additional program but rather integrated into the overall educational culture.

It is recognized that integrating *Seerviam*'s values into school life presents its own challenges. Values cannot be instilled solely through the presentation of concepts or formal instructions. Values must be embodied through habits, relationships, decision-making, exemplary behavior, the learning process, and the ways in which the school community works together to solve problems. Effendi (2025) highlights the importance of the school leadership's role in integrating spiritual and moral values into the learning process. School leaders are not only responsible for managing administrative aspects but also for creating an institutional environment that enables these values to become an integral part of educational practice.

From the perspective of servant leadership, Greenleaf (1977) introduced the concept of servant leadership, which places service and the growth of others at the core of leadership. A servant leader is not primarily measured by the power they hold, but by their ability to help others grow, build communities, and create conditions that enable the realization of the common good. Spears (2004) subsequently expanded on this idea through the characteristics of servant leadership, which include the ability to listen, empathy, healing, self-awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of others, and community building.

The concept of servant leadership provides an important foundation for understanding leadership in *Serviam*-based schools. However, a focus on the characteristics of individual leaders does not fully explain how the value of service is realized through institutional processes involving multiple actors. Service in education is not merely an action taken by a principal or teacher toward students, but is also shaped through reciprocal relationships among administrators, teachers, students, parents, and the community (Krisnawan & Widiatna, 2020). Therefore, a perspective is needed that can explain how these various actors work together to achieve agreed-upon educational goals.

In this context, the concept of Collaborative Governance becomes relevant. Ansell and Gash (2008) define Collaborative Governance as a process of decision-making and the management of public affairs that directly involves actors in a shared forum oriented toward consensus and deliberation. Collaboration is built through face-to-face dialogue, trust-building, commitment to the process, shared understanding, and the capacity for joint action. Emerson et al. (2012) expand on this understanding by identifying principled engagement, shared

motivation, and capacity for joint action as the key dynamics in collaborative governance. According to Bianchi et al. (2021), five key aspects of collaborative governance are: multi-actor participation and engagement; shared values and understanding; collaborative leadership and coordination; trust, commitment, and conflict management; and outcome-oriented collaboration supported by continuous evaluation and learning.

Although the concept of Collaborative Governance was initially used primarily to describe public governance (Bianchi et al., 2021), its principles are relevant for understanding the management of educational institutions that involve various stakeholders. A school is essentially a community with diverse interests. School leaders bear institutional responsibilities; teachers are responsible for the pedagogical process; students are the subjects of education; parents bear educational responsibilities within the family; and the community serves as the social environment where students develop their sense of responsibility. The implementation of the *Serviam* value therefore requires mechanisms that enable all these parties to establish a shared direction and work collectively.

This research used the five dimensions of Collaborative Governance—namely, shared purpose, mutual trust, inclusive participation, shared decision-making, and collective accountability to analyze the experiences of the leadership at Santa Ursula School in Bandung in putting *Serviam* into practice. Shared purpose emphasizes a common understanding of the goal of shaping individuals who are capable of serving, showing solidarity, and taking responsibility; mutual trust fosters openness and serves as the foundation for successful collaboration (Ansell & Gash, 2008); inclusive participation ensures the involvement of the entire school community; shared decision-making promotes decisions through dialogue, active listening, and collective deliberation, in accordance with the principles of servant leadership (Spears, 2004) while collective accountability underscores shared responsibility for maintaining, evaluating, and continuously developing *Serviam* practices. This framework expands the scope of value-based education research, which previously focused largely on student character, the curriculum, and teacher role modeling. Utari et al. (2022) emphasize the importance of value-based curriculum evaluation for social competencies, while Nurkristianti and Saryanto (2025) highlight the relevance of *Serviam* in character development. Ali et al. (2024) and Syafruddin et al. (2024) also highlight the contribution of active and collaborative learning to student engagement.

Studies on value-based education have predominantly examined student character development, curriculum implementation, teacher role modeling, and learning approaches. Utari et al. (2022), for example, emphasize the importance of value-based curriculum evaluation for developing students' social competencies, while Nurkristianti and Saryanto (2025) highlight the relevance of *Serviam* in character development. Similarly, Ali et al. (2024) and Syafruddin et al. (2024) demonstrate the contribution of active and collaborative learning to student engagement. Research on educational leadership further indicates that organizational culture is closely related to educational performance (Hendriyanto et al., 2023), while Yildiz (2025) emphasizes collaborative reflection and professional experience in character development. However, these studies have not sufficiently examined how school leaders themselves interpret and translate a spiritual value system such as *Serviam* into an institutional culture through collaborative leadership processes. This gap is important because values are unlikely to become an enduring school culture when they are positioned only as principles taught to students; they need to be collectively interpreted, practiced, evaluated, and sustained by school leaders and the wider school community. To address this gap, this study applies five dimensions of collaborative governance shared purpose, mutual trust, inclusive participation, shared decision-making, and collective accountability to analyze the experiences and interpretations of school leaders at Santa Ursula School in Bandung in translating *Serviam* into everyday leadership and institutional practices. Shared purpose refers to a common

commitment to forming individuals who serve, demonstrate solidarity, and take responsibility; mutual trust provides the foundation for openness and collaboration (Ansell & Gash, 2008); inclusive participation involves the broader school community; shared decision-making emphasizes dialogue, active listening, and collective deliberation consistent with servant leadership (Spears, 2004); and collective accountability highlights shared responsibility for maintaining, evaluating, and continuously developing *Serviam* practices. By connecting *Serviam* spirituality with collaborative governance, this study fills the identified gap by shifting the analysis from *Serviam* as a value taught to students toward *Serviam* as an institutional culture enacted through leadership and collective processes. This study seeks to examine how school leaders perceive and make sense of *Serviam* as it is practiced through five principles of collaborative governance: a shared purpose, mutual trust, inclusive participation, collective decision-making, and shared accountability. The study therefore contributes to the development of school leadership and character education by showing how spiritual values can be transformed into shared institutional practices through collaborative processes.

2. METHOD

Participants

This qualitative study involved nine informants who participated in a single Focus Group Discussion (FGD) session conducted in late May 2026. The participants were selected as informants whose experiences were relevant to the implementation of *Serviam* and collaborative leadership processes. Their experiences served as the primary source for exploring how Collaborative Governance principles were understood and practiced within the school context.

Data Collection

Focus Group Discussion (FGD) was employed as the primary data collection method. FGDs were chosen because they allow participants not only to share their individual experiences but also to respond to, elaborate on, clarify, and reflect on the experiences of other participants. Berg (2017) explains that FGDs enable researchers to capture interaction and the exchange of meaning among participants. Thus, FGD is appropriate for research focused on collaboration, as collaborative practice itself is a social process formed through interaction. The FGD was conducted in late May 2026 using open-ended questions based on the five principles of Collaborative Governance: shared purpose, mutual trust, inclusive participation, shared decision-making, and collective accountability. The questions provided participants with opportunities to describe their concrete experiences, challenges, interpretations, and reflections regarding the implementation of *Serviam*.

Data Analysis

The data were analyzed using five principles of Collaborative Governance which regards participants' subjective experiences as the primary source for understanding the meaning of communal experiences (Kahija, 2017). The qualitative approach was considered appropriate because the study focuses on leadership experiences, reflections, and interpretations of collaborative processes, which involve trust, dialogue, differing perspectives, negotiation, accountability, and reflection. Data processing and analysis were conducted from early July to early September 2026 through repeated review of the transcripts, identification of relevant statements, and development of themes based on participants' collaborative experiences. The themes were then compared across informants to identify similarities and differences and to construct a collective understanding of the implementation of *Serviam*. During the

interpretation process, the themes were mapped onto the five principles of Collaborative Governance—shared purpose, mutual trust, inclusive participation, shared decision-making, and collective accountability—which served as a flexible analytical lens grounded in Ansell and Gash (2008) and Emerson et al. (2012), and contextualized within *Serviam*-based education.

3. RESULT AND DISCUSSION

The Results and Discussion section covers five key aspects, namely: Shared Purpose, Mutual Trust, Inclusive Participation, Shared Decision-Making, and Collective Accountability.

Shared Purpose

The FGD findings show that school leaders perceive the implementation of *Serviam* as an institutional process that requires a shared understanding of educational goals, rather than merely as a value taught to students. *Serviam* is understood as a common orientation toward developing students holistically across intellectual, moral, social, emotional, spiritual, and independent dimensions. Therefore, communicating the vision and values to administrators, teachers, students, and parents is essential to ensure a relatively shared understanding of the character development that education seeks to achieve.

Within the context of *Serviam*, shared purpose has a moral dimension because service is understood not merely as participation in particular social activities but as a way of being and acting toward others. This shared purpose provides the foundation for connecting *Serviam* spirituality with educational planning, school programs, learning, assessment, and teacher development. The finding reinforces that *Serviam* is not only a goal of student character development but also a shared orientation of the educational community in building a value-based school culture (Ansell & Gash, 2008; Effendi, 2025).

Mutual Trust

The FGD findings indicate that mutual trust is an important condition that enables school members to express ideas, acknowledge mistakes, accept feedback, listen to others, and engage in reflection without fear. Trust is developed through leadership by example, open communication, consistency, respect for individuals, and a willingness to listen to and understand the experiences of others. Thus, trust does not automatically emerge from structural relationships but develops through consistent interactions that reflect integrity, empathy, and commitment to the growth of others (Ansell & Gash, 2008; Greenleaf, 1977; Spears, 2004).

The prominence of trust in these findings can be understood in light of the relational character of *Serviam*. Rather than being understood merely as a service program or a set of predetermined objectives, *Serviam* is conceived as a shared moral orientation that is cultivated and enacted collectively. Within this context, effective collaboration depends substantially on the quality of interpersonal relationships fostered by school leaders through openness, empathy, consistency, and respect for others. Trust, therefore, functions not merely as a means of facilitating coordination and cooperation but also as a moral foundation that enables the values of *Serviam* to be lived out, negotiated, and collectively enacted within the school community.

In practice, a culture of trust provides teachers with space to reflect on their experiences and mistakes as part of a learning process rather than merely as failures requiring blame. Such conditions support teachers' character development and professional growth while strengthening collaborative relationships within the school community (Yildiz, 2025). Therefore, mutual trust functions as a bridge between *Serviam* values and institutional practice through relationships characterized by openness, reflection, and mutual support.

Inclusive Participation

Inclusive participation in the FGD findings is reflected in the involvement of teachers, students, parents, and the wider community in the educational process, as the school is understood as a community that cannot function independently from its social environment. Parents are positioned not merely as recipients of information about school programs but as partners in developing students' habits and character, while students are given opportunities to understand, practice, and reflect on *Serviam* values through their own experiences and perspectives. This finding is consistent with Emerson et al. (2012), who emphasize the involvement of multiple actors as an essential component of principled engagement in collaborative processes.

Community involvement also enables students' service experiences to be connected with real-life contexts, thereby fostering active citizenship and social responsibility (Akin, 2021). Furthermore, integrating *Serviam* into interdisciplinary learning provides opportunities for students to understand the relationship between character development, citizenship education, and social issues (Davies et al., 2017). Thus, inclusive participation functions not only as a school management mechanism but also has pedagogical implications because meaningful involvement of diverse stakeholders strengthens the possibility of *Serviam* becoming a shared culture.

Shared Decision-Making

The FGD findings show that the implementation of *Serviam* requires decision-making through dialogue, collective deliberation, active listening, and the involvement of parties affected by decisions. This practice is consistent with *Collaborative Governance*, which positions deliberative dialogue as a mechanism for developing agreement, and with *servant leadership*, which emphasizes persuasion and the development of shared willingness (Ansell & Gash, 2008; Spears, 2004). Leaders continue to fulfill their structural responsibilities while simultaneously acting as facilitators who create opportunities for the school community to participate in determining and implementing decisions.

In the context of Santa Ursula School in Bandung, this pattern indicates a shift in leadership from a control-oriented approach toward facilitation and collaboration. The success of *Serviam* is therefore determined not only by leadership direction but also by organizational culture and the capacity of the school community to participate in decision-making processes (Hendriyanto et al., 2023). Accordingly, shared decision-making becomes the mechanism through which shared purpose and participation are translated into collective action within school life.

Collective Accountability

Collective accountability indicates that the implementation of *Serviam* is understood as a shared responsibility that requires continuous monitoring, evaluation, reflection, and improvement. Accountability extends beyond the fulfillment of administrative obligations to include the moral responsibility of each community member for contributing to the achievement of shared educational goals. In practice, this responsibility is manifested through monitoring student development, teacher reflection, program evaluation, and continuous improvement to ensure that educational processes genuinely develop individuals who embody *Serviam* values.

The evaluation of *Serviam* should include students' development of empathy, integrity, responsibility, cooperation, social concern, and service-oriented behavior rather than focusing solely on academic achievement (Utari et al., 2022). Teachers are encouraged to evaluate their instructional practices and develop their professional competencies, while students are engaged in reflecting on their progress in respecting others, collaborating, taking responsibility, and

serving others (Sinclair et al., 2016; Papadopoulos & Ali, 2016). Thus, collective accountability functions not only as an evaluation of outcomes but also as a reflective learning process that strengthens individual responsibility while developing *Serviam* as an institutional culture.

4. CONCLUSION AND RECOMMENDATIONS

This study concludes that the experience of the leadership at Santa Ursula School in Bandung in putting *Serviam* into practice can be understood through the five principles of Collaborative Governance: shared purpose, mutual trust, inclusive participation, shared decision-making, and collective accountability. These five principles form a mutually reinforcing ecosystem, ranging from aligning direction, building trust, expanding participation, and shared decision-making to continuous evaluation and reflection. These findings underscore that *Serviam* should not be understood merely as a personal value or a service program, but must be developed into a relational value and institutional culture that guides how the school community builds relationships, makes decisions, collaborates, and takes responsibility. Within this framework, *Serviam* provides a moral orientation toward service, while Collaborative Governance provides the institutional mechanisms to translate that orientation into school practice. The findings indicate that school leaders understand *Serviam* not simply as an individual character trait or a service-oriented program, but as a relational and institutional ethos expressed through shared purpose, mutual trust, participatory engagement, collaborative decision-making, and collective responsibility.

This research was limited to nine school leaders and one focus group discussion (FGD), so it does not directly represent the perspectives of teachers, students, parents, and the community, nor does it quantitatively measure the impact. Therefore, future research is recommended to involve more stakeholders, use a multisite and longitudinal design, and examine the relationship between collaborative practices and students' character development and social engagement. In practical terms, schools need to strengthen dialogue on values, a culture of trust, inclusive participation, deliberative decision-making, and systems of shared evaluation and reflection so that *Serviam* does not stop at an understanding of values but becomes a culture that is consistently and sustainably lived out by the entire school community.

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