

CHAPTER 1

INTRODUCTION

1.1. Background

Restorative justice has gained popularity globally as an alternative solution in the penal justice system (Van Ness 2005, 1). Even though the idea of restorative justice has been practiced since ancient times, but the term was first coined by Howard Zehr who develop the theory of restorative justice based on the Christian theology of *shalom* (Zehr 2005, 148–76). Since the introduction more literature and research write about the theory and practices of restorative justice. Slowly the adoption of restorative justice reaches other fields including education. More schools adopt restorative justice to deal with conflicts, manage classrooms and more importantly build the relationship between teachers and students and among students to create a caring school community (Hurley et al. 2016, 10; Marsh 2017, 3–4). The implementation of restorative justice at schools is more and more important nowadays as parents and schools have little allies to build children’s characters. They are exposed to violence, drugs, pornography, and all other negative influences on the internet, TVs, and their peers (Lickona 1983, 20–25). Children at a young age may hurt others by bullying their peers without understanding the consequences to others (Nansel et al. 2004, 734–35). In some cases, it ended with the victim claiming their own lives. Children hate going to school because is no longer a safe place for them. Some are resentful to school because they feel that they have been treated unfairly by their teachers (Skiba and Knesting 2001, 33; Marsh 2017, 2–3).

Hence, school must play their roles in educating young people not only academically but also in building their characters (Lickona 2004, 150–69). Implementing restorative justice is one way to put back school to its purpose. Forgiving others, reconciliation, apologizing, accountability, respect, care, and love are some examples of values that are instilled by restorative justice. These values must be exercised for students to make them their own (Marshall, P. Shaw, G and Freeman 2002, 1–2).

Even though it is first developed in the penal justice system, school is the natural habitat for restorative justice to develop and grow. The values that restorative justice brings to resolve a conflict are relevant to children's characters development (Marshall, P. Shaw, G and Freeman 2002, 8). This is especially true for Christian schools that have a mandate not only to educate young people academically but to help them grow in Christ (Effendy 2020, 33). Restorative justice biblical principles will help them to appreciate God's grand design for human salvation through Christ and to fulfill their mandate in bringing shalom to the world (C. Marshall 2012, 16–17).

Restorative justice is still developing as a theory and its implementation in school is still in progress (Hurley et al. 2015, 1–3). Hence adopting schools interpret and implement it differently resulting in different outcomes. Some people criticized the practices and worried that they may do more harm than good since they view it as a lenient approach to handling discipline problems (Kamenetz 2018, 1). Moreover, the strategies and approaches in implementing restorative justice at schools have not been strongly backed up by empirical research to measure its effectiveness (Hurley et al. 2015, 3–4). Therefore, it is paramount to correctly apply

restorative justice principles when implementing them at school (Vaandering 2014a, 27).

Teachers as the frontrunner to practice restorative justice in schools must be equipped properly on the principles and practical implementation of restorative justice (Mayworm et al. 2016, 11–12; Hurley et al. 2016, 13) to ensure that it does not derail from its spirit of bringing *shalom* (Broughton 2009, 312). Hence, conducting training for teachers is crucial before starting to implement restorative justice at schools. This is to avoid misconceptions about restorative justice and malpractice in the implementation of restorative justice that will result in disappointment.

Restorative justice is not a mere set of strategies to handle schools' discipline or to resolve conflict in school. It is principles to nurture a caring community based on relationship building (Vaandering 2014b, 2–3). Teachers as leaders for their students should lead the initiative to instill the principles of restorative justice in their minds and hearts. The best way to do this is through leading by example. Teachers should model first the behaviors that they want to see and develop from students (Berkowitz 2002, 58–61), hence teachers should adopt a leadership style that is most compatible with restorative justice.

One figure that performs restorative justice to its fullest in human history is Jesus Christ. His ultimate mission on earth is to restore the broken relationship between God and humans by sacrificing Himself on the cross. Hence, we should take Him as the perfect model for restorative justice and lead like Him to promote restorative justice (Broughton 2011, 139–258; C. Marshall 2012, 16–17).

The perfect role model for a leader is Jesus Christ. He leads by serving His mission and His followers (Wilkes 1998, 27). He is the ultimate servant leader (Blanchard and Hodges 2005, 21–23). Although the term servant leadership was first academically introduced by Greenleaf in his seminal paper, *The Servant as Leader*, inspired by Hermann Hesse’s fictional novel *Journey to the East* (Greenleaf 1991, 6), true servant leadership can only be learned and understood from the life and teaching of Jesus Christ (Wilkes 1998, 28–29). Servant leadership is a selfless act of a leader to serve his/her followers in fulfilling their needs. Servant leadership, like restorative justice, is not a set of criteria or techniques of leadership but a set of characters and principles in leading others.

Restorative justice is easier said than done. One example of how difficult it can be for teachers to implement restorative justice is when a student misbehaves and is disrespectful towards a teacher. The teacher would tend to immediately punish the student for their offense or send them to the Principal’s office. In restorative justice, teachers should counsel and build a relationship with them instead to fix the broken relationship. It takes the heart of a servant leader to not only forgive those who wrong us but also to love them.

Hence, teachers should be trained not only to know restorative justice theory and its practices, but they need to be servant leaders themselves (Nichols 2011, 47–50) to ensure that they can implement it effectively. Restorative justice then will become the way of life at schools not only a method to resolve conflict. Schools will be transformed to be restorative schools, a place of shalom.

Bina Bangsa School – Pantai Indah Kapuk, a Cambridge International school located in Jakarta, has proven its academic excellence by consistently producing

top students in Indonesia and the world every year (International 2019). Nevertheless, it is still on its way to nurturing a caring community. School surveys (D. C. BBS PIK 2020) show that bullying cases still need to be eradicated to create the school as a safe environment for students to learn and socialize. Students who just joined Bina Bangsa School feel that teachers are strict in imposing school rules and less caring (C. T. BBS PIK 2020). Hence, it is crucial and urgent to adopt restorative justice at Bina Bangsa School and give the training to the teachers accordingly.

While resources in restorative justice are growing rapidly and institutions offering restorative justice training for educators are flourishing, it is still not widely available in Indonesia. The cost of the training can be expensive and impractical as well when all teachers in a school should enroll in the training. However, the correct understanding of restorative justice and servant leadership by all teachers is crucial for the successful implementation of restorative justice school-wide. Hence, schools that have planned to adopt restorative justice practices need to develop training that suits their context.

Academic papers that write the process of developing restorative justice training module is still exceedingly rare even though there is evidence that it is crucial for the success of restorative justice implementation at school (Mayworm et al. 2016, 3). Moreover, based on the internet and journal database search engine, studies that correlate restorative justice with servant leadership are still rare. Hence, the development of a training module on restorative justice that is specifically designed to promote teachers' servant leadership for effective implementation is the focus of this research.

1.2. Problems Identification

Some problems can be identified based on the background of this research.

The problems are as follow:

1. Restorative justice, although gaining interest from schools, has not been implemented effectively due to a lack of understanding of its theory and practices.
2. To ensure the successful implementation of restorative justice school-wide, teachers need to be equipped and prepared. Restorative justice training for teachers is still not widely available worldwide and can be costly.
3. Not much research has been done to help schools develop their own training module for restorative justice.
4. Educators are unaware of the importance to be a servant leader when implementing restorative justice.
5. Bina Bangsa School – Pantai Indah Kapuk urgent need to adopt restorative justice that promotes teachers as servant leaders.

1.3. Scope and Limitations

Restorative justice was developed in the penal justice system as an alternative to traditional retributive justice. Since then, restorative justice has found its way in other fields, including education. This research is limited to the introduction of the basic knowledge of restorative justice and servant leadership for teachers, mainly the definition and the principles. The discussion presents the relevance of both principles in a school setting and discusses both principles from a Biblical

perspective. The training module is designed to equip teachers to have a strong foundation when they want to implement restorative justice at school by being servant leaders.

The development of the module is not intended to discuss different practices or implementations of restorative justice and servant leadership, nor it is intended as a guideline to do so, though some examples might be presented. A change of mindset is needed before the implementation, the module tries to ignite it by providing the correct understanding of restorative justice and servant leadership, and their relevance for teachers as educators.

The object of the research is Secondary and Junior College teachers who teach Year 7 to Year 12 students (12 to 18 years old). Lickona (1983, 116) argues that at this teenage age, one starts to develop the final stage of moral development which is “*respect the rights of every person*”. Only by having that moral development, a person can appreciate restorative justice.

This research is done entirely in English because the medium of instruction in Bina Bangsa School is English. However, there are a group of second language teachers who do not have enough English proficiency to participate in this research. The translated version of the training module will be provided to them after the research to ensure all teachers in Bina Bangsa School benefit from it.

The study aims to develop a training module for teachers in general. Training for school leaders may need some adjustment to the product of this research. A training module for students should be interesting as well for future development.

ADDIE instructional design model is chosen to be used in developing the training module because it promotes collaborative learning, effective learning, and

motivates learners (Göksu et al. 2017, 96–98). As the pioneer in contemporary instructional design, the ADDIE model remains relevant and most used in current research (Göksu et al. 2017, 99–100). ADDIE model is designed to close the performance gap that is caused by the lack of knowledge and skill (Branch 2009, 28–29). This research does not discuss in detail about ADDIE model, only outlines the process of designing the training module.

This research does not cover the full cycle of the ADDIE process. The scope of this research is until the Development stage of the ADDIE process that includes producing the training module and evaluating its effectiveness in a pilot test.

This research refers to servant leadership as the leadership modeled and taught by Jesus Christ as found in the Scripture (Wilkes 1998, 27). A brief discussion on servant leadership in the secular world developed by Greenleaf is discussed in Chapter 2. Servant leadership is a vast subject, this research only discusses some aspects of servant leadership that are relevant to restorative justice in education.

Although the discussion of this paper is written to be as general as possible hence can be applied in different settings, the research itself will be done in Bina Bangsa School – Pantai Indah Kapuk. The school has a perfect setting to deploy the research as there is an urgent need to adopt restorative justice that is supported by the school leaders.

1.4. Research Questions

The following research questions are listed as a guideline in developing the training module for this research:

1. What are the needs of Bina Bangsa School teachers concerning restorative justice and servant leadership?
2. What are the instructional goals of the training module?
3. What are learning materials need to be developed for the training module?
4. How effective is the training module?

1.5. Purpose of the Study

This research aims to produce a training module on restorative justice that focuses on cultivating teachers' servant leadership. Hence, the purpose of this research is as follow:

1. Analyze the needs of Bina Bangsa School teachers concerning restorative justice and servant leadership.
2. Design the instructional goals of the training module.
3. Develop learning materials for the training module.
4. Measure the effectiveness of the training module.

1.6. Contribution of the Study

The contributions of this research to the field of restorative justice and Bina Bangsa School are as follow:

1. Theoretical Contribution

Restorative justice in schools is a relatively new subject that needs more studies and empirical research to be a mature theory ^s(Hurley et al. 2015, 10). This research contributes to the field of restorative justice especially its adoption at schools. It presents the theory and principle of restorative justice that needed to be understood by teachers before implementing it.

This research also shows the importance of teachers to be servant leaders for their children in order to implement restorative justice effectively. Theory and principles of servant leadership that is relevant for teachers are presented. The discussion on this research shall enrich the understanding of restorative justice in conjunction with servant leadership principles.

2. Practical Contribution

This research produces a practical outcome, a training module to introduce restorative justice that promote servant leadership. The training module will be used by Bina Bangsa School to train its teachers in preparation of adopting restorative justice school-wide.

1.7. Writing Systematic

CHAPTER 1 INTRODUCTION presents the background and the purpose of this research with its significant contribution to the restorative justice field. Problems identification shows the importance and urgency to develop a training module that introduces restorative justice and promotes servant leadership in Bina Bangsa School.

CHAPTER 2 LITERATURE REVIEW discusses the theories, history, and principles of restorative justice and its implementation in Education. It also introduces servant leadership and the significance of teachers as servant leaders for their students. Relations between restorative justice and servant leadership are briefly discussed.

CHAPTER 3 CHRISTIAN PERSPECTIVES shows that both restorative justice and servant leadership are aligned with the Biblical Christian worldview, both are deeply rooted in Jesus' life and teaching. Restorative justice was developed

by Howard Zehr from the theology of shalom. Even though servant leadership was developed by Greenleaf secularly, true servant leadership is the one shown in Jesus' leadership.

CHAPTER 4 RESEARCH METHOD presents ADDIE instructional design model that is used in developing the training module. This research only covers the first three phases of the ADDIE model that is the Analysis phase, Design, phase, and Evaluation phase. Teachers' questionnaires and focus group discussions are conducted to collect data for the Analysis phases. The Design phase uses a performance assessment chart to design the test items. Learning materials are developed in the Development phase. Expert review and pilot training are used to measure the effectiveness of the training module.

CHAPTER 5 RESULTS AND ANALYSIS presents the process of developing the training module and evaluating it. The Analysis phase shows that there are performance gaps that are caused by the lack of knowledge and skills. The results are summarized in the performance assessment chart that is used to design the test items in the Design phase. Expert review and pilot training that is done in the Development phase show that the training module is effective in closing the performance gap. The complete training module itself is available in Appendix E.

CHAPTER 6 CONCLUSIONS AND SUGGESTIONS gives the conclusion of the research. Some suggestions for future research are also presented.