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Christian Education in Digital Technology Era: Challenges and Opportunities

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**Christian Education in
Digital Technology Era:
Challenges and
Opportunities**

June 4th, 2022



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Christian Education in Digital Technology Era: Challenges and Opportunities

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Editors:

Dr. Yohanes Edi Gunanto, M.Si.

Henni Sitompul, M.Si.

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Welcome from the Rector of Universitas Pelita Harapan



Shalom and gratitude be to our Lord Jesus Christ! It is because of His love and mercy; we can gather together here in this event.

We are now in the end of the pandemic, where more than two years unprecedentedly we were forced to move to virtual education and embrace digital technology. Out of the millions of educators in Indonesia, both in primary, secondary, and higher education, quickly must learn and implement online teaching and learning. Every educator is required to adapt to various digital learning media, suddenly digital technology is not only a tool but the environment where we are living and interacting with one another.

Not only do the schools have to provide the system to support virtual learning, but educators also have to be equipped to design instructions that fit with the virtual setting. This need eventually triggers various parties to adapt, move, and innovate. Educators use a variety of media as a virtual meeting bridge with students. Not satisfied with just meeting virtual, educators also make some innovations by using other features and exploring any applications that will help provide creative materials and teaching materials.

However, despite of all the improvements and innovations in delivering teaching and learning in digital technology setting, there are many obstacles and challenges. The question remains, are students learning effectively? Especially for Christian educators, we need to keep asking the question, whether we have faithfully and effectively carried the mission of Christ-centered education, facilitating holistic transformational education in this digital technology era?

Christian education must consciously be aware of the current educational challenges while embracing the opportunities through the rapid development of digital technology. We should continuously ponder how to be faithful to our calling as Christian educators in this era of disruption. We should strive to be an exemplary institution in presenting Christian education during the fast-changed of digital technology. We believe that every technological progress is the fruit of cultural mandate to advance humans' life, fostering life given by God. On the other hand, Christians are also aware with our fallen nature, that there is a possibility of missing the point in any good effort that we are trying to do. Further as human beings, are we going to develop holistically if education is reduced by totally virtual learning? These are some questions that we need to keep thinking and discussing.

UPH, especially Teachers College, is grateful that we can host the first International Conference of Christian Education, especially inviting best panelist speakers to inspire us. We hope that through the ICCE event, there will be a forum for us, educators and practitioners of Christian education, to discuss the opportunity and challenges of doing our mission in the midst of such rapid technological advances. We also hope that this event will encourage us that amid various challenges that exist, God is faithful in sustaining us thus giving us hope to embrace the opportunities that are wide open to further our service to provide a quality, holistic, and transformational education.

Finally, enjoy the conference, Lord Jesus bless you.

Dr. (Hon.) Jonathan L. Parapak, M.Eng.Sc.

Welcome from the Dean of Faculty of Education, UPH



Today what is happening in the classroom is different from practices before the pandemic. Changes will continue to occur, especially with the advancement of digital technology, which will become increasingly sophisticated. The interaction of education with technology is inevitable. As Christian educators, we embrace digital technology development. We believe students as the Image of God, and the purpose of educating them is to see them flourish with creativity and innovation for the development of human civilization. However, every technological development that brings about good changes may unwittingly change something essential. For example, now we cannot escape from digital technology. It is ubiquitous; from communication, working, shopping, and many more, all are on the digital platform. It has changed the way we interact with one another. To what extent has it changed us? How can Christian education embrace but also be aware of these?

That is the background of the International Conference on Christian Education with the theme, Christian Education in Digital Technology Era: Challenges and Opportunities. Christian educators must continue discussing this topic to carry out our mission faithfully. Continuously we need to learn and relearn to prepare our students well and be ready to embrace their future as disciples of Christ.

UPH Teachers College is very grateful for the cooperation with various parties, ACSI Indonesia and Australia, and Bandung Theological College, which made this first international conference possible. Likewise, we are blessed with the plenary speakers who are experts in their fields and will share their research and insights. We hope that all the presenters and participants will benefit most from this event. The committee has worked very hard to prepare for this event and we hope that by the end of the conference, the conversation will not stop. Let us continue strengthening Christian education in Indonesia through this forum, and we will meet again at the following conferences.

In the end, as our God has led all the preparation for this conference to take place, let His wisdom guide our conversation! All praise and glory be to God alone!
God bless.

Oh Yen Nie, S.E., M.Ed.

Welcome from the Head of Bandung Theological Seminary



The ever-evolving world is a part of the Cultural Mandate or the Creation Mandate, which is revealed in Genesis 1:28. Therefore, we should respond to the development of digital technology critically and positively for Christian education in various contexts.

We are grateful for the first International Conference on Christian Education (ICCE) today, June 4, 2022, as the result of the collaboration between the Faculty of Education UPH, ACSI Indonesia, ACSI Australia, Indonesian Christian Education Council, and Bandung Theological Seminary (STTB), to study the opportunities and the challenges of Christian education in digital era, by involving the experts from within and outside the country as the speakers.

Thank you, especially for the willingness of Mr. David Smith (from Calvin University, US), Mr. Darren Iselin (from ACSI Australia), and Mr. Agus Susanto (from ACSI Indonesia), as the speakers, and for all the committee from the Faculty of Education UPH who has been working hard to prepare this conference.

Hopefully, all the opportunities and the challenges in Christian education in the digital era that are studied through this conference will equip fellow educators with more comprehensive and sharper insights from the biblical point of view, so that the purpose of Christian education which is to produce Christian leaders who have a good spirituality, high competence, and strong dedication, can be more realized through this conference.

Welcome to this conference. God bless you!

Sutrisna Harjanto, Ph.D.

Welcome from the ACSI Indonesia National Director



Dear ICCE presenters and participants.

The development of digital technology is rapidly changing the order of human life—which is also developing so swiftly as well. There are those who agree and follow the speed of development, accept it for granted, and even get involved in the development. Still, not a few are also indifferent to it, disagree and refuse to use digital technology for all kinds of reasons that are indeed or are made in accordance with their choice of decision. In addition, there are those who try to be neutral ("wise"), by looking at digital technology such as a double-edged sword or fire which can be used either for good or evil purposes. We have already seen practical examples of these two possible uses of digital technology everywhere.

What about us as Christians? Specifically Christian educators? The term of Christian educator, this can be viewed narrowly or broadly. In a narrow sense, some categorize Christian educators as those who work as teachers or lecturers. But we can also see it from a broad sense, that Christian educators are anyone who has the responsibility to educate, direct, and give vision to other people or the surrounding community. And this means that all Christians are actually educators, because Christians are followers of Christ, and Christ has assigned a role to us, Christians, as salt and light of the world. This means that we as Christians must be a flavor for the world and be a statement of God's truth to the world as well.

I represent Christian schools and Christian educators who are members of the ACSI Indonesia organization. I herewith also welcome all the speakers and participants of 2022 International Conference on Christian Education. This conference is organized by Universitas Pelita Harapan in collaboration with several Christian education organizations including ACSI. I hope that this conference can continue in the future and there will be more Christian educational organizations including churches, and synods, to be able to collaborate, like what is stated by ACSI's motto: Stronger Together, for us to be strong together, as one body of Christ. Let's salt the world more and bring light to the world. I hope that through this ICCE more and more people who work as Christian educators will grow and more Christians in general will be more aware of their calling and will realize that we are all educators, tasters, and proclaimers of God's truth, who need to be equipped and strengthened at all times. Especially through the theme of the 2022 ICCE: "Challenges and Opportunities for Christian Education in Digital Technology Era."

Finally, congratulations to UPH for initiating the first ICCE in 2022. Let us be those who wait on the Lord so that we may gain new strength, like an eagle that soars with the power of its wings, we run and do not become listless, we walk and do not grow weary (Isaiah 40:31).

Thank you, God bless us all.

Agus Susanto, Ph.D.

Welcome from the Chairman of the 1st ICCE UPH 2022 Committee



Shalom Aleichem, gratitude be to our Lord Jesus Christ, because of His love and favor, we can gather in this conference. It is such an honor for me to welcome you to the 1st International Conference on Christian Education (ICCE) UPH 2022, with the main topic, "Christian Education in Digital Technology Era: Challenges and Opportunities."

The rapid development of science and technology in today's digital technology era encourages the emergence of various educational innovations based on learning technology, making it easier for educators and students to access multiple educational contents. This is marked by the ease of obtaining access to information and internet connection speeds. The Covid-19 pandemic has increasingly encouraged the emergence of various forms of digital learning media globally. This unavoidable pandemic requires school administrators', education providers, educators, and students to be able to adapt to changes in learning patterns from face-to-face learning to online learning. An education system that combines digital technology with the learning process will open opportunities and challenges as real implications of the transformation and paradigm shift of education in the digital technology era, including Christian education in it. Therefore, the 1st ICCE UPH 2022 aims to 1) Explain the implementation of digital technology in learning and its implications for students' faith formation; 2) Discuss digital technology development in learning and its implications and influence on the way we communicate and relate to others in Christian educational context an excellent, holistic, and transformational; 3) Enrich understanding to Christian educators regarding the calling response to teach in digital technology era by looking at the opportunities and challenges.

For organizing the 1st ICCE UPH 2022, allow me, as the chairman of the organizing committee, to express my deep gratitude and appreciation to the Keynoted Speakers, Mr. David I. Smith, Ph.D. (Professor from Calvin University, USA), Mr. Darren Iselin, Ph.D. (Director of Research and Innovation Christians School Australia), and Mr. Agus Susanto, Ph.D. (ACSI Indonesia Director) for each conference material presented. We also express our gratitude and most profound appreciation to the Advisory Boards and the organizing partner, Mr. Dr. (Hon). Jonathan L. Parapak, M.Eng.Sc. (UPH Rector), Mr. Sutrisna Harjanto, S.Si., M.Div., Ph.D. (Chairman of Bandung Theological Seminary), Mr. Agus Susanto, Ph.D. (Director of ACSI Indonesia), Mrs. Sandra Scott (Executive Officer of International Partnerships and Service Christian Schools Australia) and Mr. Marks Spencer (Director of Public Policy Christian Schools Australia). Likewise, we would like to express our gratitude and most profound appreciation to the Supervisory Board, Mrs. Oh Yen Nie, S.E., M.Ed. (Dean of the Faculty of Education, UPH) and Mrs. Sarinah Lo, Ph.D. (Senior lecturer of Bandung Theological Seminary) and to the Steering Committee Mr. Dr. Budi Wibawanta, S.Sos., M.Si. (Vice Dean of the Faculty of Education, UPH) and Prof. Dr. Niko Sudibjo, S.Psi., M.A. (Department Chair of Educational Technology, Faculty of Education, UPH). Expressions of gratitude and highest appreciation are

conveyed to the entire organizing committee team, who have worked tirelessly to prepare for this conference so that it can be organized successfully. We also express our gratitude and appreciation to the presenters who have shared articles and published works in the form of proceedings and the participants who have involved in this conference.

Finally, we hope through the organizing of the 1st ICCE UPH 2022, as educators and leaders of Christian educational institutions, we can collaborate to do concrete works in the area where God has entrusted us in responding to the opportunities and challenges in the digital technology. We will appreciate constructive suggestions and criticisms to improve the quality of future conferences. To God be the Glory.

For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them. - Ephesians 2:10 (ESV)

Immanuel Adhitya Wulanata Chirmastianto, S.E., M.Pd.

Academic servant leadership in lockdown: a case study of digital teaching-learning during the Pandemic Covid-19 in a Christian school in Indonesia

Ricky, Natha Bella Angella

Master of Management Program, Faculty of Business and Economics,
Petra Christian University

ricky@petra.ac.id

Abstract

Servant leadership is believed to be an effective academic leadership approach. Teachers who embrace servant leadership are not only giving instructions to their students but also share stories about their lives as the inspiration for the growth of these students. This research has the purpose to investigate the digital effort done by teachers as they should lead and teach during lockdown. This research which will employ the theories of Servant Leadership Behavioral Scale and distance learning technology effectiveness aims to answer three research questions: 1) How do the headmaster lead her teachers to ensure that these teachers teach effectively during the lockdown period 2) How do the teachers ensure that their students learn adequately during the lockdown period? and 3) How does the headmaster lead her teachers to ensure that these teachers teach effectively during the lockdown period. A mixed method of interview and survey is used to gather the necessary data. The result shows that the digital teaching method has limits namely teachers' reflection time, authentic growth, peer interactions and lack of infrastructure stability. Balanced parents' involvement, hybrid teaching-learning methods and intentional caring both for teachers and students are encouraged to ensure that the education process is indeed growing both the teachers and students.

Keywords: Academic Servant Leadership, Distance Learning Technology, Digital Teaching-Learning.

1. Introduction

The pandemic covid-19 has forced schools around the world to use distance learning as the only viable teaching method. Distance learning using digital tools such as videoconferencing platforms such as google meet and zoom is believed to ensure the safety of the teachers and students. Suddenly students were studying without having to meet their teachers and expected to be able to manage themselves to listen to the lessons and to work on their assignments. These students were forced to do this from their homes while their families were also forced to either work from home or work from the office with a high level of risk of being infected (Clabaugh et al, 2021). In countries where internet penetration is still relatively low like Indonesia, houses suddenly had to be equipped with

adequate infrastructure for going online in a stable manner. Surabaya is a city where internet infrastructure is not ready in all regions and thus having the financial resources does not guarantee a house to have a reliable internet connection for having the online learning (Rahayuningtias, 2021).

The pandemic has reached a point where it is mandatory for a city to be locked down and this means teachers are forced to coordinate and prepare their classes without having the possibility for a meeting. The teachers were forced to teach using a videoconferencing digital platform that made accurate observation or monitoring of the students progress impossible. Teachers begin to report their stress not only from the lack of response from the students but also from their own anxiety as they also should protect their own family including ensuring that their own children can learn effectively.

In times of crisis, leaders are expected to step up and enact their leadership that really could empathize with their lead. Servant leadership, under a 'normal' circumstance is a leadership approach that believes that the greatest responsibility of a leader is to understand and meet the needs of his or her followers (Ricky, 2019). This research is investigating how academic servant leadership is being done in a Christian school in Surabaya by posing three research questions: 1) How do the headmaster lead her teachers to ensure that these teachers teach effectively during the lockdown period. How do the students perceived their learning experience during the lockdown period 2) How do the teachers ensure that their students learn adequately during the lockdown period? And 3) How do the students perceived their learning experience during the lockdown period?

In answering the research questions, the researchers intend to explore how academic servant leadership is supposed to be adjusted during the pandemic era or being done in a lockdown situation. The second purpose of the research is to explore how the teachers tried to understand and meet the needs of their students and lastly the research is intended to hear the students' perspectives on what they have experienced while learning during the lockdown period.

2. Literature review

2.1 Servant leadership

Servant leadership is a leadership approach that suggests that the main priority of a leader is to serve his or her followers and that is to understand and meet the needs of them (Greenleaf, 1977; Wheeler, 2012). Eva et al (2019) argue that servant leadership is a holistic leadership approach designated to develop the followers to become more than what they think they can be. Servant leaders expect followers to be the individuals who are mature and free that they would aspire to be the servant leaders themselves (Greenleaf, 1991).

Study about servant leadership can be categorized into the antecedent of the leadership, the behavior of the leader and the impact it is built to the followers (Northouse, 2017). Furthermore, there are many applications of servant leadership as it has been applied in business, healthcare, public service, military, and educational institutions (Parris and Peachey, 2013). Servant leadership in the sector of education has been done repeatedly. In higher education, servant leadership is proven to be helping students to grow in their college education. In secondary education, servant teachers help their students by getting rid of their obstacles in learning (Anderson, 2019).

2.2. Servant Leadership in Education

Teachers applying servant leadership in their classroom positively impacts student learning and development (Noland and Richards, 2015). Despite research on the effectiveness of servant leadership in the enactment of teaching, there are still a few a servant leadership that is multi-level in the nature where servant leadership is being viewed as a chain of influence where the leadership of educational leaders will influence the teachers and how these teachers will influence their students in the direction and dedication of their learning. This research tries to study the chain of servant leadership during the pandemic or the lockdown period.

Studies have shown that many schools were forced to conduct their educational activities by using technologies that support distance learning. These technologies cover videoconferencing, social media, and educational applications. Despite the technological support, teacher and learner readiness has become the major obstacle for learning not in the same location. Furthermore, the distance learning was being done in a situation where the teachers and learners should live in fear of the infection of the Covid-19. The fact that learners and teachers are not in the same room has created a phenomenon called learning loss where students and teachers are learning but the learning process where both are interactively learning does not happen.

In his extensive study on the behaviors of servant leaders, Sendjaya (2015) argues that there are six dimensions of them, namely: voluntary subordination, authentic self, covenantal relationship, responsible morality, transcendental spirituality and transforming influence. These dimensions were extracted from synthesizing three leadership approaches: transformational leadership, authentic leadership, and spiritual leadership whose explanations could be found in the following table.

Table 1. Sendjaya et al.'s (2008) Servant Leadership Dimensions and Behaviors

Servant Leadership Dimensions	Servant Leadership Behaviors
Voluntary Subordination	Being a servant and Acts of Service
Authentic Self	Humility, Integrity, Accountability, Security, and Vulnerability.
Covenantal Relationship	Acceptance, Availability, Equality, and Collaboration
Responsible Morality	Moral reasoning and Moral action
Transcendental Spirituality	Religiousness, Interconnectedness, Sense of Mission, and Wholeness
Transforming Influence	Vision, Modeling, Mentoring, Trust, and Empowerment.

Sendjaya et al. (2008) explain that voluntary subordination or sacrifice describes the nature of a servant leader that s/he is a servant and thus has the innate desire to serve others. In other words, who they are is the basis of their desire (to serve). These kinds of servant leaders have an authentic self that is displayed in their humility, integrity,

accountability, security, and vulnerability (Sendjaya, 2015). Furthermore, servant leaders are the ones who build a covenantal relationship; a relationship based on acceptance, equality, and collaboration and who have a moral responsibility by using morality as the basis for reasoning and acting (Sendjaya, 2015).

Servant leaders are not only relating with others based on covenantal relationship and morality but they also connect their followers to the sense of calling, purpose and meaning.

Educational leadership is a leadership enacted to improve students' learning by setting a direction, developing people and organization (Leithwood et al., 2004). Grissom, Egalite and Lindsay (2021) confirms that there are three leadership skills, namely: interpersonal skills, instructional (teaching-learning) skills and organizational skills. These three skills are employed by educational leaders to influence their teachers so that these teachers are productive, collaborative, learn independently and developed strategically (Grissom, Egalite and Lindsay, 2021). This research argues that the servant leadership of educational leaders is influencing the teachers' servant leadership behavior which eventually influences how students learn during the lockdown period.

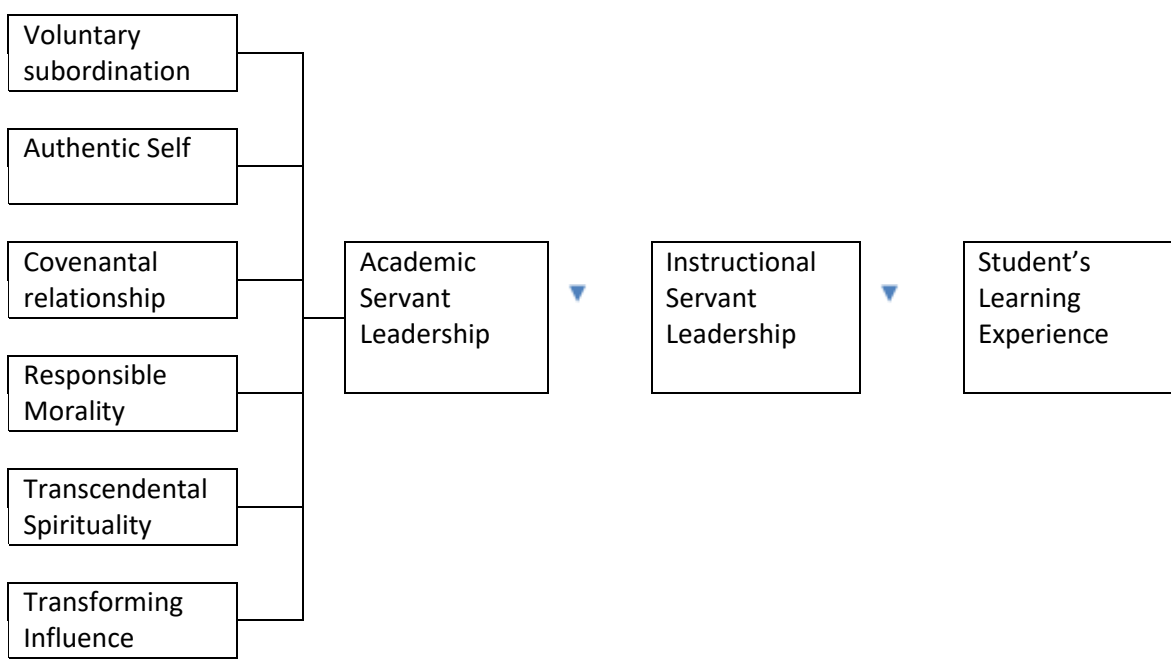


Figure 1. Theoretical Framework

3. Research Method

To answer the research questions this research is implementing the mix method where data are gathered by mixing an interview and administered questionnaire. The interview is being done to four educational leaders and six teachers while the self-administered questionnaire is for the students. The qualitative data are being gathered through a semi-structured interview where each interview consists of two main questions: 1) What is

servant leadership for you? 2) How do you implement servant leadership?

The two questions are being developed into two sub questions. For question one: What does it mean by serving the followers? Do you see that change during the pandemic era? For question two, the informants were asked to answer these two questions: How do you implement servant leadership in the pandemic time? What are the tools you used during the pandemic? These questions are being asked by putting in mind the theory of servant leadership behavioral scale (Sendjaya, 2015).

The data gathered from the interview are being processed using qualitative data analysis that involves three reiterative processes namely data condensation, data display and conclusion drawing (Miles et al., 2020). In this study, data analysis was started when data were being collected where the collection involved the tape recording and note taking during the interview. The records were listened to twice to come up with themes that came through the process of coding to produce themes. In this research, data analysis was started when data was collected. The semi-structured interviews, which intend to explore the servant leaders' leadership experience, were tape recorded and backed up by field notes to ensure the reliability of the data (Denscombe, 2007). The records were listened to twice prior to the process of transcription. This data familiarization process (May, 2011) allowed the researcher to listen carefully to the interviewees' answer and to list his thoughts along the way.

The self-administered questionnaire was being done by electronically spreading a google doc and it covered questions that can absorb the students' perceptions on the learning during the pandemic period. These quantitative data are meant to confirm the previously gathered qualitative data. This means the mixed method in this data involves a sequential data gathering method: semi structured interview and self-administered questionnaire.

The case study methodology is flexible in relation to the research method or data collection method (Bryman, 2012). Case study methodology has no specific method of data collection that is unique to it however in gathering the data, the researcher must be governed by research ethics (Bassegy, 1999). To collect the data, this case study used semi-structured interviews. Interview is a conversation with a purpose (Ribbins, 2007) and one of the important sources of a case study's evidence Yin (2014).

The self-administered questionnaire is designed to be answered by 5 Likert-scale answers. The answers to each statement in the questionnaire will be answered using a Likert scale having categories from very positive to very negative, the list of questions has five categories of answers, with the following numbers given:

- 1 = Strongly Disagree (STS)
- 2 = Disagree (TS)
- 3 = Neutral (N)
- 4 = Agree (S)
- 5 = Strongly Agree (SS)

In this way, the tendency of respondents to answer in certain columns of the checklist form can be reduced. With this model, the respondent will always read the statement of

each instrument item and also the answer. The data obtained from this scale is in the form of interval data (Sugiyono, 2016, p.169). After data processing is complete, the author will provide a scale on the average result (mean) of each statement using intervals with the following formula:

The importance of interview comes with the paradox of concentration where on one hand a case researcher needs to follow his line of inquiry and on the other should ask the actual (conversational) questions in an unbiased manner (Yin, 2014). Given that this study involved interviewing leaders, the researcher was fully aware of the risk of the researcher bias which Gronn (2007) refers to as 'romanticizing leaders'. This means, the researcher has remained steadfast to remain neutral in listening to the answers of the leaders, especially the ones perceived as the excellent leaders.

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4. Results and Discussion

The results and discussion describe the important results obtained. The results can be presented using tables and figures to make them clearer. The discussion should be analytical, argumentative, logical, and critical. It contains the position or response of the author.

The findings suggest that educational leaders understand servant leadership during the lockdown period as a leadership that prioritizes others by listening, being there and

being involved. One of the educational leaders who have been the leader of the school for more than a decade suggests that

‘An academic servant leader should listen to the struggle of the leaders’ instruction. Many times, I was in a dilemma between doing what I should do or listening to my subordinates on their struggle. They could come to my office because of their financial matters. A teacher said that her husband was forced to be an online driver after he lost his job due to the pandemic. There was even a time where I should spend 1,5 hours listen to the mother of a student who was not happy with her marriage life’

Another educational leader suggests that academic servant leadership is being there for their subordinates.

‘One of my teachers that entered the class was calling me saying that one of her family members got infected by the Covid-19. It was the time when hospitals were full and very difficult to find the alternatives for healthcare assistance. I was forced to be with the teacher through a long-distance communication device. She was in need of sharing her anxiety about the severity of her husband's infection. Thank God, he made it’ (L2,35)

Related to the teachers’ strategy and effort in teaching during the lockdown period, teachers shared two main themes: informal teaching and optimizing the technology. When asked about how teachers are preparing for their teaching during the lockdown period an experienced teacher shared:

‘It was fun at first because suddenly I was using technology to teach the students. However, as time goes by, I do realize that the inability to meet the students in person has make me unable to monitor the progress of my students. Some students were showing a change in their behaviors. Those used to be very diligent during the normal condition were not performing as they were. Students need to be met informally. This means, we need to meet using zoom, but the meeting was more about sharing and asking them to think about others during the difficult time’ (T1, 25)

Besides the informal teaching, teachers also shared that they should utilize various educational technologies, mainly applications to make classes more alive and engaging. A teacher shared her experience in trying to get the students going.

‘The second term of lockdown was the period when I should explore different tools to teach. ‘Mentimeter’ has become something that is no longer interesting and thus, I had to find games that forced them to think and to some extent to move from their seats to find something in their house to be presented’. It was fun to see the students saying that they enjoy the lesson despite the long-distance nature of the education. (T3, 61).

However, despite the teachers’ appreciation of the technology, teaching online limits the

teachers' reflection time.

'It is sometimes an irony where students were not with you that were supposed to give you more 'me and myself time'. However, whether teaching from home or from the classroom, my mind was always occupied. Reflection time is hardly possible. The moment I close my eyes, I see many issues and the faces of my students that were not happy with their learning progress' (T2, 30)

Another seasoned teacher also shared her anxiety about the authentic growth of her students:

'I was about to lower my standard for the grading. I do realize that learning during the pandemic was not easy. Many things should be prepared by the students and their parents. Many exams or assignments could not be monitored and thus, I am really worried about the growth of my students. Do they really understand what they are learning? Do they do the assignments themselves?' (T3, 51).

Besides the reflection time and authentic growth, another teacher was concerned with the lack of intercommunication among friends:

'Before the pandemic, me and other teachers were worried about the screen time of the students and obviously the screen time got higher during the pandemic time. This has reduced the peer-to-peer communication among the students significantly. Discussion during the zoom time was not effective as they could not present themselves fully and authentically. Many misunderstandings happened and students felt that they were losing their friendships. This lack of peer-to-peer communication also limits my ability to understand students' situations from the perspective of their friends' (T4, 22).

The other them that has come out from the study is the lack of infrastructure stability where the distance learning was not stable.

'The distance learning that was supported by individual infrastructure has caused me to misunderstand my student. He was in and out of the zoom meeting and I thought he was doing it on purpose. He eventually confessed that his internet connection is not stable and that he was forced to use a used laptop that was not reliable for a long hour videoconferencing (T5, 33).

The result shows that the digital teaching method has limits namely teachers' reflection time, authentic growth, peer interactions and lack of infrastructure stability.

The findings and discussion above were confirmed by the descriptive data where the students were asked to share their perception on the teachers' competency, student readiness and infrastructure sufficiency. The total number of students at the case school is 747 and 309 returned filled in the questionnaire. In the three aspects of distance learning, students stated that they felt that none of the three aspects of home learning are considered as strongly positive.

Table 2. Students' perception on the three major elements of distance learning

	Dimensi	Mean	Level
PG	<i>Teachers Competency to teach online</i>	3,46	High
KP	<i>Infrastructure sufficiency</i>	3,69	High
SR	<i>Student Readiness</i>	3,46	High
	Grand Mean	3,54	

On the teachers' competency to teach online, the following table suggests that the students felt that their teachers were not ready to teach online.

Table 3 Perceptions on teachers ability to teach online

	Pernyataan <i>Persepsi terhadap Guru</i>	Top Two Box	Bottom Two Box	Mean	Level
PG1	Saya merasa bapak/ibu guru siap dengan perubahan metode pengajaran selama Gloria Home Learning berlangsung	33%	28%	3,17	Medium
PG2	Guru saya menggunakan metode-metode belajar yang kreatif selama Gloria Home Learning	45%	19%	3,35	Medium
PG3	Guru saya mampu menguasai dan menggunakan teknologi dengan baik untuk mendukung pembelajaran semakin mudah saya pahami	62%	14%	3,65	High
PG4	Guru saya bersedia berkomunikasi atau dihubungi diluar jam pelajaran (untuk pertanyaan tambahan atau hal lain yang berhubungan dengan pelajaran)	61%	13%	3,67	High

While on the infrastructure sufficiency, the results can be considered as the highest among the three elements. Students stated that their necessary devices and equipment for online learning are adequate enough.

Table 4. Perception on infrastructure sufficiency

	Pernyataan <i>Kesiapan Peralatan</i>	Top Two Box	Bottom Two Box	Mean	Level
KP1	Saya memiliki koneksi internet yang stabil untuk mengikuti pembelajaran online	45%	16%	3,37	High
KP2	Saya memiliki peralatan-peralatan yang memadai untuk mengikuti kegiatan pembelajaran online (ketersediaan gadget, dll)	74%	5%	3,94	High
KP3	Saat pembelajaran berlangsung, kestabilan listrik rumah saya memadai hingga akhir pembelajaran	63%	10%	3,73	High
KP4	Saya mengikuti pembelajaran online dari tempat yang mendukung atau kondusif	63%	25%	3,72	High

The third element called student readiness suggests that students are not confident enough to work on the assignments themselves, difficult to focus while learning from home and easily got bored. The details could be found in the following table.

Table 5. Perceptions on the student readiness to learn online

	Pernyataan <i>Student Readiness</i>	Top Two Box	Bottom Two Box	Mean	Level
SR1	Saya lebih mudah lelah saat mengikuti pembelajaran online	39%	25%	3,24	Medium
SR2	Saya merasa sulit untuk fokus terhadap pembelajaran online karena banyak bentuk distraksi di sekitar saya	51%	16%	3,50	High
SR3	Saya merasa susah berinteraksi dengan teman-teman baru, walau dalam satu kelas saat pembelajaran online berlangsung	49%	20%	3,42	High
SR4	Saya merasa jenuh saat mengikuti pembelajaran online	48%	15%	3,47	High
SR5	Orangtua saya mendukung saya untuk tetap dapat fokus belajar meski dari rumah	70%	5%	3,91	High
SR6	Sulit bagi saya untuk mengerjakan sendiri tugas-tugas yang harus dikerjakan	36%	29%	3,11	Medium
SR7	Sulit bagi para siswa untuk tetap jujur ketika pembelajaran online (dalam pengerjaan tugas maupun ujian)	41%	14%	3,35	Medium
SR8	Kondisi keluarga saya cukup kondusif untuk saya belajar dari rumah	62%	7%	3,70	High

The results show that none of the respondents perceived highly (4,2 above) the performance or the availability of the three major elements of distance learning. This means the distance or home learning still has areas for improvement. Furthermore, there are two issues that should be improved by the academic servant leaders, namely teachers' readiness and student readiness. Students also shared that they have difficulties to focus when they should learn from their home and difficult to communicate with their friends. Students stated they were happy with the teachers' willingness to be contacted outside their office hours during the pandemic and that their teachers are mastering the technology. However, they felt that in terms of mastery of the material, their teachers still should be improved. Another promising result is that the students believe that their parents have supported them enough to go through the home learning experience. Overall, when asked about their home learning experience, 108 students stated that it was negative, 142 positive and 59 neutral.

The findings from the mix data collection method suggests that academic servant leadership in the case school has been implemented as a leadership that listens to the followers and being involved with the problems of the followers. This educational leadership has a strong relationship with the teachers' leadership as they lead their students through their distance learning classrooms. These teachers shared that their educational leaders have helped them to go through the complexities of teaching online.

However, they also shared that their technologies for home learning have four limitations, namely: teacher reflection time, authentic growth of the students, peer-to-peer communication, and infrastructure reliability.

Three of the four findings were confirmed by the students namely teacher reflection time, authentic growth, and peer-to-peer communication. The students shared their technology situation that they are relatively ready for home learning. Teacher readiness. Teacher reflection time has a lot to do with their readiness to teach in the online situation. Authentic growth is difficult to achieve since students find it difficult to focus and easily get tired or bored when following home learning. The peer-to-peer communication is also confirmed to be the factor that has been missing from home learning and this is believed to be an important element of learning.

5. Conclusion

This research is about academic servant leadership in a Christian school in Surabaya. The case school was implementing academic servant leadership during the lockdown period. The educational leaders tried their best to listen to their teachers as these teachers should be forced to teach online under the anxiety of Covid-19. These academic servant leaders also tried to be involved in the daily situations of their teachers both related to their teachers' personal and professional needs. The teachers who have experienced the academic servant leadership also tried to teach in the servant leadership manner where they also try to listen to their students and being involved in the struggles of their students to learn during the pandemic period.

Teachers and students who have been using the digital technologies for their learning do realize that the digital technologies as part of the distance teaching-learning have three major limitations, namely: teacher reflection time, student authentic growth and peer-to-peer communication. Parents who have been considered as very supportive are expected to play more role to instill confidence in their children and that the digital technologies could be used to trigger direct communications such as a video call or limited onsite meetings. These direct communications are expected to minimize miscommunication and enhance the interactions among students during their learning period. To ensure that both teachers and students are ready to do the academic process, educational leaders are expected to do intentional caring programs that can be done as a community of learners.

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