Implementation of the Jesus Leadership Model by the School Planning Leadership Senior High School RK Deli Murni Delitua

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Abstract

This study aims to find out how the principal's leadership model at SMA RK Deli Murni, Delitua, implements the Jesus leadership model. This study used qualitative research methods. This research was conducted at SMA RK Deli Murni, Delitua, with informants consisting of 10 people selected by purposive sampling. The research was conducted by means of observation, interviews, and documentation. The results of the study were analyzed qualitatively using a triangulation technique to check the validity of the data. The research results show: first, Jesus' leadership model as a servant in the principal has been implemented; second, the principal can listen to the members well; in addition to listening, the principal always provides input and encouragement to the members; third, the principal always motivates the members to achieve goals; and fourth, the principal is good to serve and is committed to the growth of all people. Second, Jesus' leadership model as a caretaker has been well implemented. The principal is able to recognize the members well; this can be seen from the daily life between the principal and the members; the principal is also always present and ready for members; the principal also always leads the members from the front by setting a good example to be guidelines for its members; the principal also always guides and guides the members by setting strategies for making fast and precise decisions for the common good; the principal also always has a good spirit of self-sacrifice for its members; this can be seen when the principal is always professional in determining personal interests and the interests of the school. Third, the leadership model of Jesus as a Shepherd has also been applied. The principal is given responsibility by the superior; this can happen because the principal can give himself and show his ability, so that superiors dare to trust him to lead the school. The principal is also able to account for the trust that has been entrusted to him, as seen from his loyalty to his boss. The recommendation from this study is that the Jesus leadership model is very effective when applied in the context of leadership, especially in the school environment.

Keywords: *Model; Leadership of Jesus; Principal*

Introduction

A person who is responsible for guiding a team or organization to greater success is called a leader. A leader has a direct relationship with the individuals he leads. Their ability to serve others rather than rely on their assistance is a solid foundation for leadership. Leadership is closely related to leaders

(Usat, 2019). According to Kreitner and Kinicki (2005:372), leadership (leadership) can be defined as "a social process that involves the influence of leaders to motivate their subordinates voluntarily in achieving organizational goals".A leader has an important role that must be well understood, namely his ability to solve problems. In addition, a leader is not only tasked with giving directions but also responsible for coordinating, supervising, and cooperating with his team members, not just working individually. The leader can be likened to the head in the human body, which is the center of all organ systems and provides guidance and direction. Leaders are always tied to groups that aim to influence organizational development (Jatmiko, 2013).

In the context of school organizations, the existence of a leader is very important. This leader is referred to as the principal, who is an ordinary individual who is responsible for leading a school with a teaching and learning process in it (Julaiha, 2019) . The principal has various main functions, one of which is as a leader. As an educational leader, the principal always interacts with teachers, staff, students, and the community (Permadani et al., 2018) . Through a program to improve the competence of teaching staff, effective principal leadership has the potential to improve student achievement. To ensure that school principals continue to improve the effectiveness of their performance and achieve satisfactory results in carrying out their duties, a leader in the educational context will determine how educational goals can be achieved. (Shamsul, 2017). The leadership model that the author wants to discuss here is about the leadership model of Jesus. According to Anthony D'Souza, 2009 Jesus has taught the principles of leadership to His disciples since the beginning of His ministry. This is done through His words and actions. By the power of the good news he shared, the moving parables he told, and the example of his own zeal, Jesus demonstrated to his followers an extraordinary and unparalleled model of leadership. True leadership is following the example of Jesus in his role as Servant, Administrator, and Shepherd (D'Souza, 2009).

According to Anthony D'Souza, in 2009, Christian leadership must be Christ-centered, prioritize service over authority or status, and serve as many people as possible. In his conclusion, D'Souza explained three aspects of Jesus' leadership, namely as a Servant, Caretaker, and Shepherd. True leadership is following Jesus as a Servant, Administrator, and Shepherd (Gunawan, 2014). The leadership role is related to change. A school principal is expected to follow the example of Jesus' leadership. As an educational organization, schools need a leader who adopts a leadership model based on the person of Jesus as the Primary Teacher. A leader should lead according to the example given by Jesus, who emphasized that a leader is a Servant, Caretaker, and Shepherd (D'Souza, 2009). It cannot be denied that in the world of education there are problems related to position, rank, and status in the context of leadership. This is seen in the actions of a leader who are arbitrary towards his team members, which causes discomfort and lack of cooperation among them. In situations like this, the leader becomes a source of problems because of his lack of leadership qualities and failure to communicate with his team members (Mulyono, 2018).

It cannot be denied that the world of education also faces various problems related to positions, titles, ranks, and status in the context of leadership. This is seen in the behavior of a leader who is arbitrary towards his members, which causes discomfort and disrupts cooperation. In situations like this, the leader becomes a source of problems because of his lack of quality leadership style and failure to communicate with his members (Mulyono, 2018). Heni Rohaeni in 2016, stated that there are various leadership models used by leaders in practice to determine their leadership. There are even several models of leadership within the same organization, business, sector, division or branch (Wahyuni et al., 2022). In general, leaders often use an authoritarian leadership style. Engkoswara and Kamariah (2011: 181) define authoritarian leadership as a leadership style that emphasizes the absolute power and obedience of members (Darmawan, 2019). Authoritarian leaders can also create an uncomfortable school environment that can make learning uncomfortable, which can impact how well teachers carry out their duties. Leaders who carry out authoritarian leadership also demand that teachers always do what is right.

Autocratic leaders have disproportionate influence over decisions and actions. The power of leaders is undeniable, and there are very few opportunities for feedback from followers. This type of leadership is prevalent in military groups where the leader has unlimited power and there is a clear hierarchy of authority. When ordering subordinates to complete work, the famous autocratic approach is quite harsh. Authoritarian leaders are ultimately led by this notion to feel that whatever idea they come up with is the most appropriate and must be implemented to achieve company goals. Autocratic leaders are those who exercise dominance when making choices and carrying out various actions. The leader's authority is total and highly visible. (Wahyuni et al., 2022).

The above leads to the conclusion that the famous autocratic leadership style is quite firm in giving instructions to subordinates. The principal has full control over every action under this leadership model. Only the principal's instructions are followed by instructional staff and teachers. The discipline of teachers and other education personnel has been shown to improve significantly under this leadership approach. However, because the work carried out must be in accordance with the principal's instructions, educators and other education personnel tend to be passive and less innovative. (Wahyuni et al., 2022). In his research, Tiong (in Usman, 2011: 290) identified the following behavioral characteristics of successful school leaders: 1. Principals who are fair and firm in making decisions; 2. Principals who assign teacher work fairly; 3. Principals who value staff input; 4. Principals who are sensitive to teacher concerns; 5. Principals with a vision who work to bring about change; 6. Smart and disciplined school principals 7. Capable and effective school principals, 8. A devoted and caring school principal 9. Honest principal; 10. Guaranteed principal. Meanwhile, an ineffective leadership style includes, among other things, a lack of interest in the organization, a narrow mentality, authoritarian behavior, and low morale (Syamsul, 2017). The principal is a teacher who has the duty to lead a school where the learning process occurs, where the teacher gives lessons and students receive lessons. Makawimbang, 2012: 61, explains that school principals should have skills in their fields. As a leader, a school principal must have all aspects of expertise, skills and competence in managing and advancing education (Permadani et al., 2018). Therefore, it is important for a leader to adopt an example that can help them become a better leader. The Jesus leadership model is one of many variations of the leadership model. It is hoped that an organizational leader will use the leadership style of Jesus as a model to follow when carrying out his leadership.

The description above led the researcher to determine the problem, namely 1) Knowing the implementation of the Jesus leadership model as a servant in the leadership of the RK Deli Murni Delitua High School principal, 2) Knowing the implementation of the Jesus leadership model as an administrator in the leadership of the RK Deli Murni Delitua High School principal, 3) Knowing the implementation the leadership model of Jesus as a shepherd in the leadership of the head of the RK Deli Murni Delitua high school principal. Based on the background explanation above, the authors are interested in conducting research with the title: "Implementation of the Jesus Leadership Model by the Principal of Senior High School RK Deli Murni Delitua.

Research Methods

This study uses a qualitative approach method. The researcher presents the results of the data or object of study in a narrative form. The research was conducted at RK Deli Murni High School, Delitua, from February to April 2023. Research informants consisted of 10 people, including school principals, teachers, and students. The research data sources consist of primary data, namely 1) Implementation of the Jesus Leadership Model as servant by the leadership of the principal of SMA RK Deli Murni, Delitua, 2) Implementation of the leadership model of Jesus as a shepherd by the leadership of the principal of SMA RK Deli Murni, Delitua, 3) Implementation the Jesus leadership model by the leadership of the principal of SMA RK Deli Murni, Delitua. Data collection techniques are carried out through observation,

interviews, and documentation. To facilitate the interview process, the researcher developed a research instrument in the form of an interview guide which contained the implementation of the Jesus leadership model by the leadership of the principal of SMA RK Deli Murni, Delitua. Data analysis was carried out through data reduction, data presentation, and research conclusions. Data analysis involves steps such as data transcription, data identification, data classification, data interpretation, and data description to generate conclusions from each research object. To ensure the validity of the research data, data checking techniques were carried out using triangulation criteria, such as 1) comparing and verifying the level of trust in the information obtained from the data regarding the implementation of the Jesus leadership model by the leadership of the principal of SMA RK Deli Murni, Delitua, 2) checking the level of trust in data sources with the methods used, 3) carefully checking the correctness of data (facts) with various theories, 4) conducting audits to produce credible research results.

Discussion

Implementation of the Jesus Leadership Model by the Leadership of the Principal of SMA RK Deli Murni, Delitua

The implementation of the leadership model of Jesus as a servant by the head of school, according (D'Souza, 2009), consists of several aspects. First, a leader must listen. Leaders need to have empathy. Third, the leader must be able to heal. Fourth, the leader must use persuasion. Fifth, the leader must be committed to serving. Sixth, leaders must be committed to everyone's growth. The leader must be able to build a community. A leader who listens must be able to identify the desires of the group and help clarify those desires. The goal is to understand what is said (D'Souza, 2009) . This opinion is in accordance with informants I2, I3, I4, I5, and I6. In meetings at school, the principal always listens to input from its members. The principal is also willing to listen to the complaints of the teachers. In addition, the results of interviews with Informants I8 and I10 show that the school principal also always listens to student complaints. For example, when students face difficulties in paying school fees, the principal listens to their complaints and provides the necessary solutions or concessions. Therefore, it can be concluded that the principal has implemented a leadership role as a leader who listens to members. In addition to listening, the principal also provides input to find solutions and provides concessions to the problems faced by teachers and students. This opinion is also supported by the theory put forward by George R. Terry (2012) that leaders should have an objective attitude and social skills. When a leader is able to be objective towards his members, he can listen to their opinions. Likewise, with social skills, leaders are able to feel what their members feel through their complaints and complaints. Leaders who want to listen will be closer to their members (Arifin, 2012).

The mental state that makes a person feel himself to be in the same feelings or thoughts as another person is called empathy. In other words, empathy is the potential possessed by someone in feeling the feelings of others (D'Souza, 2009). Based on the results of interviews with I5 and I6, they stated that the principal was not fully able to understand and feel the feelings of other people because he still had a selfish nature and tended to be apathetic about what other people felt. Zainun stated that a leader must have the ability to deal with every human being. This ability will make members feel comfortable in their organization. The goal is to keep the organization good and difficult to influence. This ability must slowly be owned by a leader (Pramudyo, 2013), but this has not been seen in the principal's personality. The principal can only deal with certain people. A healing leader must at least be able to be a supporter for others, create a safe environment for them to voice their complaints, and be able to offer useful advice (D'Souza, 2009). Based on the results of interviews with I5 and I6, they stated that the head schools pay less attention to the comfort of school members. In addition, the principal does not yet have an effective strategy for creating a safe atmosphere for members. Usually, this task is more often carried out by the vice principal who is responsible for formulating problem solving strategies in the

school. According to Kouzes and Barry (2003), being a leader who heals means being a leader who is able to encourage his followers. The leader invites his followers to keep fighting. There may be injuries or traumas experienced by the members and it makes the followers sick. The wound or trauma can be in the form of failure to implement the program, achieve targets, and so on. That's where the leader takes the role of being a healer by encouraging followers (Kurniawan, 2014). However, it is still less visible in the principal.

Commitment relates to the willingness and willingness of a person's heart. Servant leadership, like pastoral work, requires a commitment to addressing the needs of others. Furthermore, such leaders emphasize transparency and the use of persuasion. In doing this, the leader must avoid compulsion as much as possible (D'Souza, 2009). This was supported by direct interviews with I1, I2, I3, I4, I5, I7, I8, I9, and I10, who said that the principal had a good commitment to serving at the school. This can be seen from the discipline and punctuality shown by the principal. In addition, the principal is also enthusiastic about developing the school, by always completing school equipment and being actively present in every activity at school, the principal also always motivates members and builds collaboration with members to achieve common goals. This is in line with a theory that persuasive leaders are also leaders who are able to motivate members to achieve goals, influence to improve the group, encourage members when there are difficulties, and maintain cooperative relations between them. Thus, the invitation that the leader wants to convey to members can be implemented optimally (Jaya et al., 2020) Leaders who have a commitment or promise to themselves to help everyone grow are willing to serve. Leaders through their ministry move or motivate the people around them to be able to take part in the leadership duties carried out by the leader. This service fosters a caring attitude towards others (D'Souza, 2009). This is in line with the results of interviews with I1, I2, I3, I4, I5, I7, I8, I9, and I10. They say that the principal has a good commitment to serve in the school. Commitment is related to one's will and willingness. Ministerial leadership, as in pastoral work, requires a commitment to meeting the needs of others. In addition, this kind of leader emphasizes transparency and uses persuasion. In carrying out this, leaders try to avoid compulsion (D'Souza, 2009) . This is in line with the results of interviews with I1, I2, I3, I4, I5, I7, I8, I9, and I10, which stated that school principals have a good commitment to serve in schools. This can be seen from the discipline and punctuality shown by the principal. In addition, the principal is also enthusiastic about developing the school, by always completing school equipment and being actively present in every activity. The principal also motivates members and builds cooperation with them to achieve common goals. This is in line with the theory that leaders who use persuasion are also able to motivate members to achieve goals, improve groups, encourage when facing difficulties, and maintain cooperative relations between them. Thus, invitations conveyed by leaders to members can be carried out properly (Jaya et al., 2020)

A leader who has a commitment or promise to himself to support the growth of all people means ready to serve. Through their ministry, leaders encourage those around them to get involved in the leadership tasks assigned to them. This service fosters a caring attitude towards others (D'Souza, 2009) . This is in line with the results of interviews with I1, I2, I3, I4, I5, I7, I8, I9, and I10. They stated that the principal had a good commitment to serve in the school. This can be seen from the discipline and punctuality of the school principal. The principal is also enthusiastic about developing the school, by continuously completing school supplies. In addition, the principal is always present in every activity at school. The interview results are also supported by the theory that a leader is someone who first feels pain than his members. Leaders who are in the front also mean leaders who are ready to listen and are ready to take risks if the group they lead experiences an attack, for the sake of school development (Musakabe, 2009). This can be seen from the discipline and punctuality of the school principal. The principal is also enthusiastic about developing the school, and school equipment is always equipped. In addition, the principal is always present in every activity at school. The results of the interview are also supported by a theory that the leader becomes someone who feels pain first than his members. Leaders who are at the forefront also mean leaders who are ready to listen and are ready to take risks in the event of an attack on the group they lead for the sake of developing the school (Musakabe, 2009).

Servant leaders carry a great responsibility to make every effort to achieve personal and professional growth while encouraging the involvement of every member of the organization. They have a strong commitment to individual development (D'Souza, 2009) . This is in line with the results of direct interviews with I1, I2, I3, I4, I5, I7, I8, I9, and I10, which stated that school principals have a good commitment to serve in schools. The discipline and timeliness shown by the principal is seen as evidence of this commitment. In addition, the principal is also enthusiastic in developing the school by continuously completing school equipment and being actively present in every activity. The principal has innovative ideas regarding the development of the school he wants to realize. A school principal should have innovative ideas for developing schools, and when these innovative ideas are implemented, they will result in good service. This service is a commitment from a leader who realizes his ideas through action (Alfansyur & Mariyani, 2020) .Leaders who are committed to the growth of all individuals have a strong responsibility to make every effort to achieve the personal and professional growth of each individual, while encouraging the involvement of every member. They have a strong commitment to the development of each individual (D'Souza, 2009) . This is in line with the results of interviews with I1, I2, I3, I4, I5, I7, I8, I9, and I10. They stated that the principal had a good commitment in developing every individual in the school. This can be seen from the programs designed, such as music lessons, dance lessons, karate lessons, study lessons, and so on. Facilities and infrastructure are also equipped to support all these activities to support individual development. A leader must be able to direct and influence others to join an organization and develop themselves professionally, while encouraging the involvement of every member of the organization (D'Souza, 2009) . However, this has not been fully implemented by the school principal, based on the results of the researcher's interviews with I5 and I6. They said that the principal rarely invited members to join the organization. There is only one organization at the school, namely CU (Credit Union). However, this organization existed before the principal took office, so the role of the principal in inviting members to join the organization is still unclear.

Implementation of the Jesus Leadership Model as a Shepherd in Principal Leadership

The leader as a shepherd who knows his sheep means to feel ownership and responsibility for the sheep he leads (D'Souza, 2009). This is in line with the results of direct interviews that have been conducted by researchers with I1, I2, I3, I4, I7, I8, I9, and I10. The principal knows the members well, seen from the way the principal observes their attitudes, behavior and character. The principal also always greets and applies courtesy. The results of these interviews are also supported by a theory which states that the principal knows his members through approaches, asks about curriculum vitae, and visits classrooms to see class conditions and gets to know teachers and students better at the school. As a good leader, the principal must know all members of his team. As he got to know them all, a sense of belonging and a desire to look after and care for the team members developed. This desire is carried out consciously and with high self-sacrifice (Calvin Sholla Rupa, 2016).

A shepherd who is always present for his sheep means always helping everyone to stay close and connected to God. A shepherd who is ready for his sheep means never leaving the sheep under any circumstances (D'Souza, 2009). This is in line with the results of direct interviews that have been conducted by researchers with I1, I2, I3, I4, I5, I6, I7, I8, I9, and I10. They said that the principal was always present and available for his team members. This can be seen from the actions of the principal who always takes the time to be with the teachers. Every day, the principal came to school early and left late. During the break break, the principal always takes the time to visit the teacher's office and chat with the teachers. Occasionally, the principal also invites teachers to eat together in the teacher's office. This is also supported by a theory which states that everyone around the leader feels free in all situations. They are able to express themselves and carry out tasks lightly (Munte, 2020).

A leader as a shepherd who leads in front means willing to sacrifice himself if something bad happens in front of him. Leaders who are in front are ready to face all risks (D'Souza, 2009). This is in line with the results of direct interviews conducted by researchers with I1, I2, I3, I4, I5, I6, I7, I8, I9, and

I10. They said that the principal always took the initiative and was innovative so that the school would continue to progress. For example, the use of computers in administering exams, installing air conditioning for class XII, adding infocus facilities, installing banners, and printing brochures to promote the school's existence. The principal shows sensitivity to members and takes the initiative to guide and direct them and is wise in setting directions. A theory that states that leaders who lead from the front are not leaders who sit back and let members work alone. Leaders who lead from the front are paving the way for team members. He pioneered the group process in achieving common goals also supports the results of the interview above.

In order to protect his sheep, the shepherd is even willing to risk his own life. Being a shepherd requires courage and a readiness to take risks (D'Souza, 2009). This is in line with the results of direct interviews conducted by researchers with I2, I3, I4, I5, I6, I7, I8, I9, and I10. They said that the principal had not been able to become a leader who was willing to sacrifice his life for the members. This has never happened before, and principals have not been able to do it like any other human being. They also stated that this was unlikely to happen because principals tend to think only of themselves and care less about team members. Therefore, the principal has not been able to realize this aspect.

The shepherd is responsible not only for looking after his flock but also for keeping them under control in order to be able to lead and direct them from danger (D'Souza, 2009). This is in line with the results of interviews conducted by researchers with I1, I2, I3, I4, I5, I6, I7, I8, I9, and I10. They said that the principal always guides and helps team members by making quick and right decisions. This is done through deliberations to reach consensus. The principal also carries out the rules that apply in the school and encourages all members to follow them. The results of the interview are also supported by the theory presented by Moeljono D, 2017, a leader is a person who must have the ability as a manager-leader. It means regulator, guide, and leader. In his leadership, a leader carries out this task at once (Farida & Anjani, 2019).

A caring shepherd will certainly step in to find lost sheep. A leader who acts as a shepherd must have good qualities, both in social skills and technical skills that exceed others (D'Souza, 2009). However, this was not realized by the school principal, as stated by I6 and I8. The principal rarely comes directly to monitor the situation and condition of the classroom. When he has to go straight to the classroom, the principal tends to get angry because he feels that there are things that the homeroom teacher cannot handle. This is also supported by the theory presented by Turmudzi (2002: 43), that a leader with high social values must be willing to seek and trace the whereabouts of his team members (Tatang, 2015)

A leader not only takes care of himself, but a true shepherd will prioritize goodness for those he leads. To promote goodness in his leadership, he is ready to sacrifice personal interests and set aside his own goals (D'Souza, 2009). This is in line with the results of direct interviews conducted by researchers with I1, I2, I3, I4, I5, I6, I7, I8, I9, which show that school principals have a good spirit of sacrifice in carrying out their leadership. For example, when the principal is faced with a choice between the interests of the family and the interests of the school, he is able to be professional and place top priority on the interests of the school. The principal is able to distinguish between the interests of the school and personal interests. This is also supported by the theory presented by Flippo (1987: 394), that a leader's commitment can also be seen from the extent to which he sets aside his time and energy for team members in an organization (Tatang, 2015)

Implementation of the Jesus Leadership Model as Administrator by the Leadership of the Principal of SMA RK Deli Murni, Delitua

A caretaker who gains trust also means a shepherd who has potential within him. A shepherd or leader is trusted because he gives himself completely to something (D'Souza, 2009). However, the realization of this is still not good by the school principal, in line with the results of direct interviews with

I6 and I8. They say that the principal has never maintained the superior's trust properly. When the supervisor was about to come to school, the principal became worried and urged all teachers and students to do their best when the supervisor was at school. Therefore, it can be said that the principal of SMA RK Deli Murni, Delitua has not been able to realize this aspect properly. Leaders must take time to consider ways and means to develop and fully exploit their God-given potential in pastoring their members. When someone is given responsibility, it means he is considered capable. The pastor who is given responsibility means that the members are entrusted to the pastor to be nurtured and directed. All talents and potential (D'Souza, 2009). This is in line with the results of direct interviews conducted by researchers with I1, I2, I3, I4, I5, I7, I8, I9, and I10. They say that the principal is always given responsibility. This can be seen when the principal is faced with many challenges. The principal responded to this challenge by remaining calm, struggling, and trying to find a way out, and discussing with the teachers. The results of the interview are also in line with the theory put forward by Stephen R. Coney, that being a leader means being able to face challenges. A leader must see challenges as a way to develop themselves. The challenges that exist within the group will be faced by a leader as part of his responsibilities. Leaders who have these characteristics can be people who are given full responsibility by other institutions (Arifin, 2012) A manager who is given responsibility must be able to account for the trust given to him. Thus, he appreciates the trust people place in him (D'Souza, 2009). This is in line with the results of interviews conducted by researchers with I1, I2, I3, I4, I5, I6, I7, I8, I9, and I10. They say that the principal always listens to input from other people and filters every input. The principal also always motivates each member, respects others, and never forgets to always rely on God.

Conclusion

The implementation of the Jesus Leadership Model as a servant by a leader has enormous benefits if carried out properly in carrying out his leadership. In the role of school principal, it is important for leaders to serve the members of the school they lead. This has a significant effect on membership and the development of the school. Servant leaders have several facets, including: listening well, having empathy, being able to heal, using persuasion, being committed to serving, focusing on the growth of all people, and building community. Based on the research results, the principal of SMA RK Deli Murni, Delitua has implemented several aspects of the Jesus Leadership Model as a servant. However, there are still several aspects that have not been implemented by the principal. The Implementation of the Leadership Model of Jesus as a Shepherd is very beneficial for a leader in carrying out his leadership. A school principal is expected to be able to carry out the role of a leader who also acts as a shepherd for the members of his school. The Implementation of the Jesus as Shepherd Leadership Model has several aspects, such as: Shepherds who know each member, are always present and ready, lead from the front, have courage, guide and guide, care for members who are lost, and have a spirit of self-sacrifice. The principal of SMA RK Deli Murni, Delitua has implemented some of these aspects well, but there are still several aspects that have not been implemented optimally by the principal. The implementation of the Jesus as Shepherd Leadership Model is reflected in the trust given to the principal and how the principal responds to that trust. Implementing the leadership model of Jesus as a Shepherd to the maximum has good potential in school development and all its aspects. The implementation of the Jesus Leadership Model as administrators has several aspects, namely: administrators who gain trust, administrators who are given responsibility, and administrators who are able to be accountable. The principal of SMA RK Deli Murni, Delitua has implemented several of these aspects well. However, there is still one aspect that has not been implemented optimally by the principal.

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