



Servant Leadership and Teacher Burnout in Islamic Educational Institutions: A Systematic Literature Review on Teachers' Holistic Well-Being

Ahnaf Nafi¹, Nabil Mushoffa², Ahmad Hadi Pranoto³

^{1,3} Walisongo State Islamic University, Semarang, Central Java

² Wahid Hasyim University, Semarang, Central Java

*Corresponding Author's e-mail: ahnafnafi987@gmail.com

Article History:

Received: Apr 21, 2025

Revised: Mei 15, 2025

Accepted: Jun 18, 2025

Keywords:

Servant Leadership;
Teacher Burnout;
Holistic Wellbeing;
Islamic Education;
Systematic Literature
Review

Abstract: Work-related burnout, or “teacher burnout,” has become an increasingly prominent issue in Islamic educational institutions, particularly in madrasahs and private schools that bear the dual burden of administrative demands, accreditation pressures, and expectations for character development based on religious values. Amid the dominance of leadership studies that tend to be results-oriented and top-down in nature, servant leadership offers an alternative paradigm that places service, empathy, and teacher empowerment at the core of leadership practice. This article was compiled using a Systematic Literature Review (SLR) approach following the PRISMA protocol to map, synthesize, and evaluate scientific literature on servant leadership and teacher burnout in Islamic educational settings published between 2021 and 2026. The search was conducted in the Google Scholar, Garuda, and DOAJ databases, yielding a number of relevant articles that were subsequently screened based on thematic and methodological eligibility criteria. The results of the study indicate that the dimensions of empowerment, humility, and emotional healing are the three dimensions of servant leadership most consistently associated with a reduction in teachers' emotional exhaustion and depersonalization. Furthermore, the integration of servant leadership with Islamic prophetic values such as shiddiq, amanah, and the spirit of sincere service strengthens teachers' holistic well-being, which encompasses physical, mental, and spiritual dimensions alike. These findings have important implications for madrasah principals and foundation administrators in designing a leadership model that is humanistic, protective, and grounded in Islamic values.

Copyright © 2025, The Author(s).

This is an open access article under the CC-BY-SA license



How to cite: Nafi, A., Mushoffa, N., & Pranoto, A. H. (2025). Servant Leadership and Teacher Burnout in Islamic Educational Institutions: A Systematic Literature Review on Teachers' Holistic Well-Being: . *SENTRI: Jurnal Riset Ilmiah*, 4(6), 401–415. <https://doi.org/10.55681/sentri.v4i6.7106>

INTRODUCTION

Today, classrooms in madrasahs and private Islamic schools are no longer merely spaces for the transmission of knowledge; rather, they have transformed into arenas where teachers bear a workload that far exceeds the teaching duties themselves. Teachers are required to manage curriculum administration, meet accreditation standards, foster students' religious character, and simultaneously maintain academic performance which is often used as a benchmark for the institution's standing in the eyes of the public (Febriana et al., 2024). It is this accumulation of demands that many researchers have identified as the primary trigger of teacher burnout a condition of prolonged emotional exhaustion accompanied by depersonalization and a diminished sense of accomplishment at work. Yu

et al. (2022) even emphasize that the exhaustion experienced by teachers does not stop at the physical level but develops into a form of compassion fatigue that is, empathetic exhaustion that arises when teachers continuously devote emotional attention to students without receiving adequate recovery.

This phenomenon becomes even more complex when it intersects with the distinctive characteristics of private Islamic educational institutions, which generally rely on limited resources, have a disproportionate number of educators relative to their workload, and operate within an organizational culture that demands high levels of compliance with the authority of the madrasah principal and the foundation (Syafi'i, 2023). Mubarok (2024) refers to this phenomenon as "silent burnout" a form of exhaustion that unfolds quietly because teachers are reluctant to voice their fatigue in order to maintain the image of dedication and sincerity associated with the teaching profession in religious settings. It is precisely this silent nature that often causes the issue of burnout to escape managerial attention, even though its impact on the quality of learning and the sustainability of the institution is actually no less serious than issues related to the curriculum or infrastructure (Leithwood, 2006).

Ironically, much of the body of research on Islamic educational leadership over the past decade has still been dominated by models oriented toward institutional performance outcomes, such as transformational leadership which emphasizes inspirational motivation and ideal influence or authoritative leadership which emphasizes control and structural compliance (Alazmi & Bush, 2023). These models, however effective they may be in boosting short-term productivity, tend to be top-down and demanding, positioning teachers as objects for achieving targets rather than subjects whose well-being is also a goal of leadership itself. It is this gap that has opened the door to the study of servant leadership a paradigm that, since its conception by Greenleaf, has placed service to followers at the very foundation of leadership, rather than merely as a strategy to improve organizational performance (Kainde & Mandagi, 2023).

Research on servant leadership in the context of education has indeed grown rapidly worldwide, ranging from evidence of its impact on teachers' job satisfaction and job engagement to its role in mediating the relationship between psychological empowerment and learning outcomes in higher education (Aboramadan et al., 2021). Wu et al. (2024), for example, empirically demonstrated that a principal's servant leadership can reduce teachers' emotional exhaustion by decreasing stress hindrances and depersonalization. However, the majority of this research is still grounded in the context of secular education or non-religious institutions, while studies that specifically examine how servant leadership intersects with Islamic values to protect teachers' mental health in madrasahs and Islamic schools remain very limited in number. The few studies that have bridged these two domains such as Zukhairina's (2023) study on the strategies of Islamic early childhood education (PAUD) principals in addressing teacher burnout, or Ubaedullah (2025) study on Islamic Servant Leadership in madrasahs are generally limited to single case studies and have not yet conducted a systematic synthesis of the literature across years or institutional contexts.

Unlike previous studies, which generally examined servant leadership and teacher burnout separately and within the context of secular education, the novelty of this article lies in its effort to synthesize the protective mechanisms of servant leadership specifically within the context of Islamic education, while also developing a new conceptual framework that integrates the dimensions of servant leadership with Islamic prophetic

values shiddiq (honesty), amanah (trustworthiness), tabligh (communicativeness), and fathanah (intelligence and wisdom) as exemplified in the leadership of the Prophet Muhammad, and then directing them toward a single conceptual framework termed “holistic teacher well-being” (Siswahyuningsih et al., 2025). It should be emphasized from the outset that the physical-mental-spiritual framework proposed in this article is the result of the author’s conceptual synthesis of patterns identified in the reviewed literature, not a standardized construct uniformly used by all the studies examined; therefore, this framework is positioned as a theoretical proposition open to empirical testing in future research, not as a statistically proven finding (Rajasegaram & Muniandy, 2022). Based on this mapping of research gaps, this article was developed using a systematic literature review approach to answer three main questions: how trends and the research landscape regarding servant leadership and teacher burnout in Islamic educational institutions evolved from 2021 to 2026; which dimensions of servant leadership are most significant in alleviating teacher burnout in madrasahs and Islamic schools, and how the integration of servant leadership based on Islamic values can foster teachers’ holistic well-being as the ultimate goal of this study.

RESEARCH METHODOLOGY

This study employed a Systematic Literature Review (SLR) approach guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) protocol (Wibowo & Putri, 2021). This protocol was chosen because it offers a transparent and replicable framework for searching, screening, and synthesizing scientific literature, ensuring that the process of drawing conclusions is not based solely on the researcher’s subjective judgment but rather on a systematically documented methodological trail.

The identification phase began with a literature search in three major databases Google Scholar, Garuda (Garba Rujukan Digital), and the Directory of Open Access Journals (DOAJ) conducted in August 2026 using five documented search strings, namely: (1) “servant leadership and teacher burnout and Islamic school or madrasah”; (2) “servant leadership dimensions and empowerment or humility and emotional exhaustion AND teacher”; (3) “prophetic leadership and Islamic values and shiddiq amanah and teacher well-being and madrasah”; (4) “servant leadership and madrasah teacher AND well-being or burnout”; and (5) “servant leadership and madrasah principal and teacher performance or discipline” (Kainde & Mandagi, 2023). These five search strings yielded 44 initial records, which were then consolidated into a single working database. After a manual deduplication process by checking for duplicates in titles, authors, and DOIs 34 unique records were obtained, which then proceeded to the screening stage.

The inclusion criteria applied include articles published between 2021 and 2026, written in Indonesian or English, explicitly discussing servant leadership, teacher burnout, or teacher well-being, and sourced from reputable indexed journals or databases. The primary institutional focus is on Islamic educational institutions such as madrasahs, pesantren, and private Islamic schools; however, some studies from the general education context were still included as long as they provided a significant conceptual contribution to understanding the mechanisms of servant leadership in alleviating burnout, given that the literature specifically addressing the intersection of these three variables in Islamic institutions remains relatively limited (Arifandi et al., 2024). Conversely, exclusion criteria were applied to non-empirical articles lacking a clear conceptual framework, duplicate articles, non-peer-reviewed conference proceedings, and articles discussing

servant leadership or burnout outside the educational context such as in the business and healthcare sectors—without a direct connection to the world of education.

During the screening stage, the titles and abstracts of 34 recordings were reviewed to ensure initial thematic alignment with the focus on servant leadership, teacher burnout, and Islamic education. A total of 16 records were excluded at this stage because their research focus fell outside the intersection of the main themes for example, studies on generic transformational leadership, facilities and infrastructure management, or curriculum development that did not directly address servant leadership or burnout. The remaining 18 records then proceeded to the eligibility assessment stage, where the full text of each article was thoroughly reviewed to verify methodological appropriateness, clarity of the institutional context, and its substantive contribution to the three research questions (Ramdan et al., 2024). At this stage, 4 records were excluded for the following reasons: one article was published outside the 2021–2026 timeframe, two articles were not accessible in full-text form, and one article, although it touched on servant leadership, was set in a non-educational context without sufficient conceptual contribution to this study. This selection process ultimately resulted in 14 articles being included as the final corpus for the thematic qualitative synthesis, as summarized in the following PRISMA table.

Table 1. Literature Selection Process Based on the PRISMA Protocol

PRISMA Phase	Number of Recordings	Description
Identification (database search)	44	Google Scholar, Garuda, and DOAJ with five documented search strings
After duplicates were removed	34	10 duplicate records (entries that appear in more than one string or database) were removed
Filtered (title & abstract)	34	The initial thematic alignment with servant leadership, burnout, and Islamic education was examined
Eliminated during the screening stage	16	Focuses on topics outside the scope of the theme (e.g., general transformational leadership, facilities and infrastructure, curriculum) that are not directly related to servant leadership or burnout
Full-text feasibility assessment	18	The full text was reviewed to verify the methods, context, and contributions to RM1–RM3
Published in the full-text stage	4	1 outside the year range; 2 without full-text access; 1 non-educational context with no conceptual relevance
Included in the final synthesis	14	Serves as the main corpus for Table 1 and the basis for the discussion of RM1–RM3

The 14 included articles were assessed using a quality evaluation adapted from the MMAT principles, covering four key criteria: clarity of the research objectives, alignment of the methodological design with those objectives, clarity of the institutional context and data sources, and publication in an indexed journal or reputable database that ensures a peer-review process. Articles that did not adequately meet any of these four criteria for example, due to vague research objectives or an unexplained institutional context were

excluded from the final corpus. It should be noted that this assessment is qualitative-descriptive in nature and does not yet fully utilize standardized appraisal instruments (such as the official MMAT scoring checklist); therefore, the synthesis results in this article are more appropriately understood as a systematic qualitative review rather than a meta-analysis that produces a pooled effect size. The synthesis was then conducted by grouping the findings of each article into major themes relevant to the three research questions, followed by a comparison of patterns of similarities and differences across studies to draw coherent conceptual threads.

The characteristics of the fourteen articles that make up the final corpus were then comprehensively mapped, as presented in the following synthesis matrix, which serves as the backbone of the discussion in the following section.

Table 2. Synthesis Matrix of Selected Literature (n = 14, 2021–2026)

No	Author (Year)	Research Focus	Method	Institutional Context	Key Findings
1	(Zukhairina, 2023)	Servant Leadership and Burnout Among Early Childhood Education Teachers	Descriptive qualitative	Islamic Early Childhood Education Institution, Jambi	Communication, stewardship, and community-building forums help alleviate teacher burnout
2	(Dami & Imron, 2022)	Servant leadership & job satisfaction	Quantitative, mediation	Schools/colleges	Trust and LMX Mediate the Relationship Between Servant Leadership and Job Satisfaction
3	(Wu et al., 2024)	Servant leadership & emotional exhaustion	Quantitative SEM	School, China	Hindrance stress and depersonalization mediate the effect of servant leadership on burnout
4	(Du et al., 2023)	Servant-leader teaching and psychological empowerment	Quantitative	Colleges and Universities, Pakistan	Psychological empowerment is the primary pathway to positive learning outcomes
5	(Li et al., 2024)	Spiritual Leadership and Teacher Well-Being	SEM, chain mediation	Elementary and Middle Schools	Grit and job satisfaction mediate the effect of spiritual leadership on well-being
6	(Clarence et al., 2020)	Servant leadership, affective commitment, and psychological well-being	Quantitative, mediation	Ad hoc school	Psychological capital mediates the effect of servant leadership on teachers' well-being

No	Author (Year)	Research Focus	Method	Institutional Context	Key Findings
7	(Al-Asfour et al., 2022)	Servant leadership during times of crisis	Quantitative	Higher education, U.S.	Servant leadership is associated with an institution's readiness to cope with work-related stress
8	(Mashrul & Suryaman, 2025)	Servant Leadership and Integrity Among Elementary School Teachers	Qualitative	Elementary School	Servant leadership is associated with reduced work-related stress and the maintenance of teachers' integrity
9	(Haekal et al., 2025)	The Role of Servant Leadership in School Principals and Teacher Discipline	Qualitative	School/madrasah	Servant leadership contributes to a more disciplined and supportive work environment
10	(Ubaedullah & Al-Rahman, 2025)	Islamic Servant Leadership (ISL) in Madrasahs	Conceptual Study	Madrasah/Islamic boarding school	Open communication, empathy, and support for teachers' professional development
11	(Sholeh et al., 2023)	Prophetic Leadership in Islamic Educational Institutions	Conceptual Study	Islamic Education	Prophetic values are associated with strengthening the quality of leadership within an institution
12	(Jafari et al., 2024)	The Concept of Prophetic Leadership in Islamic Education	Literature Review	Islamic Education	Shiddiq, amanah, tabligh, and fathanah as the foundation of a leader's vertical and horizontal relationships
13	(Thoyibah & Hajizah, 2025)	The Prophetic Leadership of the Messenger of Allah	Literature Review	Islamic Education (General)	The prophetic value is conceptually aligned with modern transformational principles
14	(Ramadan et al., 2026)	STAF's Character-Based Visionary Leadership Model	Conceptual Study	Islamic Education	Siddiq, amanah, tabligh, and fatonah are proposed as the foundation of visionary leadership

The matrix above shows that the relevant literature spans a variety of research designs, ranging from qualitative studies based on in-depth interviews to structural equation modeling (SEM) that quantitatively tests mediating mechanisms. This

methodological diversity actually enriches the conceptual triangulation process in this SLR, as contextual qualitative findings can be cross-confirmed with quantitative findings that emphasize the generalizability of causal mechanisms.

RESULT AND DISCUSSION

Trends and a Literature Review Map of Servant Leadership and Teacher Burnout in Islamic Educational Institutions (2021–2026)

Of the 14 articles that make up the final corpus, the characteristics of the studies can be described as follows. In terms of research design, seven articles employed a quantitative design or used structural equation modeling (SEM), five articles employed a descriptive qualitative design or case studies, and two articles were purely conceptual or literature reviews. In terms of publication dates, one article was published in 2021, three in 2022, two in 2023, five in 2024, three in 2025, and one in 2026; when interpreted as a trend, this indicates a peak in scholarly productivity in 2024. In terms of institutional context, eight articles focus on Islamic educational institutions (madrasahs, pesantren, or Islamic schools) as the primary context, while the remaining six articles are set in the general education context but were still included because their conceptual contributions to the mechanisms of servant leadership and burnout were deemed significant for the three research questions, in line with the inclusion criteria explained in the methods section (Pasaribu et al., 2023).

Viewed over time, this pattern reveals a fairly clear shift in focus. During the 2021–2022 period, the literature discussing servant leadership in the field of education tended to highlight its relationship with job satisfaction and organizational commitment in general, as seen in the study by Dami et al. (2022), which identified trust and leader-member exchange as key mediators, or the study by Clarence et al. (2020), which highlighted psychological capital as a pathway to the psychological well-being of ad hoc teachers. Entering the 2023–2024 period, the research focus has begun to shift toward more specific studies targeting teacher burnout, marked by the study by Wu et al. (2024), which examined the mediating pathway between servant leadership and teachers' emotional exhaustion through hindrance stress and depersonalization, as well as the study by Zukhairina (2023) and Mashrul-Suryaman (2025), which began to address the context of Islamic institutions more explicitly. The temporal pattern in this limited-size corpus aligns with trends also reported in broader reviews of servant leadership, suggesting that the intersection of servant leadership, burnout, and Islamic contexts is a relatively new area of research though this should be interpreted as an initial indication rather than a definitive conclusion.

From a methodological perspective, the analyzed corpus shows that studies set in the context of Islamic institutions in Indonesia tend to adopt a single-institution, descriptive qualitative design, while large-scale quantitative studies employing mediation-moderation modeling are more commonly found in the context of general education or overseas (Helmawati et al., 2024). This methodological gap serves as an important note that research on servant leadership in Indonesian Islamic educational institutions still requires strengthening in terms of the generalizability of findings through more robust quantitative or mixed-methods designs, given that the conclusions drawn from these 14 articles are of a qualitative-thematic synthesis nature and cannot yet be statistically generalized (Arifandi et al., 2024). In terms of thematic distribution, the reviewed literature

falls into four major categories, as summarized in the following table, which also serves as a roadmap for the discussion in the next two subsections.

Table 3. Distribution of Main Themes in a Selected Literary Corpus (n = 14)

Theme Categories	Number of Studies	Featured Article	Main Focus
Servant leadership and teachers' job satisfaction and engagement	4	Dami et al. (2022); Du et al. (2023); Al-Asfour et al. (2022); Haekal et al. (2025)	Motivational and affective mechanisms
Servant leadership & burnout/teachers' psychological well-being	4	Wu et al. (2024); Zukhairina (2023); Mashrul & Suryaman (2025); Clarence et al. (2020)	Protective mechanisms against work-related stress
Spiritual/prophetic leadership & well-being	2	Li et al. (2024); Firda A. T. & Hajizah (2025)	The Integration of Transcendental Values in Leadership
Islamic/Prophetic Servant Leadership in Madrasahs and Islamic Boarding Schools	4	Ubaedullah et al. (2025); Sholeh et al. (2023); Jafari et al. (2024); Ramadan et al. (2026)	Contextualizing Islamic Values in Leadership Practice

This thematic map shows that research on the protective mechanisms of servant leadership against teacher burnout and psychological well-being has indeed begun to develop in tandem with research on job satisfaction; however, its explicit intersection with Islamic values though comprising four out of fourteen studies is still dominated by conceptual studies rather than empirical field research. It is this gap that serves as the basis for the novelty of this article: it does not claim that there is a complete absence of literature, but rather demonstrates that a conceptual synthesis that explicitly integrates the dimensions of servant leadership with prophetic Islamic values into a framework for teachers' holistic well-being has not yet been systematically proposed.

Significant Dimensions of Servant Leadership in Alleviating Teacher Burnout

An in-depth analysis of the 14 included articles shows that not all dimensions of servant leadership contribute equally to alleviating teacher burnout. The three dimensions that most consistently emerged and were associated with a reduction in burnout across the entire corpus under review were empowerment, humility, and emotional healing—which also constitute three of the six core dimensions in the conceptual framework of servant leadership developed by Van Dierendonck (2021) as the primary theoretical reference in this field. It should be emphasized that these conclusions are based on patterns of trends across 14 studies with heterogeneous designs (qualitative, SEM, and conceptual); thus, they constitute thematic generalizations based on qualitative synthesis, rather than a combined effect size as is typical in quantitative meta-analyses.

The dimension of empowerment has been the most extensively tested empirically. Du et al. (2023), for example, demonstrated that psychological empowerment fostered through servant leadership behaviors can serve as a crucial bridge to higher job engagement, as teachers who feel they are granted autonomy and trust tend to have better psychological control over their own workloads. This mechanism is relevant to the

madrasah context, where teachers are often not involved in decision-making regarding the curriculum or operational policies, so that this sense of powerlessness actually accelerates the onset of emotional exhaustion (Sudibjo & Riantini, 2023). When the madrasah principal intentionally delegates authority and involves teachers in the decision-making process, the psychological space for teachers to manage their work-related stress independently also widens.

The dimension of humility also plays a crucial role, particularly in fostering a more open climate of communication between madrasah principals and teachers. Zukhairina (2023) points out that communication forums built on the principal's spirit of humility serve as a key strategy in alleviating teachers' burnout, as teachers feel that their complaints and difficulties are truly heard without being overshadowed by hierarchical power dynamics. In practice, humility is not a weakness of authority; rather, it strengthens the legitimacy of leadership because teachers feel they are viewed as partners, not subordinates who must simply obey instructions (Ataman et al., 2025).

The third dimension emotional healing emerged as the dimension most directly correlated with reductions in emotional exhaustion and depersonalization. Wu et al. (2024), through SEM modeling, demonstrated that servant leadership is associated with a reduction in teachers' emotional exhaustion through decreases in hindrance stress and depersonalization two mechanisms that are, in fact, at the core of a leader's emotional healing function. Similar findings albeit from a qualitative design and a single-case study also emerged in the study by Clarence et al. (2020), which positioned psychological capital as the link between servant leadership and the psychological well-being of ad hoc teachers. When the madrasah principal acts as a figure who actively recognizes signs of teacher exhaustion and provides space for recovery whether through personal emotional support or policies that alleviate administrative burdens teachers are assumed to no longer undergo this recovery process alone, as is often the case with the phenomenon of "silent burnout" identified by Mubarak (2024), however, it should be noted that a direct causal relationship between the presence of such a madrasah principal and a reduction in silent burnout has not yet been empirically tested in the reviewed literature; therefore, this statement remains a conceptual proposition worthy of further testing.

This cross-study comparison of 14 studies reveals a fairly consistent pattern: namely, that relational and affective dimensions empowerment, humility, and emotional healing are more frequently reported to be associated with burnout than dimensions of a more technocratic nature, such as stewardship or conceptual skills, which in this corpus actually appear more often in studies of job satisfaction than in studies specifically on burnout (Chandler, 2009). This pattern indicates that teacher burnout, as depicted in the reviewed literature, tends to be a relational and emotional issue rather than merely a managerial-administrative one; thus, a leadership approach that directly addresses the human dimensions of teachers appears more relevant as a direction for intervention, although this conclusion needs to be further tested through representative cross-institutional quantitative studies (Leithwood, 2006).

The Integration of Servant Leadership Based on Islamic Values and the Holistic Well-Being of Teachers

The culmination of this literature synthesis is not a single statistically tested empirical finding, but rather a conceptual proposition developed by the authors from complementary patterns found in four studies on Islamic or prophetic leadership within

the corpus Ubaedullah et al. (2025), Sholeh et al. (2023), Jafari et al. (2024), Ramadan et al. (2026) and juxtaposed with the three dimensions of servant leadership previously outlined empowerment, humility, and emotional healing. Firda Amalia Thoyibah and Hajizah (2025) assert that the values of shiddiq, amanah, tabligh, and fathanah align conceptually with the principles of modern transformational leadership; however, the strength of these prophetic values is seen to lie in their transcendental dimension one not found in any secular leadership model namely, the orientation toward worship and accountability in the hereafter inherent in every leadership action. As a methodological note, the four reference studies in this section are classified as conceptual studies or literature reviews therefore, the synthesis in this subsection is theoretical and argumentative in nature and does not yet constitute empirical findings directly tested within the context of servant leadership and burnout.

The value of shiddiq, or honesty, for example, when combined with the dimension of humility in servant leadership, gives rise to transparent and trustworthy leadership practices, so that teachers need not harbor suspicions regarding the madrasah principal's policies or the distribution of workloads that are implemented. Meanwhile, the value of amanah, or trustworthiness, when intersecting with the dimension of empowerment, reinforces teachers' psychological sense of security that the authority delegated to them will be safeguarded and fairly valued by the institution's leadership. As for the value of tabligh or the ability to communicate effectively it strengthens the role of communication within the dimension of emotional healing, as a communicative madrasah principal will be more attuned to detecting signs of teacher fatigue before they escalate into more severe burnout. Finally, the value of fathanah or intelligence and wisdom ensures that the implementation of servant leadership does not stop at good intentions alone but is translated into operational policies that genuinely take into account the actual capacity and workload that teachers bear on a daily basis (Ramadan et al., 2026).

What conceptually distinguishes the Islamic servant leadership model from conventional servant leadership is the spirit of sincere service, which is argued to underpin the entire practice of leadership. From an Islamic perspective, service to teachers is not merely a managerial strategy to boost performance, but rather part of a leader's worship and accountability before Allah for the trust of leadership entrusted to them (Dhomroh et al., 2024). It is this transcendental orientation that the author proposes as an explanation for why the integration of Islamic values has the potential to address teachers' well-being more holistically than secular models, because well-being in the Islamic view does not stop at merely physical and mental aspects but also encompasses spiritual tranquility (*sakinah*), which is believed to arise from the understanding that the work of educating the children of the faithful is part of worship that holds long-term value. This argument has not yet been empirically tested in the body of literature reviewed and is therefore presented as a theoretical proposition for further research, not as a proven conclusion (Hanim et al., 2025).

Based on the conceptual synthesis above, this article proposes a holistic understanding of teacher well-being as a unity of three mutually supportive dimensions, as a theoretical proposition awaiting further empirical testing. The physical dimension is proposed to be reflected in the proportional management of workload through fair empowerment and delegation, so that teachers no longer suffer physical exhaustion due to a pile of administrative tasks that is out of balance with the time and energy available (Ozturk et al., 2024). The mental dimension is proposed to be reflected in the guarantee of

a safe psychological space through the humility and emotional healing provided by leadership, so that teachers feel valued and not alone in facing work-related pressures. As for the spiritual dimension, it is proposed to be reflected in the preservation of the meaning and orientation of worship within the teaching profession through the exemplary embodiment of prophetic values by leadership, so that teachers have the potential to redefine their profession not merely as a burden, but as a path of service with spiritual value (Faizah, 2021). This conceptual framework of integration which is a model synthesized by the author rather than one directly derived from a single study can be illustrated as shown in the following figure.

The framework in the figure proposes that the relationship between Islamic-value-based servant leadership and teachers' holistic well-being is reciprocal, not one-directional. It is assumed that when teachers experience greater well-being, they tend to demonstrate exemplary behavior and dedication, which in turn sustainably strengthens a culture of service and prophetic values within the institutional environment. Such a positive cycle, if

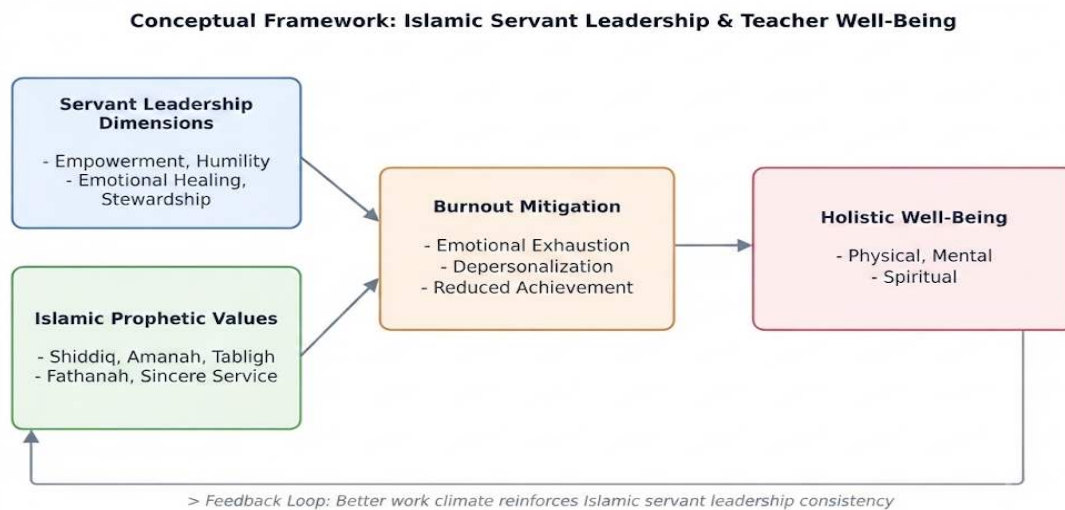


Figure 1. The Integration of Islamic Value-Based Servant Leadership into Teachers' Holistic Well-Being (Theoretical Proposition, Not Yet Empirically Tested)

later proven through empirical research, has the potential to distinguish Islamic educational institutions capable of maintaining the sustainability of their educational quality from those trapped in a cycle of recurring burnout due to leadership that demands without providing space for educators to recover (Arifandi et al., 2024). Once again, this model is a proposed framework for further testing, not a conclusion that has been proven by the body of literature reviewed in this systematic literature review.

CONCLUSION

This systematic literature review of 14 selected articles (2021–2026) yielded three interrelated main conclusions. First, the research landscape on servant leadership and teacher burnout in Islamic educational institutions during this period shows a positive growth trend but is still in its early stages and based on a relatively limited body of work, with a shift in focus from studies on generic job satisfaction in 2021–2022 toward more specific studies targeting teachers' mental health in 2023–2024, although studies that explicitly bridge servant leadership, burnout, and the Islamic context are still dominated

by qualitative designs and small-scale conceptual studies. Second, among the various dimensions of servant leadership examined, empowerment, humility, and emotional healing were consistently found to be most strongly associated with reductions in teachers' emotional exhaustion and depersonalization compared to other dimensions, as all three address the relational and affective root causes underlying burnout; however, given the heterogeneity of study designs within the corpus, this conclusion constitutes a qualitative-thematic synthesis that requires further confirmation through larger-scale quantitative studies. Third, and as the main conceptual contribution of this article, the integration of servant leadership with Islamic prophetic values shiddiq, amanah, tabligh, and fathanah imbued with the spirit of sincere service, is proposed as a theoretical framework with the potential to realize teachers' holistic well-being, encompassing physical balance, mental tranquility, and spiritual depth simultaneously this framework is a proposition resulting from the author's synthesis that has not yet been empirically tested in the reviewed literature, and therefore constitutes a key agenda for future research.

The managerial implications of these findings are quite clear for both madrasah principals and the boards of Islamic educational foundations. Leadership policies that have thus far been oriented toward structural compliance and the achievement of administrative targets need to be reformulated toward more participatory practices by delegating real authority to teachers, opening forums for equal communication, and deliberately establishing mechanisms for emotional support for educators. Furthermore, reinforcing prophetic values in leadership training for madrasah principals must be made a strategic priority not merely religious rhetoric so that servant leadership is truly imbued with the spirit of worship and accountability in the hereafter, rather than being merely managerial techniques borrowed from the realm of secular management.

For future research, this study recommends the development of a measurement instrument for Islamic Servant Leadership that has been specifically validated for the context of madrasahs and pesantren in Indonesia, given that the instruments widely used to date are still adaptations of conventional servant leadership scales that do not fully capture the prophetic dimension. Large-scale quantitative research employing a mediation-moderation design is also urgently needed to empirically test the conceptual framework proposed in this article, including examining the role of contextual variables such as teacher gender, years of service, and institutional type (public madrasah, private madrasah, or pesantren) as moderators in the relationship between Islamic-value-based servant leadership and teachers' holistic well-being. Thus, the future research agenda will not only enrich the academic body of knowledge in Islamic Educational Management but also provide a more robust evidence base for the formulation of humane leadership policies in Islamic educational institutions.

REFERENCES

1. Aboramadan, M., Dahleez, K., & H.Hamad, M. (2021). Servant leadership and academics outcomes in higher education: the role of job satisfaction. *International Journal of Organizational Analysis*, 29(3), 562–584. <https://doi.org/10.1108/IJOA-11-2019-1923>
2. Al-Asfour, A., Charkasova, A., Rajasekar, J., & Kentiba, E. (2022). Servant leadership behaviors and the level of readiness to covid-19 pandemic: evidence from USA higher education institutions. *International Journal of Leadership in Education*, 04(07), 1–18. <https://doi.org/10.1080/13603124.2022.2108505>

3. Alazmi, A. A., & Bush, T. (2023). An Islamic-oriented educational leadership model: towards a new theory of school leadership in Muslim societies. *Journal of Educational Administration and History*, 56(3).
4. Arifandi, A., Khusnuridlo, Mu'is, A., & Angkananon, C. (2024). Servant Leadership : Inspiring Followers Towards Good Governance in Madrasah. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 08(01), 329–343.
5. Ataman, A., Baharun, H., Sanjani, M. A. F., & Safitri, S. D. (2025). Exploring Complementary Leadership Styles in Madrasahs by Aiming at Their Impact on Integrity and Character Development. *BUSINESS AND APPLIED MANAGEMENT JOURNAL*, 01(02), 118–133.
6. Chandler, D. J. (2009). Pastoral Burnout and the Impact of Personal Spiritual Renewal , Rest-taking , and Support System Practices. *Pastoral Psychol*, 58(3), 273–287. <https://doi.org/10.1007/s11089-008-0184-4>
7. Clarence, M., Devassy, V. P., Jena, L. K., & George, T. S. (2020). The effect of servant leadership on ad hoc schoolteachers' affective commitment and psychological well-being: The mediating role of psychological capital. *International Review of Education*, 67(03), 1–27. <https://doi.org/10.1007/s11159-020-09856-9>
8. Dami, Z. A., & Imron, A. (2022). Servant leadership and job satisfaction : The mediating role of trust and leader-member exchange. *Journal Frontiers in Education*, 07(05), 1–18. <https://doi.org/10.3389/feduc.2022.1036668>
9. Dhomroh, S., Fitriani, M. I., & Thohri, M. (2024). Servant Leadership Model of School Principals in Enhancing Teacher Performance at SMAN 1 Gerung. *Tadbir : Jurnal Studi Manajemen Pendidikan*, 8(2).
10. Dierendonck, D. van. (2021). Servant Leadership: A Review and Synthesis. *Journal of Management*, 37(4). <https://doi.org/10.1177/0149206310380462>
11. Du, J., Quddoos, M. U., Latif, M., Abbas, S. M., Siddiqi, A. A., & Amin, M. S. (2023). Exploring the nexus between servant teacher leadership behaviour , psychological empowerment , and cognitive learning : evidence from universities of Pakistan. *Current Psychology*, 43(18). <https://doi.org/10.1007/s12144-023-05505-0>
12. Faizah, K. (2021). SPIRITUALITAS DAN LANDASAN SPIRITUAL (MODERN AND ISLAMIC VALUES); DEFINISI DAN RELASINYA DENGAN KEPEMIMPINAN PENDIDIKAN. *Ar-Risalah: Media Keislaman, Pendidikan Dan Hukum Islam*, 19(1).
13. Febriana, M. A., Repib, P. A., & Yulia, F. (2024). The Role of Teachers , Students and Curriculum in Classical Islamic Education. *Academy of Education Journal*, 15(1), 1111–1120.
14. Haekal, T. M., Abdi, D., Idris, M. I., Azmi, K., & Fitri, M. (2025). An Analysis of The Servant Leadership Role of School Principals in Improving Teacher Discipline. *International Journal of Government and Social Science*, 11(1), 68–88.
15. Hanim, S. A., Maulidawati, & Roziqi, A. K. (2025). The Relationship between Teacher Well-being , Spirituality , and Classroom Management Effectiveness in Madrasah Settings. *Darussalam: Journal of Psychology and Educational*, 4(1), 63–71.
16. Helmawati, □ M., Hartati, R. S., & Huda, M. (2024). Islamic Religious Education and Religious Moderation at University. *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan*, 22(1), 111–124. <https://doi.org/10.32729/edukasi.v22.i1.1689>
17. Jafari, M., Maghribi, H., & Salman, A. M. bin. (2024). Konsep Kepemimpinan Profetik

- dalam Pendidikan Islam The Concept of Prophetic Leadership in Islamic Education. *Jurnal Studi Islam*, 5(1), 97–109.
18. Kainde, S. J. R., & Mandagi, D. W. (2023). A Systematic Review of Servant Leadership Outcomes in Education Context. *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran*, 4(2), 2563–2574.
 19. Leithwood, K. (2006). *Teacher Working Conditions That Matter: Evidence for Change* (1st ed.). Elementary Teachers' Federation of Ontario.
 20. Li, J., Ju, S. Y., Kong, L. K., & Zheng, L. (2024). How spiritual leadership boosts elementary and secondary school teacher well-being: the chain mediating roles of grit and job satisfaction. *Current Psychology*, 43(23). <https://doi.org/10.1007/s12144-024-05803-1>
 21. Mashrul, N. N. R., & Suryaman, M. (2025). Servant Leadership Kepala Sekolah dalam Pengelolaan Stres dan Integritas Guru Sekolah Dasar. *Jurnal Penelitian Inovatif*, 5(3), 2395–2406.
 22. Mubarok, H. (2024). Silent Burnout di Kalangan Tenaga Kependidikan: Ancaman Tersembunyi dalam Manajemen. *JURNAL BIMBINGAN DAN KONSELING PENDIDIKAN ISLAM*, 1(2), 107–122.
 23. Ozturk, M., Wigelsworth, M., & Squires, G. (2024). A systematic review of primary school teachers' wellbeing: room for a holistic approach. *Frontiers in Psychology*, 15, 1–27. <https://doi.org/10.3389/fpsyg.2024.1358424>
 24. Pasaribu, M., Widodo, P. B., & Kristiana, I. F. (2023). Servant Leadership in Religious Boarding School Leaders: A Case Study. *Proceedings of International Conference on Psychological Studies*, 4, 51–62.
 25. Rajasegaram, A., & Muniandy, R. (2022). INTEGRATION OF MIND, BODY, AND SOUL: A CONCEPTUAL GUIDANCE TO A HEALTHY LIFESTYLE. *INTERNATIONAL JOURNAL OF MODERN TRENDS IN SOCIAL SCIENCES*, 5(22), 49–55. <https://doi.org/10.35631/IJMTSS.522005>
 26. Ramadan, F., Fatmawati, Ansori, & Yusup, M. (2026). Model Kepemimpinan Visioner Dalam Pendidikan Islam Berbasis Karakter Siddiq, Amanah, Tabligh, dan Fatonah. *Journal of Artificial Intelligence and Digital Business*, 4(4), 10936–10945.
 27. Ramdan, M. R., Yin, K. Y., Yuhainis, N., Wahab, A., Samsudin, N., Abdullah, N. L., Ashykin, N., Aziz, A., Arkhasa, C., Mazlan, N., & Rambeli, N. (2024). The Impact of Applying the Servant Leadership Style among Educators in Educational Institutes: A Scoping Review. *TEM Journal*, 13(2), 1068–1079. <https://doi.org/10.18421/TEM132>
 28. Sholeh, M. I., Tanzeh, A., Fuadi, I., & Kojin. (2023). Kepemimpinan Profetik (Study Proses Peningkatan Lembaga Pendidikan Islam di Indonesia). *Jurnal Manajemen, Pendidikan, Dan Pemikiran Islam*, 1(1), 27–44.
 29. Siswahyuningsih, Z., Ambarawadi, N., Jaswadi, Aziz, A., & Efendi, N. (2025). Leading with Prophetic Integrity: Strengthening Islamic Education through Shiddiq, Amanah, and Fathanah. *MANAGERE: Indonesian Journal of Educational Management*, 7(2), 224–235.
 30. Sudibjo, N., & Riantini, M. G. D. (2023). Factors Affecting Teachers' Work Engagement: The Case of Private School Teachers in Jakarta Metropolitan, Indonesia. *REICE. Revista Iberoamericana Sobre Calidad, Eficacia y Cambio En Educación*, 21(1), 119–137.
 31. Syafi'i, A. (2023). BEHAVIOR OF MADRASAH HEADS IN CREATING AN EFFECTIVE MADRASAH CULTURE. *TA'ALLUM: Jurnal Pendidikan Islam*, 11(1),

- 85–98.
32. Thoyibah, F. A., & Hajizah. (2025). Model Kepemimpinan Profetik Rasulullah dalam Konteks Kepemimpinan Transformasional Modern. *Jurnal Pendidikan Islam*, 3(3), 582–589.
33. Ubaedullah, D., & Al-Rahman, R. M. U. (2025). Islamic Servant Leadership : Implications for Education in Madrasah. *Journal of Islamic Education*, 4(1), 360–373.
34. Wibowo, A., & Putri, S. (2021). *PEDOMAN PRAKTIS PENYUSUNAN NASKAH ILMIAH DENGAN METODE SYSTEMATIC REVIEW* (1st ed.). Departemen Administrasi dan Kebijakan Kesehatan.
35. Wu, H., Zhao, J., Qiu, S., & Li, X. (2024). Servant Leadership and Teachers' Emotional Exhaustion—The Mediation Role of Hindrance Stress and Depersonalization. *Behavioral Sciences*, 14(12), 1–17.
36. Yu, X., Sun, C., Sun, B., Yuan, X., Ding, F., & Zhang, M. (2022). The Cost of Caring : Compassion Fatigue Is a Special Form of Teacher Burnout. *Sustainability*, 14(10), 1–15.
37. Zukhairina. (2023). Does Servant Leadership Overcome Teacher Burnout ? Principal ' s Strategic Approach. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 07(02), 580–593.