

Modern Seminary Education Management to Support SDG 4: A Case Study of Seminari Petrus Van Diepen, Southwest Papua

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ABSTRACT

Objective: To analyzes the situational leadership styles of boarding school principals in improving school achievement at Senior High School Katolik Villanova and Senior High School Katolik Santo Arnoldus Janssen. **Method:** A qualitative multi-site study was employed. Data were collected through in-depth interviews, participatory observation, and documentation, and analyzed using an interactive model involving data reduction, data display, and conclusion drawing. Data validity was ensured through triangulation. **Results:** The findings reveal that principals applied flexible situational leadership styles directing, coaching, supporting, and delegating according to teachers' and staff members' readiness. Leadership extended beyond academic management by integrating character formation, discipline, faith development, and community life, resulting in improved academic and non-academic achievement, teacher professionalism, and a collaborative school climate. **Novelty:** Proposing a spiritually oriented situational leadership model that integrates faith formation, moral exemplarity, and pastoral practices into educational leadership. The model contributes to SDG 4 (Quality Education) by promoting holistic and character-based education and supports SDG 16 (Peace, Justice and Strong Institutions) through ethical leadership and values-based educational governance in Catholic boarding schools.

INTRODUCTION

Education plays an important role in shaping the quality of human resources who are faithful, possess strong character, are intellectually capable, and demonstrate leadership abilities (Johar et al., 2020; Makahenggang & Sihotang, 2025). In the tradition of the Catholic Church, a seminary is generally known as a special educational institution for priesthood candidates or male students who are prepared to undergo integrated spiritual, intellectual, and disciplinary formation (Canoy et al., 2023; Levchenko, 2026; Oakley, 2017). The seminary education system is usually exclusive in nature and more oriented toward forming future leaders of the Catholic Church through an orderly and disciplined boarding school life (Schuth, 2016; Simonds et al., 2017; Spesia, 2016).

However, the development of the modern era and the needs of society require Catholic educational institutions to become more open to social dynamics, cultural diversity, and inclusive educational needs (Gaus, 2021; Gourlay, 2025; Koukounaras-Liagkis, 2014; Sullivan, 2013). Modern education emphasizes not only academic aspects but also character formation, tolerance, spirituality, and the ability to live harmoniously within a pluralistic society (Baidhaw, 2013; Mashoedi et al., 2025; Suryani & Muslim, 2024). In this context, several seminaries have begun developing a more open educational model without abandoning the identity and fundamental values of Catholic education.

Seminari Petrus Van Diepen in Sorong Regency, Southwest Papua, is one of the Catholic educational institutions that possesses unique characteristics compared to seminaries in