

Spiritual Strengthening of Teachers Through the Spiritual Leadership of the Principal (Study at State High School 7 Bengkulu City)

Emilda Sulasmi¹, A. Akrim²

Abstract

This article aims to discuss related to the role and function of the principal as a leader in the school organization, what efforts are made by the principal in order to align the vision, mission and policies to achieve the goals of Education in the institution he leads, then whether spiritual leadership can empower teachers to maximize their duties and functions as educators in schools. The method used is a qualitative research method using a centralized interview model (focused interviews, this model is used on the grounds that this model is more able and easy to adjust when faced with double reality, this method presents the nature of the relationship between researchers and research subjects directly and this method is more sensitive so that it can adjust and sharpen a lot of mutual influence on the patterns of values faced by researchers, The data sources used consist of three groups, namely Person, Place and Paper consisting of Principals and Teachers, and related documents. The results showed that spiritual leadership support is a determining factor in achieving organizational goals, the form of activities to improve the spiritual leadership of teachers is carried out through training, personal persuasive, it has an impact on students with a focus on improving the learning process in each subject.

Keywords: *Spiritual Teacher, Spiritual Leadership, Principal.*

INTRODUCTION

Spiritual leadership is leadership that brings the worldly dimension to the spiritual dimension (divinity). God is a true leader who inspires, influences, serves and moves the conscience of His servants in a very wise way through an ethical and exemplary approach. Therefore, spiritual leadership is also referred to as leadership based on religious ethics (Fry et al., 2007). Leadership that is able to inspire, awaken, influence and move through example, service, compassion and the implementation of values and other divine qualities in the goals, processes, culture and behavior of leadership.

A leadership is needed by every organization because with leadership that is in accordance with the expectations of subordinates will make it easier to manage subordinates, and communicate in aligning the goals of the agency (Shofwa, 2013). An organizational leader must be able to establish relationships between fellow officials and staff regardless of the position and circumstances of staff or subordinates.

This huge role of leaders greatly affects employees, as mentioned in Nowack's research (Mona, 2020) that poor leadership practices cause employees to leave the organization.

¹ Master of Higher Education Management, Postgraduate Program Universitas Muhammadiyah Sumatera Utara, Medan Indonesia, emilda@umsu.ac.id, ORCID: <https://orcid.org/0000-0002-4057-2981>

² Master of Higher Education Management, Postgraduate Program, Universitas Muhammadiyah Sumatera Utara, Medan Indonesia, akrim@umsu.ac.id, ORCID: <https://orcid.org/0000-0002-3984-9242>

Meanwhile, according to Sondang Siagian (Fitriani Pramita Gurning et al., 2021), leaders in an organization have the following roles (Rafsanjan, 2017): (1) Interpersonal roles, that interpersonal roles manifest themselves in three forms, namely as a symbol of the existence of the organization (played in various legal and ceremonial activities), (2) Informational roles, this role takes three forms, namely First, the role as a monitor of information flow Second, the role as a sharer or disseminator of information; Third, the role as the spokesperson of the organization (3) The role of Decision Making, this role takes four forms, namely First, as an entrepreneur; Second, as a nuisance absorber; Third as a divider of funds and resources,; Fourth, as negotiators for the organization.

The role of leadership in an organization is fundamental. The success of an organization cannot be separated from the influence of leadership in it, this is supported by Siagian's opinion (Syarifudin & Yudhyarta, 2019) which states that the success or failure of an organization is determined by the leadership qualities possessed by its leader. Therefore, leaders must always be able to take responsibility for every risk that occurs (Pratama & Muhammad, 2020). In a situation like today, a leader who is able to face change continuously is needed and a leader who is able to increase the awareness of his subordinates by encouraging higher ideals and moral values through the development of potential and performance of subordinates. According to Davis (1996), the responsibility of an organizational leader is to encourage the group towards useful goals, so that their work performance can improve.

The question of spirituality is increasingly accepted in the 21st century, which futurologists such as Aburdene and Fukuyama call the new age. In the perspective of Islamic history, spirituality has proven to be a tremendous force for creating individuals who are holy, have integrity and moral charisma whose existence is beneficial (brings joy) to others. Socially, spirituality is able to build Islamic society to reach the peak of civilization, able to achieve the title of *khaira ummah* and its existence brings happiness to all (*rahmatan lil'âlamîn*).

Spiritual leadership is believed to be the solution to the current leadership crisis. Spiritual leadership is the culmination of the evolution of leadership models or approaches because it departs from the paradigm of humans as rational, emotional and spiritual beings or beings whose personality structure consists of bodies, passions, reason, heart and spirit. Spiritual leadership is true leadership and real leaders (Rafsanjan, 2017). He led with a religious ethic capable of forming outstanding character, integrity and example. He is not a leader because of rank, position, position, heredity, power and wealth.

Spiritual leadership does not mean anti-intellectual leadership. Spiritual leadership is not only very rational, but it clarifies rationality with the guidance of one's conscience. Spiritual leadership also does not mean leadership with supernatural powers as contained in the terms "spiritual figure" or "spiritual advisor", but rather leadership using spiritual intelligence, sharpness of the inner eye or sixth sense.

In the current Modernization Era, it has been proven through research that spiritual leadership that provides a touch of affection to students consistently, is able to shape spiritual and emotional character (Muldrianto & Tabroni, 2023). IQ, EQ, and SQ go side by side reinforcing each other in daily activities between educators and students. This cycle reinforces the emergence of a friendly, courteous, and compassionate school life that leads to character building in this school. This issue encourages the author to study more deeply to find the spiritual leadership model that exists at SMA Negeri 7 Kota Bengkulu and accuracy in building the character of students.

METHOD

This research is qualitative research, which is research conducted by collecting data from informants and documents (Sugiyono, 2017) related to this research which is directed at

the leadership style of the principal, teacher spirituality and its implications on the learning process. The location of the study is State High School 7 Bengkulu City, this school was chosen because from the beginning it declared itself as a State Education Institution that has the characteristics of learning-oriented students in order to gain improvement in aspects of spirituality. The data collection techniques used are interviews, observation and documentation (Moleong, 2005). After the data is obtained, it is analyzed based on needs by selecting, tabulating, and drawing conclusions (Miles, M.B., 1995).

RESULTS AND DISCUSSION

SMA Negeri 7 Kota Bengkulu is one of the state educational institutions located in Jalan Sadang, Lingkar Barat, Kec.Gading Cempaka, Bengkulu City, which has a vision of realizing graduates who excel in science and technology. Forming students with noble character and achievement in the fields of education, art, sports, and practical skills. While its mission is to increase faith and piety towards the one and only god in accordance with the religion adopted as a foundation in thinking and acting. 2) Maintain a conducive learning environment in an effort to improve the quality of learning. 3) Cultivate a spirit of excellence and sound reasoning to students, teachers and employees so that they have a strong will to continue to move forward. 4) Increase the commitment of all educators and education staff to their main duties and functions. 5) Implement and improve the use of information and communication technology in learning and school administration. 6) Produce students who excel in various academic and non-academic activities at regional, national and international levels. 7) Fostering a competitive spirit in facing the era of globalization.

As an educational institution that plays an important role in shaping the younger generation, SMA Negeri does not only aim to provide academic knowledge to its students. More than that, schools also have a responsibility in shaping the character, morals, and spiritual values of students (Kakiay, 2017). In this context, spiritual leadership becomes very relevant in directing SMA Negeri 7 Kota Bengkulu into a holistic educational institution. Spiritual-based principal leadership is leadership that is transcendental, inspiring his actions, attitudes, and personality in accordance with religious teachings (Riski & Gistituati, 2021).

Spiritual leadership is a leadership concept that emphasizes the development of the spiritual dimension in the lives of students and all school members (Eliyana, 2013). At the level of SMA Negeri 7 Kota Bengkulu, spiritual leadership is the responsibility of the principal as the main leader in creating a conducive school climate for students' spiritual growth.

Spiritual in English comes from the word "spirit" which means soul, spirit, spirit, soul, spirit, moral, and purpose or ultimate meaning (Hornby, 1995: 1145-1146). While in Arabic, the term spiritual is related to the spiritual *wa ma'nawi* of all things (Rosita, 2018). The core meaning of the word spirit and its finished words such as spiritual, spirituality is that it boils down to essence, eternity, and spirit; not temporary or artificial (Mubasher et al., 2017). According to Tobroni (2005) the spiritual dimension is always directly related to the reality of God Almighty, Spirituality is not something foreign to humans, because it is the core of humanity itself.

There are many things that have been done in this regard, at least according to the Head of SMAN 9 Bengkulu City, he has a clear vision and is integrated with religious values. The vision combines the goals of formal education with the development of students' spirituality. According to him, a principal can have a vision to create students who not only have high academic achievement, but also have strong character, empathy for others, and have concern for human values. In this case, the principal must be able to communicate the vision to all school members, including teachers, students, and parents (Syarifudin & Yudhyarta, 2019).

Furthermore, in this case also requires high integrity from a principal. Integrity is a strong moral foundation in leading. A principal who practices religious values in his personal life will be a good example for students and other school members (Abi Sopyan Febrianto, 2020). Integrity is not only related to moral principles, but also to transparent and fair management of school resources. School principals must demonstrate their integrity in making decisions that pay attention to the welfare of students and the school community (Iskandar, 2013).

Then what is even more important is the involvement and integration of religious values in daily activities at school (Ansori, Samsudin, 2013). This can be done through organizing religious activities such as joint prayer, recitation, or other religious activities. In addition, school principals can ensure that the school curriculum includes adequate aspects of religious and moral education (Fry, 2003). Thus, students can develop a deeper understanding and spiritual awareness.

As a form of commitment and consistency regarding spiritual leadership, the Head of SMAN 7 Kota Bengkulu also involves teachers and school staff in integrating spiritual values in teaching and daily interaction with students. This is done by providing the necessary training and support for teachers to develop their ability to integrate religious values in student learning and guidance.

Another form that has been carried out by the head of SMAN 7 Bengkulu City is to ensure an open and inclusive dialogue with students, parents, and the school community. This is done through discussion forum activities, meetings with parents, or the formation of student advocacy groups. By involving all relevant parties, the principal can get important input and support in achieving the goals of spiritual education at SMA Negeri 7 Kota Bengkulu.

It is realized that teachers have a very important role in shaping and developing students' spirituality. Therefore, in order to carry out this task well, teachers also need support and guidance from the principal (Hajiyan et al., 2015). School principals have a key role in improving teacher spirituality, because teachers who have high spiritual awareness can have a positive impact on students and the school environment as a whole (Asrori & Syauqi, 2020).

School principals need to be aware of the need for teachers in developing their spirituality dimension (Nicolae et al., 2017). Through personal discussions, team meetings, or specialized training, principals can provide the guidance and support teachers need in integrating spiritual values in learning and interaction with students. Then it can also provide relevant resources, references, or materials to assist teachers in understanding and developing aspects of spirituality (Benefiel, 2005). Another form carried out is the establishment of policies and practices that promote spiritual values, such as respect, cooperation, tolerance, and compassion (Maksum, 2016).

Spiritual leadership in the context of school organizations has a significant influence on the cultural development, performance, and well-being of school members (Pratama & Muhammad, 2020). More than just leading with administrative duties and responsibilities, spiritual leadership emphasizes the spiritual dimension in organizational life (Hadi, 2022).

A spiritual leader values and encourages every individual within the organization, creating a safe and inclusive environment (Tusriyanto, 2014). Through an empathetic approach and attentive listening, principals can build positive and trusting relationships between school members (Anang Sugeng Cahyono, 2021). In this culture of cooperation, school members work together to achieve common goals and support each other in the development of their spirituality. By providing strong examples and guidance (Mardani, 2022), principals can inspire school members to explore their spiritual potential, increase self-awareness, and practice religious values in their lives.

They encourage school members to think outside the box, explore their creative potential, and take the risks necessary to achieve organizational goals (Daniel & Chatelain-jardon, 2015). In a climate supported by spiritual leadership, school members feel encouraged to contribute with useful ideas, which in turn increases innovation in learning and curriculum development.

Spiritual leadership also plays a role in creating a caring and supportive school environment. A spiritually caring principal sees the needs and well-being of school members as a priority (Shofwa, 2013). They ensure that school members feel heard, respected, and supported in their journey. In this caring environment, school members can feel safe to develop spiritually, engage in self-reflection, and overcome challenges with support and help from peers and leadership.

Paying attention to aspects of spirituality and mental well-being, school principals can create a balanced environment, where individual needs are recognized and supported (Wahyuni, 2012). In a spirituality-aware environment, school members feel valued, have a sense of purpose, and feel satisfied with their contribution in achieving the school's vision and mission.

COVER

Spiritual leadership at SMA Negeri 7 Kota Bengkulu has an important role in forming a young generation with character, integrity, and spiritual awareness. A principal who has a clear vision, high integrity, and is able to involve all relevant parties in the educational process, can create a conducive school climate for students' spiritual development. Related to teacher spirituality, the headmaster can be a source of inspiration, provide guidance and support, create a supportive environment, encourage learning and self-development, and provide evaluation and feedback, thus The principal can assist teachers in developing their spiritual awareness. Through this collaborative effort, the school can become an environment that supports the development of teacher spirituality, which in turn will provide great benefits for students and the entire school community.

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