



Spirituality of Education Leadership to Improve the Quality of High School in the Bible Perspective

Hasibun Asikin^{1*}, Yakin A. Asikin²

¹STIKOM Uyelindo Kupang

²STKIP Muhammadiyah Alor

Corresponding Author: Hasibun Asikin hasibun@gmail.com

ARTICLE INFO

Keywords: Spirituality, Leadership, Quality, Scripture

Received : 26 September

Revised : 27 October

Accepted: 28 November

©2022 Asikin, Asikin : This is an open-access article distributed under the terms of the [Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

Biblical perspective, in particular (Genesis 1:26; 1 Timothy 3:1-7 and 3:8-13). This study aims to explain the general behavior of formalistic, bureaucratic Catholic leadership, less than optimal performance of school principals and improving the quality of education. The focus of the problem in this study is directed at the spirituality of Catholic education in realizing increased performance in high school. This objective portrays the spirituality of leadership that is played by supporting and inhibiting factors in realizing quality through improving performance. The research process was carried out by identifying phenomena, facts, and information on the spirituality of the leadership of the Giovanni Catholic High School Kupang City. Recruitment recommendations for prospective principals are carried out through a fit and proper test directed at principals who have integrity, characteristics, intellect, competence, experience, acceptability, and commitment to achievement. vision and mission of the organization based on religious spiritual values.

INTRODUCTION

Principal leadership is a key factor in the effectiveness of a school. The quality of teaching and learning that occurs in schools is largely determined by the quality of the principal's leadership. Recognizing the importance of the principal's role in determining the quality of education, it is necessary for educational leaders who are able to direct and narrow all the potential and dynamics in productive activities to achieve school goals. An effective leader is a leader who has leadership qualities and always tries to create leadership attitudes to subordinates. In addition, in line with the demands of the dynamics of the era that continues to be progressive, the leader must have a vision, namely a leader who has comprehensive, deep, and far-sighted insight beyond the boundaries of space and time and place.

The quality of education is basically how to achieve good quality of learning. In this context, it implies that improving the quality of education should be directed at creating schools as a better place for learning (school as a place for better learning). It is the responsibility of the principal as a leader to focus on learning by creating a work culture that is relevant to the vision. This means that the vision of being alive is not just a jargon written on paper or displayed on a silent school wall or just fulfilling administration whose meaning cannot be captured by all school principals as educational leaders who occupy strategic positions in efforts to empower educational institutions are obliged to move the existence of educational management. For the attainment of educational goals.

The strategic position must be used smartly by cooperating with management work strategically and in its implementation it must be accompanied by several qualifications attached to its duties and functions as educational leaders, namely professionals. As stated by Sanusi (1911: 177-178) that efforts to improve school managerial abilities must be supported by professional school principals who make their officials truly "career administrators". The fact shows that the ideal expectations of the school principal do not seem to be able to be realized properly.

- 1). The principal has not been able to answer the challenges of the dynamics of change that occurs in society. Educational planning has not been implemented properly in schools.
- 2). Principals have not been responsive to the turmoil of rapid changes, they feel as if the school's lack of success is not their responsibility.
- 3). Weaknesses of principals in procedural aspects, including weaknesses in analyzing, designing, and making decisions on the allocation of resources, preparation of guidelines, details, programs, and evaluation programs.
- 4). Weaknesses in substantial aspects, including principals in generalization abilities, considering the multidisciplinary and interdisciplinary nature of education.
- 5). Principals apparently lack managerial courage in choosing better alternatives for making decisions.
- 6). Educational leadership that has not been able to bring the Catholic schools they lead to be more prepared to face changes and demands of society.

7). The leadership of the principal who is indicated to lack managerial ability, and lacks mastery of a number of knowledge that supports his position as principal. Lately, the community feels that there are quite a number of Catholic schools that are not of good quality, teachers lack dedication in carrying out their duties, graduates are not ready to take lessons at school and students who graduate do not have life skills.

8). It is felt that the community is still not invited to cooperate by the principal in school development so that it results in a low sense of belonging to the surrounding schools.

Principal leadership is a key role holder in the success of achieving educational goals. Ideally, abilities, expertise, and skills become a necessity for school principals to be able to carry out school dynamics professionally towards quality performance, in the sense of being effective, efficient, and healthy. The principal as a manager has the duties and responsibilities as an education manager, who carries out the task of achieving common goals with other personnel in the school. The principal as the education manager is in charge of planning, organizing, leading and supervising. A school principal occupies his position because he is appointed by a superior (foundation), to carry out his duties the principal has the main task of fostering or developing his school continuously with the developments and challenges of the times.

The ability of the principal in carrying out his material functions will determine the achievement of school goals. Principals must be able to utilize their functions and strategic positions in a professional and responsible manner. Principals with managerial abilities provide direction, guidance, mobilize and encourage all school personnel to work well in order to achieve school goals. Therefore, an effort is needed to develop the managerial ability of school principals, because lately the community feels that there are quite a number of schools that are less qualified, teachers are less dedicated in carrying out their duties, graduates are not ready to take lessons at school and students who are graduated do not have the skills.

Life skills to enter the job market, as well as the presence of a principal who is indicated to lack managerial ability, and lacks mastery of a number of knowledge that supports his position as principal. The capacity building of school principals has become a problem that has been going on for a long time and has received little attention from various parties to overcome it. The principal has an important role in determining the quality of education, it takes educational leaders who are able to direct and purge all the potential and dynamics of education in productive activities to achieve school goals. An effective leader is a leader who has leadership qualities and always tries to create leadership attitudes to subordinates.

In addition, along with the demands of the dynamics of the era that continue to be progressive, the leader must have a vision, namely a leader who has comprehensive, deep, and far-sighted insight beyond the boundaries of space and time and place. Spirituality of leadership (principal) wants to describe the vision of a leader based on religious values by using thoughts and acting honestly

to build effective, efficient, and productive performance. Leadership spirituality seeks to move, influence, motivate, invite, direct, advise, and guide and lead subordinates with justice and truth. The principal's task is to function as an educator, manager, administrator, supervisor, innovator, and motivator which will eventually become the basis for achieving quality graduates through performance improvement.

Leadership in a general sense is a process when a leader (directs), guides (guides), influences (influences) or controls (controls) the thoughts, feelings or behavior of others. From this general understanding, it can be understood that leadership is an act or act of a person that causes another person or group to move towards certain goals. Based on the above understanding, it can be concluded that leadership is the ability to move, influence, motivate, invite, direct, advise, guide, instruct, command, prohibit, and even punish if necessary, as well as fostering with the intention that humans as management media want to work in the context of achieve administrative goals effectively, efficiently, and productively. Leadership is one of the important aspects in improving the quality of schools and has very complex problems.

The need for the development of spiritual motivation and expertise of school principals oriented to improving the quality of education on an ongoing basis. In every effort to improve the quality of education in schools, the role of the principal and all his staff is very important. The ability of management at the level of the education unit will also determine the overall effectiveness of the implementation of education. This management ability is largely determined by the managerial ability of the principal. Empirical evidence has shown that managing schools requires a detailed plan, so that there is no overlapping implementation, lack of coordination, ineffective communication, lack of motivation, not transparency, lack of thoroughness, and lack of understanding based on the duties and functions of an organization. .

The weak practice of the principal has something to do with the strength of the body, mind, heart and soul which is an inseparable part of the managerial leadership of education. The obstacles to the implementation of the tasks mentioned above need to be addressed immediately by building a system that can guarantee the principal to carry out his duties and functions to the fullest. Various cases that occurred at the beginning of the reform until now related to the economic, political, cultural, social, and legal dimensions have added to the complexity of educational problems. One of the problems, including regarding the recruitment process for school principals managed by the community has not been carried out through a transparent selection process, focusing on competence and professionalism.

THEORETICAL REVIEW

Educational leadership indicators that are expected today are leadership that is able to solve problems, full of initiative and innovation, including having a strategic vision and being supported by dynamic management, making appropriate, fast and accurate decisions. The principal has a strategic role in implementing a policy that leads to an educational management innovation.

Based on the above indications, the research questions are specifically formulated as follows:

- 1) How is it possible to develop a leadership spirituality model in order to improve quality from a biblical perspective; by various factors including educational qualifications, motivation, competence, commitment, diversity of levels of resource maturity.
- 2) What does an educational leader do in an effort to provide services in schools.
- 3) What are the activities of a Catholic education leader that are in accordance with the Bible?

b. Restricting the problem

Based on the description of the background and the formulation of the problem, there are various factors that influence the realization of leadership spiritualism in a biblical perspective. Therefore, the problem of this research is the extent to which the leadership of high school principals in Kupang City is able to realize leadership spirituality from a biblical perspective through performance improvement.

So this research is limited to four aspects:

- 1) Catholic educational leadership (school principal) in a biblical perspective (Timothy 3:1-7 and 3:8-13, Genesis 1:26, Genesis 1,2 and 3, Gospel of Mark 10:43,44, and Revelation 21: 5).
- 2) Leadership is something that is inherent in the nature of humanity which is reflected through one's leadership.
- 3) Leadership is a mandate, a person's eligibility to become a leader is not primarily the result of the intelligence concerned to build an image and charm.
- 4) Leadership is a gift, being a leader is a very special and unique gift from God, something that other creatures do not have because it is very noble and special.

The duties and functions played by the principal will be an indicator for the leadership profile in providing the basis and placing goals in an important position. Therefore, leadership really involves other people and there is a situation where the group and its members interact, in leadership there is a division of power and the process of influencing subordinates by the leader, and there is a common goal to be achieved by leadership. The principal should function in the management of educational institutions as a series of efforts carried out in a planned, regular, comprehensive and sustainable manner to achieve a goal, through the process of transferring knowledge and transferring values with the power of leadership working in it:

a. Research Assumptions

1) Professional

The principal will affect the work productivity of the principal which will have an impact on improving the quality of graduates, because professional principals will work effectively in accordance with their field of expertise so that their productivity will increase.

2) Motivation

Achievement can affect the principal's work productivity, because high motivation will encourage a strong desire to work seriously and look for strategic and effective steps so as to improve the work of the principal.

3) Productivity

To achieve this work productivity, it is necessary to have an adequate work climate. A conducive environment causes individuals to act effectively and efficiently. Productivity is influenced by factors originating from the individual himself, the social work environment, and factors related to working conditions and is influenced by motivation and work ethic.

4) Graduate quality

It is the output of the principal's work productivity, so that if the principal's work productivity is high, the principal's work productivity will produce better results. Thus, it can be assumed that the principal's work productivity affects the quality of graduates.

Given the very complex scope of the problem because it is so broadly related, the writer takes this opportunity to limit it to several research questions as follows:

- 1) Describe the development of educational leadership spirituality with performance accountability in a biblical context (1 Timothy 3:1-7).
 - 2) Developing conceptual educational leadership based on spirituality in a biblical perspective at (Giovanni Catholic High School) describing the supporting factors and inhibiting factors in the application of leadership spirituality in Kupang City.
 - 3) To find and determine the impact of the application of leadership spirituality style used in realizing quality graduates through performance improvement.
- #### 4. Research Objectives and Benefits

Provide input to several Catholic educational institutions in a Biblical perspective. Provide empirical information input to the foundation in developing a superior quality leadership spirituality model, in order to better understand the role, duties and functions of educational leadership. Provide directions and guidelines for research to conduct further research, as an innovative and participatory form to create superior quality education and also as a material for decision makers to consider in realizing quality education through the recruitment of school principals.

METHODOLOGY

The research method used in this research is descriptive qualitative research method, which describes the meaning of the research data in a systematic, factual, and accurate manner. This qualitative descriptive method is intended to examine and solve problems in the field, through a research process with narrative, analysis and classification. This method is often referred to as the analytical method. Qualitative research is aimed at understanding social phenomena from the participant's point of view or perspective. Participants are people who are interviewed, observed, asked to provide data, opinions,

thoughts, and perceptions. According to Sukmadinata in Hasibun Asikin, Heni, Yakin A. Asikin, (2002:389-400) management development of lectures to increase research quality at Stikom Uyelindo Kupang that: Understanding can be obtained through analysis of various relationships and participants in qualitative research the instruments are people or human instrument, namely the researcher himself. To be able to become an instrument, the researcher must have the provision of theory and broad insight, so as to be able to ask questions, analyze, take pictures, and construct the social situation under study to be clearer.

The use of descriptive methods and qualitative approaches in this research is also determined on the basis of philosophical foundations that refer to the philosophy of naturalism and progressivism. The philosophy of naturalism holds that reality is related and forms a whole that cannot be separated. An object is always in pairs with its context, namely behavior, events, place and time. The flow of post-positivism (naturalism) views the world as a whole and behind the reality there are hidden emotions, feelings, and behaviors, which can only be understood, understood, and felt when researchers blend in the actual atmosphere. The flow of postpositivism demands the unity of the research subject with the object under study, as well as the supporting subjects.

RESULTS AND DISCUSSIONS

Based on the findings and interpretations of principals' leadership spirituality, the researchers formulated the development of the concept of leadership spirituality (principals) in a biblical perspective.

Principal Leadership Spirituality Style

The application of the principal's leadership spirituality depends on the principal's own ability to understand the concept of leadership, namely how strongly the principal internalizes the concepts of leadership spirituality, and the extent to which the principal applies these concepts. Leadership is the process of influencing the activities of an organized group to achieve a common goal. To be able to apply his leadership, the principal needs to carry out a process of internalizing knowledge about the concept of leadership, so that it can be applied to the conditions and dynamics that exist in the school. Spirituality that appears, as a manifestation of accommodating the mission and the interests of all components are bound by a mission and a common hope, namely improving performance. With his spirituality, to build future strategic strengths, students must gradually be equipped with personal, intellectual, and scientific, social, emotional, entrepreneurial, vocational and spiritual skills. The principal's targets must produce multi-intelligence performance.

The applied leadership spirituality must be able to have a major impact on the achievement of the above intelligences. The principal as a formal education leader is responsible for achieving educational goals through efforts to drive performance according to the level of education that has been applied. Leadership spirituality that appears in religious schools, from an autocratic-bureaucratic style of spirituality that is task-oriented to democratic leadership oriented to human relations. Actually there is no best leadership, it all depends on the situation. A good leader is a leader who is good at seeing the situation in

leading subordinates both individually and in groups. The similarities that arise in the application of leadership spirituality in the research location:

- 1) Leadership with four behaviors (telling, selling, participating, and delegating). Implementation of the principal's duties, preparation of detailed tasks, compilation of data and assignments.
- 2) The principal builds a very warm relationship with teachers and staff, delegates authority to teachers and staff, involves teachers and staff in making decisions, empathizes with the individual problems of teachers and staff, motivates teachers and staff who show an orientation to improve performance in the form of services. .

At Giovanni Catholic High School. The spirituality of his leadership lays the foundation for thinking and acting on Christian values, obtaining God's gifts and a very Christian culture. This is due to the high competence and commitment as a result of the intrinsic strength based on Christian values. In the context of leadership, four leadership roles are described, one of which is empowering which will result in cultural moral obligations that have the characteristics of being a servant of education. In line with what was done at Giovanni Catholic High School through laying the foundation for thinking and acting on Christian values, and gaining God's love, the internal motivation for school principals to carry out their main tasks leads to the quality of religious beliefs in every behavior. In addition, empirically the spirituality of the principal's leadership is prepared by the principal himself according to the saints who are the protectors of the school. Leadership spirituality lays the foundation for thinking on the functions, duties and authorities that have been regulated in the formalistic-bureaucratic laws and regulations. This is due to the high level of competence and fluctuating commitment. This leadership spirituality directs the organization to the formal goals of the legislation as a target, utilizes existing resources through awareness in the form of participating effectively and functioning as a catalyst (accelerate) between the duties of the principal and employees with the goals of the organization. Thus the leadership of the principal at Giovanni Catholic High School has the spirituality of educational leadership with a participating style.

Factors that Support the Leadership of the Principal at Giovanni Catholic High School

- 1) The qualifications of the teachers have met the undergraduate standards in each subject, this is the basic capital that allows the teachers to have the competence that meets the formal requirements in receiving direction from the leader.
- 2) Foundation support in fulfilling teacher competencies through policies that gradually encourage competence and simulation through training or in-house training, as well as support from the central foundation for the development of learning facilities.
- 3) Having teachers with adequate motivation, because Giovanni Catholic High School has held a salary system and permanent teacher rank for the foundation,

which participates in maintaining the stability of motivation in carrying out their duties.

4) There is a periodization of the principal's leadership, so that every teacher has the opportunity to lead the school.

3. Factors that hinder the leadership of the Giovanni Catholic High School Principal.

Based on the description above, it can be stated that the leadership spirituality of the Giovanni Catholic High School principal tends to be delegating based on religious spiritual values (Christianity) which has an impact on performance in realizing quality graduates. This is as stated in the leadership theory that the level of maturity (able and willing) means that the right leadership style applies a good control system. Theoretically a number of achievements achieved by Giovanni Catholic High School are a contribution to the application of leadership spirituality with an emphasis on delegating behavior. But further than that, there is a pattern of leadership behavior that factually has a large influence on improving performance and achieving graduate quality. This is the responsibility of the principal who is based on spiritual values by assuming that each individual is a leader (king), and each individual is clean and enthusiastic as the first event that humans were created. Delegating is only a human expression of the substance of belief in God. Therefore, humans are asked to cultivate themselves and their environment will later be held accountable before God.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the findings, interpretations and discussions about the spirituality of educational leadership (principals) in the context of improving quality in high schools from a biblical perspective, the conclusions of the study can be stated:

1) Application of leadership spirituality at Giovanni Catholic High School. In general, it ranges from task-oriented autocratic-bureaucratic to humanist-democratic relations. This can be seen in the leadership behaviors of the principal as follows:

a) Guidance of teacher tasks, detailed, contextual, contextual preparation of tasks, preparation of teacher and staff duties, controlling the implementation of teacher and staff duties, which are oriented to the completion of tasks systematically focused on work discipline.

b) Principals build warm relationships with all teachers and staff, willing to delegate power, authority, and authority to teachers and staff, willing to involve teachers and staff in making decisions, empathy in individual problems of teachers and staff, willing to motivate teachers and staff, so that they can lead to a deeper life, with faith, hope and service to each other of higher quality.

c) Principals carry out their leadership through coaching teachers through document observation, curriculum development, so that school members try to create a positive and conducive school organizational culture in accordance with

their respective duties, roles and functions and create an atmosphere and pattern of close relationships. , to cultivate, nurture and build the soul for positive thinking and positive feelings, for the sake of total devotion.

2) Supporting factors for the leadership of the Giovanni Catholic High School Principal application of resource leadership spirituality, commitment, competence, and motivation.

3) The inhibiting factors for the leadership of the giovanni catholic high school principal. There are a small number of subordinates who do not understand the goals to be achieved. The principal's performance in realizing quality graduates is carried out through the process of planning, implementing, and assessing learning outcomes through material strengthening and integrated time development between cognitive, affective, and psychomotor.

Social and spiritual seems to still need emphasis and re-prioritization. The principal's performance in realizing quality graduates is carried out through the process of planning, implementing and evaluating learning outcomes that are integrated through strengthening materials on connectivity, effectiveness and skills. Based on the discussion and research conclusions, it can be formulated several implementations and logical consequences of the results of this study. The formulation of research implications emphasizes efforts to improve the leadership of school principals:

- 1) The principal understands the performance of a performance teacher who is played by his subordinates, concerning preparation.
- 2) With the ability and motivation of teachers in carrying out the task.
- 3) The principal is in control.
- 4) To motivate teachers and education staff in realizing it is necessary to lead a school principal who is able to motivate teachers and educational responsibilities as optimally as possible on the basis of sincerity and Christian spiritual values.
- 5) Continuous improvement of teacher competence is very much needed in order to be able to adapt to the development of educational policies and the development of science, and to be able to adapt to various conditions. Thus, the principal's leadership factor cannot be ignored in an effort to improve the principal's performance. This condition can be interpreted that the performance of the principal can increase if it increases

Recommendations

Based on the descriptions presented in the conclusions and implications, recommendations can be formulated and suggested as follows:

- 1) The Catholic Foundation in an effort to significantly increase the effectiveness of achieving the quality of education, the recruitment of school principals is carried out through a test and proper test directed at prospective school principals through a commitment to the achievement of the organization's vision and mission based on religious spiritual values.

- 2) Principals need to have awareness and willingness to improve understanding and ability in carrying out leadership not only theoretically, but can be applied in school organizations, with the aim of the school organization being sheltered can run well,
- 3) Teachers in realizing quality graduates who have "intellectual, emotional, social, vocational, and spiritual" intelligence need to have learning innovations through material strengthening and time development.

FURTHER STUDY

Therefore, an effort is needed to develop the managerial ability of school principals, because lately the community feels that there are quite a number of schools that are less qualified, teachers are less dedicated in carrying out their duties, graduates are not ready to take lessons at school and students who are graduated do not have the skills. The principal has an important role in determining the quality of education, it takes educational leaders who are able to direct and purge all the potential and dynamics of education in productive activities to achieve school goals. An effective leader is a leader who has leadership qualities and always tries to create leadership attitudes to subordinates.

REFERENCES

- Anwar, Q. (2003). *Manajemen Strategik Pengembangan Sumber Daya Manusia Perguruan Tinggi*. Bandung: UPI.
- Kana Covey, && (1991). *Princxple-Centered Leadership*. New York: Summit Books.
- Depdiknas RI. (2003). *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*.
- Dessler, G. (2005). *Human Resource Management*. New Jersey: Prentice Hall.
- Djalal, Dino Patti. (2007). *Harus Bisa! Seni Memimpin ala "SBY*. Jakarta: REW.
- Drueker, Peter, F. (2008). *Gereja Butuh Management*. Jakarta: Penerbit Obor.
- Elmore, Tim (2001). *Mengembangkan Talenta Kepemimpinan Anak Anda*. Jakarta: Penerbitlmanuel.
- Fading, M. Stane, A. and Winston, B. E. (1999). *Servant Leadership*. Volume 49 79.
- Fattah, Nanang, (2000). *Landasan Manajemen Pendidikan*. Bandung: PT. Remaja Rosdakarya.
- Soleman, D. (2002). *Hie New Leaders: Transfromjng the Art Of. Leadership Into*

the Science Of Result. London: Warner Books. Greenleaf, R.K. (2002).
Senmt-

Leadership: A Journey Into The Nature Of. Legimate Power And Greatness kota:
L.C. Speaxs.

Hasibuan, M. S. P. (1997). Manajemen Sumber Daya Manusia. Jakarta: PT.
Gunung Agung.

Hesselbein, F.et al. (1996). Leader Of The Future, New Vision, Strategies, and
Practices For the Next Era. New York: Drucket Foundation Future Sexies.
-. x. 34

Bachri; Syaiful dan Aswan Zain, (2002). Strategi Belcg'ar Mengcyw. Jakarta:
Rineka Cipta.

Bakker, Anton, (2000). Antropologi Menyisilra. Yogyakarta: Penerbit Kanisius.

Chandra, R. (2002). Bahan Bakar Pemimpin. Gloria grafa.

Chandra, R (2003). landasan Pacu Kepemimpinan. Gloria Grafit.

Chang, William. (2001). Pengantar Teologi Moral. Yogyakarta: Penerbit Kanisius.

Chemers, M.M. (1997). An Integrative Iheory Of Leadership. New jersey:
Mahwah Inc. 33.

Sukmadinata dalam Hasibun Asikin, Heni, Yakin A. Asikin, (2002:389-400)
Management Development of Lecturest to Increase Research Quality at
Stikom Uyelindo Kupang. East Asian Journal of Multidisciplinary
Research (EAJMR) Vol.1.