

The Spirituality Of Education Management Leadership And Their Effect On Education And Learning

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Abstract: Effective leadership that has been carried out by many leaders, heads of institutions is related to motivation, individual potential development, and the formation of a solid team. But that alone is not enough, the ability to manage crises, change and make growth, becomes the dominant demand in leadership. Leadership skills not only require skills but also require inspiration, wisdom and commitment. Everyone today desires leadership, requires leadership figures who are reliable, trusted and can actualize constructive changes, leadership that is able to transform the character of the organization, provide strategic changes, as well as those who can increase the potential of the individuals they lead, effectively involved in innovation and growth processes. This paper aims to explore the spirituality of leadership by providing an overview of the understanding of spiritual leaders with some of their characteristics, as well as providing a review of the concept of education management by implementing management functions. This article also reveals about educators and learning, competencies that must be possessed by educators and the main variables in learning. The method used in this study uses a library method or approach. data collection in research is carried out by reviewing and exploring several journals, books, and documents (both printed and electronic) as well as other sources of data and or information deemed relevant to the research or study

Keywords : *Spirituality leadership, Education Management, learning*

1. INTRODUCTION

Every educational institution is required to provide the best service maybe to the customer. In order to do this well, educational institutions need the support of a good management system. Some of the characteristics of a good management system are the existence of a regular mindset, orderly implementation of activities, and a good attitude towards the tasks of activities. The implications of this management system require educational institutions to apply leadership patterns in such a way that they can optimize the education and learning process carried out by quality educational institutions and have advantages, both competitive and comparative advantages. In general, the implementation of these functions can be seen in several classifications of education management components, including Leadership, Decision Making, regeneration and Conflict Management.

Effective leadership that has been carried out by many leaders, heads of institutions is related to motivation, individual potential development, and the formation of a solid team. But that alone is not enough, the ability to manage crises, change and make growth, becomes the dominant demand in leadership. Leadership skills require not only skill but also inspiration, wisdom and commitment.

Everyone today craves leadership, needs a figure reliable, trustworthy and actualizing leadership constructive changes. We need leadership capable of transforming the character of the organization, providing strategic changes, as well as being able to increase the potential of the individuals they lead, effectively involved in the process of innovation and growth.

Leadership theory has now developed by appreciating the values of life and humanity. Leadership without including

values is a leadership driven by mere authoritarianism. The core values of life that have been tested throughout the ages are spirituality. Spirituality, is about the interaction of our soul with the world around us, the response that influences our behavior wherever and under any conditions.

Spirituality is not all about religion, spirituality is about absorbing the essence of our spiritual and spiritual relationship with the sacred, divine, source of truth, or the almighty that we believe in and how we apply it universally to all those around us. Spirituality, helps build character within us. Included in the pattern of leadership that we run. Spirituality-based leadership, not only about intelligence and skills in leading, but also upholding the values of truth, honesty, integrity, credibility, wisdom, compassion, which shape one's character and morals. themselves and others. Spiritual leadership realizes that its focus is not on itself, but on the people it leads. He is a leader who pays attention to how others can grow, develop and achieve the vision to be achieved along with the values of life that he spreads to them, thus, the management of education will have a very significant influence on educators and learning.

2. METHOD

The method used in this study uses a library approach. Literature study can be interpreted as a series of activities related to the method of collecting library data, reading and recording and processing research materials (Zed, 2003: 3). In literature research, there are at least four main characteristics that the author needs to pay attention to, including: First, that the author or researcher is dealing directly with text (nash) or numerical data, not with direct knowledge from the field. Second, the library data is "ready to use" meaning that the researcher does not go directly to the field because the researcher is dealing directly with the data sources in the

library. Third, that library data are generally secondary sources, in the sense that researchers obtain materials or data from second-hand sources and not original data from first-hand data in the field. Fourth, that the condition of the library data is not limited by space and time (Zed, 2003:4-5). Based on the foregoing, data collection in research is carried out by reviewing and/or exploring several journals, books, and documents (both printed and electronic) as well as other sources of data and information deemed relevant to the research or study.

3. Results and Discussion

3.1. Leadership Spirituality

Many still cannot distinguish between spirituality and religion. There are still many who think that religion is spirituality, and vice versa. Spirituality and religion are parallel although not identical. Claude & Zamor (2003) states that spirituality is a fundamental feeling about the relationship between oneself, others and the whole universe. One word that can describe the meaning and main role of spirituality in life is relatedness. Spirituality is not about religion alone and does not aim to influence people to enter into a particular religious system. Spirituality is about realizing that we are spiritual beings who have many experiences as humans who have integrity (Claude, Zamor: 2003). Spirituality is a form of searching for meaning and purpose the life of a person that is universal and personal. The application of spirituality can be done anywhere, one of which is spirituality in the workplace. Spirituality at work describes relationships between oneself, co-workers, work, and how a person can feel part of the community. Workplace spirituality is not about bringing religion into work, it's about being able to bring the whole person to work. Spirituality can make employees more effective at work, because employees who see their work as a tool to increase spirituality will show greater effort compared to employees who see their work only as a tool to earn money (Nurtjahjanti, 2010).

According to (Giacalone & Jurkiewicz: 2005) spirituality can be viewed from various levels, namely; 1) Individual Level, refers to the set of individual values that encourage transcendent experiences through the work process, and facilitate feelings of connection with others; 2) Organizational level, refers to the framework of organizational cultural values that encourage employees' transcendent experience through the work process, facilitating feelings of connection with others while providing a feeling of completeness and happiness. Spirituality at this level is related to the vision and values of the organizational culture.

Everyone is a leader. Leaders who will be asked responsibility. Leadership is the ability to influence, both for himself and the environment around him, this potential has been inherent since a person was born in the world. It's just that everyone's leadership abilities are different. according to Miftah Thoha (2004:264) leadership is an activity to influence the behavior of others, or the art of influencing the behavior of others, or the art of influencing humans, either individually or in groups.

In leading an institution or school, there are several styles of leadership, including; Leadership Laissez-faire (this style emphasizes more on group decisions and allows the leading group to determine their goals and methods to be achieved. Under certain conditions the leader only functions as a facilitator), Authoritarian Leadership (a leadership in which a leader acts as a dictator over members) members of the group. Authoritarian leadership will only cause dissatisfaction among teachers and all policies or decisions are in the hands of the leader, all forms of punishment, regulatory prohibitions can also change according to the mood of the leader), Democratic Leadership (Democratic Leadership is leadership that has cooperation between the superiors and subordinates, each individual gets a division of labor which will later be accounted for in the deliberation or closing meeting of activities. This leadership can lead to discipline for each individual so that he gets his own satisfaction, especially among teachers). Spiritual leadership (The term "spiritual" comes from the basic English word "spirit" which has a scope of meaning: soul, spirit, morals and an essential purpose or meaning, while in Arabic the term spiritual is related to the spiritual and the meaning of everything).

Spiritual Leadership According to Tobroni in "*The Spiritual Leadership*" is leadership that brings the worldly dimension to the divine dimension. God is a true leader who inspires, influences, serves and moves the conscience of His servants very wisely through an ethical and exemplary approach. Therefore, spiritual leadership is also called leadership based on religious ethics and spiritual intelligence, based on faith and conscience.

Spiritual leaders not only influence the goals of the organization through empowerment, more than that they carry out the mission of humanization (amar ma'ruf), liberation (nahi munkar), and transcendence (creating faith). There are several characteristics of spiritual leadership, namely:

1) True Honesty

The secret of great leaders in carrying out their mission is to uphold honesty. Being honest always leads to success and happiness in the end. An honest leader is a leader who has integrity and a complete personality so that he can bring out the best in any situation. The value of integrity is a glory and a great force to achieve success. Integrity is honesty, never lying and conformity between words and deeds. With integrity one will be trusted, and trust will create influence and followers. (Tobroni, 2010: 21).

It is impossible for a person who is dishonest and untrustworthy to carry out a heavy task. With honesty something that is considered by others as wishful thinking, but can be done well by an honest person. The success of the Prophet Muhammad to face the power of the Quraish infidel, which was dominant in the culture and structure of Jahiliyah, was something extraordinary and mission impossible for ordinary people. But for the Prophet who gets the title of Al-Amin (trusted) is something that must be faced.

2) Fairness

Spiritual leaders carry out a social mission to uphold justice on earth, both fair to themselves, their families and others. For spiritual leaders, upholding justice is not just a religious moral obligation and the ultimate goal of a just social order, but also in the processes and procedures (strategy) of successful leadership. Fairness according to Rawls is a strategy to solve social morality through a social contract based on the principle of greatest equal liberty and the principle of fair equality of opportunity (Rawls, 1997:12).

A leader who is found out that he is not treating others fairly, especially those he leads, will waste his words, regulations and policies: they will not be obeyed and respected sincerely / voluntarily. Percy in this case said "without leadership there will be no followers and no followers without honesty and inspiration" (no leadership without follower and no follower without honest and inspiration). (Percy, 1997: 265).

3) The Spirit of Good Charity

Most of the leaders of an institution, they actually work not for the people and institutions they lead, but for their "security", "establishment" and "glory". But spiritual leaders behave otherwise, namely to contribute, *dharma* or good deeds for the institution and the people they lead. A spiritualist is willing to go to great lengths, to work tirelessly and to be able to give his best contribution, while still having the opportunity and ability to be dedicated to God and others. They work not solely because of their position, but a calling to their conscience, their spiritual calling as God's servants and dedicating their whole life to God. The life orientation of a spiritualist is not to "have" something (to have) whether in the form of wealth, position, and other symbols of worldly pride, but to "be" something (to be). (Tobroni, 2010:23).

4) Hate Formality and Organized Religion

For a spiritualist, formality without content is like an empty message. Organized religion usually only puts forward dogmas, rules, behavior and structured social relations that have the potential to divide. The act of formality needs to be done to strengthen the meaning of the substance of the action itself and in order to celebrate a success, victory. Spiritual leaders prioritize actions that are genuine and substantive (esoteric). Satisfaction and victory are not when they get praise, trophies and the like, but when they empower, enable, enlighten and liberate the people and institutions they lead. He is satisfied when he can give something and not when he receives something. Human praise and praise if not handled wisely can actually harm and threaten the purity and quality of his work and personality. Therefore, the praise he hoped for was the praise and pleasure of God alone. (Tobroni, 2010:23).

5) Talk less, work more.

He talks a lot about his faults, has a lot of enemies, a lot of sins and a little contemplation and a little work. A spiritual leader is a leader who talks less, does more. He understands well the Arabic proverb which says *qaul hal afshah min lisân al maqal* (exemplary is more piercing than words) and the hadith: "*man kâna yu'minu bi il-lah wa al yaum il-âkhir fal yaqul khairan au liyasmut*" or *tarkuhu mâ la*

ya'ni. (Whoever believes in Allah and the Last Day, let him speak good or remain silent). In another hadith it is added "Whoever believes in Allah and the Last Day should leave what is useless"). With that principle he can work efficiently and effectively. He values time and resources very much. Westerners say time is money and Arabs say time is a sword, while spiritual leaders say time is spirit (God, spirit, soul, power). (Tobroni, 2010:23).

Although a spiritual leader is very effective and efficient in his work and the work that is completed continuously seems to be endless, he does not feel busy, does not feel important, does not become stingy to serve others. Instead he remained relaxed, friendly and unremarkable. He can still "put on top of what's important and not feel the most important when he's wanted at critical times". This is because he has a strong personal awareness and identity and a deep belief that God is always guiding him. This (recognition of his identity and closeness to God) is able to make him calm and happy wherever he is and even in the face of difficult problems. *Ahlul Hikmah* says: "*man 'arafa nafsahu faqad 'arafa rabbahu*" (whoever knows his true self will know his God), and the Qur'an says: "Know, by presenting God in him, the heart will become calm".

6) Openness to accept change.

Change is the word most favored by the oppressed and conversely the most feared by the established group. Leaders are usually categorized as an established group and generally try to enjoy their establishment by resisting change. Even if he intensively makes changes, it is in order to maintain or secure his position.

Spiritual leaders are different from leaders in general. He is not allergic to change nor is he a connoisseur of stability. Spiritual leaders have respect and even delight in changes that touch them most deeply. He realized that his presence as a leader was meant to bring about change. He is aware that change is a natural law (*sunnatullah*). Everything in nature will change except the One Who Makes the Change (Tobroni, 2010:25).

7) Beloved Leader.

Leaders in general often do not care whether they are loved by their employees or not. For them to be loved or hated is not important, the important thing is to be respected and gain legitimacy as a leader. Some of them even feel they don't need to be loved because it will hinder them from making difficult decisions regarding employee issues. This statement may be true, but for spiritual leaders, compassion for others is precisely the spirit of an organization.

Love for spiritual leaders is not love in a narrow sense that can affect objectivity in decision making and empower the performance of institutions, but love that empowers, love that is not solely individual, but structural love, namely love for the thousands of people they lead. With this love, social interactions are not filled with an atmosphere of tension and formality, but rather a fluid relationship and even an atmosphere of humor. Hendricks and Ludeman even say: "The single best way to judge the health of a team or a company is to know how often they joke. (Hendricks,

1996:18). With love, the leader is not just a boss, but can be a friend, parent and mentor at the same time.

8) Modesty

Position as a leader who is considered successful and is often invited in various forums as a speaker and gets applause and even a standing ovation, it is very difficult not to think that it is all because of "me": High intelligence, talent, extraordinary strength and talent, great style charming, qualified skills, broad knowledge, even feel closest to God. An "ordinary" leader often gets caught up in pride that is actually a silly trick. A spiritual leader is fully aware that all positions, achievements, honors and honors are not because of him and not for him, but because of and for the Most Praiseworthy Essence, *subhanallah*. Humility according to Percy is an *acknowledgment that you do not have the gift to lead, but the gift that has you* (Percy, 1997:75).

While al-Sadr said that humility is "concerning the position of others and avoiding arrogant behavior towards them". (Percy, 1997: 240). The spiritual leader recognizes that self-worship is exhausting, foolish and the beginning of bankruptcy. He is just a channel, a media. It is Allah who gives strength, guidance, help. Like water, it is just pipes or channels, and not the water itself. He is proud and grateful that he was chosen to channel his gift of leadership to mankind.

3.2. Education Management Concept

Management terms. According to J. Echols, management comes from the word *manage*, which means to organize, implement and manage. (Echols, 1996: 372). Management according to Stooner is the process of planning, organizing, directing and supervising the efforts of members of the organization and users of other organizational resources in order to achieve the set organizational goals. Management is the science and art of managing the process of utilizing human resources and other resources effectively and efficiently to achieve a certain goal. (Hasibuan, 2009; 2)

While Education According to Law no. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and country.

From the understanding of management and education above, education management can be interpreted as a process that contains functions that must be carried out in the administration of education so that education can run effectively and efficiently producing students who have the knowledge, personality and skills in accordance with the objectives.

In the implementation process, management has specific tasks that must be carried out. These special tasks are commonly referred to as management functions. According to George R. Terry, there are five combinations of the fundamental functions of management in order to achieve goals. Combination A consists of planning, organizing,

Actuating, and Controlling. Combination B consists of planning, organizing, motivating and Controlling. Combination C consists of planning, organizing, staffing, directing and Controlling. Combination D consists of planning, organizing, staffing, directing, Controlling, innovating and assigning roles. Combination E consists of planning, organizing, motivating, Controlling and coordinating. From the five combinations, it can be filtered into four main functions of management, namely planning, organizing, Actuating and Controlling.

1) Planning

Planning is a process of rational and systemic activity in determining decisions, activities or steps that will be carried out in the future in the context of efforts to achieve goals effectively and efficiently. (Mulyono, 2008:22). While educational planning is the selection of facts and efforts to connect one fact to another in educational activities, then predicting the state and formulation of educational actions for the future if needed to achieve the desired results in education. (Hikmat, 2009:101).

The meaning of planning described above implies; first, managers/leaders think carefully in advance of goals (goals) and actions based on some method, plan, or logic and not based on feelings. Second, the plan directs the organization's goals and establishes the best procedures for achieving them. Third, in addition, plans are guidelines for organizations in obtaining and using the resources needed to achieve goals.

The ideal plan must indeed be prepared systematically and based on concrete facts and data to ensure that what is planned can actually hit the institution's goals. So that the need for institutional improvement and development can be clearly accommodated by the actors in the form of a comprehensive plan based on the needs of the institution.

2) Organizing

Organizing is a process of connecting people involved in a particular organization and integrating their duties and functions within the organization. In the process, the division of tasks, authorities, and responsibilities is carried out in detail based on their respective sections and fields so that synergistic, cooperative, harmonious, and rhythmic working relationships are integrated in achieving the agreed goals (Saefullah, 2012; 22). In carrying out the task of organizing, there are several things that are considered by the leadership of the organization, namely; 1) Providing facilities, equipment, and staff needed to carry out the plan; 2) Grouping and dividing work into an orderly organizational structure; 3) Establish an authority structure and coordination mechanism; 4) Determine work methods and procedures; 5) Select, train and inform staff. (Hikmat, 2009:111).

Organizing is essentially a step to determine "who does" must be clear in an organization. Clarity of individual or group tasks will give birth to responsibilities. A leader must assign tasks to the right people, according to their positions and competencies, so that the work is carried out or completed according to the expected quality. Thus, there are various tasks and activities carried out by many people, all of which

require the coordination of a leader. Good coordination will prevent unfair competition and confusion in actions. With good coordination, all sections and personnel can work together towards one direction, namely the goals of the organization/institution.

3) Actuating

The Actuating of work is the most important aspect in the management function because it is the effort of various types of action itself, so that all group members from the top to the lowest levels try to achieve organizational goals in accordance with the plan that was originally set, in a good and right way.

The execution of work is of course the most important thing in the management function because it is the pursuit of various types of action itself, so that all group members starting from top to bottom level trying to achieve organizational goals according to a predetermined plan, in the best possible way and correct. Due to the implementation actions as mentioned above, then this process also provides motivation to provide mobilization and awareness of the basis of the work they do, namely towards the goals to be achieved, accompanied by provide new motivations, guidance or direction, so that they can realize and arise the will to work diligently and well.

4) Controlling

Controlling is one of the management functions that seeks to conduct assessments, make corrections to everything that has been done by subordinates so that they can be directed to the right path in accordance with the objectives. Controlling is researching and supervising so that all tasks are carried out properly and in accordance with existing regulations or in accordance with each personal job description (Saefullah, 2012:38). Controlling can be done vertically or horizontally, superiors can control the performance of their subordinates, as well as subordinates can make efforts to criticize their superiors. This method is termed the embedded control system. Controlling is attached with more emphasis on awareness and sincerity in work.

No job is perfect, there are always flaws in its execution. Institutional personnel experience a saturation point in carrying out their routine work. The way agency personnel work is strongly influenced by internal and external conditions. The monitoring system must be made as good as possible and comprehensive. Leaders must give warnings to subordinates against work situations that are not in accordance with what has been planned.

A good Controlling function is to ensure that a job can be saved from failure, before it actually happens, the leader must ensure it through strict supervision. With it, leaders can measure the achievement of a program both in terms of the quantity of its achievements and its quality.

3.3. Educator and Learning

In the Indonesian context, educators are also known as teachers. The teacher in the Indonesian dictionary is defined as a person whose job, livelihood, teaching profession is (Purwodarminto, 2002:377). Academically, educators are

educational staff, namely community members who are dedicated and appointed to support the provision of education with qualifications as educators, counselor lecturers, tutors, widyaiswara, instructors, facilitators, and other designations according to their specificity, and participate in organize education. This is also confirmed in Law no. 20 of 2003 concerning the national education system, that educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, as well as conducting research and community service, especially for higher education educators.

In the context of Islamic education, the term educator is often referred to as *Murobbi*, *Mu'allim*, *Mu'addib*, *Mudarris*, *Mursyid*. The five terms have their own place according to the terminology used in education in the context of Islam (Nata, 2001:41). What is meant by *murabbi* is someone who has the task of educating in the sense of creator, maintainer, regulator, administrator and improves the condition of students so that their potential develops. People who work as *murabbi* are usually called *ustadz*.

Mu'allim which means people who have extensive knowledge and are able to explain / teach / transfer their knowledge to students, so that students are able to practice it in life. *Mu'addib* means a person who has work discipline based on ethics, morals and a polite attitude and is able to instill it in students through example in life. *Mudarris* is a person who has a higher level of intellectual intelligence and tries to help eliminate, erase the stupidity of students by training their intellectuals through the learning process, so that students have intellectual intelligence and skills. *Mursyid* means people who have spiritual depth, have obedience in carrying out worship, and have noble character, then try to influence students to follow in the footsteps of their personality through educational activities. (Yasin, 2008:65).

The educator is a figure who has a very important position for the development of all the potential of students. He is the most decisive person in the design and preparation of the educational and learning process. He takes part in efforts to form potential human resources in the field of development, he must play an active role and place his position as a professional, in accordance with the demands of a growing society.

Article 10 paragraph 1 of the Law on Lecturers and Teachers states that there are several competencies that must exist in teachers/educators including:

a. Pedagogic Competence

Namely the ability to manage student learning which includes understanding students, designing and implementing learning, evaluating learning outcomes and developing students to actualize their various potentials. It is described in detail in the Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning teachers, article 3 paragraph (4) "pedagogic competence is the ability of teachers to manage student learning which at least includes; 1) understanding of educational insights or foundations; 2) understanding of students; 3) curriculum or syllabus development; 4) learning design; 5) implementation of

educational and dialogical learning; 6) evaluation of learning outcomes; 7) developing students to actualize their various potentials.

b. Personal Competence

Namely personal abilities that are steady, stable, mature, wise and authoritative to be role models for students and have noble character. It is explained in detail in Government Regulation number 74 of 2008 chapter 2 article 3 that the personality competence of teachers includes at least a personality that is faithful and devoted, has noble character, is wise and wise, democratic, steady, honest, sportsmanship, becomes an example for students and the community as a whole. objectively evaluate their own performance and develop themselves independently and sustainably.

c. Social Competence

That is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents or guardians of students and the wider community. This is further elaborated on the ability of teachers as part of the community who at least have the competence to; 1) communicate orally, in writing and gestures; 2) use technology, communication and information functionally; 3) get along effectively with students, fellow students. educators, education staff, parents or guardians of students; 4) socialize politely with the community.

d. Professional Competence

Namely the teacher's ability to master the subject matter broadly and deeply which allows guiding students to meet the competency standards applied in national education standards. Teacher professional competence is the teacher's ability to master the knowledge, technology and cultural arts that he/she has which include; 1) mastering the material widely in accordance with the subject education unit to be taught; 2) mastering the concepts and methods of technological knowledge discipline in accordance with the subject education unit being taught. taught.

The four areas of competence above do not stand alone, but are interconnected and influence each other and are hierarchical, meaning that they underlie each other, one competency underlies the other.

Furthermore, learning is essentially a process, namely the process of regulating, organizing the environment around students so that it can grow and encourage students to carry out the learning process. Learning is also said to be a process of providing guidance or assistance to students in the learning process. According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, that learning is a process of interaction between educators and students and learning resources that take place in a learning environment. Nationally, learning is seen as an interaction process that involves the main components, namely students, educators, and learning resources that take place in a learning environment. interact with each other to achieve an expected result optimally in accordance with the goals that have been set.

The learning process is characterized by an educational interaction that occurs, namely an interaction that

is aware of the goal. This interaction is rooted in the educators (teachers) and pedagogical learning activities for students, proceed systematically through the design stage, implementation, and evaluation. Learning does not happen instantly, but proceed through certain stages. In learning, educators facilitate students so that they can learn well. With this interaction, it will produce an effective learning process as expected. (Hanafy, 2014:17)

Operationally, according to Oemar Hamalik, there are six main variables that play a role in the teaching and learning process, including; 1) learning objectives; 2) subject matter; 3) learning methods; 4) students; 5) teachers or educators and 6) media learning.

1) Learning Objectives

Learning objectives are a very important factor in the learning process. With a goal, the teacher has guidelines and goals to be achieved in teaching activities. If the learning objectives are clear and firm, then the steps and learning activities will be more focused. The objectives in learning that have been formulated should be adjusted to the availability of time, infrastructure and readiness of students. In connection with this, all activities of teachers and students must be directed at achieving the expected goals. (Nata, 2009:315).

2) Lesson Material

Learning material is the substance that will be delivered in the teaching and learning process. Without learning materials, the teaching and learning process will not run. Therefore, the teacher who will teach must have and master the subject matter that will be delivered to students. The subject matter is a source of learning for students. The material referred to as a learning resource is something that carries a message for learning purposes.

In general, student activity will be reduced if the subject matter provided by the teacher does not attract his attention due to the way of teaching that ignores teaching principles. Often teachers feel they have mastered the subject matter by using language that is not in accordance with the development of even the soul of students, so the teacher will experience failure in delivering the material and vice versa, students will experience failure in receiving lessons.

3) Learning Method

The learning method is a method used in achieving established goals. In teaching and learning activities, the method is needed by the teacher, the use of the method can be done in various ways according to the objectives to be achieved. The use of varied learning methods will provide an interesting learning atmosphere, and not boring for students. However, it is possible that the use of varied methods makes learning activities unprofitable if the use of the variation method is not appropriate.

4) Students

As with teachers, the factors that can affect the learning process are seen from the aspect of students who have different backgrounds. There are students with high, medium and low abilities. These differences, of course, require different treatment. The attitude and appearance of

students in the classroom is also another aspect that affects the learning process.

The problem that often occurs between teachers and students is the concept of education which positions teachers or educators who are grouped in a learning process that is centered on learning Teacher (teacher centered) or student centered (student centered). In Islamic education, the term human nature is found in all spiritual and physical aspects of humans, both in the form of moral nature or talent and skills possessed. According to the Islamic view, the tendencies and talents of students will be able to be done if the students gain experience and knowledge. So, not everything that students want to know can be obtained by themselves without the help of the teacher. Students and teachers each have the same sovereignty in terms of working together in the learning process. Concepts like this make two choices, teacher-centered or student-centered. When viewed from the position of the teacher who is an active actor, it must provide opportunities for the implementation of a teacher-centered learning process. Conversely, if viewed from the position of students who are also active actors, it can also be given the opportunity to carry out a student-centered learning process.

5) Educator/Teacher

The teacher is the main actor who plans, directs, and carry out learning activities contained in an effort to provide a number of knowledge to students at school. A teacher must have the ability to teach, guide and foster students in learning activities. Teachers must improve their professional abilities in order to carry out their duties properly. In reality in the field, many of the following problems are encountered; a) The teacher's performance in front of the class in learning is not satisfactory, even though the teacher's qualifications vary; b) The progress and development of science and technology began to demand adjustments from teachers to develop education in schools. (Trianto, 2009:19)

From the reality on the ground, it can be said that a teacher is a very decisive component in the implementation of learning strategies. Learning strategies cannot be applied without a teacher. The success of an application of learning strategies is highly dependent on the teacher in using learning methods, techniques and tactics. A teacher who provides subject matter by only delivering subject matter will be different from a teacher who considers teaching is the process of providing assistance to students.

6) Learning Media

Learning media is a tool that serves to help facilitate the implementation of learning to be more efficient and effective in achieving learning objectives. Learning media can be in the form of people, living things, objects, and everything that the teacher can use as an intermediary to present learning materials.

The use of media in learning must be adapted to ongoing conditions. The media or learning tools used must be in accordance with the material being taught, with the existence of these learning media or tools it should be able to facilitate teachers in delivering learning so that the objectives of the material presented can be achieved by students.

4. Conclusion

Leadership spirituality is leadership that brings the worldly dimension to the spiritual dimension. God is a true leader who inspires all forms of action, influences and moves the conscience of His servants in a very wise way through example. Spirituality of leadership is leadership that forms the values, attitudes, behaviors needed to motivate oneself and others with intrinsic motivation so that achieve a sense of spiritual survival. Leadership based on spirituality is not about intelligence and skills in leading alone, but also upholds the values of truth, honesty, integrity, credibility, wisdom, compassion, which shape the morals and morals of oneself and others.

Spirituality Leadership is a leader who pays attention to how other people can grow, develop and achieve the vision to be achieved along with the values of life that he spreads to them, thus in the management of education and learning there are three dimensions; 1) in management there are activities carried out by a manager (leader, head, chairman and so on) together with other people or groups; 2), showing that the activities carried out together and through other people have goals to be achieved, and; 3) the management is carried out within the organization, so that the goals to be achieved are organizational goals. Thus, leadership spirituality in education management will have a very significant impact on educators/teachers, students, stakeholders and so on.

5. REFERENCES

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