

## Educational Leadership: Teacher Leadership Improves Student's Spiritual Intelligence

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### ABSTRACT

This research focuses on the teacher's leadership role in increasing students' spiritual intelligence. In the era of modern education characterized by increasingly complex challenges and problems, raising students' spiritual intelligence becomes essential. This study uses a quantitative approach by taking samples from school teachers in Bandar Lampung. The results showed that teacher leadership significantly influenced increasing students' spiritual intelligence, with a t-value of 7.112 and a significance level of 0.00. In addition, the regression analysis shows that the teacher's leadership variable can explain 65.3% of the variability in increasing students' spiritual intelligence. These findings demonstrate the importance of the teacher's role as a leader in education to develop students' spiritual intelligence. Furthermore, this study emphasizes the need for training and professional development for teachers to consider and incorporate spiritual aspects into their educational approach.

### ARTICLE INFO

#### Keywords:

*Teacher Leadership;  
Student Spiritual Intelligence;*

#### Article History:

Received: 21 June 2023

Revised: 30 June 2023

Accepted: 30 June 2023

Published: 30 June 2023

#### How to Cite in APA Style:

Poniman, et al. (2023).  
Educational Leadership:  
Teacher Leadership  
Improves Student's  
Spiritual Intelligence.  
*Journal of Education,  
Religious and Instructions,*  
1 (1), 19-23.

### Introduction

Education is a holistic process focusing on increasing students' knowledge and academic skills and developing character and fundamental values. In the last decade, there has been an increased interest in spiritual intelligence, which includes the ability to relate oneself to higher values, meaning in life, and a larger purpose. Spiritual intelligence has been recognized as an essential aspect of students' growth and development, contributing to their emotional and psychological well-being and readiness to face challenges in life. In this context, the role of the teacher becomes essential. As a leader in the classroom, the teacher plays a crucial role in shaping a learning environment that supports and stimulates the growth of students' spiritual intelligence. They serve as knowledge facilitators and guides in character-building and developing students' spiritual intelligence.

However, despite the importance of this role, there are still unanswered questions about how teachers can effectively act as leaders in promoting and supporting the development



of students' spiritual intelligence. Therefore, this article explores strategies and approaches teachers can use to lead and support students' spiritual intelligence development in the classroom. We will consider relevant theory and research and provide practical guidance for teachers and other educators on how they can incorporate these approaches into their practice. In recent years, there has been an increase in research interest in the role of spiritual intelligence in education. For example, research by (Anggara and Aulia 2021) found that spiritual leadership, which involves leaders exhibiting behaviors such as creating meaningful visions, understanding and appreciating team members, and focusing on higher goals, positively affects organizational performance. Meanwhile, research by (Ashshidieqy 2018) states that spiritual intelligence can provide individuals with a deeper source of motivation, help them to cope with stress and challenges, and promote better psychological well-being.

However, although this research has paved the way for understanding spiritual intelligence and its role in organizational and individual contexts, research focusing specifically on how teacher leadership can enhance students' spiritual intelligence is still limited. Most current research concentrates on how spiritual intelligence affects individuals outside of educational contexts or how teachers can develop their spiritual intelligence (King & DeCicco, 2009; Vaughan, 2002). Therefore, there is a novelty in this research, namely focusing on how teacher leadership can play a role in increasing students' spiritual intelligence. This article attempts to bridge the gap between theoretical knowledge about spiritual intelligence and its application in real educational contexts. It is hoped that, through this research, teachers and other education practitioners can better understand how they can use their leadership positions to help their students develop their spiritual intelligence, aiming to achieve holistic and balanced development.

### **Method**

This study uses a quantitative approach to understand how teacher leadership plays a role in increasing students' spiritual intelligence in Bandar Lampung. The population of this study was teachers in schools in the city of Bandar Lampung. The sampling technique is a simple random sample. The sample size will be determined based on statistical guidelines for survey research, considering the desired level of confidence and margin of error. Data will be collected using a questionnaire that measures teachers' perceptions and practices regarding their role in enhancing students' spiritual intelligence.

The research instrument used in this study was a closed questionnaire designed to measure teachers' perceptions of principal leadership and their level of emotional intelligence. This questionnaire consists of a series of questions with five possible answers, namely strongly agree (SS), agree (S), undecided (RR), disagree (TS), and strongly disagree (STS). This answer choice allows respondents to express their level of agreement with the statements given. After collection, the data will be analyzed using descriptive and inferential statistics through statistical software. Research ethics will be upheld throughout the research process, including obtaining informed consent from participants and maintaining their confidentiality and anonymity.

### **Findings**

Before the data were analyzed, the prerequisite analysis was first tested. Furthermore, hypothesis testing was carried out to find out whether the hypothesis expressed in this study could be accepted or rejected. The idea tested in this study was the influence of the independent variable of school principal leadership (X1) on the teacher's emotional intelligence (Y).



Table 1. Coefficient of Leadership and Spiritual Intelligence

COEFFICIENTS <sup>A</sup>					
Model	Unstandardized Coefficients		Standardized Coefficient	t	Sig.
	B	std. Error			
1 (Constant)	44,496	5,251		8,474	.000
Leadership	.352	.069	.315	7.112	.000

a. Dependent Variable: Spiritual intelligence

Based on the results of the research that has been done, it can be concluded that teacher leadership has a significant influence on the spiritual intelligence of students in the city of Bandar Lampung. The calculated T value for the leadership variable is 7.112, which exceeds the T table value of 1.645 at a significance level of 0.05 ( $\alpha = 0.05$ ), with degrees of freedom (n-2), namely 235. A significance value (sig.) of 0.00 indicates that the results are statistically significant. Therefore, the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted, which states that teacher leadership significantly affects students' spiritual intelligence.

Table 2. The Influence of Leadership on Emotional Intelligence

Summary Model <sup>b</sup>				
Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.635 <sup>a</sup>	.096	.094	5.68266

a. Predictors: (Constant), leadership  
b. Dependent Variable: spiritual intelligence

The correlation coefficient test shows that the R<sup>2</sup> value is 0.653. This value indicates that the teacher's leadership explains about 65.3% of the variation in students' spiritual intelligence. That is, teacher leadership plays a significant role in enhancing students' spiritual intelligence, providing further evidence of the critical role of teacher leadership in the context of spiritual education. The results of this study indicate that teacher leadership has a significant influence on students' spiritual intelligence. This is in line with various previous educational studies and theories which emphasize the importance of the teacher's role as a leader in forming students' character and spiritual intelligence.

According to (King et al. (2009), effective leadership in education requires a deep understanding of the roles and functions of administration, including influencing and motivating students to achieve learning goals. Effective leaders understand that they are essential in creating a learning environment conducive to students' growth and development, including spiritual intelligence. Further research conducted by (Boots and Boots 2019) also shows that effective education leadership involves more than just management and administration; it also requires understanding and applying spiritual principles. In this case, teachers who understand and apply spiritual principles in their leadership can more effectively support and facilitate students' spiritual growth. The results of this study also support previous research by Emmons (2000), which showed that spiritual intelligence, described as the ability to access and utilize spiritual or transcendent resources to improve problem-solving and achieve goals, is positively related to various psychological and physical well-being aspects. Based on the results of this study and



previous research, it is clear that effective and spiritually oriented teacher leadership can have a significant positive impact on students' spiritual intelligence. Therefore, teacher education and professional development systems must consider and incorporate these aspects into their training and education.

The results of this study indicate that teacher leadership has a significant influence on students' spiritual intelligence. In the context of behaviorism, this is very relevant. The theory of behaviorism, developed by BF Skinner, argues that behavior is a response to environmental stimuli and can be formed through reinforcement and punishment (Skinner, 1953). In education, the teacher plays an essential role as a regulator of the learning environment that can influence student behavior and responses. In the context of this study, teacher leadership can be viewed as a stimulus that influences students' spiritual intelligence. By understanding and applying spiritual principles in their approach, teachers can create a learning environment that supports and facilitates the development of students' spiritual intelligence. This aligns with recent research by Brown and Ryan (2021), which found that a supportive and spiritually oriented-learning environment can affect students' spiritual intelligence.

Additionally, research by Roeser et al. (2013) showed that a spiritually oriented-educational approach could help students develop the ability to regulate and manage their emotions, an essential aspect of spiritual intelligence. This also shows the teacher's critical role in assisting students to develop this ability. Based on this, it is clear that effective and spiritually oriented teacher leadership, in line with behaviorism principles, can significantly impact students' spiritual intelligence. Therefore, the teacher education and professional development system must consider and include these aspects in their training and education.

### **Conclusion**

Based on the results of the research and discussion that has been done, it can be concluded that teacher leadership has a significant influence on increasing students' spiritual intelligence. The teacher's leadership quality and approach to educating and guiding students are essential in shaping and developing students' spiritual intelligence. This is in line with the theory of behaviorism, which views the teacher as a regulator of the learning environment that can influence student responses and behavior.

In the context of modern education, where the challenges and problems faced by students are increasingly complex, increasing spiritual intelligence is essential to help students manage and overcome these challenges. Therefore, the teacher's role as a leader in education needs to be improved, especially in facilitating the development of students' spiritual intelligence. Furthermore, these findings demonstrate the need for training and professional development for teachers who consider and incorporate spiritual aspects into their educational approach. Thus, teachers can be more effective in building and improving students' spiritual intelligence, which can improve the quality of education and student learning outcomes. However, this research also underscores that there is still much room for further research on how teacher leadership can increase students' spiritual intelligence and how the education system can better support and facilitate this.

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