

The Teacher' Perception on Leadership Characteristic for Moral-Spiritual among Teachers and Headmasters

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Abstract: The core focus of this research will discuss about the perception of teacher's leadership characteristics in moral-spiritual aspect. This study was conducted in three elementary schools that had the characteristics of teacher about moral-spiritual leadership. The conclusion of this research is: (1) teacher's perception about teacher's moral-spiritual leadership is a must-have for every teacher, secondly that principal's perception about moral-spiritual leadership of teacher is expected by all teachers because it will influence the character formation of learners, has leadership characteristics as a religious, honest, trustworthy, sincere, and disciplined person, and the four teachers possess the intelligent leadership characteristics of SQ and EQ, thus able to manage learners well in character formation.

Keywords: Characteristics, Moral-Spiritual Leadership, Teachers

I. INTRODUCTION

Fundamentally, a leadership soul is supposed to be owned by everyone around us. However, the levels are different. Some can easily influence followers to submit and want to do what the leader means, some take long to be accepted by followers. In school, teachers are known to be the leaders for learners. Students as followers will imitate what the teacher does. It can be about the attitude, personality and character of his teacher. Interactions that occur in schools with the same routine will imprint on the minds of learners. School is a very important place in the effort to develop the value and culture of society early on. Schools as the spearhead of quality improvement and leading and highly strategic change agents, especially educators (principals and teachers) have a very important and dominant role, very urgent to be upgraded, it must also be followed by the qualifications, professionalism and morals of its educators with the hope of producing a reliable and quality output. The level of basic education becomes the cornerstone of the process of character education for learners.

Leadership is meant to be the ability to influence others, subordinates or groups, the ability to direct the behavior of subordinates or groups, have the ability or special skills in the field desired by the group, to achieve organizational or group goals. From some definitions it is concluded that leadership is the ability to influence others, subordinates or groups, the ability to direct the behavior of subordinates or groups, have the ability or special skills in the field desired by the group, to achieve organizational or group goals.

This study focuses on perceptions of moral-spiritual leadership characteristics of teachers among teachers and principals. Many teachers do not realize that a teacher is a leader for their students. Leadership style also varies according to the character of each teacher. But of the many theories about the style of leadership, this style of moral-spiritual leadership is more appropriate used by teachers, in order to lead learners in teaching and learning activities. As Levin (2000) points out in Tobroni (2015) that leaders are not only people with vast spiritual knowledge, but also more emphasis on spiritual consciousness, it is a broad understanding and totality of life. Spiritual leadership is a model of ethical, spiritualist, and spiritual leadership. If Levin states that spiritual intelligence is the highest level of intelligence, spiritual leadership is leadership that uses all levels of high intelligence. So it is true if spiritual leadership is a comprehensive leadership model that unifies various approaches and leadership powers to move passions such as intellectual, moral, emotional and spiritual forces (Levin, 2000).

II. METHODOLOGY

This research used qualitative approach, multi case design study with comparative design, and phenomenological approach. This multicase study resulted on case study in order to be analyzed its equation and differences, testing the effectiveness of a theory that is being observed from variety of cases as well being able to generalized the finding from few cases (Ulfatin, 2013:66). The location of research in three elementary schools in Malang city. Data collection was done by participant observation, in-depth interview and documentation. Data analysis was conducted in two stages, first with individual case analysis with flow model,

and both cross-case data analysis with constant comparison between cases. Data validity is done by credibility, transferability, dependability, and conformability.

III. RESULT

In this study, three main findings represent the characteristics of teacher moral-spiritual leadership, as follows: (1) Characteristics of teacher's on moral-spiritual leadership. The findings of research aspects of the characteristics of moral-spiritual leadership of teachers is one of supporting in order to form the character of learners. Characteristics of moral-spiritual leadership of teachers in terms of appreciating the existence of children, affect the interests of children to obedient to teachers who will also affect the success of the character formation of learners. Teachers as leaders for learners have a diverse influence on the willingness of learners to obey them, (2) Characteristics of leadership who have high loyalty and openness accept change. Characteristics of teacher leadership who have high loyalty and openness accept change, will make a professional teacher. The professional teacher will identify the ability of the learners well, so that at the time of the process of teaching and learning activities the teacher will provide the best learning experience on the students in accordance with the identification that has been found, and (3) The characteristics of teacher moral-spiritual leadership influence on the formation of participant characters Educate. In the current era of globalization, moral-spiritual leadership of teachers is necessary, especially in the process of character building in learners. Character formation is not easy, but it must be done to instill good character from an early age in the learners.

IV. DISCUSSION

4.1. Characteristics of Master's Moral-Spiritual Leadership

The findings of research aspects of the characteristics of moral-spiritual leadership of teachers is one of supporting in order to form the character of learners. Characteristics of moral-spiritual leadership of teachers in terms of appreciating the existence of children, affect the interests of children to obedient to teachers who will also affect the success of the character formation of learners. Teachers as leaders for learners have a diverse influence on the willingness of learners to obey them.

Leadership is moral oriented leadership that prioritizes and holds strong aspects of decency. The moral word comes from the Latin word *mores*, then translated into "the rule of decency", whereas in English comes from the word *moral* which means the standards of behavior or principles of right and wrong (Hornby in Arifin, 2016). In everyday language, what is meant by decency is not a scratch, but a clue to the life of manners, and not obscene. Thus, morals are the rules of decency, which include all the norms for behavior, good behavior (Sumaryono in Arifin, 2010).

Arifin (2016) explained that the leadership of a spiritual-based headmaster is a transcendental leadership, inspiring his actions, attitudes, and personality in accordance with the teachings of religion. This leadership can be called as a prophetic leadership.

Fowler and Helminiak assume that the development of spirituality goes hand in hand with other areas of human development such as cognitive or moral development. If that is so, then spiritual development will conform to the psychologically defined concept of human development such as Piaget's cognitive development, Kohlberg's moral development, and Loevinger's theory of ego development, especially when spiritual development is treated as human development as Fowler and Helminiak (Klenke, 2007).

Yukl (2005: 198) explained that the commitment, obedience, and resistance of learners will arise depending on how the teacher uses his or her power with good behavior as a leader. Similarly, Purwanto (1995: 86) in Gunawan (2012: 141) states that leadership is a set of a series of abilities and traits of personality, including authority, to serve as a means in order to convince which he leads them to want and can implement A task that can be charged to him willingly and vigorously, there is inner joy and feeling unencumbered.

This diverse influence is due to the characteristics of teachers in leading learners. Hughes, et al (2012: 113) leaders have the potential to influence the behavior and attitudes of their followers, and conversely the followers can influence the behavior and attitude of their leaders. Not only that, situations and conditions can affect a leader's ability to influence his followers and vice versa. Pidarta (1980) in Ilahi (2012: 119) illustrates the profile of future teachers that, "... the component of the relationship of teachers and students is familiar and sensitive to the state of the child concerned, autonomous in acting towards the student, and not acting authority ...".

Proximity to learners is also a teacher's ability to influence learners, such as teachers asking learners to complete certain tasks at the time of KBM, some learners will do with pleasure and some others with a heavy heart. If the teacher is not close to the learner, there will be learners who do it hesitantly and feel the task as a burden, but vice versa if the teacher close and appreciate the presence of learners, then learners will do the task with pleasure. The task the teacher gives is the responsibility of the learners to solve it.

Influence can be defined as a change in one's attitudes, values, beliefs, or behaviors as a result of influencing tactics, whereas influencing tactics refers to a person's behavior that is actually designed to change

the attitudes, beliefs, values, or behaviors of others; Hughes, et al (2012: 114). When Pidarta (1980) in Ilahi (2012: 119) described the profile of future teachers that one of them is a component of teacher's affection is patient, joyful, humble, good moral, trying to speak clearly, working selflessly, and not advertised his profession. Clearly illustrated that to be a teacher who can shape the character of the learners, then the teacher must first have a good moral-spiritual character.

4.2. Characteristics of Leadership that Have High Loyalty and Transparency in Accepting Changes

Humans as Caliphs must develop their potential to be able to manage and control the earth and its contents (natural resources, human resources, and environment). One of these human potential development efforts is the mastery of science and technology (Science and Technology). Science must be utilized for the welfare of mankind, not to destroy humans (Sonhadji, 2012).

Characteristics of teacher leadership who have high loyalty and openness accept change, will make a professional teacher. Professional teachers will identify students' skills well, so that at the time of the teaching and learning process the teacher will provide the best learning experience to the learners according to the identified identification.

Kouzes and Posner (1987) in the Ilahi (2012: 120) explained that a teacher must look for challenging and responsive opportunities to the demands of the times, in other words proactive and not static. This means that the teacher as an agent of change must be loyal and open in accepting changes in the increasingly uncontrolled era. Teachers must be able to be a filter for learners in the face of incoming information in the current global era. Similarly, according to Pidarta (1980) in Ilahi (2012: 119) that the mastery of science for a teacher must be specific, explore and extend knowledge in their respective fields continuously.

Teachers should have a vision far ahead in order to help improve the quality of students, both in science and personality and equip the students with a strong character. The character possessed will be a separate identity for the learners, so that when they are in any environment, they are able to adapt to the provision of moral-spiritual character that has been transferred by the teacher. To be able to change, the teacher must first be open to accept the change towards better improvement.

Visionary teachers will be very influential on the students because on the other hand the teacher as a partner for learners will guide learners in accordance with his era and prepare students to survive in the future. High learning achievement must also be balanced by good behavioral change as the foundation for the success of the world and the hereafter. Buseri (2003) in the Ilahi (2012: 118) states that, teachers are required as a figure who really trusted and believed in fostering the attitude of freedom to the students to reveal the problem.

4.3. Leadership Characteristics of Moral-Spiritual Affects the Formation of Students' Character

In the recent era of globalization, moral-spiritual leadership of teachers is necessary, especially in the process of character building in learners. Character formation is not easy, but it must be done to instill good character from an early age in the learners. Moral always refers to good bad man so that moral is the field of human life seen from the good of human (Ilahi, 2012: 182). Spiritual leadership is the real leadership because spiritual leadership leads by heart based on religious ethics, able to form exceptional character, integrity and exemplary (Julianto, 2011).

The formation of the moral character of the learners is not only the responsibility of the teachers in the school, but must synergize with all parties, both in the school environment itself, starting from the principal, teachers, education personnel, and parents and the community. Parental involvement is necessary, so that all programs related to the character formation of learners in school can be in line with the wishes and support of parents.

Burke (2006:14) described that: Effective leadership is multi-disciplinary, involving not only those disciplines of sociology, psychology and technology, but that of spirituality as well. This new approach is effective because of the different ways it offers of gaining deeper insights into a leader's own spiritual self, but also beyond this to others with whom the leader interacts, and others who are affected by the results of their leadership. Overall, a leader is required to have the masterment to have various multidisciplinary skills of science both theory and practice, intelligent emotional, socially intelligent, and spiritual intelligent. Even strategies when interacting with others are indispensable, because good communication will affect the reaction of the people they work with and will influence their leadership outcomes. Tobroni (2005) in Julianto (2011) asserted that in building a culture of spiritual leadership organization performs with four steps: (1) build with holy intention, (2) develop quality culture, (3) develop fraternity with fellow community, and (4) developing akhlaqul karimah (ethical behavior). Quoted from Al Quran, Al-Hadith, ijma 'and qiyas that a leader should be chosen based on the following points: (1) taqwa, (2) having physical and spiritual health, (3) shiddiq / honest, (4) amanah, (9) always thankful to God, (10) embarrassed in doing sin and sinners, (11) have emotional intelligence, (12) be patient, be patient, (13) be optimistic, (14) big-spirited, and (15) syaja'ah / brave (Julianto, 2011).

From the above exposure based on some ideal criteria of a leader who must also have the teacher as a leader in the class for learners, it is expected that the moral-spiritual values that teachers have will also affect to learners. When the teacher becomes a figure or role model for the students, it is expected that the moral-spiritual value of the teacher will also affect the character of the learners, resulting in the transfer of moral-spiritual values. Religious and moral education is a unified whole, which cannot be separated from each other because both have a very vital role in shaping human intellectual, skill and personality to the students. Religious and moral education must integrate each other, where religious education is not only given as knowledge only, but is associated with social life (Ilahi, 2012: 197).

V. CONCLUSION

The conclusions which can be obtained from the results of this study are: first, the characteristics of moral-spiritual leadership of teachers affect the compliance of learners who will also influence the success of the character formation of learners, the two professional teachers have leadership characteristics with high loyalty and openness to accept change, third teachers have leadership characteristics as being religious, honest, trustworthy, sincere, and disciplined, and the four teachers possess the intelligent leadership characteristics of SQ and EQ, thus able to manage learners well in character formation.

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Based on the research finding and conclusions of this study, it can be given recommendations to some parties, first to the head of the school that serve as the location of research that: (1) the characteristics of moral-spiritual leadership of teachers should be one requirement for teachers to teach because it can affect the compliance of learners who will also influence the success of character formation of the learners, and (2) moral-spiritual leadership of humanist and spiritualist teachers need to be maintained, so that learners feel comfortable while in the school environment; Secondly, to the future researchers that: (1) research on teacher leadership is still not as popular as principal leadership, as many interpretations say that leadership is only owned by leaders / principals, but teachers as leaders for learners also have leadership style as leaders which is studied in leadership theories, therefore, further researches can be conducted by other researchers using both quantitative and qualitative approaches, and (2) the results of this study can be considered as a reference for research on similar or different cases, yet the focus remains on teachers' leadership.

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