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Principals' Learning Leadership: Integrating Spiritual and Moral Values in Educational Settings

Yulius Rustan Effendi[1*], Busra Bumbungan[2], Desi Mardianti[3], Baharuddin[4], Merika Setiawati[5], M. Faqih[6], Samsul Rizal[7]

[1]Pancasila and Citizenship Education, Universitas PGRI Kanjuruhan Malang, Indonesia; efenrust@unikama.ac.id (Y.R.E.).
[2]Universitas Cokroaminoto Palopo, Indonesia; busrabumbungan@uncp.ac.id (B.B.).
[3]Universitas Cokroaminoto Yogyakarta, Indonesia; demardianti77@ucy.ac.id (D.M.).
[4]Universitas Muhammadiyah Enrekang, Indonesia; baharuddin@unimen.ac.id (B.).
[5]Universitas Negeri Padang, Indonesia; m3rika@fip.unp.ac.id (M.S.).
[6]Universitas Pendidikan Mandalika, Indonesia; muhammadfaqih@undikma.ac.id (M.F.).
[7]Institut Pendidikan Nusantara Global, Indonesia; samsulrizal@nusantaraglobal.ac.id (S.R.).

Abstract. Cultivating spiritual-moral values in the school environment is very important. Principals need to encourage teachers to model good spiritual and moral behavior for students. This research aims to describe the role of school principals' learning leadership to empower and develop teacher-teaching competencies in increasing students' achievement motivation based on spiritual-moral values. This study used a qualitative approach with a case study design. The research subjects were three principals and three senior teachers from three Catholic Middle School, Christian Middle School, and Muhammadiyah Islamic Middle School in Malang City, East Java, Indonesia the data were collected through in-depth interviews, observation, and documentation studies. Data analysis is interactive and continuous until completion. Activities in data analysis are data reduction, power display, and conclusion drawing/verification. The validity of data must be determined through the implementation of inspection techniques. The implementation of the inspection technique in question is based on several specific criteria. These criteria encompass credibility, transferability, dependability, and confirmability. The research findings show that principals' learning leadership based on the moral values of spirituality has a practical impact on using teachers' learning competencies to influence students' achievement motivation. In conclusion, the leadership role of school principals based on spiritual-moral values has an impact on improving teacher teaching competence so that learning activities are of higher quality and increase student learning motivation. This research recommendation is a reference for school principals in Indonesia to implement an influential learning leadership role based on spiritual-moral values to remedy the low quality of learning.

Keywords: Educational Settings, Integrating, Moral Values, Principal Learning Leadership, Spiritual Values.

1. INTRODUCTION

The effectiveness of education, as an effort to develop students' potential, can be proven through a fun and quality learning process facilitated by a teacher (Pashmforoosh et al., 2023). The principal's role as a learning leader is crucial in leveraging and empowering the teaching potential of the teachers. As a learning leader, the principal needs to pay close attention to creating an optimal learning process by giving direct attention to the professionalism of teachers in educating students (Bafadal et al., 2019a; Amzat et al., 2022). At this level, the impact of the principal's role as a learning leader is to empower teachers' potential, thereby enhancing students' learning achievements.

Effective principal learning leadership also places a priority on implementing a high-quality learning culture to meet learning objectives, ensure a smooth flow of learning processes, and create suitable learning scenarios. The leadership role of school principals at this level fosters teacher creativity and innovation in designing learning activities (Geerlings et al., 2018; Garira, 2020; Amzat et al., 2022). According to Mas & Zulystiawati (2022), the effective implementation of the principal's learning leadership role revolves around three main objectives: (1) formulating, determining, and creating school visions and policies that ignite and empower teachers' learning potential, consequently impacting increased student achievement motivation; (2) managing learning to empower and encourage teacher participation; and (3) providing teachers with the resources needed to support an effective learning process. These three fundamental objectives of the principal's learning leadership role suggest that the principal inspires teachers to internalize the learning vision while teaching and to harness student achievement motivation. Secondly, the principal aims to cultivate a positive learning culture to unlock students' maximum potential. Lastly, the principal strives to create a conducive learning environment that fosters the development of exceptional students.

In accordance with the expectations of the principal's learning leadership role, aimed at harnessing teacher potential and fostering student achievement motivation, the reality of education at the unit level in Indonesia falls significantly short of desired standards, resulting in learning loss and learning gaps (Anggraena et al., 2021). Despite various strategic efforts by the Indonesian government, the endeavor to restore the quality of learning has proven ineffective. Firstly, the government has initiated a curriculum change, intending to instill a new paradigm in national education. This paradigm not only emphasizes pragmatism and materialism but also underscores the cultivation of individuals with faith, piety, and a strong command of science and technology (Makarim, 2022; Andriani et al., 2022; kementerian Pendidikan, 2022). In the digital age, these shifts in the objectives of national education become imperative to address the deficiencies in learning quality and bridge the

* Correspondence: efenrust@unikama.ac.id

learning gaps. These adjustments are aligned with the evolving demands of the Society 5.0 era (Anggraena et al., 2021), characterized by transformative change and progress.

The demand for curriculum change will undoubtedly yield limited impact on improving learning quality unless accompanied by the ability of school principals to execute operational, high-quality learning management. The aspiration for learning recovery in Indonesia hinges on the extent to which principals can fulfill their strategic roles as effective learning leaders (Andriani et al., 2022; kementerian Pendidikan, 2022). The task of restoring learning cannot be effectively addressed unless principals can successfully implement the Merdeka Curriculum, fostering a culture of effective learning by empowering teachers' instructional potential.

Secondly, while the Indonesian government has instituted various teacher certification initiatives such as the Teacher Professional Education and Training (TPET) program, as well as the more recent Teacher Professional Education (TPE) and Teacher Activist (TA) programs, these efforts have yet to yield the desired outcomes (Kebudayaan, 2020; Pendidikan et al., 2022). Their success remains contingent on the principal's capacity to effectively mobilize teachers for the implementation of impactful learning practices, as this influence is pivotal in rectifying and enhancing the quality of teaching and learning. Thirdly, the allocation of increased school operating funds, along with the provision of adequate facilities, infrastructure, and learning resources, will not manifest meaningful improvements in learning quality if the principal does not orchestrate an environment conducive to effective learning

In response to the challenge of low learning quality and learning gaps stemming from the ineffective role of principal learning leadership, a recalibration of the principal's learning leadership role becomes imperative. Anchored in a spiritual-moral values approach, the principal's position as a learning leader is of paramount importance (Kusumaningrum et al., 2020; Effendi & Sahertian, 2023; Mas & Zulystiawati, 2022). The central objective of this strategic role is to equip each teacher with teaching potential rooted in spiritual-moral values, aligning with the professional qualification standards of teachers in the Merdeka Curriculum.

In addition, the three principals' learning leadership approach, underpinned by spiritual-moral values, aspires to foster meaningful learning experiences that humanize, liberate and demonstrate respect and care. By cultivating an environment of compassion and respect, teachers are nurtured to cultivate confidence in guiding their students' learning journeys. This approach not only ignites intrinsic inspiration within educators and their students but also positions their duties and responsibilities as paramount (Bafadal et al., 2019a; Wang et al., 2019). By fostering a workplace culture centered around commitment to productive task execution, the principal's approach also serves to inspire both teachers and learners (Amzat et al., 2022)

"Hence, the significance of the principal's learning leadership role grounded in spiritual and moral values can be outlined as follows. Firstly, it elucidates the essence of the principal's position as a leader in the realm of learning, underpinned by the foundation of spiritual and moral values. Secondly, it underscores the necessity for an approach rooted in moral and spiritual values to serve as the cornerstone for the execution of moral and religious education. Lastly, this perspective centers on roles that align with individuals' profound appreciation of moral and spiritual values and harmonize with overarching educational objectives (Effendi & Sahertian, 2023).

Furthermore, it is essential to employ an approach grounded in spiritual and moral values within the role of a principal's leadership, as suggested by previous researchers. Firstly, learning is inherently a moral process (Puspitasari et al., 2020). Secondly, when learning is intertwined with community education, the principal's leadership must encompass the qualities of a professional instructional leader with a moral dimension (Makarim, 2022). Thirdly, the school functions as a social community, serving as a hub for moral learning. Fourthly, the concept of moral schools is closely tied to school culture. Lastly, the principal assumes the role of a role model (Richardson & Hindman, 2023).

Studies conducted by Amzat et al. (2022); Andriani et al. (2022); and Richardson and Hindman (2023) focus only on the learning leadership role of the principal in encouraging teachers to engage in good moral behavior. It does not originate from the principal as an inspiration for teachers to act as learning leaders who consider moral and spiritual values. The source of inspiration for the principal's learning leadership approach based on spiritual-moral values in this study comes from the practice of religious appreciation and spiritual-moral culture in schools as part of the hidden curriculum. This approach aims to harness, nurture, and empower teachers' potential to enhance students' motivation for achievement. The uniqueness of this paper also functions as a guide for novice principals, delineating how learning leadership aligns with the requirements of the Merdeka Curriculum. Specifically, the paper underscores the significance of Shared Expectations and Goals: Principals assume a pivotal role in redefining educational objectives, prioritizing student achievement, and facilitating teacher growth to shape effective instruction.

"Empowering Teachers: This is achieved through various strategic measures, including comprehensive training programs, collaboration with teachers from other schools, subject-specific consultations, competency-based hiring, and the cultivation of a motivating learning environment. Effective Learning Management: Principals play a key role in overseeing classroom practices, ensuring the availability of comprehensive teaching tools, providing supervision, and conducting assessments. This encompasses evaluating teaching quality, diagnosing effectiveness, facilitating improvements, and monitoring students' progress in terms of motivation. Fostering a Positive Learning Environment: Principal-led initiatives are crucial in elevating teaching professionalism, offering enticing teacher incentives, acknowledging exceptional learners, and establishing

standards for a high-quality learning process. All of these efforts contribute cohesively to the creation of a positive and conducive learning climate

This research introduces innovative contributions to the field of education management, particularly within the realm of principal's learning leadership. Key innovative concepts for such leadership include: Humanistic Learning: This concept places emphasis on unleashing human potential for innovation and seizing new opportunities. Principals' learning leadership, grounded in spiritual-moral values, fosters ethical and humanistic relationships within both the school and the community. This, in turn, redefines educational goals to facilitate learning recovery. Moral and Spiritual Values Approach: School leaders adopt this approach to nurture moral imagination and spiritual motivation. By uniting teachers, students, and parents on a deeper level, it cultivates heartfelt, positive, rational, caring, and loving engagement. This approach facilitates adaptive and innovative learning responses to the ever-evolving demands of educatio.

By extant research, the present study concentrates on the role of the principal's learning leadership in encouraging teachers to exhibit exemplary moral behavior. The role of the principal, as defined by the moral and spiritual values, is confined to the school culture. This research delves into the source of spiritual-moral values that emanate from the principal. The principal's learning leadership approach, grounded in spiritual-moral values, is inspired by the practice of religious appreciation. The principal's embodiment of spiritual-moral values serves as a catalyst, prompting teachers to assume the role of learning leaders who prioritize moral and spiritual values. The research aims to delve into how school principals, driven by these values, can elevate student achievement motivation. To accomplish this, the study poses pivotal questions: What are the driving forces behind the adoption of a spiritually-morally grounded principal's learning leadership approach? How does this type of leadership enrich and nurture teachers' instructional skills, subsequently influencing student achievement motivation?

The study was driven by: First, to comprehend the underlying reasons for implementing a principal's learning leadership approach guided by spiritual-moral values. Second, to elucidate the diverse methods through which this leadership style, influenced by spiritual-moral values, nurtures teacher development and proficiency, thereby significantly impacting the enhancement of students' achievement motivation. This version maintains your original structure while enhancing readability and coherence.

2. METHOD

2.1. Research Design

This study employed a qualitative method using a case study design (Creswell & Creswell, 2018). Qualitative research involves the collection of descriptive data through written or spoken words and observable behaviors from individuals (Miles et al., 2014). The researchers undertook qualitative research to attain a comprehensive and profound understanding of the leadership role school principals assume when guided by spiritual-moral values in enhancing teachers' instructional abilities, consequently influencing student achievement motivation. The insights derived from this study hold significant importance for educational implementation, as they underscore the pivotal role of the school principal in shaping learning success

2.2. Participants

The study employed participants from three distinct types of private junior high schools: Catholic, Christian, and Muhammadiyah Islamic institutions located in Malang, East Java. Each school was represented by three school principals and three senior teachers. This selection process was designed to yield comprehensive insights into the rationale behind adopting a spiritual-moral-based approach, the strategies employed by school principals to enhance teachers' instructional competencies, and the consequent impact on student achievement motivation.

The deliberate choice of three school principals and three senior teachers from each location was driven by several key reasons.

Information Diversity. This selection was intended to capture a diverse array of perspectives and experiences concerning the implementation of the spiritual-moral-based approach. By including both school principals and senior teachers, the study aimed to gather distinct insights into the effectiveness of this approach. Learning Leadership Role: School principals were selected based on their successful implementation of learning recovery strategies as learning leaders. Their guidance, direction, and support in enhancing teachers' teaching abilities played a pivotal role in the study's focus. Cultural Context: The application of spiritual and moral values by the chosen school principals aligned seamlessly with the local school culture. This unique application encouraged teachers to maximize their instructional potential, fostering a sense of acceptance and value that ultimately restored their confidence. Direct Involvement: Principals played a direct role in planning, implementing, and evaluating learning activities, significantly influencing the recovery of learning quality. Teacher Support: The inclusion of three senior teachers from each school provided further insights into the impact of the principal's moral-spiritual-based approach on student achievement motivation. These senior teachers possessed firsthand experience and actively supported the principal's efforts, thus contributing to the approach's overall effectiveness. In sum, the diverse selection of participants facilitated a comprehensive exploration of the various dimensions in which the spiritual-moral-based approach influenced teacher competencies and student motivation.

2.3. Data Collection

The study collected data through in-depth interviews with school principals, allowing for a direct exploration of the motives behind their adoption of a spiritual-moral-based approach to enhance teacher competencies (Creswell & Creswell, 2018; Klank et al., 2023). These interviews also aimed to reveal the strategic methods employed by principals to empower teachers' learning abilities, ultimately leading to practical improvements in student achievement motivation. Additionally, the researcher sought input from the principals to identify senior teachers who would participate in the study. These senior teachers possessed firsthand experience and actively supported the principal's endeavors to harness and enhance teachers' instructional potential.

Observational activities were centered on techniques used to motivate and encourage teachers, and these observations took place during various school events, including first-semester meetings, morning briefings, weekly evaluations, semester assessments, and class supervision. For documentation study, researchers collected and analyzed various documents namely teacher meeting schedules, classroom supervision guidelines, notes on teacher development materials, and photographs of activities associated with the principal's initiatives.

The data collection process used the snowball sampling technique, which involves continuously seeking and obtaining information from one informant and then using that information to connect with subsequent informants until data saturation is achieved (Miles et al., 2014;Creswell & Creswell, 2018). Once written and oral data were gathered in the field, the researcher conducted data analysis following appropriate methodologies (Creswell & Creswell, 2018).

2.4. Data Analysis

The data analysis process involves three key steps: sorting, coding, and categorizing. This process commences with the sorting of collected data (Miles et al., 2014; Creswell & Creswell, 2018). During this initial step, statements related to the motives underlying the adoption of a spiritual-moral-based approach and the strategic actions taken by school principals as learning leaders to enhance teachers' instructional competencies — thus influencing student achievement motivation—are identified.

Following sorting, the subsequent step is to code the identified statements. Each statement is assigned a unique code that represents a specific idea or concept related to the principal's activities (Yin, 2018; Creswell & Creswell, 2018). This coding process effectively organizes and categorizes the data. Finally, the categorized statements undergo further analysis. Each word linked to a code encapsulates an idea or concept that underscores the principal's activities. This comprehensive process of sorting, coding, and categorizing is pivotal for deriving meaningful insights from the collected data (Miles et al., 2014; Yin, 2018; Klank et al., 2023).

3. RESULTS AND DISCUSSION

3.1. Results

A thorough examination of the data collected reveals the necessity for a detailed exposition of the research outcomes pertaining to the principal's learning leadership approach, which is founded on spiritual and moral values. The ensuing discourse will elucidate this approach.

3.2. Reasons for Implementing Principal Learning Leadership Based on Spiritual Moral Values

The leadership of principals in private Catholic schools such as School A is motivated by three factors: personal excellence with a humanistic approach, fostering Christian spirituality aligned with Catholic teachings from the *Laboris-Gravissium Educationis* (LGE) document, and nurturing students' strong Christian morals in line with the school's vision. This highlights the principal's leadership approach in private Catholic education (School Group A).

> My approach toward teachers and students embodies the "*Servite Et Amate*" spirit. This philosophy involves mutual support, love, accepting strengths and weaknesses, and upholding honesty, loyalty, and responsibility. It showcases Christian virtues like affection, fraternity, gentleness, humility, and loyalty in assignments. The core of my philosophy is following the spirit of "Catholic Education is *the Fraternity of Amor*" (Brotherly Love) in education. I'm open to dialogue, humbly accepting input, tolerant, compassionate, and dedicated to serving the learning needs of teachers and students (Principal A, Interview).

Moreover, the principal elaborated on the subsequent summary statements to further the advancement of the school's vision.

> Aligned with Christian morals and guided by the *Laboris-Gravissium Educationis* (LGE) guidelines, my team and I uphold the school's vision. This involves promoting ethical education, nurturing Christian moral character, and fostering quality learning through a renewed humanistic approach (Principal A, Interview).

In a summary statement, three senior teachers outlined the school's implementation of spiritual-moral values through the principal as follows.

> As a learning leader, the principal inspires teachers to demonstrate loyalty, responsibility, and a genuine love for their work. The principal encourages sincere and honest service to students, patience, and a

commitment to shaping students' moral character. Additionally, the principal addresses teachers' needs and imparts spiritual-moral guidance to foster ethical behavior, diligence in studies, active prayer in line with religious teachings, and a drive for academic achievement among students (Interview, 3 Senior Teachers, School A).

In private Christian schools like School B, guided by Christian moral teachings, namely *Veritas* (truth), *Libertas* (independence), and *Caritas* (love), along with the principal's personal commitment to service, the emphasis on serving is underscored through the principals' statements.

By serving, loving, caring, and respecting teachers' needs, I foster their teaching competence. I embody the ethos of *"Servientes in amore Education,"* which entails serving with love, acting responsibly, and fostering open communication with teachers, students, and parents. Furthermore, I embrace the spirit of "*Ambulare in Education, ut Serviat,*" walking together in education with a heart of service. This involves open dialogue, cooperation, and accepting strengths and weaknesses, cultivating sincerity, honesty, and loyalty among teachers and students (Principal B, Interview).

Inspiration to advance the school's vision, stated by the principals as follows.

I persist in motivating teachers and offering intellectual stimulation for collaborative efforts. Together, we explore optimal strategies to enhance student learning. I model exemplary spiritual-moral conduct for students, emphasizing loyalty and devotion as a service-oriented role model. This, in turn, encourages students' learning enthusiasm (Interview, Principal B).

Three senior teachers elucidate the principal's implementation of spiritual-moral values as follow

Motivate teachers to realize their vocation as teachers through their roles and responsibilities in assignments. Inspire teachers through religious, moral, and ethical behavior in communication. Guide teachers to continue to develop their teaching competencies. Demonstrate personal care and respect for the progress and development of quality learning (Interview, 3 Senior Teachers of School B).

The moral teachings of the Qur'an serve as the foundation for the Muhammadiyah Islamic private school (School C). The principal's exceptional qualities center around embodying the values of the Qur'an, as highlighted in the principals' summary statements.

I exemplify Qur'anic moral conduct through my behavior, communication, and reverence for spiritual-moral values. This involves cultivating attributes like a positive demeanor, unwavering faith, bravery, honesty, discipline, and accountability. I integrate Qur'anic principles into my daily life, not only comprehending them as life and faith guidance, but also embodying them across all roles. This model influences both teachers and students, enriching classroom learning experiences. Furthermore, as a member of the broader Muhammadiyah education family, I draw motivation from our visionary founder K. H. Ahmad Dahlan. His spirit infuses positivity and a deep commitment to driving change, shaping the Qur'anic character of the entire school community while nurturing their moral growth and knowledge. Through my virtuous spiritual-moral example, I support teachers in their own classroom endeavors (Interview, Principal C).

Furthermore, the motivation behind the school's vision progression is clarified in a summary of the principal's statement.

The school's Quranic spiritual vision seeks to cultivate students with noble character, innovation, excellence, and compassion. It emphasizes ethics, morals, effective communication, aesthetics, and environmental care to produce globally competitive graduates skilled in science and technology, underpinned by strong character and collaboration (Principal C, Interview).

Three senior teachers explain how the principal applies spiritual-moral values in the following manner.

Consistently, I strive to impart novel insights rooted in Islamic morality to both educators and students. I consistently lead in acts of worship and demonstrate positive patterns and behaviors to the school community, motivating teachers to exemplify themselves as morally upright Muslims. Continuously, I serve as a model of religiosity (Interview, 3 Senior Teachers of School C).

3.3. Forms of the Principal's Learning Leadership Role

The forms of the principal's learning leadership role based on spiritual moral values in schools A, B, and C are explained in Table 1.

Table 1: Forms of Learning Leadership Roles for Principals.

No.	Types of Activities	Participants	Interview Summary
01	Planning Activities	Principal A	• Facilitate meetings involving teachers, parents, and the school board. • Embrace the sharing of ideas and gracefully accepting input for the creation of innovative educational tools rooted in Christian spiritual morality. • Encourage teachers to exhibit strong moral and religious conduct in the classroom, fostering respect and care for students. • During morning assemblies, the principal instructs and encourages teachers to uphold positive moral behavior towards students, which includes listening to their concerns and respecting them during discussions. • Teachers are expected to exemplify a spiritual life through humility and consistently encourage students to commence and conclude each learning activity with a prayer of gratitude. • Foster inspiration among teachers to continually enhance effective teaching methods and maintain dedication to enhancing student learning accomplishments.
		3 Senior School Teachers A	• Collaboratively engage teachers in partnership with parents and school committees to devise innovative teaching approaches. • The principal consistently maintains an open and democratic approach, valuing input from all stakeholders in the educational design process. • The principal motivates teachers to authentically and responsibly embody the ethos of "*Servite et Amate*" – serving and loving students sincerely and responsibly. This involves fostering a parental-like care within the classroom, respecting students' needs, maintaining a respectful tone when addressing concerns, and cultivating a positive learning environment. • Leading by example, the principal demonstrates Christian virtues (love, gentleness, humility, and loyalty) in interactions with both teachers and students. • The principal fosters a commitment to the spirit of Catholic Education in "Fraternitas Amor" – the love of brotherhood in Catholic Education. Teachers are encouraged to prioritize friendliness, gentleness, humility, and a sense of kinship when serving students and parents within the school community.
		Principal B	• Collaborate with the curriculum team to strategize for semester learning readiness initiatives. • Promptly remind and encourage teachers to organize their instructional resources. • Guide teachers in intertwining learning materials with the assimilation of Christian moral values (*Veritas, Libertas, and Caritas*). • Principals inspire teachers to embody the moral principles of Christianity: Veritas (truth), Libertas (freedom), and Caritas (love) throughout their teaching practices.
		3 Senior School Teachers B	• The school principal fosters a welcoming ambiance for meetings and discussions, placing Christian truths at the forefront. • The principal encourages teachers to tailor teaching methods to align with students' individual traits.
		Principal C	• Coordinate with curriculum team for semester meetings, scheduling learning planning with teachers and parents, directing tool design, monitoring, and assessments. • Engage teachers and parents in crafting learning tools. • Welcome input on effective learning models. • Inspire Quranic values integration among teachers.
		3 Senior School Teachers C	• School principal upholds the "*Husnudzhan Hablumminallah Wahabumminannas*" spirit. • Principal encourages prayer before discussions and material prep. • Prioritizes persuasive communication, welcomes learning input. • Motivates Quranic values integration in teaching.
02.	Implementation of Activities	Principal A	Coordination with the Work Team • Coordinating with assistant principal and classroom teachers for curriculum. • Promoting lessons infused with Serviam's spiritual-moral values. Learning supervision • Ensuring complete learning tools and innovative steps. • Supervising teaching through *Serviam Kasih* model (brotherly love, no distance). • Providing quality service, prioritizing humane, relaxed, and innovative learning designs.
		3 Senior School Teachers A	Serviam's values-based communication • Support teachers in fostering student care, motivation, and achievement. • Promotes teamwork with respect and responsibility. • Inspires Serviam-based supervision model (love, gentleness, brotherhood, professionalism, quality).

		Principal B	• Enhances teacher competence through open communication. Coordination of Work with Work Teams • Coordinate with full work team. • xhibit polite, open attitude in coordination. • Manage work in mornings and weekends. • Humbly lead morning prayers, modeling religious character. • Prioritize student learning growth and issues. • Embrace flexible, comfortable communication.
		3 Senior School Teachers B	Learning supervision • Implementing "*devotional spirit-Alitheia Ceria*" supervision model (shared experiences, brotherly spirit, respect, sincere intention). • Focusing on Christian moral values (respect, brotherhood, care). *Alitheia Ceria* values-based communication; (polite, flexible, kinship, open, honest, and accept anyone) • Inspiring teachers to sincerely accompany children. • Promote flexible communication, kinship, and teacher respect. • Conduct supervision with knowledge-sharing, openness, and polite direction. Coordination with the Work Team • Motivate teachers for independent, innovative lessons and curriculum coordination. • Humbly emphasize moral examples and inspiring religious teaching.
		Principal C	Learning supervision ▪ Adopting Qur'anic values: openness, humility, acceptance, family cooperation, politeness, flexibility, building confidence, discipline, responsibility, effective interaction, and respect. Communication-Based on Quranic Values • Recognize teachers' efforts. • Motivate religious dedication for pious Islamic teaching. • Encourage humility and self-improvement. • Promote Quranic values in teaching (patience, honesty, courtesy, morality, faith, piety, charity, trustworthiness). • Inspire prioritizing humanistic communication in learning.
		3 Senior School Teachers B	• Inspire teachers to enhance expertise and grasp of Islamic teachings. • Provide lectures and motivation for Kultum and Tahsin sessions.. • Motivate teachers to embrace input and learn from peers.
03	Evaluation Activities	Principals and Senior Teachers	• Guide teachers in assessing student outcomes and fostering enthusiasm. • Hold teachers responsible for student progress. • Collaborate on solutions for learning obstacles. • Appreciate teachers, parents, and committees supporting learning.

Source: Principals' and Senior Teachers' Statements Regarding the Forms of the Principal's Learning Leadership Role Based on Moral-Spiritual Values.

4. DISCUSSION

4.1. Principal Learning Leadership

The principal's learning leadership embodies wisdom in addressing challenges and sets an exemplary standard of human behavior that can be easily emulated by all members of the school community. The principal actively fosters a sense of brotherhood, religious devotion, and kinship, aiming to eliminate any sense of distance between themselves and subordinates. Furthermore, the principal diligently maintains a disciplined yet comfortable work atmosphere, treating everyone with equal respect. They consistently motivate teachers' skill development and student excellence, fostering a warm and open learning environment characterized by familial relations, polite communication, and mutual respect (Guide, 1965; Jones, 2019; Fitriani & Yanuarti, 2018). This excellence in leadership enhances the overall effectiveness of learning activities, aligning seamlessly with the values of Serviam, Devotion, and Quranic principles, as echoed by Sahenk's ideas (2010); Bafadal (2017) delineates the traits of a spiritually moral principal as openness, guiding teachers toward professionalism through knowledge sharing, humility, respect, care, tolerance, motivation, inspiration, morality, religion, fairness, honesty, and responsibility.

Regarding support for learning activities, research by Orphanos & Orr (2014); Waddock (2016) suggests that the principal's personality plays a pivotal role in shaping various attitudes. These attitudes include promoting transformative learning, enabling teacher autonomy for moral and religious practices, fostering collaborative solutions to learning challenges, and demonstrating a profound sense of teacher loyalty. Moreover, personal motivators encompass nurturing student enthusiasm for learning and recognizing teacher strengths and areas for improvement through targeted professional development and a positive workplace atmosphere.

Effendi et al. (2020) and Andriani et al. (2022) underscore the principal's central role in learning leadership, with an emphasis on self-reliant traits such as integrity, authenticity, and self-integration. This approach embodies an open, risk-taking, consistent, and creative attitude, fostering a mindset of positive change that profoundly benefits the learning environment. These findings align closely with the reviews conducted by

Colbert et al.'s (2018) and Manning-Ouellettee et al.'s (2017; Anggraena et al.'s (2021), Collectively, these studies illustrate how a principal's humanist personality, which guides teachers' learning directions, significantly influences the implementation of humane learning practices.

School principals' leadership grounded in spiritual-moral values aligns with the school's vision of cultivating a learning community that integrates knowledge and faith through religious-humanistic principles (Waddock, 2016; Effendi et al., 2020a; Subhaktiyasa et al., 2023) . This approach fosters an environment of trust, mutual respect, ethical behavior, compassion, attentive listening, and democratic policies. It promotes effective interpersonal relationships, religiosity, empathy, and care. Fundamentally, these learning activities prioritize dignity, autonomy, freedom, integrity, well-being, equality, and recognizing teacher potential (Hofmeyer et al., 2015; Dierksmeier, 2016; Effendi & Sahaertian, 2022; Amzat et al., 2022).

Religious teachings and personal spiritual values combine to form humanistic pedagogy (Herdiana, 2020; Jones, 2019), which underscores nurturing a new humanism through education for the common good. This concept situates the school principal as a facilitator, leveraging teachers' skills via spiritual-moral ownership to enhance students' motivation for achievement (Hofmeyer, 2015). In classroom learning, humanistic values inspire an ortho-practice of learning with humanistic traits among teachers and students (Bafadal et al., 2018).

Moreover, the principal's learning leader persona aligns with the ideas of Green et al. (2015); Crick & Jelfs. (2011), asserting that learning leaders act as servants, fostering connections with teachers and students. This approach stems from a willingness to regard teachers and students as deserving respect and value as creations of God. Effective principal leadership showcases exceptional personal attributes that bolster their role in education. Hence, Nisenholz, (2014); Green et al. (2015); Effendi et al. (2020a) elucidate that implementing learning leadership positively impacts students, fostering openness and independence, and nurturing a healthy community to fulfill their educational responsibilities.

Additionally, the school's vision fosters the growth of Christian and Islamic spiritual values, driving the establishment of exceptional schools dedicated to advancing innovative and humanistic spiritual education, echoing the perspectives of Arifin (2019); Bafadal et al. (2019b). This context shapes a school's learning vision characterized by: 1) democracy; 2) unity: embracing harmony, respecting differences, preventing conflict, eschewing discrimination; 3) peace; 4) compassion: embracing others, demonstrating care, willingness to sacrifice; 5) justice: upholding others' rights, ensuring fairness; 6) honesty: transparent communication, speaking truthfully, avoiding manipulation, acknowledging mistakes and others' strengths; 7) hard work: enthusiasm for effort and study, unwavering commitment, work responsibility and respect; 8) hospitality: open acceptance, courteous and ethical communication (Jingna, 2012; Bafadal, 2017; Effendi et al., 2020). Hence, the principal's learning leadership strategy is rooted in progressive spiritual-moral values, enhancing the school's culture of positive habits and exemplars. Developing such values reinforces learning excellence, a secure educational environment, and heightened student motivation. The principal's learning leadership anchored in spiritual-moral principles stands as the linchpin for learning recovery(Russell & Stone, 2002; Secor & Bridges, 2021).

4.2. Strategy for Implementing Principal Learning Leadership

Several strategic steps guide the principal in enacting the learning leadership role. First, there's lesson planning. The principal's engagement in learning planning aligns with Bafadal's notions (2017; Jones (2019); Effendi et al., 2020a). This pivotal role involves coordinating with the teaching team and homeroom educators, fostering an amiable demeanor and a compassionate approach. The principal should possess the ability to anticipate future shifts in learning direction, be attuned to these changes, and inspire teachers' enthusiasm for their work. This includes guiding teachers to craft lessons infused with spiritual and moral values, fostering innovative teaching methods, and maintaining openness towards both teachers and students. Additionally, the principal should encourage teachers to wholeheartedly serve students, kindle students' diligence in learning, and motivate their pursuit of achievement. Enhancing learning quality through spiritual morality requires courage, openness, and a recognition of all individuals as God's creations with a positive vision for learning development. Crick dan Jelfs (2011) assert that integrating spirituality in education involves acknowledging moral experiences, nurturing good spiritual values, remaining receptive to others' perspectives, and realizing the significance of acting as agents of change within schools' learning dynamics. Regarding lesson planning, spiritual-moral values manifest through an approach characterized by openness, humility, and professionalism. This approach entails actively involving teachers and stakeholders in designing learning tools and innovating teaching methods. Collaboration with other teams should be characterized by honesty and independence. The principal should inspire teachers to craft high-quality learning tools and cultivate students' spirituality (Koivuniemi et al. 2018; Bafadal et al., 2019a; 13 Jurnalis Nasional, 2020). Secondly, in the realm of learning implementation, the principal's role involves motivating and supporting teachers, fostering a sense of politeness, providing appreciation, exuding warmth, overseeing student development, and inspiring teachers to nurture and uplift students. This entails fostering a culture of love and compassion among both teachers and students, cultivating a robust optimism for change, and embodying a humanist disposition to bridge the gap between leaders and subordinates (Jingna, 2012; Iriyanti, 2015; Effendi et al., 2020). Moreover, Kotten (2005) and Kusumaningrum et al. (2020) elucidate that during individual conversations, a learning leader acts as a servant, prioritizing service. Hence, the principal should exhibit openness, empathetically acknowledge the challenges faced by teachers and

students without judgment. This perspective resonates with Dantley's affirmation (2016); Kusumaningrum et al.'s view (2020), portraying the principal as a sensitive listener and a responsive figure who creates a conducive learning environment by upholding human moral values. Furthermore, the implementation of learning activities rooted in spiritual-moral values as a servant is exemplified through displaying a positive demeanor, maintaining politeness, and fostering open collaboration with all teams. The principal should humbly invite teachers to join in morning prayers, leading by example in cultivating religious character and a reverence for God. It's important to instill a strong sense of kinship and respect for teachers as fellow creations of God, serving as a motivator and role model during activities. Patience and loyalty in listening to inputs are key attributes (13 Jurnalis Nasional, 2020; Kusumaningrum et al., 2020); Puslitjakdikbud, 2021). Additionally, Boyce & Bowers (2018); Kusumaningrum et al. (2020) outline the learning leadership role's application in various educational aspects. This includes providing constructive feedback to teachers, recognizing their performance, endorsing diverse learning approaches, supplying learning resources, supporting collaborative endeavors, bolstering school teamwork, encouraging intra- and inter-school teacher discussions, fostering productive interactions with teachers and parents, and prioritizing both academic achievement and students' moral growth. Thirdly, the principal's leadership role, rooted in humanist and spiritual-moral values, is evident in various actions during the evaluation of learning. These actions encompass: Encouraging and Motivating Teachers: The principal encourages subject teachers to foster openness and mutual respect among themselves. Promoting Humility and Learning: The principal reminds teachers to accept input humbly and be willing to learn from their colleagues. Guiding Assessment of Student Learning: The principal directs teachers to assess student learning outcomes, devising strategies to enhance student enthusiasm for learning and achievement. Accountability for Learning: The principal holds teachers accountable for both successes and failures in learning activities. Problem-Solving and Encouragement: The principal motivates teachers to seek optimal solutions to overcome obstacles encountered in learning activities. Recognizing Achievement: The principal appreciates the efforts of teachers, parents, and school committees who contribute to the success of learning activities.Expression of Care: Through acts of care, the principal displays religiosity, showcasing love through attention, respect for teachers' work, and meeting the needs of both teachers and students (Bafadal & Nurabadi, 2018; Arifin, 2019; Kusumaningrum et al., 2020). Moreover, the leadership role of school principals grounded in spiritual-moral values is reflected in several actions: Cultivating a Family Atmosphere: Principals foster a familial environment within the school, motivating teachers to be open and nurturing a sense of camaraderie. Encouraging Input and Respect: Principals provide motivation, appreciation, and respect for teachers' contributions, encouraging teachers to express opinions in a courteous manner while recognizing each other as moral creations of God (Puspitasari et al., 2020; Allen et al., 2016). Enhancing Teachers' Analytical Skills: Building on the ideas of Iriyanti (2015); Kusumaningrum et al. (2020) principals should empower teachers with the ability to analyze students' capabilities. Inspiring Optimism in Teaching: Principals inspire teachers to adopt an optimistic outlook on teaching, considering students' future, moral development, knowledge, and innovative instructional methods. This encompasses cultivating good behavior, responsibility, and humility. Encouraging Generosity: The principal motivates teachers to embody generosity, reflecting a mature faith spirituality. At this juncture, the principal's learning leadership role emphasizes self-transformation through an open attitude embracing differences and displaying sensitivity to the actual circumstances of teachers and students. Drawing from the previous explanation, the leadership role of school principals rooted in spiritual-moral values serves as a catalyst for empowering teachers' instructional potential, ultimately leading to an enhancement in student achievement motivation (Bafadal, 2018). This elevation of student achievement motivation, accentuated by by 13 Jurnalis Nasional (2020) dan Sumartana (2016), encompasses an innate drive that engenders transformations in learning processes and outcomes.

Motivated students exhibit greater openness to practical learning activities, demonstrate sincere learning behaviors, display empathy towards peers, and refrain from bullying. Additionally, the principal's learning leadership role also yields a profound influence on cultivating a humanistic learning environment. This environment fosters student comfort during learning, promotes diligent study habits, diminishes ego-centric tendencies, nurtures respect and concern for fellow classmates, nurtures responsibility for assignments, embraces the consequences of actions, encourages active participation, enhances literacy skills, instills discipline in learning, and contributes to improvements in academic grades (Iriyanti, 2015; Sumartana, 2016).

5. CONCLUSION

The effectiveness of school principals in fostering quality learning can be hindered when they lack the skills to harness teachers' potential for enhancing student learning outcomes. The leadership role of school principals grounded in spiritual-moral values serves as a novel guide for empowering teachers' capabilities, thus enabling them to bolster students' motivation to excel academically within the school environment. This emphasis on the leadership role of the principal is supported by several factors. Firstly, the humanist principal's individual qualities accentuate the human dimension, recognizing every individual as a dignified creation, fostering a culture of care and mutual affection. Additionally, this approach is built upon personal excellence as a servant-leader who places teachers and students at the center, advocating service infused with love. Secondly, it draws inspiration from spiritual and moral values that foster an atmosphere of ethical and dignified learning. Moreover, it is rooted in humanistic-religious principles, promoting an educational framework founded on spiritual truths, individual

freedom, and mutual respect. Thirdly, this leadership approach aligns with the school's overarching vision, encapsulated by principles like "Serviam," kindness, and Quranic teachings, actively fostering the cultivation of virtues and accomplishments. Furthermore, it is based on the school's encompassing vision, incorporating Christian and Islamic values, aimed at nurturing a form of education that empowers both teachers and students, liberating them to excel. To enhance student achievement motivation, the implementation of the principal's learning leadership role founded on spiritual-moral values takes shape through various approaches: Learning Planning: The planning process incorporates the principles of Serviam Aletheia Ceria and Qurani values. Learning Implementation: The execution of learning activities aligns with Serviam, Kindness, and Quranic values. This encompasses activities spanning the initial planning, implementation of lessons, coordination among teams, and the enrichment of learning resources. Learning Evaluation: The evaluation process centers around humanist values, while also giving precedence to the Christian and Islamic values that underpin the school's mission. By incorporating these forms of leadership, the principal actively contributes to an environment where student achievement motivation is elevated and nourished. Implementing the leadership role of school principals grounded in spiritual and moral values yields substantial benefits, effectively enhancing both teachers' instructional potential and students' motivation to excel. This impact becomes evident through the consistent actions of school principals who continuously motivate and inspire teachers. Principals foster a heightened sense of professionalism among educators, actively engage students in learning, and exhibit religious, disciplined, and responsible characteristics.Furthermore, this approach positively influences students' behaviors and attitudes. Students become more willing to participate in learning activities, engage actively in discussions, diligently complete assignments, maintain classroom order, and achieve commendable academic grades. In essence, the application of spiritual and moral values within the leadership role orchestrates a harmonious learning ecosystem that encourages both teachers and students to flourish. To facilitate deeper discourse, researchers should delve into the role of educational leadership in fostering and enhancing the moral competence of teachers' spirituality. This exploration should center on how educational leaders can effectively guide and empower teachers in cultivating students' moral and faith attributes. This becomes particularly pertinent as students need to develop adaptability to confront the challenges posed by the evolving landscape of the Fourth Industrial Revolution and the emergence of the Fifth Social Society. Through thorough investigation, researchers can shed light on how educational leaders can infuse moral values and spirituality into teaching practices, curriculum design, and school culture. This research could also examine how teachers can inspire and guide students to navigate ethical dilemmas and embrace their faith in the context of rapidly changing technological advancements and societal shifts. Ultimately, such research will contribute significantly to the ongoing dialogue on education's transformative potential in preparing students for the complex challenges of the modern era.

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