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Yulius Rustan Effendi, Pieter Sahertian

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Principals' academic supervision based on humanistic spiritual values to increase student achievement motivation

Yulius Rustan Effendi* and Pieter Sahertian

Universitas PGRI Kanjuruhan,
Malang, Indonesia

Email: efenrust@gmail.com

Email: pieter@unikama.ac.id

*Corresponding author

Abstract: This study examines the key findings using qualitative research, case study, designs to describe the reasons for applying the humanistic spirituality approach in academic supervision by school principals and to describe the role of school principals in academic supervision activities based on humanistic spirituality values. To achieve the research objectives, the data was collected through in-depth interviews, observation, and documentation studies. Data analysis used a modified analytical analysis method. Furthermore, the measurement of data validity is based on the level of credibility, transferability, dependability, and confirmability. The results of the study explained that the principals' approach in academic supervision activities based on the values of humanistic spirituality is very effective because it is in accordance with the emphasis of the independent curriculum which emphasises the importance of emphasising the values of humanistic spirituality in the school environment. In addition, it has an effect on increasing the teaching competence of teachers and also has an impact on increasing students' achievement and motivation in Catholic and Christian private junior high schools in Indonesia.

Keywords: principal; academic supervision; humanistic spiritual values; student achievement motivation.

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Biographical notes: Yulius Rustan Effendi is a Senior Lecturer at PGRI Kanjuruhan University, Malang Indonesia. He worked in the Department of Management and Social Sciences. Currently, he is actively teaching and conducting research in the fields of leadership, education, culture, and social sciences.

Pieter Sahertian is a Senior Lecturer at PGRI Kanjuruhan University, Malang Indonesia. He worked in the Department of Human Resource Management and Social Sciences. Currently, he is actively teaching and conducting research in the fields of leadership, education, and human resource management.

1 Introduction

The nature of education is a conscious effort to build awareness of changes in thinking behaviour, characterised by values based on humanistic spirituality as an empirical manifestation of competency ownership in the Industrial Revolution 4.0 era (Ministry of Education and Culture, Research and Technology, 2022). Consentisation of the meaning of science and humanistic spirituality supports the affirmation of the decision of the head of the standard, curriculum, and educational assessment body of the ministry of education, culture, research, and technology number 009/H/KR/2022 regarding the dimensions, elements, and sub-elements of the Pancasila Student Profile in the independent curriculum in six dimensions, namely; dimensions of faith, fear of God Almighty, and noble character, independent dimension, mutual cooperation dimension, global diversity dimension, critical reasoning dimension, and creative dimension. The application of the six dimensions in the context of Indonesian education emphasises aspects of humanistic spirituality in the implementation of learning.

According to Firmaningsih (2015) the quality of learning is correlated with the quality of teachers. The teaching quality of teacher is driven by the principal's learning leadership role in academic supervision activities (INOVASI, 2016; Bafadal et al., 2018). The teaching quality of teacher affects students' achievement and motivation. Academic supervision conducted by the principal is an act of mentoring and empowering potential teachers to have high quality in learning management. According to Khun-Inkeeree et al. (2019), academic supervision conducted by school principals aims to develop the professionalism of teachers' teaching strategies, quality learning supervision, and increase students' achievement and motivation. In addition, Allen (2015) and Makarim (2019) explained the purpose of academic supervision conducted by the principals, namely knowing:

- 1 teachers' competence in designing learning, teaching and evaluating learning outcomes
- 2 the accuracy of applying learning models, methods, and techniques
- 3 teachers' strategies for developing assessment instruments to evaluate learning outcomes
- 4 the ability of teachers to design follow-up learning plans.

Regarding academic supervision activities, Kotirde and Yunos (2014) and Nurabadi et al. (2019) explained that academic supervision conducted by school principals has not had a positive impact on the quality of learning, causing low achievement and motivation of students. The Indonesian National Assessment Program Survey (INAPS) explained that 77.13% of students have difficulty understanding Mathematics, 46.83% of Reading, and 73.61% of Science (Indonesian National Assessment Programme, 2020). The Research on Improvement System of Education (RISE) in Indonesia conducted by The SMERU Research Institute found that the quality of learning by teachers in Indonesia in the fields of Science, Reading, and Mathematics is lower than in other OECD countries (OECD, 2019). Moreover, in 2019 Program for International Student Assessment (PISA) released Indonesia's learning quality problems related to reading ability (ranked 72 out of 77 countries), science (ranked 70 out of 78 countries), and mathematics (ranked 72 out of 78 countries).

Responding to the problem of the low quality of learning by teachers in Indonesia, It is immensely prominent knowing the role of leadership learning of school principals through academic supervision activities based on the dignity of humanistic spirituality to leverage the teaching quality of teachers which has an impact on increasing students' potential (Bafadal et al., 2018; Ministry of Education and Culture, Research and Technology, 2022). The reason is that if academic supervision is not based on the dignity of humanistic spirituality, it will not have a positive effect on improving how teachers teach. Makarim (2019), Marhawati (2020), Pujianto et al. (2020) and Ministry of Education and Culture, Research and Technology (2022) found weaknesses in the leadership role of school principals in academic supervision activities in several aspects such as; first, using rights and authorities that are not humanistic, thus ignoring partnership relations, equality, sincerity in directing and empowering teachers' teaching skills. Second, the principal is unable to build relationships that are based on spirituality of the heart, so that harmonious, open, honest, steady, patient, flexible and respectful relationships may not be created. Third, the implementation of observations in learning supervision tends to find and judge the weaknesses of teachers, and does not view teachers as fellow creatures of God who need to be respected, appreciated, and assisted. As a result, the teacher does not believe in himself as a person who can develop students' ability. Moreover, the teacher feels afraid and depressed. Fourth, school principals have not consistently implemented follow-up programs to restore teachers' teaching strategies through various forms of guidance and training programs. Fifth, principals are less open to discussion with teachers regarding the use of learning models, due to the lack of knowledge and skills of principals in applying various learning models. Sixth, the principal does not provide personal spiritual reinforcement to build teachers' confident in developing innovative learning steps. Seventh, principals do not give constructive responses in developing the goals and personal growth of teachers. Eighth, principals tend to prioritise learning outcomes over the recovery of the learning process so that supervision activities are not effective in improving the quality of learning.

Based on several weaknesses of the principal's role as supervisor, it indicates that the principals' approach is not effective in helping teachers to develop and empower teaching competencies (Jingna, 2012; Peters and Rivas (2018). In addition, there is no persuasive dialogue indicating humanity, lack of care and respect to know and explore the spiritual characteristics of teachers, impatiently accompany teachers, dishonestly accept the strengths and weaknesses of teachers, not showing empathy, love, flexibility in guiding and building trust teachers themselves, are not humble, do not respect teacher privacy, and are less ethical in motivating and building teacher confidence (Dollarhide and Granello, 2012; Ross et al., 2013).

Based on the weaknesses of the principals' approach, this study offers a model of approach based on humanistic spirituality values. This approach is supported by the research findings of Ross et al. (2013), Gibson (2014) and Nisenholz (2014) who explained that academic supervision based on spiritual values in the workplace is important because it emphasises the values of compassion, patience, humility, sensibility, tolerance in guiding teachers. Other research by Ross (2014) and Ward (2014) explained that a leader who has a spiritual soul will guide teachers to have better understanding that the task of teaching is a call to life or a mandate from God. In research Hull et al. (2013), explained that spiritual values strongly support a leader to build meaningful knowledge. The function of principals on the important of supervision activities may remind teachers to build knowledge and meaningful learning through ethical-humanitarian actions,

compassion, and sincerity, thereby it may encourage students' achievement and motivation. Research by Saleh (2005) and Wahab and Umiarso (2011) explained that principals need to understand the richness of the teacher's personal spirituality, show a sensitive heart, open to capture the spiritual dynamics that inspire teachers' lives. The principals' conscience evokes interpersonal sensitivity through dialogue of love and concern for teachers.

Furthermore, Lambie (2006) and Peters and Rivas (2018), explained that academic supervision activities based on humanistic values can support teachers' teaching activities through an attitude of love, sincerity, friendliness, equality, open communication, respect and humility and ethical behaviour in providing direction and assistance for further programs. The application of humanistic values in the principals' academic supervision has an impact on the consistency, confidence, attitudes and actions (moral behaviour) of teachers in meaningful learning (Dollarhide and Granello, 2012). In this context, a principal is expected to have a moral imagination to assess teachers' teaching activities through feelings, rationality, spirituality, and concern to motivate teachers' teaching activities (Waddock, 2016).

Comparing the findings of previous studies, this study has a novelty aspect, because principals at private Catholic and Christian schools in Malang City, East Java, Indonesia have implemented an approach that integrated spirituality and humanistic values in academic supervision activities. The application of humanistic spirituality values conducted by school principals in Catholic private schools was inspired by the spiritual life of the school's patron figure, Santa Angela Merici, through the motto '*Servite Et Amate*', 'Serve and Love!'. This life motto is in accordance with the emphasis of the teachings of the Catholic Church in the *Instrumentum Laboris-Gravissimum Educationis* (LGE) which emphasises the importance of inculcating ethical moral values and humanistic spirituality (new humanism) in the educational environment. Meanwhile, principals at private Christian schools are inspired by '*Spiritus serviendi*', 'the spirit of service' which is described through the spirit of *Veritas* (truth), *Libertas* (Independence), and *Caritas* (Love) in the educational environment.

2 Literature review

2.1 *Humanistic spiritual values (religion, morals, and education) Indonesian context*

The recent developed theories explained that successful work is based on possession of intellectual intelligence (IQ), and emotional intelligence (EQ) (Agustian, 2001). However, in the subsequent development of thought, especially in Indonesia, people base their thinking in line with religious teachings which believe that intellectual and emotional intelligence are not the main determinants of success. The meaning of spiritual intelligence as the basic foundation for the functioning of IQ and EQ in the workplace affects the pattern of relationships with others and God as the highest form of human awareness to connect God's plan with one's success in the future (Agustian, 2001; Fitriani and Yanuarti, 2018). Therefore, the meaning of humanistic spirituality arouses the awareness of leaders to build good relationships with other people (subordinates) and commitment at work (Secor and Bridges, 2021). Indonesian people realise that the appreciation of humanistic spiritual values in the workplace stimulates high work

productivity. The reason is the values of humanistic spirituality which are based on religious morals and personal spirituality form a new understanding, that everyone who builds good relations with others and works honestly and responsibly at work will be successful because he gets the grace and noble blessing from God (Saleh, 2005; Budiarti et al., 2020).

In addition, because the leaders' activities in the work environment are to serve the interests of the community and the wider situation, the priority is to work with the heart, full of positive emotions, rationality, caring, love in building working relationships (Waddock, 2016; Peters and Rivas, 2018). The purpose of working using the heart, according to Agustian (2001) is to create calm and high self-awareness in the workplace, and to awaken subordinates to the true meaning of self. The application of humanistic spirituality values in the workplace is a new aspiration that education leaders need to implement. This new aspiration was emphasised by the Ministry of Education and Culture, Research and Technology (2022) in the implementation of an independent curriculum on the Pancasila student profile sub-elements. Incorporating the Pancasila Student Profile sub-elements clarifies the goals and values of implementing education in Indonesia, which do not only emphasise academic achievement, but also considers unconditional respect and acknowledgment of human dignity, the dimension of faith, fear of God Almighty, and noble character (Fitriani and Yanuarti, 2018; Ministry of Education and Culture, Research and Technology, 2022). Therefore, an educational leader is required not only to be identified by his/her leadership style, but also by his/her personality aspects, namely awareness about him/her self and others, as well as giving an appreciation for diversity (culture, religion, ethnicity and class) and flexibility (Ministry of Education and Culture, Research and Technology, 2022).

Thus, an approach to academic supervision based on humanistic spirituality values conducted by school principals in Indonesia is very important to unite the human mind, body, and spirit (Gunawan et al., 2020; Ministry of Education and Culture, Research and Technology, 2022). The principals' humanistic spirituality-based approach aim to shape the moral imagination of teachers in managing learning through several emphases, namely; first, the life of a person (teacher) has meaning, purpose, and uniqueness; second, teacher and student mentoring activities aim to develop personal growth and realise that all humans are basically perfect, so self-control is needed to respect each other in the mentoring process; third, commitment to join decision making, so that all parties are involved in quality learning activities (Koesoema, 2015; Ministry of Education and Culture, Research and Technology, 2022).

2.2 Principals' approach to academic supervision based on humanistic spiritual values

Academic supervision is defined as an act of teacher assessment in exploring teachers' teaching behaviour to direct students through learning scenarios that have been prepared by the teacher (Mogea, 2019; Ministry of Education and Culture, Research and Technology, 2022). The supervisor's role is described as a series of actions to monitor, assess and offer guidance and direction of teaching practices for teachers to empower the quality of teaching and classroom management which has an impact on increasing students' achievement and motivation (Nurabadi et al., 2019). Thus, the role of academic supervisors is to make efforts to restore teaching through supervision and collections of

evidences of teachers' professional skills and continuous observation of students' learning progress (Bafadal et al., 2018).

The Ministry of Education and Culture, Research and Technology (2022) emphasised four dimensions that need to be guided in academic supervision by school principals, namely; first, the implementation of an independent curriculum; second, the effectiveness of syllabus preparation and use of e-modules; third, the application of the learning model; fourth, effectively connected the scope, learning outcomes, learning objectives flow (LOF), Pancasila student profiles, learning scenarios, and learning assessments. In addition, the Ministry of Education and Culture, Research and Technology (2022) explains that the success of academic supervision is highly dependent on the supervisor's ability to integrate the application of humanistic spirituality based on religious teachings and personal spiritual excellence in the eight characteristics of the independent curriculum profile, namely; a person who has faith, fear to God the Almighty, noble character, independent, working together, global diversity, critical reasoning, and adaptive capable to change.

In connection with efforts to optimise the four dimensions and eight character profiles of the independent curriculum (Pancasila students) in academic supervision, it requires a superior approach from the principal. One approach that enables effective action by principals is an approach based on humanistic spirituality values. The application of this approach (Ministry of Education and Culture, Research and Technology, 2022) provided an opportunity to revive humanistic spirituality according to the school spirit and personal appreciation based on religious teachings. Findings by Afsar et al. (2015) and The Ministry of Education and Culture, Research and Technology (2022) explained that a school environment that ignores the appreciation of spirituality based on religious teachings and personal appreciation as well as low human moral appreciation tends to significantly decrease the level of motivation, enthusiasm, ethical behaviour and meaning to love others and work. Furthermore, a school environment that enlivens the values of humanistic spirituality shows characteristics that are more productive, flexible, and creative (Ashmos and Duchon, 2000; Ministry of Education and Culture, Research and Technology, 2022).

Furthermore, academic supervision activities based on humanistic spirituality by school principals aim to provide opportunities for teachers to find their calling or meaning of life, and express or match the teacher's conscience with work responsibilities (Aloni, 2011; Afsar et al., 2015; Ministry of Education and Culture, Research and Technology, 2022). Aligning the perspective of the principal's role as supervisor and a humanistic spirituality-based approach is a clear and cohesive approach to intrinsically motivating oneself and others through an attitude of respect for the dignity of the teacher, ethical practices that are altruistic, compassionate, peaceful, and loving, caring, sincere appreciation of the strengths and weaknesses of teachers (Ross, 2014; Budiarti et al., 2020; Ministry of Education and Culture, Research and Technology, 2022). Thus, the direct impact of the application of humanistic spirituality in academic supervision activities, where principals not only regard teachers as passive implementers, but are also treated as colleagues through open dialogue, mutual support and knowledge sharing, listening and involving teachers in evaluations and programs continuous learning recovery (Dollarhide and Granello, 2012; Gibson, 2014; Kayaa, 2015). In addition, it inspires teachers to appreciate, care, respect, and be full of love in guiding students' activities in learning activities. Thereby, it may encourage students' achievement and

motivation, because students feel accepted, and genuinely loved (Firmaningsih, 2015; Waddock, 2016; Ministry of Education and Culture, Research and Technology, 2022).

The application of the approach to academic supervision based on humanistic spirituality values by the principal aims to build a new humanism in learning. The form of application of the new humanism by the two principals is shown through their willingness to foster and empower teacher competence through the spirit of love-based service work to increase students' achievement and motivation. In addition, the application of the new humanism aspect in academic supervision activities aims to produce meaningful learning quality through respect for human dignity, empowering teacher competencies in a democratic, solidarity, caring, brotherly, tolerant, dialogical manner, respect for human rights, personal and professional respect. Furthermore, to review this research, several questions were put forward as the focus of the research that needed to be answered.

- 1 What are the reasons of the principals to apply an academic supervision approach based on humanistic spirituality values?
- 2 What are the forms of the principals' role in academic supervision based on humanistic spirituality values to increase students' achievement motivation?

3 Research methodology

3.1 Research design

This study uses a qualitative descriptive research design based on an analytical study (Yin, 2017). The background of using this method is based on the fact that learning activities in schools in Indonesia have not been implemented optimally. In explaining the problem of the low quality of learning, this research design does not only explain the implementation of academic supervision by school principals that is not optimal, but also needs to profoundly explain the reasons for implementing academic supervision activities conducted by school principals based on humanistic spirituality values. In addition, the researchers describe the forms of the principal's role in academic supervision activities based on humanistic spirituality values that can improve and empower teachers' teaching competencies which have an impact on increasing students' achievement and motivation.

Regarding the supervisory approach based on humanistic spirituality values, Peters and Rivas (2018) described personal relationships as supervisors in humanistic-oriented clinical supervision emphasising aspects of empathy, respect, authenticity, unconditional positive regard. Research by Slavin (1987), Nisenholz (2014) and Peters and Rivas (2018) explained that the humanistic approach in teachers' supervision and evaluation improves teacher competence because it fulfils aspects of appreciation, respect, and trust in teachers. Further research by Hull et al. (2013) analysed the application of spirituality-based supervision that had an impact on strengthening self-confidence and increasing teacher teaching competence. In addition, research by Ross (2014) through a phenomenological study explained that the spiritual aspect of supervision does not only affect the growth and development of the person being supervised, but also needs to consider the welfare of the person being supervised.

Previous research did not provide significant results, because it did not unite the spiritual and humanistic aspects that encourage a supervisor to develop humanistic

characteristics in the workplace. The reason for the context of education in Indonesia is very important, because principals unite spiritual values based on religious teachings and personal appreciation. As a result, it may encourage the formation of humanistic behaviour in building communication with teachers in academic supervision activities. Therefore, we find differences in humanistic characteristics, because our research brings together aspects of spirituality to support humanistic behaviour in academic supervision activities.

Second, we use holistic in nature qualitative research in collecting data from various sources, opinions, perspectives, and attitudes that provide in-depth information regarding academic supervision activities by school principals based on humanistic spirituality values to improve teachers' teaching competencies which have an impact on students' achievement and motivation.

3.1.1 Participants

In this study, the researchers act as a key instrument and he was assisted by some principals and senior teachers to collect the data. The sampling technique is purposive sampling, using the chimney technique (Yin, 2017). The selection of participants is based on mastery of in-depth and reliable information as a valid data source. The data sources used in this study consisted of two groups, firstly the principals of two schools (Catholic private schools and Christian private schools) located in Malang, East Java, Indonesia. The purpose of collecting data from school principals is to find out and check the truth of the reasons why school principals apply a humanistic spirituality approach, and the principals' action steps in academic supervision activities based on humanistic spirituality values and their impact on teachers and students.

The second group is three senior teachers who always accompany the principal in academic supervision activities. The senior teachers were selected to obtain additional information related to the truth of the principals' statement, especially the reasons for applying the humanistic spirituality approach and the steps of the principals' role in academic supervision activities based on humanistic spirituality values. The two focuses of this research are analysed and described to prove that the principals' approach in academic supervision activities are very effective in empowering teachers' teaching competencies which have an effect on increasing students' achievement and motivation. Interviews were used to reveal the participant's point of view in interpreting people, phenomena, activities, feelings, motivations, and recognition of the research focus (Miles et al., 2014). Regarding the incident or supervision activity in the classroom, we made direct observations. In addition, using a snowball sampling technique to collect information from one informant to another continuously. The process ends when the collected data is saturated. The data collection process begins with broad data collection, and then narrows according to the research focus (Miles et al., 2014).

3.1.2 Data-analysis techniques

To analyse the data, the researchers organised interview data, field notes, and other materials and tried to document the themes that emerged in the data (Creswell, 2012). Analysis activities are continued by analysing data, compiling, dividing into units, synthesising, looking for patterns, finding out what is meaningful and what is systematically researched and reported. At this stage, data analysis is carried out and used

in such a way to obtain the truth of the used data to answer the research focus. Inductive method is used to manage research qualitative data. The data is then presented which allows the researchers to draw conclusions. The researchers draw tentative conclusions based on the matrix that has been created to find patterns, topics or themes according to the research focus (Miles et al., 2014).

3.1.3 Checking data validity

The validity of the data in this study uses several measurements as follows: first, a measure of credibility. Data credibility aims to prove the suitability of the data with the facts in the study (Miles et al., 2014). To determine the validity of the data, the researchers used the following examination techniques: expanding involvement, in observation, the researchers sought and found situations that were relevant to the problem under study; triangulation helps to check the data by comparing it with other data (Miles et al., 2014). Second, transferability: This technique requires researchers to report research results as accurately as possible and refers to the research focus (Miles et al., 2014).

Third, dependability: Dependency or dependency audit is carried out by presenting an auditor (supervisor) to examine the raw data that has been collected by the researchers, the reduced data, and the results of data analysis, data reconstruction, and synthesis results, notes on course research materials related to intentions and intentions including research proposals, and instrument development information including interview question formats, observations, and documents (Creswell, 2012). Fourth, confirm ability: Examination of certainty criteria consists of several steps; auditors need to find out whether research findings come from data; the auditor determines whether the conclusion is based on the data taking into account the accuracy of the researchers, and whether the conclusion is supported by a theoretical review or the conclusion is based solely on the researchers' priority in conceptualising the findings. Therefore, the criteria for the certainty of the study relate to the extent to which the data and their interpretation are based on the data, not only the results of the researchers' construction (Miles et al., 2014).

4 Results

4.1 Principal approach in academic supervision

The reason behind the application of a humanistic spirituality approach in academic supervision activities by the principal at a private Catholic school (School A) is the life spirit of the founder of the Congregation of the Ursuline Sisters, Saint Angela Merici, 'Servite Et Amate', 'Serve and Love'. This motto is in accordance with the emphasis on Catholic Education teachings in the Instrumentum *Laboris-Gravissimum Educationis* (LGE) which emphasises the ethical moral aspects and Christian spirituality to build a new humanism in education.

The reasons underlies the humanistic spirituality approach in academic supervision are explained by the principal as follows.

"I behave as a parent to build teacher trust, using ethical speech, respect and empathy to guide teacher teaching. Encouraging teachers to have a spirit of

innovation, respecting the role of teachers and motivating teachers to become religious individuals. Directing teachers to live the inspiration of Santa Angela's life, so that the spirit of *Servite Et Amate* always animates the teacher's actions in learning." (Interview, Principal-A)

The principals' explanations were confirmed by three senior teachers that stated in the summary statement,

"The principal has an open, caring, sincere love attitude to guide and empower teachers' teaching competence in supervision. Be honest, polite, always motivate teachers to serve students with love. Always set an example of gentle behavior, be humble, accept the strengths and weaknesses of the teacher professionally." (Interview, Senior Teacher-A)

Furthermore, in private schools with Christian status (School B), the principal was inspired by the spirit of the trilogy of Christian moral education service missions, namely; *Veritas* (truth), *Libertas* (freedom) and *Caritas* (love).

The reasons underlying the humanistic spirituality approach in academic supervision are explained by the principal as follows.

"As an education servant, I live the spirit of Christian education services in supervision activities, namely, *Veritas* to teach the way of truth, *Libertas* (independence) to give freedom to teachers in innovation, and *Caritas* (love) to always care and love teachers. Because of that, my attitude in supervision is open, humble, has the quality of faith to love and respect the teachers' teaching strategies." (Interview, Principal-B)

Based on the principal's explanation, three senior teachers emphasised through the following summary statements.

"The principal always shows family relations, uses polite language and respects teachers with love, motivates teachers to develop their abilities and has a spirit of achievement and sets an example of good behavior for teachers and students." (Interview, Senior Teacher-B)

4.1.1 The principal's role in academic supervision

The steps of the principal's role in the two schools studied were both implementing the stages of planning, implementing, evaluating, supervising and developing sustainable learning programs. All steps of supervision by the principal aim to increase students' achievement and motivation. In addition, to meet the demands of the content of the independent curriculum as the latest curriculum conceptualised by the Ministry of Education and Culture, Research and Technology (2022).

4.1.2 Supervision planning

In planning activities, the two principals held a planning meeting with the teachers to communicate the supervision schedule and the content of the material prepared by the teacher according to the independent curriculum document guidelines which include; scope, learning achievement (LA) according to phase (class), material sequence, LOF, Pancasila student character, learning scenario, assessment, time allocation, and learning resources. Meanwhile, the application of humanistic spirituality values by the principal at a Catholic Private Junior High School is shown through an open attitude of discussion, humility to listen to the learning scenarios prepared by the teachers, flexible and polite in

giving directions to the teachers. Furthermore, principals at Christian Private Junior High Schools give teachers the freedom to innovate in developing assessments, encouraging teachers to pay attention to the characteristics of the subjects so that they are in line with the flow of learning objectives (FLO). The application of the values of humanistic spirituality by the two principals is shown through the attitude of a servant such as; listening, respecting, giving freedom of speech, and encouraging teachers to pay attention to students with feelings of love and belonging.

4.1.3 Implementation of supervision

The two principals implemented stages of supervision through observation and discussion of material together in class. They applied a love-based learning sharing model to serve each other or commonly called the humanistic spirituality collaboration sharing model. The teachers and the principals make material boundaries, and each provides material according to its distribution. Thus, principals and teachers learn and empower each other. The actions of these two principals have indirectly helped, directed and guided teachers in the quality of the learning process. But what is different from the two principals is that the principal at a Catholic private school clearly emphasises the order of material and the FLO that have not been optimally conveyed by the teachers. Meanwhile, principals at Christian private schools give teachers freedom to self-assess aspects that have not been optimally explained by the teacher, and emphasise learning scenarios.

The application of the values of humanistic spirituality by the two principals can be seen in the behaviour that is open to learn from each other, respecting each other, serving each other, giving teachers freedom to innovate, giving teachers the opportunity to find problems, building teachers' confidence, respecting the role and competence of teachers, accepting teachers as a person created by God who is equal and dignified, accepting a teacher with uniqueness who is called to be a teacher.

4.1.4 Continuous learning program evaluation and development

At the evaluation stage, the two principals differ in their evaluation. At Catholic Private Junior High Schools, the principals conduct evaluations with teachers and students. Students are asked to talk about their level of understanding and satisfaction after following the lesson. Meanwhile, teachers are asked to find their own sequence of material and the FLO that have not been presented optimally so that at the stage of developing, continuous learning can be well improved. Furthermore, learning recovery activities are carried out through Teacher Working Group (KKG) activities using peer tutor guidance models, driving teacher training, teaching guidance workshops, conducting comparative studies to other schools fostered by the same school foundation and comparative studies in other schools fostered by the government and other school foundations.

Furthermore, in private Christian Junior High Schools, the principal conducts evaluations with students and teachers in one subject group. Evaluation with students is carried out after the implementation of learning, to get input from students regarding the depth and breadth of the material as well as the level of students' understanding of the material that has been presented. While the evaluation with the teacher is carried out in groups of teachers of the same subject, so that teachers find each other's problems and find solutions together to overcome problems. The solutions are carried out through

'empowering teacher' training activities programmed by the Ministry of Education through the local education office and internal schools. The application of the values of humanistic spirituality by the two principals can be seen in their open attitude to accept the strengths and limitations of teachers, encourage teachers to overcome learning problems, have a concern for empowering teachers, build teachers' confidence, respect teachers as colleagues and fellow creatures of God who need to be supported.

4.1.5 Student achievement motivation

The application of humanistic spirituality values in academic supervision by school principals containing motivations through spontaneous delivery during preparatory meetings and at the end of the supervision activities may make teachers aware that being a teacher is a mandate from God. The impact is that the teachers show confidence in carrying out the learning scenario. In addition, the teacher shows an open, flexible, democratic attitude when discussing, being gentle, humble, patient, and full of love when guiding students to learn. Students' responses were very pleasant, because they felt accepted and valued. This pleasant learning atmosphere causes students to be motivated to learn. Furthermore, the principals invite students with tenderness and love so that they study diligently, behave in good morals and become religious individuals.

5 Discussion

Empowering the professionalism of teachers' teaching strategies is a superior strategy in solving learning problems (Marhawati, 2020). One of the superior strategies to restore teaching and learning process is conducting academic supervision. Academic supervision is a process of offering the empowerment of teachers' teaching competencies (Ministry of Education and Culture, Research and Technology, 2022). The aim is to measure the effectiveness, efficiency, relevance, and feasibility of curriculum and learning design and implementation to optimise learning outcomes (Pujianto et al., 2020; Ministry of Education and Culture, Research and Technology, 2022). One important indicator of effective academic supervision is through the application of the principal's approach which is inspired by the values of humanistic spirituality that are brought to life in the school environment (Ross et al., 2013; Nisenholz, 2014). Neal (2001), Rani et al. (2013) and Gera et al. (2021) have explained that spiritual intelligence is a 'true' intelligence. The application of this intelligence is capable of solving problems by adding value and meaning to all involved and responding to today's challenges for better performance.

Mahmood et al. (2018) have stated that spiritual values can simplify challenges and problems related to life, and work professionalism. The spiritual quotient is very useful for a better understanding of the enthusiasm, motivation and behaviour of employees in interpersonal work relationships. Spiritual values are a deep connection and correlation between mental, physical and interpersonal relationships. The spiritual values are linked to leading a balanced life, on a physical, emotional and, of course, spiritual level.

These values of humanistic spirituality are sourced from religious teachings and personal spirituality in a horizontal dimension that supports a humanistic approach (Peters and Rivas, 2018; Jones, 2019). Religious and spiritual humanistic values are clearly included within supporting supervision activities (Corey et al., 1998). Thus, it is an important part of professional development in the teaching through of ideological

consistency between one's values and theoretical stance (Skovholt and Ronnestad, 1992). These values also facilitate the development of learning, especially in providing a humanistic learning environment (Stoltenberg, 1981; Polanski, 2003). These values also facilitate the development of learning, especially in providing a humanistic learning environment (Stoltenberg, 1981). In the context of this study, the dimension of humanistic spirituality that was brought to life by two school principals in their supervision activities was a form of a certain work feeling that energised the moving action (Hull et al., 2013; Jones, 2019). The application of strong humanistic spirituality values conducted by school principals stimulates teachers to invest and motivates teachers to work harder and help each other (Nisenholz, 2014; Peters and Rivas, 2018). These values of humanistic spirituality represent the significance of the principals' approach to master him/herself, thoughts, feelings, and behaviour in optimising academic supervision activities (Ross et al., 2013). In addition, the values of humanistic spirituality that are brought to life in the school environment are eternal values that motivate school principals to carry out academic supervision. There are two primary goals of supervision are to empower, leverage competence and to enhance professional functioning of teachers (Bernard and Goodyear, 1998). Regarding spirituality in supervision, it can be argued that appropriate, holistic teaching improvement often includes addressing the client's religious and/or spiritual belief system as part of the overall treatment approach. Thus, supervisors need to monitor clients' needs relative to this issue and address supervisees' knowledge and skills, as needed.

In the context of the application of humanistic spirituality values, academic supervision conducted by school principals focuses on efforts to build a new humanism, is willing to help, foster and direct teachers in a working spirit to realise the teaching quality (Nisenholz, 2014; Jones, 2019). This new humanism in the context of academic supervision is intended to place the teacher's personality as an equal and dignified co-worker, so that mutual respect, interdependence and commitment to a common goal are formed, namely increasing students' achievement and motivation (Nisenholz, 2014; Wigfield et al., 2016).

Parker (2009) explains that practically, supervision is not only an effort to control the effectiveness of the implementation of the teacher's duties and roles, but jointly seek and find problems and seek learning recovery actions in order to achieve quality learning that stimulates students' achievements and motivation. Academic supervision planning is a preparatory process to offer teachers professional guidance and advice (Stoltenberg and McNeil, 2010). Sudarsono research results (2017) concluded that there was a positive and significant influence between the supervision carried out by the principal on improving teacher performance. Nurabadi et al. (2019) research concluded that there is a relationship between the principal's academic supervision of teacher job satisfaction. Initial preparations were carried out through joint and private meetings with the teacher for an open and democratic dialogue regarding schedule arrangements, assessment guidelines and the design of learning tools. The principal's reference in examining learning tools are the generic elements of their independent curriculum published by the Ministry of Education and Culture, Research and Technology (2022) which include; the scope of the material, LA which is adjusted to the phase (class), the order of the material, the FLO, learning scenarios, Pancasila students' character, assessment, allocation of time and learning resources. The principal's practical actions in the preparatory dialogue with teachers using an approach based on humanistic spirituality values are presented in Table 1.

Table 1 Principal practical steps in planning academic supervision based on humanistic spiritual values

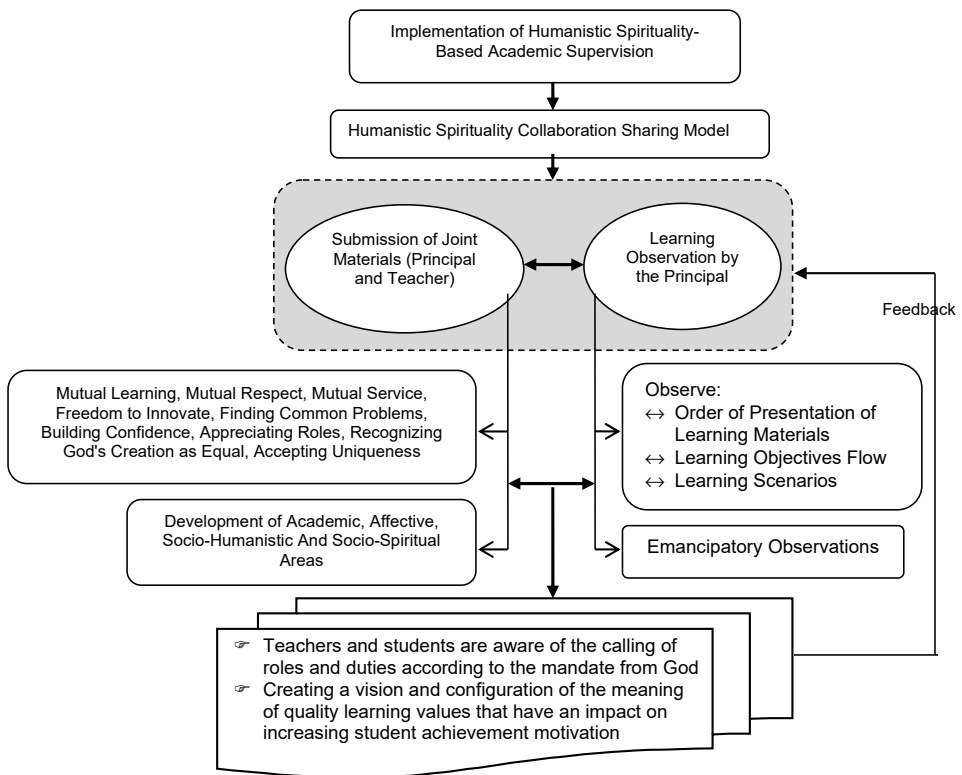
No.	Teacher activities	Principal's response	Application of the values of humanistic spirituality	Results
1	Join the meeting	<ul style="list-style-type: none"> • Discuss the supervision schedule and the provisions for the assessment of supervision materials • Directing teachers to prepare learning tools 	<p><i>Humanistic spiritual motivation:</i> Invites teachers to realise God's call as teachers, servants and servants who are honest, faithful in their duties and responsible.</p> <p><i>Attitudes:</i> Humbly listening to the teacher's talk, open dialogue to equalise perceptions, respecting the teacher's thoughts.</p>	<ul style="list-style-type: none"> • Teachers are involved in program formulation • The teacher knows the supervision schedule • The teacher is aware of the role as a servant of God who is honest, faithful in his duties and responsible • The teacher knows the supervision assessment guidelines • Teachers are entrusted with preparing learning tools
2	Submit learning tools to the school principal	Checking the completeness of the learning tools prepared by the teacher	<p><i>Humanistic spiritual motivation:</i> Respect and care to restore learning tools, provide direction that raises the teacher's confidence</p> <p><i>Attitude:</i> Open and democratic dialogue, asking for comments from teachers regarding the difficulties of teachers in preparing learning tools, and giving appreciation to the work of teachers</p>	<ul style="list-style-type: none"> • Teachers receive assistance in the recovery of learning devices that will be used in supervision activities • Build teacher confidence
3	Listening to the principal's directions	Provide reinforcement directions to build teacher confidence	<p><i>Humanistic spiritual motivation:</i> Provide reinforcement by realising that teachers are colleagues who are valued as individuals who are equal and dignified before God</p> <p><i>Attitude:</i> Open, love and care, and want progress on the teacher</p>	Teachers get the trust to carry out learning

Based on Table 1, it is clear that the principals' actions at the planning stage of academic supervision based on humanistic spirituality values are; inviting teachers to discuss the supervision program, checking the learning tools prepared by the teacher, and providing guidance and reinforcement to build teacher confidence as God's creatures who need help. These findings support the direction of the guidelines according to the concept of Mette et al. (2020) and the Ministry of Education and Culture, Research and Technology

(2022) which explained that school principals are learning leaders whose role is to leverage teachers' teaching competencies through strengthening teachers' confidence, and monitoring teachers' preparation in learning preparation. It is further emphasised by Dollarhide and Granello (2012); Ross (2014) and Waddock (2016) that principals need to build teachers' confidence through an attitude of respect, love, respect which is supported by an appreciation of the spiritual values of inspirational figures who are brought to life in the school environment. Practically, Ross et al. (2013) and Ministry of Education and Culture, Research and Technology (2022) asserted that the application of humanistic spirituality values in planning supervision by school principals aims to; guide teachers in teaching preparation, build teachers' confidence, find directions for learning scenarios, find ways to optimise learning outcomes, and find ways to teach students to stimulate students' achievement and motivation.

Furthermore, the implementation of academic supervision activities uses a service-based love learning sharing model which is termed the humanistic spirituality collaboration sharing model (Dollarhide and Granello, 2012; Budiarti et al., 2020). The description of the implementation of academic supervision based on humanistic spirituality is presented in Figure 4.

Figure 4 Steps for implementing academic supervision based on humanistic spirituality values



Based on Figure 4, the steps of academic supervision are unique and distinctive because the role of the principal is not only observing the teacher's learning actions in the classroom, but the principal is also directly involved with the teacher presenting the

material. The principals' actions do not only focus on assessing teachers' teaching activities, but also provide direct instructions to teachers on how to carry out effective teaching (Slavin, 1987; Latiana et al., 2018; Koivuniemi et al., 2018).

Principals who use this supervision model may help teachers to develop their academic, affective, socio-humanistic and socio-spiritual domains. The development of the teachers' academic domain is shown through the way the principal develops the material (depth and breadth of the material) (MacDonald, 2004). The development of the affective domain of the teacher is intended to arouse the emotions of the teacher in order to encourage students to take an active role in learning activities.

The development of the socio-humanistic domain of teachers is intended to build awareness of teachers' behaviour so that it promotes mutual respect, does not create sharp distance with students, and helps teachers to overcome students' learning problems. According to Aloni (2011), Dollarhide and Granello (2012), Nisenholz (2014) and Peters and Rivas (2018), there are three important developments in this realm, namely, first, teachers can carry out meaningful learning (freedom to learn by involving students, learn to respect human dignity, learn to humanise humans). Second, the teachers continue to gain experience so that he becomes more professional in teaching. Third, the teachers can carry out effective teaching if it involves the student's personality completely, both emotionally and intellectually.

The development of the socio-spiritual realm is intended to help teachers to recognise themselves as unique human beings created by God who received a call/mandate from God to significantly develop teachers' potential which has an impact on students' achievement and motivation (Agustian, 2001; Saleh, 2005; Ward, 2014). According to Agustian (2001), the way school principals develop this socio-spiritual domain Saleh (2005) and Ward (2014) is shown in several attitudes; first, the attitude of the heart to serve (open to learn from each other, respect each other, share). Second, an attitude of heart that is open and free to accept others (giving teachers freedom to innovate, giving teachers the opportunity to find problems), third, a human heart (polite behaviour that humanises teachers). The purpose of applying the principal's spirituality approach is to touch the basic needs of teachers and students to realise the calling of roles and duties as teachers and students. Thus, a vision and value configuration are created to interpret quality learning that has an impact on increasing students' achievement and motivation (Wigfield et al., 2016; Steinmayr et al., 2019).

Furthermore, the implementation of observation in academic supervision emphasises the emancipatory aspect, where the principals seek to build understanding and recovery of learning (learning transformation) through observation activities with the teacher. The effect of this principals' actions, it may encourage teachers to not only prioritise learning scenarios, but also pay attention to student reactions through involvement in learning activities. Therefore, the priority is cooperation as a 'theme', not just teaching techniques (Slavin, 1987; Koivuniemi et al., 2018; Latiana et al., 2018).

Principals through a humanistic spirituality approach make intensive efforts in evaluating academic supervision to design learning recovery in such a way to encourage an increase in teacher learning competencies (Marhawati, 2020; Mette et al., 2020; Ministry of Education and Culture, Research and Technology, 2022). Evaluation activities in academic supervision are a form of direct response from school principals and students to the implementation of teachers' teaching strategies. Evaluation activities use various techniques, and each school principal certainly has superior techniques according to the conditions of the school environment. Regarding the evaluation of

academic supervision using a humanistic spirituality approach, it emphasises several forms, namely; first, participatory evaluation. This evaluation involves principals, teachers and students in assessing and providing useful suggestions for learning recovery. The evaluation material by students relate to interesting and motivating learning steps; students are given the opportunity to express opinions in discussions; constructive feedback from the teachers when students ask questions; students discover the meaning of student-centred learning on their own; and LA is evident from students' mastery and understanding of the material that has been presented.

Next is the principals' assessment to the teachers, whether the teachers are given the opportunity to self-assess the weaknesses related to the order of the material, the FLO, and the learning scenarios that have been implemented in the learning process. In addition, principals and teachers discuss with each other and in an ethical, respectful and humble manner provide constructive input for the restoration of teachers teaching strategies.

Second, evaluation of strengthening humanistic spirituality. This evaluation is in the form of providing motivation to build teacher awareness to continue to improve professional teaching competencies, and make teachers aware that in carrying out learning activities it is necessary to show religious and humanistic behaviour such as; be patient, clear mind, sincere heart, full of love, respect and care in guiding students so that the whole learning processes are carried out smoothly and successfully (Ross et al., 2013. Ross, 2014).

Furthermore, sustainable learning development activities are a form of continuous principal action in empowering the teaching competence of teachers, so that teachers are more professional in teaching. Continuous teachers' competency empowerment activities are carried out through teachers' mobilisation programs, peer teaching in Teacher Working Group (KKG) activities, teaching workshops, peer tutors in one subject group, and offers of comparative studies to other schools of high quality in accordance with the recommendations of the education office.

The term achievement and motivation denotes a process that leads to behaviour that aims to achieve certain criteria or standards of LA (Ministry of Education and Culture, Research and Technology, 2022). The Ministry of Education and Culture, Research and Technology (2022) recommends the meaning of achievement motivation, which is a combination of two aspects of LA, namely; the tendency to approach success (according to the standard of LA) and the tendency to avoid failure (an anticipatory way to overcome the possibility of not achieving the standard of LA). This recommendation emphasises three key elements of students' motivation namely stimulation of personal abilities, constant efforts to provide encouragement, and obtaining a sense of satisfaction (Steinmayr et al., 2019; Ministry of Education and Culture, Research and Technology, 2022).

At the implementation level, the existing recommendations emphasise the principals academic supervision based on the values of humanistic spirituality which have direct and indirect effects on student learning. The direct effect is through empowerment, teachers' competency development so that it leverages teacher competence in learning. Furthermore, it indirectly affects students' motivation, behaviour, involvement, learning and achievement. The humanistic spirituality approach to encourage the emergence of key values in teaching that are very important to improve professional teaching competencies, and in turn motivate student achievement (Secor and Bridges, 2021; Ministry of Education and Culture, Research and Technology, 2022). Thus it can be said

that principals can influence students' achievement by monitoring and supervising students, by creating high levels of satisfaction in learning activities and by demonstrating high quality leadership such as providing learning resources for high quality education and by evaluating and improving the quality of teachers (Budiarti et al., 2020; Ministry of Education and Culture, Research and Technology, 2022).

A humanistic spirituality-based approach in supervision activities clearly develops the teaching competence of teachers and has an impact on students' achievement motivation. According to Aloni (2011), Gibson (2014) and Bafadal et al. (2018), several indicators of increasing student achievement motivation, namely; students are free and creative in learning to find their own knowledge, students are free to develop their own interests, students discuss democratically in solving problems using creative and collaborative thinking, students are stimulated to compete in learning, students are valued as individuals who are free to seek and find resources knowledge, students feel welcome in learning activities, students are motivated to develop shared knowledge through group discussions, and students compete both academically and in good moral behaviour.

6 Conclusions and implications

Academic supervision by the principal is an act of mentoring and empowering the potential of qualified teachers in learning management. Regarding academic supervision activities, explained that academic supervision by school principals has not had a positive impact on the quality of learning causing low achievement motivation of students. Responding to the problem of the low quality of learning by teachers in Indonesia, It is immensely prominent for the leadership role of school principals through academic supervision activities based on the dignity of humanistic spirituality to leverage the quality of teachers' teaching strategies which has an impact to leverage students' potential.

The reason is that academic supervision based on the dignity of humanistic spirituality emphasises the values of ethical education, Christian spiritual morals (Veritas, Libertas, and Caritas). The application of humanistic spirituality values, in academic supervision focused on efforts to build a new humanism, willing to help, foster and direct teachers in the spirit of work to realise quality learning. The new humanism aims to place the teacher's personality as an equal and dignified co-worker, so that mutual respect, interdependence and mutual communication are formed, namely increasing students' achievement and motivation.

New humanism appears in the planning of supervision, such as; guiding teachers in teaching preparation, building teachers' confidence, finding directions for learning scenarios, finding ways to optimise learning outcomes, and finding ways to teach students to stimulate increased achievement and motivation. Furthermore, the implementation of academic supervision activities uses a sharing model of humanistic spirituality collaboration. This model helps teachers to develop the academic, affective, socio-humanistic and socio-spiritual domains. In addition, in the evaluation activities, supervision emphasises participatory evaluation and strengthens the values of humanistic spirituality. Thus, the humanistic spirituality approach in academic supervision activities conducted by school principals encourage the emergence of key values in teaching which are very important to improve the professional competence teachers in teaching and finally, as a result, it can motivate students to improve their achievement.

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