



RESEARCH ARTICLE

PRINCIPLAS' SPIRITUAL LEADERSHIP AND EDUCATION MANAGEMENT IN IMPROVING THE EDUCATION QUALITY OF STATE ISLAMIC SENIOR HIGH SCHOOL IN SERANG MUNICIPALITY, BANTEN, INDONESIA

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ABSTRACT

This research is aimed to find out the relationship between spiritual leadership of Islamic school principals and education management toward the education quality of Islamic senior high schools based on the proposed hypotheses. The research was conducted in several state Islamic senior high schools under the authority of the Ministry of Religious Affairs of Banten Province. Based on the analyses by using Pearson Product Moment and Alpha Cronbach, the research reveals three main finding that : 1) there is a significant and positive relationship between spiritual leadership of Islamic school principals and the education quality of Islamic senior high schools; 2) there is a significant and positive relationship between education management and the education quality of Islamic senior high schools; 3) there is a strong, significant and positive relationship between spiritual leadership of Islamic school principals and education management toward the education quality of Islamic senior high schools. Henceforth, it can be safely concluded that the improvement and enhancement of the Islamic senior higher schools' education quality are to be simultaneously achieved by the enhancement of spiritual leadership of Islamic school principals and education management. This means that serious efforts should be taken to improve even to leverage the quality of both spiritual leadership of Islamic school principals and education management of the school.

INTRODUCTION

Educational processes is considered as a noble effort to make people smart, acquire knowledge and skill, in different disciplines and professions through formal educational institutions. The role of education is thus very important because it is the main key to prepare and produce highly qualified human resources (Silaban 1993, 65). Based on the *Act No. 20 Year 2003 on National Education System*, "education is stated as conscious and well-planned effort in creating a learning environment and learning process so that the learners will be able to develop their full potential for acquiring spiritual and religious strength, develop self-control, personality, intelligence, moral and noble character and skills that one needs for him/herself, for the community, for the nation, and for the state." In creating and producing such a qualified human resources, many efforts have been made. One the efforts by placing and applying qualified leadership and education management at the senior high schools, including state Islamic senior high schools. Inadequacy and inequality of good educational quality in many educational institutions across the country becomes the barrier of the attainment of so called qualified human resources.

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The quality of education in general is influenced by many quality factors such, the quality of the education input, quality of human resources, quality of the teachers, quality of the school administration staffs, the quality of school managements, quality of learning and teaching process, examination system, quality control system, and school principals to anticipate and manage some effects of education environments (Djoyonegoro, 1999, 374). Islamic senior high schools as education institutions basing themselves on religion, in this case the religion of Islam they need high quality leadership of the school principals so as to enhance schools quality. The leaders, the school principals, shoulder some heavy policy and responsibility in managing the schools. The high quality or the low quality of the schools are generally started from the leadership of the school principals. In the research conducted by Hallinger and Lithwood, it reveals that the effective organizations are usually headed and managed by the effective leaders, school principals (2006,7). The school principals who have strong leader ship according to Blumberg and Green field are able to play themselves several roles such as the organizer, the value-based juggler, the authentic helper, the broker, the humanist, the catalyst, the rationalist, and the politician (Blumberg and Greenfield, 1980). These roles, of course, will enable them in managing their respective schools. The leaders, including school principals, are demanded to be able to manage organization, influence others constructively so as to make them cooperate one another

voluntarily without force to attain common objectives and goals. The leadership of school principals should be able to maximize all potential school management in organizing the Islamic senior high schools. In managing Islamic senior high school, principals need spiritual leadership to help them manage it. Spiritual leadership means the leadership principle that appreciates ethical values and holds spiritual values high (Hendrick and Ludeman, 1996). Spiritual leadership is also referred to as the fourth leadership dimension, that is, the leadership which is based more upon, the belief and conscience in the quality of the leadership or the leadership which clean their heart, provide, serve, enlighten and cooling-down souls based on the spirit of thankful and love (Tjahyono 2003, 99-100). Spiritual leadership behavior in innovating the learning process is done through developing the concept of spiritual education.

In addition to the spiritual leadership, education management also has an important role in developing and improving education quality in Islamic senior high schools. Education management is applied through the functions of education management itself including education planning, education organization, as well as and education control and evaluation. Education management achievements are mandated to the school principals who have good managerial leadership. The education management should be focused on the autonomy, accountability, accreditation, and evaluation. These four pillars of education management are, in turn, are expected to finally produce the qualified education (Wirakartakusumah, 998).

Research Problem

In line with the above point of views, this study will be focused on to better understand the role of principals' spiritual leadership and education management in enhancing education quality of the state Islamic senior higher schools. The spiritual leadership and education management are then taken as dependent variables, and the education quality of state Islamic senior high school is adopted as an independent variable. This research constellation model is shown in the following Figure 1.

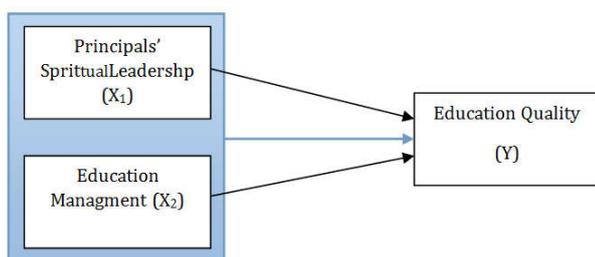


Fig. 1. Research Constellation Model

Research Objectives

Based on the above research formulations, this study are aimed to find out

- The nature of spiritual leadership, education management, and education quality at Islamic schools.
- The different understanding between male and female respondents on spiritual leadership, education

management, and education quality of state Islamic senior high school.

- The relationship between spiritual leadership and education quality of state Islamic senior high school respectively.
- The relationship between education management and education quality of state Islamic senior high school respectively.
- The relationship between spiritual leadership and education management toward education quality of state Islamic senior high school respectively.

Literature Reviews

Principal Leadership

Leadership constitutes influence, one's ability to influence other people. Leader can only lead other people when he has an ability to influence others to follow his footsteps. Leader has an important position in an organization. The success of an organization in achieving high performance is heavily depended on its leader (Sastrohadiwiry, 2002). According to Stephen P. Robbins (Robbins, 2005) leadership is basically an ability to influence a group of people to achieve the shared goals. One is considered as a competent leader as long as he has three leadership qualities such as personality, ability, and capability (Wahjosumijo, 1987). Meanwhile, Lussier (2009) provides the definition of leadership by stating that leadership is a process of influencing employee in order to work toward the attainment of the organization goal. Similarly, Veithzal Rivai (2002, 2) defines the leadership as a process of influencing in determining the organization goal, motivating the follower behavior to attain the goals, influencing to the group and its culture. Other definition of leadership offered by Yukl (2009, 4) that leadership constitutes an individual capability to influence, motivate, and make other people being able to contribute in the sake of the effectiveness and success of the organization.

Spiritual leadership, according Tobroni (2005) is kind of leadership which brings a mundane dimension toward a godly dimension. God is the real leader who inspires, influences, serves, and moves the conscience of His servants wisely through ethical and exemplary approach. This is in line with what Houston says that spirituality means an energy that connects us to one another and with our deepest inner self (2008,8), so that the role of leadership runs on its right way. Spiritual leadership is leadership that put emphasis more on spiritual intelligence in leading, and it also means leadership that always keeps spiritual values. Other scholars like Hendricks and Ludeman (1996), and Tjahyono (2003) are also of the opinion that spiritual leadership is the leadership that is capable to inspire, revive, influence, and move stakeholders through exemplary life, service, love, and is implementing the values and the natures of other God's attributes in the objectives, process, and leadership culture and behavior. Fry *et al.* (2005, 835) develop theoretical model of spiritual leadership that spiritual leadership increases motivation through vision, hope and faith, and altruistic love. This spiritual leadership model that includes components of values, attitudes, which can intrinsically motivate himself and other people, so that they possess spiritual feeling as inner call and as the member involved in it. The detail of the spiritual leadership model developed by Fry can be shown in Table 1a.

Education Management

Management is one of the working forms. A manager, in doing his job, should do certain works, the so called management functions consisting of, among other things, planning, organizing, staffing, motivating, and controlling. Education management is, therefore, basically instruments needed in the effort to achieve the education goals. Management elements in educational managements constitutes the applications of management principles in the education field. Education management according to Made Pidarta (1988,4) is an activity to combine education resources in order to be centralized to achieve the predetermined educational goals. In a similar tone, Atmodiwirio (2000, 23) also states that education management can be defined as process of planning, organizing, leading, controlling education staffs, human resource in education, so as to attain the shared educational goals. Education management, hence forth, can be said as the management process in enabling the education tasks by empowering and manipulating all resources efficiently to achieve the educational objectives effectively. Education management also means the application of both management and administration in managing, administering, and allocating resources in the world of education (Engkoswara and Komariah, 2010).

Other interesting point of views on education management is provided by Usman. He states that education management can be inferred based on three approaches. First, education management is considered as a branch of management sciences, and education management is thus defined as the art and science of managing education resources to create teaching and learning atmosphere that enables students are actively develop their own potentials maximally in terms of religious spirituality, self-control, personality, intelligence, noble character, and life skill needed by them, their society, nations, and state. Second, as for the process approach, education management is defined as the process of planning, organizing, acting, and controlling education resources to attain education goal effectively and efficiently. Third, based on structure approach, education management can be defined as the managements of students, curriculum, teaching staff, administration staff, financial, facility, internal and external communication, and education supervision as well (Husaini, 2009,12).

Education Quality

As far as the education quality concerned, Ishikawa (1992) defines it as follows that ; (a) quality and customer satisfaction are the same things and (b) quality is a broad concept that goes beyond just product quality to also include the quality of people, processes, and every other aspect of the organization. Whereas Kotler (2003, 64) believes that quality is the totality of features and characteristic of product service that bear on its ability to satisfy stated or implied needs. Other discussion on quality offered by Deming (1986) is that the difficulty in defining quality is to translate quality is to translate future needs of the user into measureable characteristics, so that a product can be designed and turned out to give satisfaction at a price that the user will pay. According to Field (1993) quality as a measurement of a product or service performance toward a specification in one certain point.

This definition of quality emphasizes standard or measurement. Measurement standard here depends on the kind of goods or services produced as the result of human working performance, either in the forms of goods or services, namely, services, in education, which constitutes one of service industries, academic services. In their book entitled *Improving Quality in Education*, Charles Hoy et al. (2000, 10) provide the definition of education quality that quality in education is an evaluation of the process of educating which enhances the need to achieve and develop the talents of customers of the process, and at the same time meets the accountability standards set by the clients who pay for the process or the outputs from the process of educating. Concerning the education quality, Townsend and Butterworth, state that there indeed ten determining factors to materialize the high quality education. They are effectiveness of leadership of the principals; participation and responsibility of both teachers and administration staffs; effective teaching and learning process; programmed staff development; relevant curriculum; possessing clear vision and mission; conducive school climate; strength and weakness analyses; effective internal and external communication; and parents and community intrinsic involvement (Townsend and Butterworth, 1992, 35). Meanwhile, William Glasser (1990, 19) when explaining education quality he starts from the explanation of five basic human needs: love, power, freedom, fun, and survival. Based on these basic human needs Glassers then interprets quality anything we experience that is consistently satisfying to one or more of these basic needs.

METERIALS AND METHODS

The research method employed in this study is quantitative method, particularly by applying correlation research approach. Quantitative research as pointed out by Robert Domoyer as an approach toward empirical studies to collect, analyze, and show the data in numerical forms rather than in narrative one (Given, 2008). The recent research was conducted at State Islamic Senior High Schools in Serang Municipality, Banten Province, Indonesia. The decision made to choose the place based on the ease, reachability, and time and financial limitation of the research project as well. This research sample covers all teachers of the state Islamic senior high school in the area, whose total number is 98 teachers, both male and female teachers. This research was carried out for 4 months, from July-October, 2016. All the obtained data derived from the research instruments, using three set questionnaires for the variables under discussion.

RESULTS AND DISCUSSION

Since there are three main hypotheses to be tested in the study, the following pages will focus more on the three results and and discussion of the proposed hypotheses.

Coorelation between the Spiritual Leadership of the State Islamic Senior High School Principals and the Education Quality of the School

The first proposed hypothesis says that "There is a positive relationship between the spiritual leadership of the state Islamic senior high school principals and the education quality of the state Islamic senior high schools." In other bwords, it is strongly assumed that the higher the level of the spiritual leadership of the state Islamic senior high school principals is, the higher the level of the education quality of the state Islamic senior high schools is.

Table 1a. Spiritual Leadership Quality Model

Vision	Altruistic Love	Hope/ Faith
<ul style="list-style-type: none"> • Showing attractive aspects to stakeholders • Defining objectives and ways to reach the goals • Reflecting high ideas • Supporting hope or belief to excellence standard 	<ul style="list-style-type: none"> • Forgiveness • Kind • Integrity • Empathy / love • Honesty • Patient • Brevity • Faith • Loyalty • Humble and simplicity 	<ul style="list-style-type: none"> • Diligent • Endurance • Doing everything to achieve goal • Gift expectation or victory

Table 1. Correlation Analysis of the Principals’ Spiritual Leadership and Education Quality of the School

Education Quality Spiritual Leadership	Students Personality Development and Behavior	Students Knowledge and Skill	Students’ Learning Motivation	Teaching and Learning Process	Students Achievement	Education Quality
Proces of influencing staffs	.760**	.715**	.626**	.623**	.743**	.815**
Process of moving staffs	.743**	.644**	.590**	.566**	.635**	.746**
Giving motivation to staffs	.681**	.671**	.606**	.601**	.657**	.756**
Moving human rescourses of the school	.686**	.697**	.560**	.628**	.710**	.771**
Principals competence	.664**	.682**	.628**	.673**	.726**	.794**
Principals’ personality and behavior	.364**	.308**	.351**	.117	.339**	.349**
Principals’ spiritual leadership	.806**	.764**	.691**	.670**	.785**	.874**

Table 2. Regression Analysis of Principals’ Spiritual Leadership and the School Education Quality

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.696	6.108		1.096	.276
	Spiritual Leadership	.892	.051	.874	17.616	.000

a. Dependent Variable: Education Quality

Table 3. ANOVA of Principals’ Spiritual Leadership and the Education Quality of the School

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	25010.703	1	25010.703	310.312	.000 ^a
	Residual	7737.470	96	80.599		
	Total	32748.173	97			

a. Predictors: (Constant), Principals’ Spiritual Leadership

b. Dependent Variable: Education Quality of the School

Table 4. Linearity Regression Analysis of the Principals’ Spiritual Leadership and the Education Quality of the School

Education Quality		Sum of Squares	df	Mean Square	F	Sig.
Between Groups	(Combined)	30039.876	39	770.253	16.495	.000
	Linear Term	25010.703	1	25010.703	535.621	.000
	Deviation	5029.173	38	132.347	2.834	.000
Within Groups		2708.298	58	46.695		
Total		32748.173	97			

Table 5. Coefficient Correlation between Principals’ Spiritual Leadership and Education Quality of the School

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.874 ^a	.764	.761	8.978

a. Predictors: (Constant), Principals Spiritual Leadership

Table 6. Correlation Analysis between Education Management and Education Quality of the School

Education quality	Student personality development and behavior	Students knowledge and skill	Students learning motivation	Teaching and learning process	Students achievements	Education quality
Education management						
School activity planning	.633**	.631**	.524**	.616**	.648**	.717**
School administration	.682**	.662**	.615**	.551**	.650**	.743**
Organizing	.628**	.613**	.638**	.518**	.671**	.724**
Controlling	.723**	.688**	.603**	.640**	.693**	.787**
Evaluation	.635**	.646**	.615**	.630**	.667**	.752**
Education management	.749**	.736**	.680**	.671**	.756**	.846**

Table 7. Regression Analysis of the Education Management and the Education Quality of the School

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.544	6.493		2.086	.040
	Education Management	.863	.056	.846	15.515	.000

a. Dependent Variable: Education Quality

Table 8. Analysis of Variance of the Education Management and The Education Quality of the School

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	23411.259	1	23411.259	240.709	.000 ^a
Residual	9336.914	96	97.260		
Total	32748.173	97			

a. Predictors: (Constant), Education Management
 b. Dependent Variable: Education Quality

Table 9. Analysis of Linearity Test of the Education Management and The Education Quality of the School

Education Quality		Sum of Squares	df	Mean Square	F	Sig.
Between Groups	(Combined)	27454.280	37	742.008	8.410	.000
	Linear	23411.259	1	23411.259	265.339	.000
	Term Deviation	4043.020	36	112.306	1.273	.201
Within Groups		5293.894	60	88.232		
Total		32748.173	97			

Table 10. Coefficient Correlation between the Education Management and The Education Quality of the School

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.846 ^a	.715	.712	9.862

a. Predictors: (Constant), Education Management

Table 11. Multiple Regression Analysis of the Education Management and The Education Quality of the School

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.559	5.509		-.283	.778
	Spiritual Leadership	.560	.073	.549	7.625	.000
	Education Management	.415	.073	.406	5.649	.000

a. Dependent Variable: Education Quality

On the contrary, the lower the level of the spiritual leadership the state Islamic senior high school principals, lower the level the education quality of the state Islamic senior high schools. Statistical tools used in analyzing the data of these variables are correlational analysis and regression analysis. Pearson correlation analysis (r) shows either positive correlatrion (+) or negative correlation (-). Coefficient value ranges between 0.00 to 1.00 indcating the levels of correlation starting from very low, low, middle, very high and perfect correlatrion (Barry nad Nelson, 1986).

Based on this range, therefore, correlation with value between +0.1 to +0.29 indicates small or low correlation, +0.30 to +0.49 means simple correlation, and +0.50 to +1 shows high or significant correlation (Cohen, 1988). Correlation analysis between the spiritual leadership the state Islamic senior high school principals and the education quality of the state Islamic senior high schools can then be seen in the Table1. From the above table, it can be clearly seen that the spiritual leadership of the state Islamic senior high school principals has high correlation toward the education quality of the state Islamic senior high schools.

Table 12. Analysis of Variance of the Research Variables

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26956.258	2	13478.129	221.071	.000 ^a
	Residual	5791.916	95	60.968		
	Total	32748.173	97			

a. Predictors: (Constant), Education Management, Spiritual Leadership
 b. Dependent Variable: Education Quality

Table 13. Analyses of Correlation Coefficient of the Research Variables

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.907 ^a	.823	.819	7.808

a. Predictors: (Constant), Education Management, Spiritual Leadership

This is indicated by correlation coefficient value 0.874. Based on this fact, it can be inferred that in general the spiritual leadership of the state Islamic senior high school principals has high correlation toward the education quality of the state Islamic senior high schools. This, therefore, means that the education quality of the school can be improved by enhancing the spiritual leadership of the principals. Henceforth, the good principals are those who perform the spiritual leadership wholeheartedly in their school for all both teaching and administration staffs and students as well.

Furthermore, another analysis, i.e. regression analysis, is also applied to the both variables of the spiritual leadership of the state Islamic senior high school principals and the education quality of the state Islamic senior high schools. Regression analysis for both independent and dependent variables is provided in Table 2 below. Based on Table 2 above, it is known that the result of simple linear regression analysis between the variable pair of the spiritual leadership of the state Islamic senior high school principals and the education quality of the state Islamic senior high schools is obtained by regression direction as many as $b = 0.892$ and constant a as many as 6.969 . Therefore, the form of both relationship or correlation (X1 and Y) can be described with equation of regression line direction $\hat{Y} = 6.969 + 0.892X_1$. To know whether the model of equation of regression direction is significant or not, it can be used by applying analysis of variance (F-test) with measurement criterion $F_{observed} > F_{Table(0.01)}$, can be seen in the Table 3.

Based on the statistical analysis result it can be known that $F_{observed}$ at 310.312 whereas value of F_{table} at $\alpha = 0,05$ as many as 4,04 at $\alpha = 0,01$ as many as 7,19. This result shows that $F_{observed} \gg F_{Table}$ so it can be safely stated that coefficient regression direction Y to X_1 is very significant or strong correlation. Henceforth, equation of $\hat{Y} = 6.969 + 0.892X_1$ can be used to infer and take a further conclusion that concerning the relationship between the spiritual leadership of the state Islamic senior high school principals and the education quality of the state Islamic senior high schools. Moreover, to know whether the equation of regression line is linear or not, regression linearity test can be used, as it can be seen in the following Table 4. From above Table 4, it can be inferred that based on the statistical analysis is obtained the value of $F_{observed}$ 2.834; while the value of F_{table} at $\alpha = 0.05$ as many as 2,25 whereas at $\alpha = 0.01$ as many as 3,20, measurement criterion is $F_{observed} < F_{table}$, this indicates that value of $F_{observed} < F_{table}$ or $2.834 < 3.20$. The equation regression model is, therefore, linear.

The relationship degree between the variables of spiritual leadership of the state Islamic senior high school principals and the education quality of the school is shown by coefficient correlation $r_{y1} = 0,874$. The correlation coefficient significance testing is provided in Table 5. The above Table 5 shows coefficient correlation determination between spiritual leadership of the state Islamic senior high school principals and the education quality of the school as big as 0,764. This means that 76.4% variation occurred in the education quality of the state Islamic senior high school is, to certain extent, influenced by the spiritual leadership of the state Islamic senior high school principals. This can be explained further through regression analysis $\hat{Y} = 6.696 + 0.892X_1$. In other words, the spiritual leadership of the principals contribute the education quality level of the school as many as 76.4%. Henceforth, it can be concluded that there is a positive and significant correlation between the spiritual leadership of the state Islamic senior high school and the education quality of the state Islamic senior high school under discussion. In line with this, the higher the level of principals spiritual leadership, the better the education quality of the school.

Correlation between Education Management and Education Quality of the School

The second proposed hypothesis states that “there is a positive correlation between education management and education quality of the state Islamic senior high school.” In other words, it is assumed that the better the condition of the education management, the better the education quality of the school. On the contrary, the worse the condition of the education management, the worse the education quality of the school. Correlation analysis of these variable can be seen in Table 6. From the above table, it can be noted that education management has a high relationship towards the education quality of the state Islamic senior high schools. This high correlation can be seen from the r value which is 0.846. This high correlation can also be seen from almost all indicators of the education management in the table. Further analysis is also taken into account, that is regression analysis. This analysis is taken to know the relationship between the variables. The regression analysis to both variables, the education management and the education quality of the schools, is presented in Table 7. Based on the Table 7 above, it can be noticed the result of the simple linear regression between variable pair of the education management and education quality of the state Islamic senior high school is obtained the equation of regression direction $b = 0.863$ and constant $a = 13.544$, so the form of equation of regression direction line is $\hat{Y} = 13.544 + 0.863X_2$.

To know whether the regression line model is significant or not, analysis of variance (F-test) can be applied, with measurement criterion is $F_{\text{observed}} > F_{\text{Table}(0.01)}$. The analysis of variance of the variables is presented in Table 8. Based on Table 8 above, the result of statistical analysis is obtained the value of F_{observed} as big as 240.709 while $F_{\text{Table}(0.01)}$ as big as 6,76. This result shows that $F_{\text{observed}} > F_{\text{table}}$ so that it can be stated that coefficient toward regression direction Y to X_2 is significant or meaningful. Moreover, to know whether regression line is linear or not, linearity analysis is applied. As for the measurement criterion adopted is $F_{\text{observed}} < F_{\text{table}(0.05)}$. The analysis of regression test is [provided in Table 9. Based on Table 9, it can be inferred that the result of statistical analysis shows that the value of F_{observed} is 1.273; while value of F_{table} at $\alpha = 0.05$ as big as 2,25. Whereas the value at the level $\alpha = 0.01$ as big as 3,20, and the measurement criterion is $F_{\text{observed}} < F_{\text{table}}$. This result shows that the value of $F_{\text{observed}} < F_{\text{table}(0.05)}$ (1.273 < 2.25) so the equation regression model is linear. The strength of the relationship between the education management and the education quality of the school is indicated by correlation coefficient $r_{y2} = 0,846$. As for the coefficient correlation significance test is presented in Table 10.

Based on the above table, it can be stated that the coefficient correlation between the education management and the education quality of the school is significant. The above Table also shows that determinant coefficient correlation between the education and education quality of the school is 0.715. This means that 71-5% variance of the education quality of the school is influenced by the education management. In other words, it can be stated that the education management contributes 71.5 % towards the education quality of the school. Henceforth, it can be further concluded that there is a positive and significant correlation between the education management and the education quality of the school which means the higher the education management, the better the education quality achieved by the schools.

The Correlation between Principals' Spiritual Leadership and the Education Mangement toward the Education Quality of the Schools

The third proposed hypothesis states that "there is a positive correlation between the principals' spiritual leadership and the education management together towards the education quality of thde schools." In other words, it is predicted that the higher and the better the principals' spiritual leadership, and the education management, the better education quality of the school. On the contrary, the worse the principals' spiritual leadership and education management, the worse the education quality of the school. To know the correlation between the principals' spiritual leadership and the education management together toward the education quality of the school, multiple regression analysis is then applied as shown in the Table 11. Based on the above Table 11, the result of multiple linear regression analysis between both of the variables of spiritual leadership of the state Islamic senior high school principals and the education management toward the education quality of the state Islamic senior high school is obtained the regression direction $b_1 = 0.560$, regression direction b_2 as big as 0.415 and constant a as big as -1.559 . Henceforth, the correlation form can be described with the equation of regression line

direction $\hat{Y} = -1.559 + 0.560X_1 + 0.415X_2$. As for to know whether the equation of regression line is significant or not, analysis of variance (F-test) with measurement criterion $F_{\text{observed}} > F_{\text{Table}(0.01)}$. The analysis of variance of both the principals' spiritual leadership and education management variables towards the education quality of the school is provide in Table 12. From the Table 12, the statistical analysis result is obtained that the value of F_{observed} is 221.071, while value of F_{table} at $\alpha = 0,05$ is 4,04, and at $\alpha = 0,01$ is 7,19. This result indicates that $F_{\text{observed}} > F_{\text{table}}$ so that it can be stated that regression direction coefficient Y to X_1 and X_2 are respectively very significant or very meaningful. Therefore, the equation of $\hat{Y} = -1.559 + 0.560X_1 + 0.415X_2$ can be used to explain and to take a further conclusion pertaining to the relationship between both the principals' spiritual leadership and the education management towards the education quality of the schools. The strength of the relationship between both the principals' spiritual leadership and the education management at the same time towards the education quality of the schools.

The strength of the relationship between both the principals' spiritual leadership and the education management at the same time towards the education quality of the schools is then shown by the coefficient correlation $r_{y12} = 0.907$. The coefficient correlation test is presented in the Table 13. The above Table 13 shows the coefficient correlation between the principals' spiritual leadership and the education management as the same time towards the education quality of the schools is very significant. Even more, in the above Table also indicates determinant coefficient the relationship between the principals' spiritual leadership and the education management at the same time towards the education quality of the schools as big as 0.823. This means that 82.2% variance occurred in the education quality of the school is, to a certain degree, influenced by the principals' spiritual leadership and the education management. The cosequency of this result, that the nol hypothesis (H_0) of the resarch, as stated earlier, is rejected; on the contrary, the alternative hypothesis (H_1), which is also proposed earlier, is accepted. Thus, it can be concluded that there are positive and very significant correlation between the spritual leadership of the state Islamic senior high school and the education management, either separately or jointly, towards the education quality of the state Islamic senior high schools. This, in turns, also means that the higher the principals' spiritual leadership and the education management, the better the education quality of the schools.

Conclusion

Based on the hypotheses testing to the proposed research hypotheses, the result and discussion above, several conclusions are offered as follows. First, the spiritual leadership of the state Islamic senior high school principals, education management, and education quality of the school fall under good qualification; the schools have high levels of spiritual leadership of their principals, education management, as well as education quality of the school. The spiritual leadership has been adequately applied by the principals. Similarly the schools have also apply the education management appropriately. As the result, the education quality of the school increases significantly.

Second, there is a positive correlation between the spiritual leadership of the State Islamic senior high school principals and the education quality of the school. Through the application of correlation analysis to the variable and its indicators of the principals' spiritual leadership and the education quality of the schools, it is shown that the principals' spiritual leadership has a high and significant correlation to the education quality of the school. This is also supported by the regression analysis which shows coefficient correlation as big as $r_{y1} = 0.874$ and coefficient determinant as big as 0.764 , which means that the principals' spiritual leadership contributes to the education quality of the school as big as 76.4 %. So that spiritual leadership of the principals has an important role in enhancing the education quality of the school. Third, there is a positive correlation between the education management and the education quality of the school. Through the application of correlation analysis to the variable and its indicators of the education management and the education quality of the schools, it is shown that the education management has a high and significant correlation to the education quality of the school. This is also supported by the regression analysis which shows coefficient correlation as big as $r_{y2} = 0.846$, and coefficient determinant as big as $r^2_{y2} = 0.715$, which means that the education management contributes to the education quality of the school as big as 76.4 %. So that the education management has also an important role in enhancing the education quality of the school.

Finally, there is a positive correlation between the principals' spiritual leadership, and the education management either respectively or together towards the education quality of the school. This means that the better the principals' spiritual leadership and the education management, the higher the education quality of the schools. On the contrary, the worse the principals' spiritual leadership and the education management, the lower the education quality of the schools is. Henceforth, the spiritual leadership of the state Islamic high school principals and the education management of the school are regarded as important variables to be kept in mind particularly in predicting and improving the education quality of the state Islamic senior high schools in Serang Municipality, Banten Province, Indonesia, which may also prevail to other developing countries. This is statistically supported by regression equation $\hat{Y} = -1.559 + 0.560X_1 + 0.415X_2$ and coefficient correlation $r_{y12} = 0.907$, as well as determinant correlation $r^2_{y12} = 0.823$. These all indicate that the contribution of the spiritual leadership of the state Islamic senior high school and the education management of the school together at the same time toward the education quality of the state Islamic senior high schools as big as 82.3 %.

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