

## Elevating Teacher Effectiveness: The Role of Spirituality in the Four Levels of Classroom Leadership

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**Abstract** This study utilizes a descriptive qualitative methodology, employing participatory observation, interviews, and document analysis to collect data. The research involves educators teaching across diverse educational levels, ranging from primary to secondary education. The results identify four levels of teacher performance within the context of classroom leadership, focusing on interpersonal relationships with students, colleagues, and the wider learning community. The progression starts with Level R1 (Right) teachers, who strictly adhere to directives or assignments. Level R2 (Relationship) teachers are distinguished by their strong emotional connections with students, colleagues, and other members of the learning community. Level R3 (Respect) teachers earn respect from students, colleagues, and others in the learning community through their exemplary conduct. Level R4 (Result) teachers excel in enhancing their students' dignity based on their unique talents. The journey to advancing teacher leadership from R1 to R4 involves elements such as nurturing, role modeling, and coaching. Furthermore, the essential role of spiritual energy in enabling teachers to continuously elevate their performance levels is underscored. The study highlights the importance of robust interpersonal relationships in shaping teacher effectiveness and its broader impact on improving the overall quality of education.

**Keywords:** Four levels of teachers, teachers, leadership, teacher performance



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## INTRODUCTION

A teacher's effectiveness is not solely determined by their subject matter expertise but also by their leadership quality in the classroom and the interpersonal connections they establish within the educational setting [Asbari et al., 2022; Novitasari et al., 2020]. This study aims to delve into the four levels of teacher performance through the lens of interpersonal relationships, particularly focusing on interactions with students, colleagues, and the broader educational community. A profound comprehension of the dynamics of teachers' interpersonal bonds is anticipated to offer valuable insights for enhancing educational efficacy in schools. Teachers play a pivotal role in shaping students' holistic development, acting not only as instructors but also as facilitators, influencing overall student growth (Asbari & Prasetya, 2021; Chidir et al., 2022; Novitasari & Asbari, 2021).

In this context, the quality of classroom leadership and the relationships nurtured by teachers are crucial in determining their effectiveness in guiding and educating students. Positive interpersonal relationships between teachers and students, peers, and other educational stakeholders not only foster a conducive learning environment but also impact student motivation, engagement, and academic success. An evaluation of teachers' performance from the perspective of interpersonal relationships offers a comprehensive approach to assessing their educational contributions. In an era where education increasingly emphasizes character development and interpersonal skills, a deeper understanding of teachers' interpersonal dynamics is becoming more critical (Novitasari et al., 2020). Hence, this study aims to explore in depth the four levels of teacher performance from the standpoint of interpersonal

relationships and their influence on overall educational outcomes. Understanding the correlation between teachers' performance and the quality of their interpersonal connections is expected to lay a robust foundation for developing more effective educational policies and training programs. Additionally, this research is poised to offer practical insights for education stakeholders, encompassing school management and teacher professional development. Consequently, this article encourages an exploration of the significance of interpersonal relationships in evaluating teacher performance and its implications for enhancing the overall educational quality.

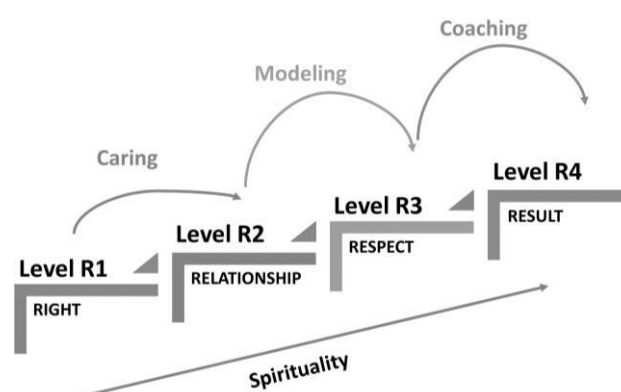
## RESEARCH METHOD

The research method employed in this study was a descriptive-qualitative approach, which is commonly used to explore and understand phenomena in-depth, particularly in social sciences and education. Here is an explanation of the research method used: (1) Descriptive-Qualitative Approach: A descriptive approach aims to provide a detailed account or description of the subject under study. In this case, the focus was on understanding the four levels of teacher performance from the perspective of interpersonal relationships. Qualitative research involves exploring and understanding phenomena through non-numerical data such as words, observations, and interviews. It allows for a rich and nuanced understanding of complex social interactions. (2) Data Collection Methods: *Participatory Observation*: Researchers actively engaged in observing teachers' interactions in the classroom setting. This method allows for firsthand observation of behaviors and relationships in their natural context. *Interviews*: Researchers conducted interviews with teachers to gather their perspectives, experiences, and insights on interpersonal relationships and leadership within the classroom. Interviews provide an opportunity for in-depth exploration of individual experiences. *Analysis of Relevant Documents*: Researchers analyzed documents such as educational materials, reports, or communication records to supplement the data collected through observation and interviews. Document analysis can provide additional context and insights into the research topic. (3) Research Sample: The research sample consisted of teachers teaching at various educational levels, ranging from primary to secondary education. Including teachers from different levels allows for a comprehensive understanding of how interpersonal relationships and leadership manifest across different educational settings. (4) Data Analysis: The data collected through participatory observation, interviews, and document analysis were analyzed thematically. Thematic analysis involves identifying patterns, themes, and relationships within the data to gain insights into the research questions. In this study, the thematic analysis likely focused on identifying patterns in teachers' interpersonal relationships, leadership behaviors, and responses within the classroom context. By analyzing themes, researchers can draw meaningful conclusions and implications from the data.

Overall, the research method used in this study aimed to provide a detailed exploration of teacher performance through the lens of interpersonal relationships, utilizing qualitative data collection methods and thematic analysis to uncover insights and patterns within the data.

## RESULT AND DISCUSSION

The findings indicate that teacher performance can be segmented into four levels, determined by the classroom leadership dynamics and the caliber of teachers' interpersonal connections with students and all educational stakeholders within the school environment.



**Figure 1.** Four Levels of Teachers (Asbari, 2024)

The four levels of teacher performance from a leadership perspective in the classroom can be depicted in Figure 1 and detailed as follows: The levels of teacher performance from a leadership perspective in the classroom are illustrated in Figure 1 and elaborated as follows (Asbari, 2024):

### **Level R1 (Right)**

At this stage, teachers' performance is primarily centered on fulfilling the obligations outlined in decrees from governing bodies or educational institutions. Teachers operate based on formal responsibilities as educators, ensuring that their teaching aligns with the curriculum and competency standards set forth. Initially, teachers may enter the profession due to official appointments rather than a deep passion for education. However, over time, as they gain experience and exposure, they can develop a genuine commitment and interest in education, leading to a more significant impact on future generations.

### **Level R2 (Relationship)**

Teachers at this level have successfully established positive relationships with students, colleagues, and all stakeholders in the educational setting. They excel in fostering supportive and trusting interactions, creating a conducive learning environment. By demonstrating care for students and the learning environment, teachers enhance their leadership from the R1 to R2 level, promoting stronger relationships and a more effective educational experience.

### **Level R3 (Respect)**

At this stage, teachers earn respect and admiration from various parties, including students, colleagues, and the broader learning community, through their dedication, commitment, and positive contributions to education. They are perceived not only as competent educators but also as inspirational figures who motivate and inspire others. By setting an example and modeling behavior for students and the learning community, teachers can elevate their leadership from R3 to R4, emphasizing coaching and guidance for student development.

### **Level R4 (Result)**

Teachers at this level witness the outcomes of their educational efforts through significant student growth and development tailored to individual talents and interests. By recognizing and nurturing student talents, encouraging growth, and providing meaningful impact, teachers at the R4 level create an inclusive and empowering learning environment. Good spirituality, emphasizing leadership, interpersonal relationships, and appreciation, plays a crucial role in achieving substantial results in education.

Enhancing teachers' understanding of learning and leadership concepts is essential for their professional growth and improving educational quality. By comprehending these concepts, teachers can design impactful learning experiences, motivate students effectively, and lead with proficiency to create a positive and inclusive learning atmosphere, ultimately enhancing the overall educational experience.

In the context of the research discussed in the provided document, spirituality plays a significant role in enhancing teacher performance and leadership effectiveness. The study emphasizes the importance of spirituality in strengthening aspects of leadership, interpersonal relationships, appreciation, and achieving significant results in education. Here is a detailed explanation of the role of spirituality in the research: *First, Meaningful Leadership*: The research suggests that improving teacher performance from lower levels to higher levels involves more than just technical teaching skills; it requires meaningful leadership. Good spirituality can help teachers develop a clear vision, strong values, and a deep commitment to the mission of education. Teachers with strong spirituality are better equipped to inspire and lead students and colleagues towards common educational goals. Spirituality provides a foundation for teachers to act as mentors and guides, fostering a positive impact on students' character and future development.

*Second, Interpersonal Relationships Based on Virtue*: Spirituality influences the way teachers build meaningful interpersonal relationships with students, colleagues, and the entire learning community. By incorporating spiritual values such as love, generosity, patience, and forgiveness, teachers can create a learning environment characterized by mutual support and respect. Relationships founded on spiritual virtues strengthen trust, respect, and cooperation among all parties involved in the educational process. *Third, Authentic Respect and Appreciation*: Good spirituality helps teachers

understand the importance of authentic respect and appreciation for each individual within the school environment. With a humble attitude and genuine respect for the uniqueness and potential of each student, teachers can foster an inclusive and motivating learning environment. Recognition and awards given with good spirituality focus not only on academic achievements but also on the development of students' character and social skills.

*Fourth, Achieving Sustainable Results:* Spirituality provides additional motivation for teachers to achieve sustainable results in education. By upholding moral and ethical values, teachers are driven to provide their best for students and remain committed to continuous learning and professional development. Good spirituality enables teachers to persevere in the face of challenges and obstacles, reinforcing their dedication to achieving educational goals and creating a meaningful learning environment for students and the entire learning community.

In summary, spirituality in the context of this research serves as a foundational element that enriches leadership, interpersonal relationships, respect, and results in education. It empowers teachers to inspire, lead, and create a nurturing and effective learning environment that supports holistic student growth and development.

## CONCLUSION

In conclusion, this study highlights that teacher performance is not solely dependent on academic proficiency but also on the ability to cultivate effective leadership and interpersonal relationships. Tailored support and training aimed at enhancing teacher leadership skills across different levels can significantly enhance overall educational performance and efficacy. The progression of teacher performance from level R1 (right) to level R4 (result) signifies a continuous evolution towards establishing impactful relationships with students, colleagues, and the entire learning community. This journey involves a shift from merely fulfilling tasks based on mandates to evolving into leaders capable of inspiring, guiding, and positively influencing students' lives.

The significance of interpersonal relationships in teacher performance underscores that fostering positive connections with students, colleagues, and all stakeholders in the educational setting forms the cornerstone of creating an inclusive, motivating, and meaningful learning environment. By prioritizing the development of strong relationships, acknowledging individual uniqueness, and addressing individual needs and growth, teachers can enhance the potential for achieving substantial educational outcomes.

Furthermore, the emphasis on elements such as empathy, role modeling, mentorship, and talent cultivation in elevating teacher leadership underscores that effective teaching extends beyond imparting subject matter knowledge. It involves actively shaping character, nurturing potential, and facilitating meaningful learning experiences for students. Therefore, the progression of teacher performance from a leadership standpoint in the classroom represents a dynamic and comprehensive process that demands dedication, commitment, and recognition of the pivotal role of positive relationships in attaining desired educational outcomes. Through this transformative journey, teachers have the opportunity to make a profound impact on shaping future generations and enhancing the overall quality of education.

## Theoretical Implications

The theoretical implications derived from this study can be outlined as follows: Firstly, *Advancement of Leadership Theory in an Educational Setting:* This research contributes to the progression of classroom leadership theory by delineating and elucidating the four levels of teacher performance from an interpersonal relations standpoint. These implications aid in recognizing the factors that impact teacher leadership within the classroom and enhance comprehension of the dynamics of teacher-student relationships and interactions in the educational milieu. Secondly, *Integration of Leadership Concepts into Educational Application:* Through an understanding of the four levels of teacher performance, this study presents a holistic perspective on how leadership concepts can be integrated into daily educational practices. This integration holds the potential to enhance the efficacy of teaching methodologies, classroom management, and the cultivation of interpersonal relationships among all educational stakeholders.

Thirdly, *Formulation of a Model for Teacher Leadership Development:* The theoretical implications of this study also encompass the potential development of a model for teacher leadership enhancement that concentrates on refining interpersonal skills, teaching strategies, and leadership competencies within the classroom. By leveraging an understanding of the four levels of teacher

performance, educational institutions can devise professional development programs that are more impactful and pertinent for educators. Fourthly, Encouragement for Further Research in the Field of Educational Leadership: The outcomes of this study stimulate interest in conducting additional research in the realm of educational leadership, particularly within the classroom context. The theoretical implications prompt researchers to delve deeper into the dynamics of interactions between teachers and students, as well as to pinpoint the most effective strategies for leadership development aimed at enhancing the quality of learning.

### **Practical Implications**

The practical implications stemming from the findings of this study can be delineated as follows: Firstly, Enhancing Teacher Training and Development: The research findings underscore the significance of leadership development and interpersonal relationships as pivotal factors in enhancing teacher performance. The practical implication emphasizes the critical need to provide tailored training and development opportunities for teachers to enhance their leadership skills, including strategies for fostering positive relationships with students, colleagues, and the entire learning community. Secondly, Cultivating a Collaborative School Environment: The study highlights the importance of fostering a school culture that fosters collaboration and inclusivity. The practical implication necessitates efforts to establish a learning environment that is conducive, transparent, and supportive of growth for all stakeholders involved in the educational process. This can be achieved through initiatives such as organizational development programs, collaborative endeavors among teachers, and enhanced communication among educational stakeholders. Thirdly, Implementing Relevant Teaching Approaches: The research insights offer guidance on various teaching strategies that teachers can employ to cultivate strong relationships with students and enhance their performance. The practical implication stresses the importance of educators selecting and implementing teaching methodologies that align with the needs and characteristics of their students. This includes adopting a differentiated approach, leveraging technology in teaching, and implementing real-life-relevant project-based learning. Fourthly, Cultivating a Culture of Appreciation and Acknowledgment: The study underscores the significance of acknowledging and respecting teacher contributions in enhancing the quality of education. The practical implication underscores the importance for educational institutions to foster a culture of acknowledgment and appreciation that inspires teachers to excel. This can be achieved through initiatives such as awards, recognition of achievements, and support for teachers' professional development. By implementing the practical implications derived from this study, educational institutions can elevate the quality of learning and teaching, foster improved relationships among all educational stakeholders, and establish a learning environment that nurtures holistic student growth and development.

### **Managerial and Policy Implications**

The implications for management and policy arising from the outcomes of this study can be outlined as follows: Firstly, Formulation of Educational Policies Centered on Teacher Leadership: The research findings underscore the pivotal role of teacher leadership in enhancing the educational quality. The managerial and policy implications advocate for the development of educational policies that foster the growth of teacher leadership. These policies may encompass provisions for high-quality training and professional development, systems for rewarding and acknowledging teacher accomplishments, and mechanisms to facilitate collaboration among educators. Secondly, Effective Human Resource Management: The study highlights the significant impact of teacher leadership in establishing an inclusive and productive learning environment. The managerial implication stresses the criticality of efficient human resource management within educational institutions. This involves the strategic recruitment, selection, and placement of suitable teachers based on the specific needs of the school and students, along with the establishment of a transparent and equitable performance evaluation system. Thirdly, Promotion of a Collaborative Organizational Culture: The research findings indicate that a culture of collaboration and inclusivity within organizations enhances teacher performance. The managerial implication underscores the necessity of initiatives aimed at enhancing the organizational culture to support collaboration, mutual respect, and professional development. This may entail the implementation of open communication channels, leadership development schemes, and the cultivation of positive teacher relationships. Fourthly, Establishment of Policies for Teacher Performance Evaluation and Recognition: The study emphasizes the importance of comprehensive evaluation of teacher performance, focusing not only on academic achievements but also on leadership competencies and interpersonal relationships. The managerial implication underscores the need for the development

of inclusive and thorough policies for evaluating teacher performance. These policies should encompass various facets of teacher performance and provide suitable recognition for outstanding achievements. By heeding the managerial and policy implications highlighted in this study, educational institutions and policymakers can devise strategies and frameworks that promote the development of teacher leadership, enhance educational quality, and foster an efficient and inclusive learning environment for all educational stakeholders.

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