Spiritual Leadership, Religiosity, and Change Management Effectiveness: A Study in Educational Organisations

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ARTICLE INFO	ABSTRACT
Keywords: Spiritual Leadership; Religiosity; Change Management; Educational Organization; Human Resource Development; Impact Evaluation *Article history:* Received 2024-03-12 Revised 2024-05-03 Accepted 2024-06-16	This study aimed to understand the influence of spiritual leadership and religiosity indicators on the effectiveness of change management in educational organisations as well as how spiritual leadership and religiosity interact in facilitating change in educational organisations. Using a qualitative method with a literature review approach, the study identified themes and patterns from various relevant sources. The results show that spiritual leadership plays an important role in formulating a vision, building a positive culture and increasing the commitment of organisational members. Indicators of religiosity such as individual religious commitment, piety and religious behaviour also contribute to successful change management. The interaction between spiritual leadership and religiosity can facilitate change by creating an environment that supports learning, overcoming resistance, and enhancing the well-being of organisational members.

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1. INTRODUCTION

Change in educational organisations is a necessity in line with the times. Social, economic, technological and political dynamics influence how educational institutions respond and adapt to remain relevant and effective. Changes relate to adapting the curriculum or teaching methods, and include managerial aspects, organisational culture and engagement with various stakeholders. In dealing with changes related to adapting curricula or teaching methods, possible challenges include flexible time management, designing curricula according to standards, and the need for more support and training. Therefore, every education organisation should prepare for change and provide adequate support and training as well as improve the collaborative approach between teachers, principals and other stakeholders. In implementing change management in education organisations, each organisation has its own unique context and challenges. Therefore, a flexible approach that is tailored to the needs of the organisation needs to be applied.

In the education environment, organisational effectiveness is highly dependent on the ability to manage change effectively (Mardikaningsih, 2024). Change can be in the form of new policies, updated curricula or new initiatives implemented to improve the quality of education (Ismaya et al., 2023). Effective change management in schools requires the involvement of all stakeholders, including teachers, staff, students and parents. This involvement ensures that any changes are well received and effectively implemented.

In managing change in educational organisations, it is important for leaders to combine aspects of spiritual leadership and religiosity with effective change management approaches. The basic difference is that religiosity has more specific goals, such as increasing an individual's awareness and seriousness in dealing with change, and improving the quality of life and performance of the organisation. Spirituality has more general goals, such as helping individuals understand things in life and finding the meaning of life. The concept of spirituality in educational settings has been widely used and popularised. Leaders can create an environment that supports, motivates and inspires organisational members to face change with a deeper spiritual awareness and an effective basis of religiosity (Mardya, 2021).

The concept of spirituality in leadership, which includes values such as consultation (musyawarah), collaboration (gotong-royong), excellence (al falah), personal refinement (adab), and accountability (amanah), plays an important role in creating an effective and harmonious work environment. Deliberation encourages an inclusive and participatory decision-making process, where every team member has the opportunity to provide input and contribute. By promoting consultation, leaders not only improve the quality of decisions made, but also strengthen the sense of belonging and commitment among employees. Gotong-royong, or collaboration, emphasises the importance of cooperation and solidarity in achieving common goals. Leaders who adopt this principle encourage a supportive and co-operative work culture, which in turn increases productivity and innovation as different perspectives and skills are combined to solve the challenges at hand.

In addition, al falah or excellence, calls on team members to achieve the highest standards in every aspect of their work, both in terms of quality and integrity. Leaders who emphasise this excellence motivate the team to continuously strive for optimal results, not only in material terms but also morally and spiritually. Adab, which includes ethical behaviour and good manners, reflects a deep spiritual awareness and inspires the team to behave professionally and respectfully. The example set by leaders in terms of adab builds a work culture that values and respects each individual. Finally, trustworthiness or accountability ensures that each team member understands and accepts their responsibilities, acts with integrity, and is transparent in decision-making. Thus, the application of these spiritual values in leadership not only increases employee satisfaction and commitment but also contributes to better organisational performance.

Spiritual leaders are encouraged to collaborate with teachers and engage them in creating integrity, connectedness in the workplace (Howard, 2002). In addition, they should encourage initiative and team spirit that positively impacts students and the school (Palmer, 2003). Thus, it is believed that spirituality will enhance organisational learning (Karakas, 2010), meet the need for connection with others in the workplace (Darmawan & Mardikaningsih, 2021), and be a source of expression, wisdom, and a healing and harmonising connectedness that transcends any form of egocentrism, sociocentrism, or anthropocentrism (Maxwell, 2003).

Spiritual leadership is a leadership model based on spiritual values and religiosity. In the scope of educational organisations, spiritual leadership means that a leader has spiritual indicators that lead the organisation in a way that is based on religious ethics. Spiritual leadership is able to form extraordinary character, integrity and role models and does not only seek rank, position, power and wealth (Masnawati & Hariani, 2023). His leadership model is not influenced by external factors alone, but is guided more by internal factors, namely his conscience. Spiritual leadership also means that a leader is able to inspire, arouse, influence, and move through exemplary, service, compassion, and the implementation of other divine values and traits in leadership goals, processes, culture, and behaviour. Spiritual leadership needs

to be applied by school principals to create an effective organisational culture and improve teacher and student performance (Malone & Fry, 2003; Jahroni & Anjanarko, 2023; Munir et al., 2022).

Spiritual leadership can inspire and build morale in educational organisations. Leaders who have strong spiritual values can provide meaningful motivation and direction to members of the organisation. They can communicate a deep vision and values that encourage higher engagement and commitment from individuals in the face of change (Mardikaningsih, 2020; Rojak, 2024). Spiritual leadership can help direct values and ethics in educational organisations. Leaders who are grounded in spiritual principles can promote integrity, honesty and responsibility in every aspect of organisational life. They can be good role models in managing change with integrity and fairness. Spiritual leadership can help bring deeper meaning and purpose to organisational change. Leaders who have an understanding of spiritual values can help organisational members to see a better meaning in the changes that take place. They can help connect change to a greater purpose, providing higher motivation in the face of challenges and difficulties.

The aspect of religiosity should also be involved in an effective change management approach. Religiosity is a concept related to a person's belief and faith in God (Djazilan & Darmawan, 2021). In the context of educational organisations, religiosity can be interpreted as the level of trust and belief in members of the teacher organisation towards God and religious values. Religiosity in organisational members can help bring higher engagement and commitment from individuals in the face of change. The element of religiosity can also provide calmness and resilience in the face of change. Religious beliefs allow individuals to rely on spiritual strength and overcome challenges and uncertainties that may arise during the change process. The existence of religiosity can build a work culture based on ethical values. Religious beliefs provide a strong moral foundation to manage change with integrity, honesty, responsibility and empathy. Elements of religiosity can support the mental and emotional well-being of individuals in the face of change. Religious beliefs can provide hope, support and inner calm that help individuals cope with the stress and anxiety associated with change. Religiosity engagement can have different impacts on individuals depending on their individual religious beliefs and practices. However, in general, elements of religiosity can be a source of strength and inspiration in managing change in education organisations.

There is currently a fascination to observe the role of spiritual leadership and religiosity in managing change in educational organisations in addition to several aspects that deserve deeper study. While there are several studies that highlight the influence of religiosity as well as the role of leadership management in the management of educational institutions, there is a lack of research that specifically explores the role of spiritual leadership and religiosity in managing change in educational organisations as a whole.

In addition, there is a gap in research that specifically explores how elements of religiosity can influence work culture, commitment and individual engagement in the face of change in educational settings. There is also a need for more in-depth studies on how religiosity-inspired ethical values can influence individual attitudes and behaviours in managing change.

In this context, there is a need for more comprehensive studies that focus on the direct and indirect effects of spiritual leadership and religiosity on the change process in educational organisations. Studies involving different types of educational institutions and taking into account different cultural and religious contexts may also provide greater insight into the role of religiosity in managing change in educational organisations.

Thus, the purpose of this study is to determine how spiritual leadership influences the effectiveness of change management in educational organisations. In addition, to determine the indicators of religiosity that contribute to successful change management in educational organisations. Finally, to determine how spiritual leadership and religiosity interact to facilitate change in educational organisations.

2.   METHODS

This research uses a qualitative research method with a literature study approach. The literature study approach allows researchers to collect, analyse and synthesise information from various existing sources to provide a comprehensive picture of the research topic.

The data collection technique in this study involved several steps. The literature search process involved searching for relevant sources through academic databases such as Google Scholar, among others. The keywords used included "spiritual leadership", "change management effectiveness", "educational organisation", and "religiosity". The literature sources to be used included scientific journals, books, scholarly articles and research reports related to the research topic. The selection of sources is based on the relevance, credibility, and quality of the information provided. The data collected from the relevant literature will be analysed to identify themes and patterns relating to spiritual leadership, indicators of religiosity, and managing change in educational organisations.

The data analysis techniques used in this research include thematic, content and narrative analysis. Thematic analysis involved identifying key themes that emerged from the literature reviewed. This process involved coding the data and grouping the information based on themes relevant to spiritual leadership, change management effectiveness and religiosity. Content analysis involved analysing the content of the literature to identify keywords, concepts, and narratives that appear frequently. This technique helps in understanding how the research topic is discussed in different sources and contexts. Narrative Analysis by examining the narratives in the literature to understand how spiritual leadership and religiosity are presented and how they interact in the context of managing change in educational organisations. With this methodology, the study is expected to provide a comprehensive understanding of the role of spiritual leadership and religiosity indicators in facilitating change in educational organisations.

3. FINDINGS AND DISCUSSION

The world of education in the modern era is faced with a variety of complex and dynamic changes. Technological developments, the demands of globalisation, and shifting socio-cultural values are some examples of challenges that educational organisations must face. Kiley et al. (2015); Darmawan (2024) stated that in the face of these changes, an effective change management strategy is needed to lead educational organisations to a better future.

Change management in educational organisations focuses on technical and structural aspects, and needs to touch on spiritual and religiosity indicators. This is because educational organisations are institutions that transfer knowledge and skills, and have the responsibility of shaping the character and morals of students (Al Mursyidi & Darmawan, 2023).

Spiritual leadership and religiosity play an important role in the success of the change management process in educational organisations. Spiritual leadership refers to the ability of leaders to inspire, motivate and guide their members with high moral values and principles. While religiosity refers to an individual's belief and commitment to religious values and spirituality.

The Role of Spiritual Leadership in Influencing the Effectiveness of Change Management in Educational Organisations

Spiritual leadership is a leadership style that focuses on spiritual values and principles as a basis for leading and inspiring others. Fry (2003); Srivastava et al. (2022) define spiritual leadership as harnessing the values, attitudes and behaviours necessary to motivate oneself and others so as to achieve a strong sense of community and common purpose. It emphasises the importance of meaning and purpose in life, and the development of high morals and ethics among followers. Spiritual leadership influences the effectiveness of change management in educational organisations and has a profound impact on shaping a work culture based on ethical values and deeper meaning in change. This is because spiritual leaders possess and demonstrate values, attitudes and behaviours that enable members of the organisation to feel a sense of calling so that their work lives have meaning (Ferguson & Milliman, 2008).

In an era of change and challenge, educational organisations need clear direction and measurable goals. A strong vision and mission become a compass for all stakeholders to move forward and achieve common goals. In this case, the role of spiritual leadership is crucial in formulating a vision and mission that is based on solid moral and ethical values.

The vision and mission of education based on moral and ethical values will form organisation members and students with noble character and integrity (Firmansyah & Darmawan, 2023). They become intellectually intelligent, and have a sense of social responsibility and commitment to build a better organisation (Masnawati et al., 2022). Moral and ethical values are the foundation for a positive and conducive organisational culture. A vision and mission based on these values will create a comfortable working environment, and mutual respect, thus encouraging creativity, collaboration, and high morale.

Spiritual leadership is able to formulate the vision and mission of an educational organisation based on strong moral and ethical values. The vision and mission become the foundation for all stakeholders in understanding the direction and purpose of the organisation. This must be achieved under the condition that:

a. Spiritual leadership has a deep understanding of the moral and ethical values that form the basis of education. They are able to integrate these values into the organization's vision and mission, resulting in a direction that is in line with the noble goals of education.

b. Spiritual leadership is able to inspire and motivate all stakeholders to be involved in realizing the vision and mission. They radiate positive energy and contagious optimism, thus encouraging all parties to work together and contribute optimally.

c. Spiritual leadership is able to build consensus and collaboration among various parties involved in educational organizations. They are able to bridge differences of opinion and unite a common vision and mission, thereby creating strong synergy in achieving goals.

Thus, spiritual leadership plays a central role in formulating the vision and mission of an educational organization which is based on strong moral and ethical values. This vision and mission become the basis for all stakeholders to understand the direction and goals of the organization, as well as encourage sustainable educational transformation. With visionary and inspiring spiritual leadership, educational organizations can become a beacon for organizational members to build a promising organizational future.

Spiritual leadership is able to build an organizational culture that is positive and conducive to change. This culture is characterized by mutual respect, collaboration, openness, and a high enthusiasm for learning. In an era full of dynamics and transitions, educational organizations need to adapt and develop to respond to various challenges and opportunities that arise. In this transformation process, organizational culture is a key factor that determines success. Spiritual leaders' empowerment of a worker's inner life must be carried out in a work culture based on norms of tolerance and individual freedom (Gotsis & Grimani, 2017). Spiritual leadership, with its capacity and influence, plays an important role in building an organizational culture that is positive and conducive to change. There are characteristics of organizational culture that are positive and conducive to change, namely:

a. Spiritual leadership fosters a culture of mutual respect among all members of the organization. They encourage respect for differences of opinion, background, and culture, creating an inclusive and supportive environment.

b. Spiritual leadership encourages collaboration and teamwork in achieving common goals. They build a spirit of mutual cooperation and synergy between various parties, thereby creating a collective strength that is able to face various obstacles.

c. Spiritual leadership creates a culture of openness and effective communication in the organization. They encourage members to dare to convey ideas, criticism and suggestions, so as to create a healthy and constructive discussion forum.

d. Spiritual leadership fosters a high enthusiasm for learning among all members of the organization. They encourage a culture of lifelong learning and continuous self-development, so that organizations are able to adapt and develop in the face of change.

A positive organisational culture can be established through the effective involvement of spiritual leadership and the following is the role of spiritual leadership in building a positive culture:

a. Spiritual leadership is an example for all members of the organization in demonstrating positive values such as mutual respect, collaboration, openness and enthusiasm for learning. They inspire and motivate members to follow in their footsteps.
b. Spiritual leadership builds trust and a sense of security among all members of the organization. They create a supportive environment and protect members from fear or intimidation, thereby encouraging them to take risks and try new things.
c. Spiritual leadership encourages constructive dialogue and discussion within organizations. They facilitate the healthy exchange of ideas and opinions, resulting in creative and innovative solutions to face various challenges.
d. Spiritual leadership provides appreciation and recognition for the contributions and achievements of organizational members. They appreciate members' hard work and dedication, thereby increasing their motivation and enthusiasm to continue contributing to the change process.

Spiritual leadership plays an important role in building an organisational culture that is positive and conducive to change (Hunsaker, 2015). By instilling values of mutual respect, collaboration, openness and a spirit of learning, spiritual leadership can create an ideal environment for educational organisations to thrive and adapt to the challenges and opportunities of this dynamic era.

In the midst of dynamic change, educational organisations need a solid collective force to move forward and achieve their goals. In this regard, the role of spiritual leadership becomes crucial in motivating and increasing the commitment of organisational members to be actively involved in the change process. Their ability to foster a sense of belonging and collective responsibility is key in realising a successful transformation. Spiritual leadership's ability to motivate and increase commitment:

a. Spiritual leadership has the ability to inspire and uplift organizational members. They are able to communicate the vision and mission clearly and with enthusiasm, thereby fostering a sense of optimism and confidence in the future of the organization.
b. Spiritual leadership is able to provide shared meaning and goals for organizational members. They help each individual understand his or her role and contribution in achieving the organization's major goals, thereby encouraging a sense of ownership and a high sense of responsibility.
c. Spiritual leadership builds trust and mutual trust among organizational members. They create an open and supportive environment, so members feel safe to express their ideas, opinions and feelings.
d. Spiritual leadership provides appreciation and recognition for the contributions and achievements of organizational members. They show respect and appreciation for members' hard work and dedication, thereby increasing their motivation and enthusiasm to continue contributing.

Spiritual leadership plays a central role in motivating and increasing the commitment of organizational members to engage in the change process (Markow & Klenke, 2005). Their ability to foster a sense of ownership and shared responsibility is the main key in realizing a successful transformation. With inspirational spiritual leadership and a collaborative organizational culture, educational organizations can achieve their goal of becoming superior educational organizations.

The key to the effectiveness and success of a leader in an organization lies in the efforts and approaches they use (Hariani & Sigita, 2022). Effective leaders are often those who see themselves not only as managers, but also as spiritual entities. With this outlook, they are able to build deeper and more meaningful relationships with their team members. This spiritual leadership includes values such as empathy, integrity, and authenticity, which in turn creates a more harmonious and collaborative work environment.

The role of the leader as a key element in the spirituality-performance relationship is not only limited to creating a positive work environment, but also includes a deep understanding of the causes and consequences of different emotions in the workplace. Spiritual leaders understand that employee emotions greatly influence productivity and team dynamics. They are able to recognize signs of stress, anxiety, or happiness, and take appropriate action to manage these emotions constructively (Mardikaningsih & Wisnujati, 2021). For example, by providing emotional support, offering guidance, or creating opportunities for employees to share their experiences. Thus, spiritually

competent leaders can create a positive and healthy work atmosphere (Fry & Cohen, 2009), which increases employee satisfaction and commitment (Hariani, 2023) and contributes to better organizational performance (Novita et al., 2022).

Effective leadership practices have been shown to have a significant impact on teacher satisfaction and commitment. Engaged and supportive leaders tend to increase morale and motivation among teachers, who feel more valued and recognized in their work. This differs from more conventional leadership approaches, where the focus may be more on results and performance without attention to the emotional and spiritual needs of the team. High teacher satisfaction is usually accompanied by a strong commitment to the organization, thereby increasing the overall stability and productivity of the school.

Interestingly, these leadership practices have more influence on teacher satisfaction and commitment than department performance. This means that while departmental performance is also important, human aspects and teacher well-being make a greater contribution to long-term success. When teachers feel supported and motivated, they tend to work harder and more effectively, which ultimately improves department performance. Therefore, leaders who understand and apply leadership principles that prioritize emotional and spiritual well-being tend to create a more productive and harmonious work environment.

The process of change in educational organizations is often characterized by various conflicts and problems (Andersen, 2006). Differences of opinion, egoism, and miscommunication can become obstacles that prevent achieving goals. In the midst of this situation, the role of spiritual leadership becomes very important in resolving conflicts and problems wisely and fairly. Their ability to prioritize human values and justice will be the main key in maintaining organizational harmony and unity. Spiritual leadership abilities in resolving conflicts and problems are as follows:

a. Spiritual leadership has a deep understanding of the root causes of conflicts and problems that arise. They are able to analyze situations carefully and find the right solutions to overcome various problems.
b. Spiritual leadership has effective communication skills in building dialogue and bridging differences of opinion. They are able to listen empathetically and communicate their ideas clearly and persuasively.
c. Spiritual leadership has strong negotiation and mediation skills in resolving conflicts and reaching fair agreements. They are able to bring together conflicting parties and find win-win solutions.
d. Spiritual leadership resolves conflicts and problems by prioritizing moral values such as honesty, integrity and respect. They always try to find solutions that are fair and do not harm any party.

Spiritual leadership plays an important role in resolving conflicts and problems that arise during the change process wisely and fairly. Spiritual leaders are able to prioritize human values and justice in all their decisions and actions. With this approach, they create a harmonious and inclusive environment where every individual feels valued and heard. When conflict occurs, spiritual leaders are able to defuse tensions and find solutions that benefit all parties, maintaining a balance between individual and organizational interests.

Apart from that, the spiritual leader's ability to prioritize human values and justice is the main key in maintaining organizational harmony and unity. They encourage a collaborative organizational culture, where cooperation and mutual assistance are the main foundations. In an educational environment, where change often creates uncertainty and anxiety, a visionary spiritual leader can provide clear direction and inspire all members of the organization to work together to achieve common goals. This helps the organization go through times of change more successfully and achieve its mission of making the nation's life smarter and building a superior next generation.

Thus, spiritual leadership is a key element in successful management of change in educational organizations. A leader with a strong vision, who is able to create a positive culture and manage conflict wisely, will ensure that every member of the organization is committed and involved in the change process. Such leadership allows educational organizations to pass through transition periods smoothly, continue to develop, and achieve their goals as institutions that contribute significantly to the intelligent

life of the nation. With this approach, educational organizations not only survive change, but also transform to become better, stronger, and better able to meet future needs.

Religiosity Indicators that Contribute to Successful Change Management in Educational Organizations

In an era full of change and dynamics, educational organizations are faced with various challenges and opportunities to adapt and develop (Darmawan et al., 2023). Religiosity becomes the basic capital in facing change and as a differentiating filter. Religiosity can also be interpreted as the level of a person's conception of religion and the level of a person's commitment to their religion. Religiosity is a state of a person's self that encourages him to behave in accordance with his level of devotion to religion. Another definition states that religiosity is an individual's level of religion which includes beliefs, practices, experiences, knowledge, and relationship with the divine. Glock and Stark (1965) identified five dimensions of religiosity: ideological, ritualistic, intellectual, experiential, and consequential dimensions. These dimensions help in understanding how religious aspects influence individual behavior and attitudes. A religious attitude is the attitude of a congregation to find meaning in life in the world. Religious is an attitude that can be used as a guide for behavior in the realm of religion for the party concerned. Religious is a characteristic that is related to religion and a strong attitude in embracing and implementing religious teachings as well as a reflection of himself in his obedience to the teachings of the religion he adheres to.

In the process of transforming educational organizations, knowledge about indicators of religiosity becomes very important to understand how spiritual values can contribute to the success of change management (Hill et al., 2000). Indicators of religiosity such as individual religious commitment, piety, and religious behavior provide a strong foundation for individuals to face change with a positive and adaptive attitude. Leaders and members of organizations who understand and apply religious values in their professional lives tend to have high integrity, work with dedication, and maintain ethics in all their actions. This creates a harmonious work environment and supports the change process.

Religiosity is also considered an important variable in managing change in educational organizations. A deep understanding of spiritual values can help increase individual awareness and seriousness in facing change. Individuals who have a strong religious commitment are usually better prepared and motivated to support positive change initiatives, because they see change as part of their moral and spiritual responsibility. Shalihan, or personal piety, encourages good behavior, concern for others, and the desire to always do good deeds, all of which are important in creating an environment conducive to change.

More than that, religiosity can improve the quality of life and overall organizational performance. Consistent religious behavior reflects individual compliance with religious teachings and ethics, which can strengthen an organizational culture that is positive and oriented towards noble values. When individuals in an organization practice religious values consistently, this can encourage positive and sustainable transformation. Thus, knowledge and application of religious values in managing change in educational organizations not only helps the organization achieve its goal of excellence, but also improves the welfare and performance of all members of the organization. Indicators of the religiosity variable that contribute to the success of managing change in educational organizations are:

a. Individual Religious Commitment. An individual's religious commitment can be seen through the activities or behavior of the individual concerned towards the religion he or she adheres to. The scope of individual religious commitment includes understanding religion, implementation of worship, ethics and morals, participation in religious activities, influence in daily life, awareness and obedience to religious principles, willingness to learn and increase religious knowledge, and willingness to share and inspire people other.

b. Piousness or the Amount of Obedience and Devotion To Religion. Piousness or the amount of obedience and devotion to religion includes the implementation of worship, obedience to religious teachings, devotion to others, piety in daily life, the influence of religion in decision making,

willingness to learn and increase religious knowledge, as well as an attitude of tolerance and respect for diversity.

c. Religious Behavior. Religious behavior can be seen as a person's character traits or characteristics that are possessed from birth, which determine whether a person is good or bad. This includes the characteristics, character, behavior, habits and attitudes that a person must have towards the struggle in life to achieve inner and outer happiness. Religious behavior also includes individual obedience, devotion and piety towards the teachings of the religion they adhere to. Apart from that, religious behavior is also reflected in the influence of religion in decision making, willingness to learn and increase religious knowledge, as well as attitudes of tolerance and respect for diversity of religions and beliefs. Religious behavior can also be regulated and shaped, depending on the environment in which humans interact and live. Entrepreneurial characteristics can also be part of religious behavior, because they include a person's characteristics, behavior and attitudes towards realizing innovative ideas into the business world.

Thus, indicators of religiosity that contribute to the success of managing change in educational organizations include individual religious commitment, piety, and religious behavior. It is hoped that understanding and applying religiosity values in managing change in educational organizations can bring positive and sustainable transformation, so that the organization can achieve its goal of becoming a superior organization.

Interaction between Spiritual Leadership and Religiosity in Facilitating Change in Educational Organisations

Spiritual leadership and religiosity are two concepts that are increasingly receiving attention in this study. Spiritual leadership refers to the leader's ability to inspire and motivate through spiritual values, while religiosity includes the religious and spiritual dimensions that exist within the individual. Spiritual leadership and religiosity cannot be separated in the context of managing change in educational organizations. Spiritual leaders often exude deep religiosity, which is reflected in their values and practices. Here are some ways the interaction between spiritual leadership and religiosity can facilitate change in educational organizations:

a. Building a Strong Organizational Culture. Spiritual leadership can build a strong organizational culture by instilling spiritual values such as integrity, honesty and compassion. With a positive culture, a character with integrity will be formed (Dena & Darmawan, 2024). According to Fairholm (1996), spiritual leadership creates an environment where people feel valued and inspired to work toward shared goals. Religiosity supports this process by providing a solid moral and ethical foundation for organizational members. When organizational members share the same spiritual values, they are more likely to work together and support change.

b. Motivate and Inspire. Spiritual leadership has the ability to motivate and inspire their followers through a meaningful vision and higher purpose. Fry (2003) states that spiritual leadership involves motivating followers through a compelling and inspiring vision, as well as through personal development and spiritual growth. Religiosity strengthens this by giving followers a greater sense of purpose and intrinsic motivation to achieve change. When organizational members feel that they are contributing to a larger goal, they are more likely to support and participate in the change process.

c. Increase Well-Being and Engagement. Research shows that spiritual leadership can improve employee well-being and engagement. According to Reave (2005), leaders who show attention and compassion to their followers can improve psychological well-being and work engagement. Religiosity supports this by giving followers a sense of inner peace and spiritual satisfaction. When organizational members feel spiritually supported, they are more likely to actively engage in the change process and make positive contributions.

d. Overcoming Resistance to Change. Resistance to change is a common challenge in every organization. Spiritual leadership can overcome this resistance by emphasizing the importance of

change from a spiritual perspective. According to Yukl (2010), spiritual leadership can help their followers see change as an opportunity for personal growth and spiritual development. Religiosity supports this by providing organizational members with a spiritual framework for understanding and accepting change. When change is seen as part of a spiritual journey, resistance tends to decrease.

e. Create a Learning Environment. Spiritual leadership also plays a role in creating a sustainable learning environment. Spiritual leadership encourages their followers to continue learning and growing, both professionally and spiritually. According to Fry (2003), spiritual leadership creates a culture where learning and personal development are valued and encouraged. Religiosity supports this by providing intrinsic motivation to learn and develop as part of an individual's spiritual journey. When organizational members are encouraged to learn and develop, they are better prepared to face and manage change.

Several case studies and empirical research have shown how spiritual leadership and religiosity interact in the context of educational organizations. For example, research conducted by Dent et al. (2005) showed that spiritual leadership can increase job satisfaction and organizational commitment among teaching staff. This study found that leaders who demonstrate spiritual values such as honesty, integrity, and compassion can create a positive work environment and support change.

Other research by Benefiel (2005) shows that organizations led by spiritual leadership tend to be more adaptive and innovative. This study found that spiritual leadership can create an organizational culture that is open to change and encourages innovation. Religiosity supports this by providing a strong moral and ethical framework for organizational members, allowing them to take risks and innovate in a responsible way.

The interaction between spiritual leadership and religiosity plays an important role in facilitating change in educational organizations. Spiritual leadership builds a strong organizational culture, motivates and inspires followers, increases well-being and engagement, overcomes resistance to change, and creates an environment of continuous learning. Religiosity supports this process by providing a solid moral and ethical foundation for organizational members, as well as intrinsic motivation to support and participate in the change process. By understanding and managing these interactions, educational organizations can more effectively meet the challenges of change and achieve their goals.

Spiritual leadership, religiosity and change management are important elements in HRM which play a vital role in ushering educational organizations into an era of success. These spiritual values and religiosity become a strong moral and ethical compass, motivate organizational members to actively participate in the change process, and create an adaptive and innovative organizational culture (Hunsaker, 2022). By integrating spiritual values and religiosity in HRM, educational organizations can improve employee performance, welfare and engagement, overcome resistance and encourage active participation in change, and achieve their goal of becoming superior and sustainable educational organizations, thereby contributing to the intelligent life of the nation.

4. CONCLUSION

This study reveals that spiritual leadership plays a role in the effectiveness of change management in educational organizations. Spiritual leadership helps formulate a strong vision and mission, build a positive organizational culture, and motivate and increase member commitment. In addition, indicators of religiosity such as individual religious commitment, piety, and religious behavior contribute to the success of change management. The interaction between spiritual leadership and religiosity can facilitate change by creating an environment that supports learning, overcomes resistance, and improves the well-being of organizational members. Several related suggestions from this study are shown in several ways as follows:

a. Educational organizations must better integrate spiritual leadership in their change management strategies to create an environment conducive to transformation.

b. Increase understanding and application of religiosity indicators in organizational management so that religious values and spirituality can guide the change process.

c. Organizing training programs for educational leaders to develop spiritual leadership skills that can inspire and motivate organizational members.

d. Creating an organizational culture that respects moral and ethical values, and encourages collaboration, openness and a passion for learning.

e. Carry out regular monitoring and evaluation of the implementation of spiritual leadership and religiosity to ensure that both make a significant contribution to the success of change management.

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