

RELIGIOUS VALUES AND ASPECTS OF TEACHER EMPOWERMENT MANAGEMENT

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ABSTRACT

This article describes the religious values and aspects of teacher empowerment based on self-actualization theory. Literature studies was conducted, relevant research published on the online journal identified using Mendeley and Google Scholar Database. The study selection, data extraction and synthesis were carried independently. Thematic analysis was used to summarize religious values and aspects. The findings reveal religious values on the teacher empowerment based on self-actualization theory are religious, social, professional, humanist, kinship, and cooperation values. And there are six religious aspects in this theory; Ideological/aqeedah aspect, syari'ah, experiential, intellectual, professional, responsibility and harmony aspects. The implications of this study suggest effectively and harmony of all religious values and aspects for empowering teacher.

Keywords: Religious; Values; Aspects; Teacher; Empowerment; Self-Actualization.

INTRODUCTION

Many studies have investigated the impact of leadership on the religion-based school influenced by religious values. For instance, Michelle reveal religious values as its dimension (Michelle Striepe, 2014), he's research show religion based educational institutions are correlated with religious values. Other have to attempted to reveal religious content in social work (Edward R Canda; 1989). Arniika Kuusisto (2003) analysed the conditions that support the successfull transmission of parental religious values to the next generation. Mitchell J. Neubert and Matthew S. Wood (2018) investigated the relationship between an organization's religious values as espoused by the founder or in media messaging and applicant intention tu pursue a job. So, it is very important to determine the religious values applied by an educational institution to

empower the teacher. Islam is a religion based on the *Quran*, *Hadith*, *Ijma'*, and *Qiyas* values.

This article discusses the religious aspects in the teacher empowerment based on self-actualization theory. The identified values and aspect analyzed and classified into the previous values. Besides discussing religious aspects, it also discusses the discipline integration related to the value concept and its implementation in Islamic educational management. Quran requires discipline integration. The purpose is correlating and interacting between one discipline to another disciplines holistically. Philosophically, there are a few Indonesian Islamic educational institutions synergize and integrate Islamic disciplines. For instance, The State Islamic University (UIN) Sunan Kalijaga Yogyakarta and The State Islamic University (UIN) Maulana Malik Ibrahim Malang. They have their own characteristics and metaphors. The State Islamic University (UIN) Sunan Kalijaga has a scientific paradigm of the “*integration-interconnection*” also knows as “*spider-web*” integration model, and “*the tree of knowledge*” model as scientific paradigm of UIN Malang, and the TAM model by Ali Sukamtono (Imron Muttaqin, 2014). These models are well-practiced exemplary for Islamic educational institutions. Discipline integration is aimed at discipline development does not separate from the main source, the Holy Qur'an.

Spirit in this theory (TeboSA) comes from Islamic values as the basic teaching and guidance for the teacher. It is very interesting if these values are analyzed and classified into religiosity values and aspects. Teacher empowerment management theory based on self-actualization is factually teacher as the most strategic element must be paid attention and one of the efforts for enhancing their power is empowering. Nation conceives the importance of teacher roles to enhance the teachers to be professional and responsible in improving themselves because of teachers are the main source that influences education quality and change. The teacher must become well-practiced exemplary for the student's achievement (Budi Harto, 2011). So, the teacher must have internal driven to improve better and continuously.

Research on empowerment reveal teacher power can be maximized. The empowerment paradigm is proper to increase teacher power. But the Indonesian teacher problem faced are quality, carrier, salary, and welfare (Alivermana, 2014). In the implementation, an educational institution is the teacher's place to carry out teacher role and related to teacher quality as Fatkhul said that teacher has a role in increasing the educational institution quality (Arief Efendi, 2008) so that Azumardi Azra emphasizes the mainstreaming of educational institutions (Azra, 2005).

Empowerment rooted in the philosophy of existentialism will be discussed and adjusted to Islamic teachings so that it is interesting to be studied because there have been several meeting points between them.

Islamic spirit in people's acts of *Ihsan* can be the strongest factor in the success of empowerment. Based on this thought, two focus of issues are determined in this study, what values that drive the realization of empowered teachers and what aspects of Islamic religiosity in the theory of teacher empowerment based on self-actualization. Values are the basic foundation that will encourage someone to do something, so the internalization of values which is the driving factor for empowerment that needs to be discussed further.

TEACHER EMPOWERMENT

The word "empowerment" comes from the word "*power*", meaning "*control, authority, dominion*", the prefix "*emp*" which means "*to cover with*" or "*on put on to*" and more clearly the meaning is "*more power*" or "*more empowered*" (**Priyono, 2012**). Empowerment can be interpreted as an effort to provide freedom to a person or group to actualize them to achieve the goals. Ruth Alsop is the capacity of individuals or groups to make effective choices and transform those choices into actions and expected outcomes. It means giving authority for the empowered person or groups so that their abilities can be implemented for the public interest. According to Rappaport, empowerment is the process of developing skills so that the empowered person or groups become a problem solver independently (**Rappaport, 1977**).

Thus, empowering is maximizing people's potential power to be manifested into reality. The potential power possessed by teacher will be very useful if it is successfully developed and directed based on the goals of the educational institution. Psychologically, a person will be eager to do something if it is followed by the desires and motives, personal aspirations, collective and goals that becomes important in empowerment through multiple access to resources and acquiring the independence to determine their desires (**Totok Mardikanto, 2008**). Teacher empowerment can also be interpreted as an effort to maximize power to be more qualified, more professional and competent. Empowerment means seeking more values that can be carried out with improvement, growth and development. Randy Wrihatnolo explained empowerment is a process consisting of the awareness, the capacity building and the empowerment (Wrihatnolo, 2007). At the stage of awareness, it is given an explanation or training in the form of cognition, belief and healing, because teachers need to understand they must build "*demand*" to be empowered where the process starts from themselves, then the capacity

building and finally the empowerment process.

Empowerment is the people's mentality development to carry out their duties by increasing their abilities until a reciprocal relationship happened between individual and school goals (Sunaryo, 2019). Empowerment is carried out by efforts to improve capacity continuously by developing and enlarging the influence of individual competencies in areas and functions that affect total performance and organization (Kinlaw, 1999). Therefore, it can be said that empowerment is a process consists of stages need to be carried out continuously. Empowerment means a process of giving individuals authority to think, act and control their work or decisions autonomously, and has better energy, because this energy must be developed in the organization. Leaders of educational institutions must have a mindset that empowerment is an investment of teacher with the right to participate in the school goals and policies and carry out professional judgments about what and how to teach and educate, because the teacher has direct interaction with their students.

Empowerment is not the leader of educational institution's effort to give power to teacher, but it would rather be directed to the process of mutual respect, mutual discussion, and teacher involvement that implies recognition that everyone has talents, competencies, and strengths that can be practiced creatively and responsibly in the school environment for the children goodness and young people (Starrat, 2007). Based on this definition, the mean of empowering teachers is an effort to help the teacher to be able to develop themselves for achieving their competence and be able to overcome problems related to their duties and responsibilities independently.

CONCEPT OF TEACHER EMPOWERMENT

Kinlaw (1999) mentioned that empowerment is a process of getting continuous improvement in an organization by developing and expanding the influence of individual competencies in areas and functions that affect performance and the organization holistically. Although there are similarities in the process, improvement, development, and objectives with the concept of teacher empowerment actualization, there is a difference as Kinlaw has not mentioned the foundation of values and the principles used in empowerment. Another opinion stated by Ruth Alsop that teacher empowerment needs to be directed towards the capacity of individuals or groups to make effective choices for the organization and run it. This opinion needs to be followed up by giving both individual and group opportunities to be able to realize their choices so that they should be given opportunities to actualize themselves. Giving opportunities for self-actualization is the mean of empowerment

management theory based on self-actualization encouragement.

Teacher empowerment is a process where a teacher get the energy allows them to expand their abilities/capabilities to have greater bargaining power, make their own decisions, and have access to resources for a better life. The teacher who is given the opportunity to self-actualization will show a good performance, as Muh Imran said that teacher self-actualization influences teacher performance (**Muh Imron, 2012**). Ismiati also mentioned that a student's trust in the teacher starts from how the teacher actualizes themselves in front of the student (**Cicillia, 2003**). Therefore, the self-actualization of the teacher is needed to empower teachers. Educational institutions have a large role with support to the teacher. The human soul according to Islam can only be realized perfectly in the devotion to its creator (**Cicillia, 2003**). Providing opportunities for the teacher to actualize themselves in Islam means helping the perfection of the teacher in worship and devote themselves to Allah SWT.

Kanter explained empowerment guarantees the access of information, resources, support, and opportunities to make employees learn and develop, in addition, Kanter suggested the effective communication to empower employees (**Kanter, 1993**). Kanter Empowerment is better known as organizational empowerment because it is related to the structure and willingness of the organization to share its resources. Kanter empowerment is also called formal empowerment because it comes from the organizational structure, especially the top leadership, which needs to provide formal access to organizational resources. Kanter believed that the power of a leader can develop with the shared power, this shared power includes organizational resources, information, and opportunities for growth.

Barling said empowerment consists of two parts; macro and focus oriented on the social structure (or context) of empowerment at the workplace and micro-oriented empowerment that focuses on psychological experiences at the workplace (**Barling, 2008**). The theory of empowerment most often used in macro empowerment is Kanter's theory, this theory is based on his book entitled *Men and Women of the Corporation*. Kanter Empowerment provides a framework for understanding employee empowerment and positioning the empowered employees (**Alegandro, 2014**). Kanter empowerment theory consists of four types; access to information, support, access to resources needed to carry out work, the opportunity to learn and develop, this theory is widely used in research, including by Laschinger in research for the health field (**Laschinger, 2010**). Another opinion expressed by **Randolph (1995)** who said there are three keys to empower the organizations and people; 1) share information, 2) create an autonomy through boundaries and

3) hierarchical teams. On the other hand, Timothy provides four elements in empowerment that must be present; 1) power, 2) information, 3) knowledge, and 4) rewards (**Timothy, 2009**).

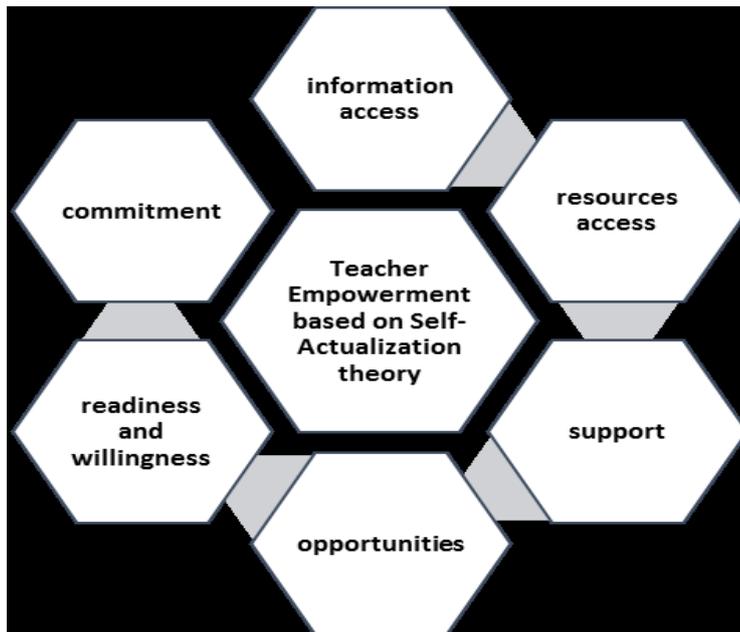
The teacher empowerment management based on self-actualization theory is one of the theories specifically aimed to empower teacher, this theory consists of teacher empowerment concepts, patterns, and evaluations (**Imron Muttaqin, 2016**). It is basically because of research in Islamic educational institutions, this theory must have values as the basis of every program, activity, and school climate. Although it is mentioned that the value foundation used in this theory, according to the latest research, it needs to be reviewed based on developments.

TEACHER EMPOWERMENT BASED ON SELF-ACTUALIZATION THEORY

The pattern of teacher empowerment has six integrated dimensions; a) access to information, b) access to resources, c) support, d) opportunities, e) readiness and willingness, and f) commitment. Teacher empowerment strategies with formal and informal communication, empowerment of Sustainable Professional Development, task delegation, and the use of external opportunities. The steps used are identification, analysis, and determination of programs/objectives.

figure 1.

Dimension of Teacher Empowerment based on Self-Actualization Theory



The teacher empowerment based on self-actualization theory also develops David Fetterman's empowerment evaluation, especially the evaluation concept consists of harmonizing between action and use, while this theory harmonizes action, use, and impact at the same time, as the following table;

Table 1.

Comparison of Fetterman Empowerment Evaluation and TebSA Evaluation

David Fetterman Empowerment Evaluation	Teacher Empowerment based on Self-Actualization Evaluation
Action	Action
Use	Use
	Impact

This theory is based on religious values (*Islam*) become internally driven for the teacher can be used by the principals to empowering teachers.

RELIGIOUS VALUES

According to Gibson, value is an awareness, effective desire or people's desire who show their behavior, personal values of individuals which is showing the behavior inside and outside of work, if a set of value is important then people will show and develop consistent behavior within situations. The designation

and development of this behavior are in line with Robbins's opinion that values imply certain preferred behaviors or results. Robbin also revealed that values cover the objectivity and rationality.

The agreed values will determine the organization culture because the dominant values will guide the determination that is allowed and forbidden in the organization. The values that exist in the theory of teacher empowerment based on self-actualization are the faith values. These values become the first foundation that underlies all values. Faith is one of the factors that make people can achieve their individual and organizational goals. Byron's research stated faith and prosperity are related to people's goals (**Byron, 2009**). Teachers who have a basis of faith values in their activities can achieve goals because they have self-confidence. Therefore, it can be said faith is the first aspect as a basis. The religious values of self-actualization based empowerment theory are indicated in the following explanation.

Faith Values

The faith values are one of the important values in the theory of teacher empowerment based on self-actualization. Many research mentions the importance of using faith approaches to help people. **Orji** stated the faith based assistance is used to provide an assistance in Nigeria (**Orji, 2011**) **Olarinmoye's** research showed the faith based organization is an important organization and decisive hidden actor (**Olarinmoye; 2012**). Faith is an important factor to empower people. The value of people's faith is the foundation that uphold other values in religion and society.

Ikhlas Values

Furthermore, to strengthen *Ikhlas* value, an explanation of *Ikhlas* concept and its zones as indicators are made by Erbe Sentanu, people in *Ikhlas* zone feel gratitude, patience, focus, calm, happy and free from obstacles, while those in the zone of self-desire feel fear, anger, anxious, complaint and full of obstacles (**Erbe Sentanu, 2007**). *Ikhlas* is one of the elements of spiritual entrepreneurship consist of *Ar-Ridho*, gratitude, *Tawakkal*, *Ukhuwah*, totality, and *Ikhlas* (**Widji Astuti, 2010**). Improving the quality of life is built from awareness, the foundation of our awareness needs to be built first, awareness is not just referring to the intelligence quotient, but also the emotional and spiritual quotients based on the transcendental divine intelligence (**Erbe Sentanu, 2008**).

Ihsan Values

Ihsan means “perfection or the best” in the Arabic term, *Ihsan* is a verbal noun (*masdar*) which refers to what one should do in the best way (**Muhammad Hisham Kabbani, 1998**). Literally, a teacher who do his best in carrying out his duties and obligations is terminologically equal as if he saw Allah SWT, if he cannot imagine it, then he must be able to believe that Allah SWT always sees his deeds in carrying out his duties. Imam Ibn Khatir explained that *Ihsan* is the best deed rather than many deeds (**Danial Zainal Abidin, 2009**). The concept of *Ihsan* is related to the quality not the number of one’s deed. Islam demands *Ihsan* for everything, especially for a teacher. The teacher must apply *Ihsan* in his lesson plan, curriculum-making, syllabus, strategy used, assessment, and analysis. Teachers must do their duties as well as possible because they have clear goals and worshipping to Allah SWT as the ultimate meaning of their life.

Togetherness Values

The value of togetherness contains several moral values including empathy, respect, self-control, and fair (**Dian Ibung, 2009**). Empathy is a person’s mentality to feel what is thought, felt or experienced by someone both in terms of cognitive and affective. This ability will affect the presence of togetherness in the organization.

Social Values

In the social life at school, the empathy value and respect are very important social values and supports self-development, a teacher with lower social abilities absolutely have difficulty with peers. Social value is a value that has several distinctive features, including the result of the social construction as a result of an interaction, shared with members, part of social satisfaction, influencing the development of social life, and has a tendency to form patterns in society. Social values can be taken from God through religion, society, and individuals as members of the community.

Exemplary Values

The term “exemplary” derived from “*example*”, which means something that is worth emulating or good to emulate (*about actions, behavior, traits, etc.*), while exemplary is something that can be imitated or emulated (**Language Center, 2008**). Exemplary has major implications for teacher empowerment. People who have an exemplary character have a strong influence on their

environment. Quraish Shihab (2001) divides values into several types, namely values that are fundamental, universal, local and temporary, in the Islamic concept of universal and fundamental values called “*al-Khair*” while local values are called “*Ma`ruf*”. Based on Quraish Shihab’s opinion, the values used as a foundation for empowering teachers consists of fundamental, universal, local, or temporary value. *Ikhlas*, *Ihsan*, and exemplary are part of *al-Khair* values while the togetherness values, kinship, professionalism and humanity (*Basyariyyah*) are *Ma`ruf* values. *Al-Khair* and *Ma`ruf*’s values are used as the foundation in the teacher empowerment because they lead to the attitude formation and teacher attitudes, so they have the power within themselves, they can carry out their duties and responsibility independently.

This article discusses religious values in the teacher empowerment based on self-actualization theory which there is a process based on religious, social, professional, and humanist values with an internal spirit to worship as internal driven. In contrast, Ruth Alsop said empowerment is defined as the capacity of individual or group to make effective choices; making choices and transforming those choices into desired actions and outcomes. Many values are articulated in the process of activities in both Islamic educational institutions. Religious and cultural values by constantly reminding the importance of values in the educational institution empowerment; *Ikhlas*, *Ihsan*, exemplary, discipline, and worship value. The *Ikhlas* value will greatly affect the motivation and meaning of teacher activities as well as *Ihsan* value held by the teacher. The worship value is the ultimate goal or meaning of the teacher activities, that is worshipping to Allah SWT.

The teacher’s sense of belonging in educational institutions is one of the empowerment results, this sense of belonging can emerge from a supportive school climate so that teacher feels the school like at home, feel comfortable and meaningful. If it happens, then the teachers will have self-determination that become a guide in their work and whatever is needed to complete their work, Gretchen called it as self-determination. Teacher empowerment in Islam is not only based on physical prosperity aspects but also it is balance with the fulfillment of spiritual needs (mental), each teacher must have a strong mentality to teach knowledge even without any reward because they must believe that God will manage His servant’s *rizq* (Nanat Fatah Natsir, 2007)

SPIRIT OF RELIGIOUS VALUES

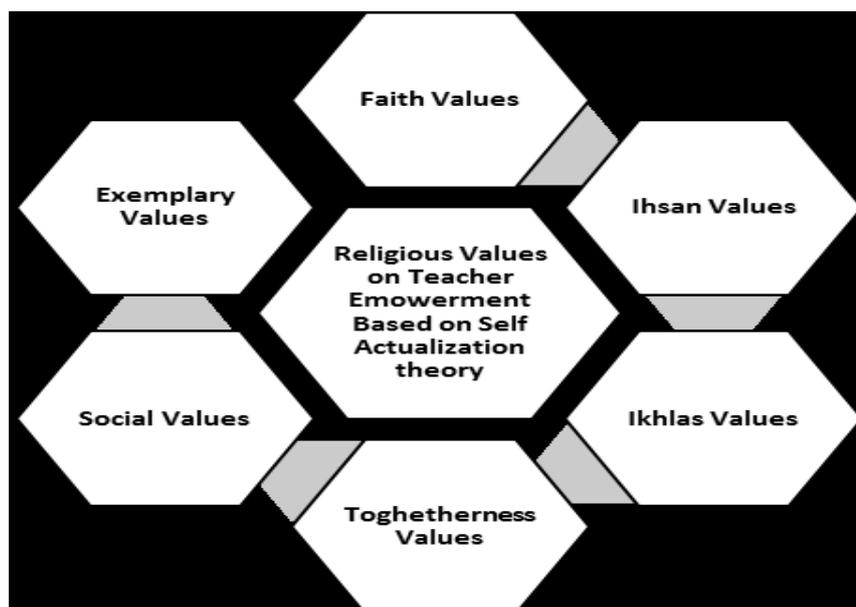
According to Quraish Syihab, some values are fundamental, universal, local, and temporary. In universal and fundamental values of Islam called “*al-Khair*”, while local values are called “*Ma`ruf*”, among *al-Khair* values are sincere, honest,

trustworthiness, cooperation, and togetherness, (Quraish Syihab, 2001). For seeking the spirit of religious values used, it can be seen on the characteristics of the curriculum used, whether the curriculum shows the characteristics of an Islamic curriculum or not. The characteristics of the Islamic curriculum are; 1) curriculum system and development are in harmony with human nature, 2) directed to achieve the final goals of students, that is *Ikhlās* and worship to God, 3) paying attention to the periodization of the development of students, typology, nature, and gender, 4) keep looking after the needs of real community life while relying on the spirit and idealism of Islam, 5) avoid conflict in public, 6) in accordance with the situation and conditions, 7) flexible in various local conditions and situations by also remembering individual civilization factors concerning the students' talents, interests, and abilities 8) effective in conveying and inspiring a set of educational values that produce positive behavior, 9) paying attention to the student development (religious faith and language growth), 10) paying attention on the Islamic deeds (An-Nahlawi).

Based on An-Nahlawi's opinion, the theory of teacher empowerment management based on self-actualization is based on Islamic values, including *Ikhlās* in carrying duties and performing congregational prayers in mosques. Evidence of this value can be internalized and seen in the teacher exemplary.

figure 2.

TEboSA Religiosity values



RELIGIOSITY ASPECTS

Previous study reveal many aspects of religious, for instance Charles Y. Glock used five major dimensions of religiosity; belief, experience, practice, theology/knowledge and ethics/consequential, Davidson (1975), other researcher viewed Islamic religiosity consisted of five aspects; 1) *Aqidah* or ideological aspect, 2) ritualistic or worship aspect, 3) *Ihsan* or experiential aspect, 4) intellectual or science aspect, and 5) consequential aspect or religious impact. This article discuss seven aspects as its finding.

Ideological/Aqedah Aspect

Aqidah or ideological aspect is the first aspect, it is an ideology aspect associated with people's beliefs. The term "ideology" from the word "*idea*" which means "to see", while the word "*logia*" means "science". The idea is something in the mind comes from the inference of thought or planning (Sobur, 2004). Ideology is the final result of understanding as a consequence of thought. The existence of faith value in the teacher empowerment based on self-actualization theory is an indicator of *Aqidah* or ideological aspect.

Syari'ah Aspect

Etymologically, worship is self-servitude, while terminologically, worship is self-servitude to Allah SWT to get His blessing. Worship is a human medium to get *Ridho* from Allah, generally, worship is divided into two kinds; *Mahdhah* and *Ghoiru Mahdhah*. *Mahdhah* is worship whose procedures have been determined by the Shari'a, such as prayer, fasting, and pilgrimage, while *Ghoiru Mahdhah* is worship whose procedures have not been determined by the Shari'a, but it is intended to become worship. Teachers must intend to worship start from making a lesson plan until evaluation, it must be carried out as well as possible with the worship intention. The worship emphasis on empowerment theory is an evidence that the worship aspect is one of the aspects that gets priority in the operationalized theory. This worship consists of inside and outside aspects. Inside aspects can be in the form of personality and coaching continuously which is eventually become behaviors of a person, while outside aspects are the form of applicable law. Both of these aspects must be integrated into a person so that they can synergize and built people's morals. Become a teacher is a noble duty because teaches knowledge to the

next generation, it is explained further in the hadith that the best charity is the charity in teaching knowledge. So, a teacher who teaches well has worthy and high worship.

Experiential Aspect

This aspect is a direct experienced by a person associated with religious while teaching occurred at the beginning, amid or at the end. This experience can establish the faith of one teacher and often started with religious values such as the value of the faith, value sincerity and ihsan. Teacher who have a high level of confidence this value can feel the true meaning of devotion implemented ideally and fully sincerity as all activity motivation.

Intellectual Aspect

The intellectual aspect will supports all existing religious aspects because it needs knowledge. Intellectual aspects in this theory identified from the efforts to improve teachers quality and competence. The effort is visible on the support dimension increase knowledge of the seminar and workshop, working groups and improvement of the teacher worship. Islam appreciates both religion and science because its integral part of the islamic teaching. Without high intellectual, teacher can't learn the religion well.

Professional Aspect

Kunter (2013) investigated teachers' pedagogical content knowledge and reveal core elements of teachers' professionalism, it's mean important for professional aspect from directly resources access for teacher. Malikow (2005) reveal that professional aspect also shown by flexibility in terms of the appearance of students, sense of humour, fairness, patience, enthusiasm, creativity, care and interest in the students. This is part of professional support. Maria Liakopoulou (2011) investigated the qualifications considered essential professional teacher, research findings are professional knowledge required for the successful performance. These professional knowledge include subject knowledge, knowledge of learners, teaching methodology, curriculum knowledge, general pedagogical knowledge, knowledge of contexts, and knowledge of "self".

Responsibility Aspect

Faith and fear of Allah guided by the Qur'an and Sunnah should be lead teacher motive, the leadership style of character teachers produce competent

believer and responsibilities teacher Dacholfany (2015). Korkmaz (2007) investigated teachers' opinion about responsibilities and shown that teachers should know, be role model, respect and care about students, using variety of teaching methods, motivate the students, prepare lesson plan and good communication and practice fairness. Its' mean the teachers responsibility is important aspect of teacher empowerment.

Harmony Aspect

The evaluation model of the teacher empowerment based on self-actualization theory reveal of all harmony aspects, its' shown by the synchronization theory of action, use, and impact together. This evaluation model intentionally designed for harmonize teachera action, use action for teacher and impact for enhacning career. The three-part of harmony are balancing conceptual, epistemic, and social learning goal (Richard Duschl; 2008). Conceptual balancing of this theory use integrity of conceptual framework of all aspect. Conceptual harmony also revealed on the empowerment values such as ikhlas, ihsan and social values.

CONCLUSION

This work reveals the values in the teacher empowerment based on self-actualization theory. It has a foundation of religious, social, professional, humanist, kinship and cooperation values. The principle of work spirit is worship, self-improvement is making creation and development is a devotion form. There are six aspects of religious aspects in the theory of teacher empowerment based on self-actualization; ideological/*aqeedah*, *syari'ah*, experiential, intellectual, professional, responsibility, and harmony aspects.

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