

# Spiritual work motivation.docx

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1 **Research Article**

2 **Spiritual work motivation in mediating the influence of organizational climate on teacher**  
3 **performance during the covid-19 pandemic**

4

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6

7 **Keywords:**

8 *organizational climate,*

9 *spiritual work motivation,*

10 *teacher performance*

11

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14

## 1 **Abstract**

2

3           The purpose of this study was to examine the direct influence of organizational climate (OC)  
4 on teacher performance (TP) and the indirect effect of OC on TP through spiritual work motivation  
5 (SWM). Designed as explanatory research that aims to provide an explanation of the causal  
6 relationship between variables through hypothesis testing and aims to obtain appropriate testing in  
7 drawing causal conclusions. The sample of this study was 180 respondents of Islamic boarding school  
8 teachers in the Madura Regency area. The sampling technique used purposive random sampling with  
9 the minimum criteria for occupying a homeroom level position. By using the analysis technique of  
10 Smart PLS version 3.0, it is found that the OC does not have a direct effect on performance and OC  
11 has an indirect effect on TP through SWM. The results of this study are expected to add new knowledge  
12 that will enrich the theory of human resource management and the theory of the behavior of Islamic  
13 boarding schools, especially those related to TP. In addition, it is hoped that this new model will help  
14 future research in paying attention to factors that can affect TP.

15

## 16 **Introduction**

17

18           The development of the era of globalization brings increasingly difficult challenges for the  
19 Indonesian people. The application of organizational management, in this case Islamic boarding  
20 schools, has faced serious problems with its human resources. Problems arise due to the environment  
21 during the Covid-19 pandemic which is not static and there are always many dynamic changes. For  
22 this reason, there is a need for research related to the management of human resources, especially  
23 teachers. Esparza et al. (2018) suggests that teachers are also the main contributors to the effectiveness  
24 of the management of educational institutions to achieve high productivity.

1           However, the implementation of organizational management, in this case Islamic boarding  
2 schools, has faced serious problems with its human resources. Especially during the covid-19  
3 pandemic (Nurul & Gisela, 2020) stated that the Indonesian government through the Ministry of  
4 Education and Culture made various learning adjustments that did not burden teachers and students,  
5 but were full of character strengthening values along with the development of the Covid-19 emergency  
6 status. But on the other hand, due to the unpreparedness between the intellectual and moral of students  
7 with the freedom of the digital world, this online-based system actually threatens the morality of  
8 students. Problems arise because the environment is not static and there are always many dynamic  
9 changes (Siagian, 2000). It should also be realized that in addition to the culture of Islamic boarding  
10 schools, there is a boarding school climate which also greatly influences the motivation and  
11 performance of teachers. Previous studies that are relevant include Fitria (2016), Kundu and Gahlawat  
12 (2019), Hidayat and Narulita (2019), Al-Kurdi, El-Haddadeh, and Eldabi (2020) in their research  
13 shows that there is a significant positive influence between organizational climate and teacher  
14 performance. In contrast to Suwanto, Indrawati, and Hidayat (2019) the results of his research show  
15 that organizational climate has no significant effect on employee performance.

16           In addition to the OC that affects TP is spiritual motivation. Previous research on spiritual  
17 motivation was conducted by Barmola (2016) in his research that spiritual students were more  
18 motivated than non-spiritual. It is different from Gozdzia and Shandy's (2002) research which states  
19 that although there is significance in the role of religion and spirituality, it is largely ignored by  
20 researchers. Spirituality is recognized as an important element when individuals face difficulties  
21 (Faigin & Pargament, 2011). In line with Aryadi and Rahmawati's research (2019), their research  
22 shows that spiritual motivation has no effect on performance. The differences in these findings need  
23 to be studied further in order to prove the truth conceptually and empirically.

24           Furthermore, from the theoretical point of view, the contradictions of several researchers  
25 regarding the influence of OC and spiritual motivation on TP are the motivation for this study to bring

1 up a new variable, namely SWM in order to determine its role on TP. The practical recommendations  
2 of this study are expected to be able to contribute to the development of management science,  
3 especially on the role of SWM.

4

## 5 **Literature Review**

6

### 7 Organizational Climate (OC)

8

9 OC according to Guerci et al. (2015) reflects the shared perception that employees have about  
10 the policies, practices, and procedures that the organization provides, supports, and expects. Do (2018)  
11 defines organizational climate as derived from employee perceptions that are in line with their  
12 understanding so as to produce character, behavior, and effectiveness in the workplace. These  
13 perceptions of how the organization is run are related to policies, routines, practices, and rewards. OC  
14 is based on attitudes, values, and beliefs that adhere to a work unit. Meanwhile Ghavifekr and Pillai  
15 (2016) define organizational climate as a set of traits that can be measured from the internal work  
16 environment based on the collective perception of employees which is the result of interactions  
17 between employees. It can be concluded that OC is the perception of organizational members regarding  
18 a condition that shows life in the organization's internal environment on a regular basis, thus  
19 influencing the behavior patterns, attitudes, and feelings of organizational members.

20

### 21 Spiritual Work Motivation (SWM)

22

23 Do (2018) defines spirituality as a framework of organizational values expressed in a culture  
24 that encourages individual experience through work procedures, helping organizational members on  
25 how to fulfill a complete and pleasant feeling. Spiritual values has apply and can be accepted by

1 everyone locally, nationally, regionally, and internationally (Agustian, 2007). Islamic boarding school  
2 teachers who have spiritual motivation will do their work in accordance with religious <sup>1</sup> norms or Islamic  
3 law and carry out worship solemnly so that the heart becomes calm. High spiritual motivation tends to  
4 encourage someone to do or do charity in an effort to improve achievement, on the contrary if those  
5 with low work performance are possible because of low spiritual motivation (Mangkunegara, 2009).

6

7 Teacher Performance (TP)

8

9 TP is a professional activity in which the professional competence of a teacher is seen, and this  
10 is expressed as a set of knowledge, skills (Trávníčková & Puhrová, 2019), attitudes, values and  
11 personal qualities of the teacher (Syslová, 2019). Teachers must be able to manage learning time in  
12 each lesson hour effectively and efficiently (<sup>1</sup> Purnama, Fatmah, Hasani, & Rahmah, 2021). To be able  
13 to manage effective and efficient learning, teachers must always learn and improve their basic skills.  
14 So, in this study, TP is seen from the perspective of their spiritual intelligence. TP measurement is  
15 based on the opinion of Assilahi et al. (2018) consists of planning learning programs, implementing  
16 learning activities, and evaluating learning assessments.

17

18 *Hypotheses*

19

20 Several previous research results that are relevant to this study are as follows:

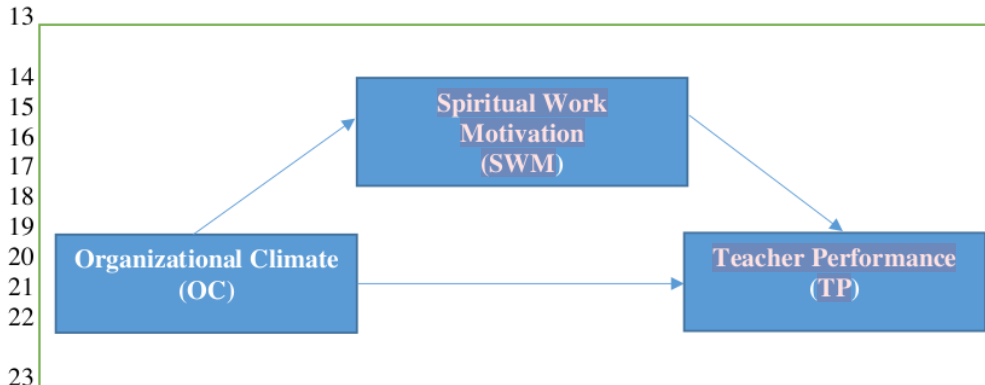
21 Research which states that there is a relationship between OC variables and TP is carried out  
22 by Al-Kurdi et al. (2020), Albrecht et al. (2018), <sup>1</sup> Do (2018), Fitria (2016), Kundu and Gahlawat  
23 (2019), and Safitri (2018). The study indicate that OC has a positive effect on TP. The results of  
24 research by Kanfer and Fletcher (2019), Nurwidianti and & Marnis (2015), Razaque (2017), and  
25 Syahril and Hadiyanto (2018) conducted a study which resulted in the finding that OC directly has

1 a significant effect on increasing employee motivation. The research relevant to spiritual motivation  
 2 includes: Dewi and Sholahuddin (2016), Mujib, Kurniasih, and Rokhman (2016), and Do (2018).

3 Based on the description above, the following hypotheses were developed in this study, see  
 4 Figure 1: (H1) OC has a significant direct effect on TP. (H2) OC has a significant direct effect on  
 5 SWM. (H3) SWM has a significant direct effect on TP. (H4) OC has an indirect effect on TP through  
 6 SWM.

## 8 Methodology

10 In light of the foundation and targets of the research portrayed over, the conceptual framework  
 11 created and utilized as a reason for incorporating an examination worldview can be delineated in the  
 12 Figure 1:



24 **Figure 1** Research framework

26 Figure 1 shows the causal relationship between variables and this study was designed as an  
 27 explanatory study which aims to provide an explanation of the causal relationship between variables  
 28 through hypothesis testing and aims to obtain appropriate testing in drawing causal conclusions.  
 29 Determination of the number of samples According to Ferdinand (2014: 47) the appropriate sample

1 size of respondents in the PLS analysis is around 100–200, furthermore, it is recommended that the  
 2 sample size of respondents be at least 5 to 10 times the number of indicators in the latent variable.  
 3 While the sample of respondents in this study was 18 indicators multiplied by 10 totaling 180  
 4 respondents. So, the number of samples in this study was 180 Islamic boarding school teachers in the  
 5 Madura Regency area who had at least a structural position as homeroom teacher. The sampling  
 6 technique used purposive random sampling with the minimum criteria for occupying a homeroom  
 7 level position.

8

## 9 **Results and Discussion**

10

11 The results of the AVE values of all variables have validity that meets the requirements. This  
 12 shows that all items in each construct can be declared valid. All construct variables have a Cronbach's  
 13 Alpha value and the composite reliability is more than 0.6. The conclusion is that all variable constructs  
 14 used in this study have passed the reliability test or can be said to be reliable. The explanation can be  
 15 presented in table 1 below:

16 **Table 1** Convergent Validity and Reliability Values

Construction	Indicator	Item	Loading Factor	AVE	Cronbach's Alpha	Composite Reliability	Conclusion				
OC	Structure	ST1	0.750	0.596	0.774	0.855	Valid				
	Rewards	RE1	0.833				Valid				
	Warmth	WA1	0.853				Valid				
	Acceptance	AC1	0.836				Valid				
SWM	Sincerity	Sinc1	0.767	0.605	0.927	0.939	Valid				
		Sinc2	0.805				Valid				
		Sinc3	0.736				Valid				
		Sinc4	0.750				Valid				
	Simplicity	Simp1	0.809				Valid				
		Simp2	0.848				Valid				
		Simp3	0.771				Valid				
		Simp4	0.782				Valid				
	Self-help	Sh1	0.791				Valid				
	Islamic brotherhood	IB1	0.791				Valid				
	TP	Implementation of	Imp1				0.826	0.683	0.844	0.896	Valid



learning activities	Imp2	0.861	Valid
Evaluation of learning assessment	Eva1	0.758	Valid
	Eva2	0.858	Valid

1 The results of the calculations can be seen in tables 2, 3 and 4 below:

2 **Table 2** AVE root value and latent variable correlation

Variable	OC	SWM	TP
OC	0.772		
SWM	0.774	0.778	
TP	0.646	0.807	0.872

3

4 **Table 3** The result of direct effect testing

Hypothesis	Relationships Between Variables		Path Coefficient	t-Statistics	p Value	Description
	Independent Variables	Dependent Variables				
H1	OC	TP	0,022	0,314	0,753	Positive – Not Significant
H2	OC	SWM	0,669	15,704	0,000	Positive – Significant
H3	SWM	TP	0,793	13,580	0,000	Positive – Significant

5

6 **Table 4** The Result of Indirect Effect/Mediation Testing

Variable	Inter-Variable Relationship	Path Coefficient	t Statistics	p Value	Description
OC ® TP	Direct effect	0,022	0,314	0,753	Not Significant
OC ® SWM ® TP	Indirect effect	0,530	9,360	0,000	Significant

7 **Source:** Primary data processed

8 In table 2, it is shown about the value of the AVE root and the correlation of each latent variable. In table  
9 3 and table 4, the results of the direct influence test and the results of the indirect effect/mediation test are  
10 presented.

11 *The Influence of OC on TP*

12

13 The results of the research on the influence of OC on TP have a value path coefficient of 0.022  
14 and a t-statistics value of 0.314 with a significance level (p value) of .753. Given the t-Statistics value  
15 of 0.753 is smaller than the t-table value of 1.972 and the p value of .753 is greater than the level of  
16 significance ( $\alpha = .05$ ), so there is evidence that empirically rejects the influence of OC on TP. That is,

1 the better the OC has not had an impact on improving TP. Thus, it can be concluded that the OC has  
2 no positive effect on TP (H1 is not accepted).

3 The OC does not affect TP because the organizational structure is less flexible, teachers feel  
4 they do not receive support and the values applied are not in accordance with the wishes of the teacher.  
5 This research is not in line with the research of Al-Kurdi et al. (2020), Fitria (2016), Hidayat and  
6 Narulita (2019), Iljins et al. (2015), Kundu and Gahlawat (2019), Mangkunegara (2009), Safitri (2018),  
7 and Suwantonono et al. (2019) in their research shows that there is a significant positive influence  
8 between OC and TP.

9

#### 10 *The Influence of OC on SWM*

11

12 The results of testing the influence of OC on SWM have a path coefficient of 0.669 with a *t*-  
13 statistics value of 15,704 and a significance level (*p* value) of .000. Given the *t*-statistics value of 15,704  
14 is greater than the *t*-table value of 1,972 and the *p* value of .000 is smaller than the level of significance  
15 ( $\alpha = .05$ ), there is evidence that empirical accepts the influence of OC on SWM. The path coefficient  
16 has a positive sign, this indicates that the direct influence between OC and SWM is unidirectional.  
17 This means that the better the OC, the better the SWM. Conversely, the worse the OC, the worse the  
18 SWM. Thus, it can be concluded that OC has a positive effect on SWM (H2 is accepted).

19 The results of the analysis show a positive and significant relationship between OC and SWM.  
20 This finding is also supported by previous research conducted by Kundu and Gahlawat (2019).

21

#### 22 *The Influence of SWM on TP*

23

24 The results of testing the effect of SWM on TP have a path coefficient of 0.793 with a *t*-  
25 statistics of 13,580 and a significant level (*p* value) of .000. Considering that the *t*-statistics value of

1 13,580 is greater than the  $t$ -table value of 1,972 and the  $p$  value of .000 is smaller than the level of  
2 significance ( $\alpha = .05$ ), there is evidence that empirically accepts the influence of SWM on TP. The  
3 path coefficient has a positive sign, this indicates that the direct influence between SWM and TP is  
4 unidirectional. This means that the better the SWM, the better the teacher's performance. Conversely,  
5 the worse the SWM, the worse the TP. Thus, it can be concluded that SWM has a positive effect on  
6 TP (H3 is accepted).

7 This is due to the teacher's attitude and desire that is not excessive in life. This finding is  
8 supported by previous research by Dewi and Sholahuddin (2016), Do (2018), and Mujib et al. (2016).  
9 Bu not in line with the research of Aswadi et al. (2017).

10

#### 11 *The Influence of OC on TP Mediated by SWM*

12

13 The results of testing the influence of OC on TP with SWM as mediators are known to (a) the  
14 coefficient value of the relationship between OC and SWM 0.669: significant. (b) the coefficient value  
15 of the relationship between SWM and TP variables 0.793: significant. (c) the coefficient value of the  
16 relationship between OC and TP 0.129: not significant. (d) the coefficient value of the relationship  
17 between OC variables and TP through the SWM variable 0.022 is greater than the coefficient value of  
18 the relationship between OC variables and TP. Thus, it can be concluded that the SWM between the  
19 OC and the TP is classified as complete mediation (Hair et.al. 2010).

20 The results of the indirect relationship test show that SWM as a mediation has a significant  
21 influence on the influence of OC on TP. The full mediation results illustrate that SWM is a bridge  
22 between OC and TP. This finding is in accordance with an empirical study that discusses the  
23 relationship between OC and TP through SWM conducted by Masaong and Umar (2019).

24

#### 25 **Conclusion and Recommendation**

1

2           Based on the results of data analysis and discussions related to OC, SWM and TP at Islamic  
3 boarding schools in Madura, the following conclusions can be drawn: (1) OC does not directly effect  
4 on TP of Islamic boarding school teachers in the Madura region. (2) OC has a direct and significant  
5 influence on SWM of Islamic boarding school teachers in the Madura region. (3) SWM has a direct  
6 and significant effect on TP of Islamic boarding school teachers in the Madura region. (4) SWM shows  
7 that it is able to act as a complete mediation on the influence of OC on TP of Islamic boarding schools  
8 in the Madura region.

9           Leaders of Islamic boarding schools should apply OC theory so that subordinates' trust in  
10 leaders and organizations increases. Institutions must have an annual strategic plan, in particular a  
11 plan for the recruitment and development of teachers, careers and boarding school administrators. This  
12 research can be developed in the future by re-examining the consistency of other variables as  
13 mediation. Similar research can also be conducted to obtain a more comprehensive picture of OC and  
14 SWM on TP.

15           The object of research is still limited to teachers who have worked for at least five years and  
16 have served as homeroom teachers. The research was also carried out during the Covid-19 pandemic  
17 and it is estimated that the results will be different if this research involves all teachers in Islamic  
18 boarding schools in the Madura region. Measurement of each variable in this study uses respondents'  
19 perceptions, self-assessment, and internal institutions, thus allowing subjectivity to occur.

20

#### 21 **Conflict of Interest**

22

23           The authors declares that there is no conflict of interest.

24

#### 25 **Acknowledgement**

1  
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4  
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