

The influence of spiritual transformational leadership and religious motivation on spiritual performance

Evita Maharani¹, Harry Setiawan², Hasanudin³, Ahmad Shalahuddin⁴

^{1,2,3,4}Faculty of Economics and Business, Universitas Tanjungpura, Indonesia

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ABSTRACT

A school or organization depends on how well its employees perform. Professional human resources tailored to individual ability tasks determine employee performance. The performance of employees as human resources is very important to achieve the vision, mission and goals of the organization. The type of leadership used by an organization greatly influences its success. Spiritual transformational leadership can encourage employees to achieve organizational goals based on positive spiritual values. Ultimately, this can result in improved employee performance in a more productive manner. The purpose of this study was to examine the effect of spiritual transformational leadership and religious motivation on the spiritual performance of MAN teachers in Pontianak City, both significantly and insignificantly, by including OCB as a mediating variable. This study used a quantitative approach by collecting data through an online survey using google form. The sample results amounted to 108 MAN teachers in Pontianak City, which included civil servants, and PPPK using purposive sampling technique. Structural Equation Modeling (SEM), using the Smart PLS 4 statistical tool, was used to quantify the data. The results of the statistical analysis showed that spiritual transformational leadership had no significant impact on spiritual performance, while spiritual transformational leadership had a significant impact on Organizational Citizenship Behaviour (OCB). In addition, religious motivation has a significant impact on OCB and spiritual performance, and OCB has a noticeable influence on spiritual performance, serving as both an independent variable and a mediating variable for religious motivation and spiritual transformational leadership.

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Corresponding Author:

Evita Maharani,
Faculty of Economics and Business,
Universitas Tanjungpura,
Jl. Prof. Dr. Hadari Nawawi, Pontianak, Kalimantan Barat, 78124, Indonesia
Email: evittaa.maharani@gmail.com

1. Introduction

The success of the organization depends on cooperation between organizational members and leaders to produce good performance. In advancing the organization, the leadership role of a leader is very important. Most leaders are less active in monitoring their subordinates which results in a lack of honed employee skills. Inactive leaders can cause the attitude of Organizational Citizenship Behavior (OCB) in employees to decrease.

Spiritual transformational leadership in organizations can motivate employees to achieve organizational goals based on good spiritual values, which can improve employee performance productively. The concept of Organizational Citizenship Behavior (OCB) is relevant in understanding the importance of teachers' voluntary contributions beyond their basic duties. OCB includes active participation in school activities, helping colleagues, and creating a positive work environment (Sulistya & Utari 2022; Syakur et al. 2021).

Organizational Citizenship Behavior (OCB) may be an important issue that needs further research because it can be said that there are problems related to OCB behavior in several MAN teachers in Pontianak City. A leader with a spiritual concept will be a reliable person who will protect all employees and teachers to achieve their goals in the work environment of MAN Pontianak City.

The researcher chose the object of Madrasah Aliyah N (Madrasah Aliyah N 1, Madrasah Aliyah N 2, and Madrasah Aliyah N 3) teachers in Pontianak City because madrasah is an environment that is thick with islamic spiritual values. The object of this research is teachers who teach at MAN in Pontianak City, using the criteria of civil servants and PPPK. Researchers chose teachers at MAN Pontianak City because of the integrity of religious values, islamic culture, and islamic work environment. In addition, madrasah teachers can make a significant contribution to the development of islamic education.

The results of observations and brief interviews with MAN teachers in Pontianak City show the madrasah head demands the performance of teachers be disciplined administratively daily in learning, guiding, and supervising students outside of teacher working hours. Therefore, the researcher is interested in finding out more about the madrasah head's motivation for the MAN teachers.

In addition, researchers also want to know the performance of teachers at MAN. Whether the teachers who teach at MAN work professionally or the performance of MAN teachers arises from the religious motivation possessed by these teachers. Based on the phenomenon, the researcher found a problem that needs to be researched, such as OCB behavior, which is carried out on the performance of MAN teachers. OCB behavior towards MAN teacher performance is influenced by spiritual transformational leadership or awareness of religious motivation that affects the performance of subordinates, especially teachers.

The religious motivation factors from the leadership that influence the performance of MAN teachers include implementing zuhr and asr congregational prayers at madrasahs, a culture of reading the quran before learning begins, and the existence of blessed friday activities and commemorating islamic holidays with various tausiyah. Thus, teachers at MAN serve as role models for the application of islamic religious values to their students.

With these habits, as well as making a separate motivation for teachers at MAN to improve their performance because they have their own moral responsibility to justify their income and believe that the teaching they do is part of worship and *amal jariyah*. Beliefs like this provide religious motivation for teachers to improve spiritual performance. This is in line with the motto of the Ministry of Religious Affairs, namely *ikhlas beramal*, which motivates teachers to carry out their duties in madrasah. Therefore, teachers at MAN tend to have more tolerance and empathy for fellow teachers which will contribute to their performance. Thus, OCB formed from the religious motivation of teachers in MAN strengthens teachers' emotional bonds with their duties, increases job satisfaction, and creates a collaborative work environment.

Previous research, written by Ardyansah & Putra (2024), entitled The Effect of Motivation and Transformational Leadership on Teacher Performance through Organizational Citizenship Behavior (OCB), examined the subject at SMKN Rengel Tuban, a school with a common environment. Previous research, entitled Organizational Citizenship Behavior (OCB) as a Mediator between Motivation and Transformational Leadership on Employee Performance by Santika et al. (2023), concentrated on the subject of BPS, a government agency. Thus, the researcher decided to combine several previously studied variables by including the variables of spiritual transformational leadership and religious motivation, which contribute to the spiritual performance of teachers at MAN Pontianak City. Organizational Citizenship Behavior (OCB) served as the mediating variable.

Previous research by Maesaroh et al. (2020) found that Organizational Citizenship Behavior (OCB) functions as a mediating variable that affects the relationship between organizational performance and transformational leadership, and there is a positive and significant correlation. Another study by Cindrakasih & Azizah (2020) also found that Organizational Citizenship Behavior (OCB) has a positive and significant effect in encouraging the behavior of organizational members.

Therefore, it is very important to understand what motivates teachers to improve the quality of their performance. Gautama & Edalmen (2020) research found that Organizational Citizenship Behavior (OCB) mediates the effect of work motivation on employee performance. This study shows that teachers who actively participate in school activities, help their coworkers, and support a positive work environment tend to have better performance. However, research by Taqiyuddin & Hidayah (2023) showed that Organizational

Citizenship Behavior (OCB) did not mediate the effect of motivation on employee performance, which showed insignificance. The difference between the results of previous studies and the results of this study is due to this research gap.

2. Research Method

This research uses a quantitative approach to test two independent variables spiritual transformational leadership and religious motivation with Organizational Citizenship Behavior (OCB) one mediating variable, and one dependent variable spiritual performance. This study used primary data collected through distributing questionnaires via Google Forms. The questionnaires contained a series of statements measured on a likert scale, and the variables were measured with values of one strongly disagree, two disagree, three neutral, four agree, and five strongly agree.

The population of this study amounted to 125 teachers working as active teachers in Madrasah Aliyah N (MAN) Pontianak City, consisting of Madrasah Aliyah N 1, Madrasah Aliyah N 2, and Madrasah Aliyah N 3. This study used purposive sampling technique, or non-probability sampling. With the criteria of civil servants and PPPK teachers and excluding honorary teachers. There were 108 teachers who met the research criteria. Structural Equation Modeling (SEM) and Partial Least Squares (PLS) were used to analyze the data. The Smart PLS version 4 application was used to conduct data testing. This data testing was conducted in three stages. The outer analysis of the model is carried out in the first stage, the in-model analysis is carried out in the second stage, and hypothesis testing is carried out in the last stage (Hair et al., 2019).

Previous research shows that Spiritual Transformational Leadership affects Organizational Citizenship Behavior (OCB) (H1), Religious Motivation affects Organizational Citizenship Behavior (OCB) (H2), Spiritual Transformational Leadership affects Spiritual Performance (H3), Religious Motivation affects Spiritual Performance (H4), Organizational Citizenship Behavior affects Religious Performance (H5), Spiritual Transformational Leadership affects Religious Performance with Organizational Citizenship Behavior as a mediating variable (H6), and Religious Motivation affects Religious Performance with Organizational Citizenship Behavior as a mediating variable (H7). Therefore, Figure 1 shows the structure of this study.

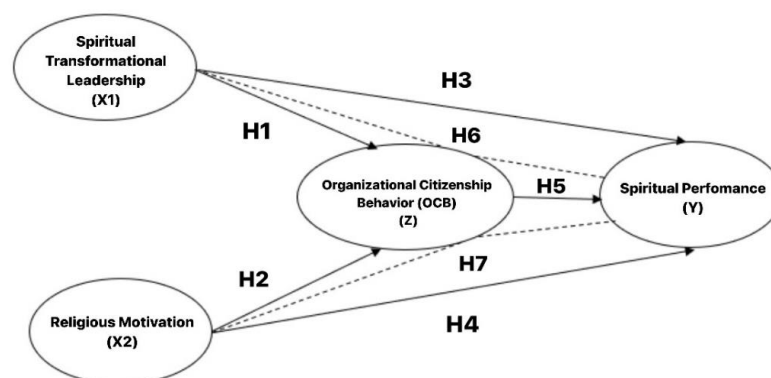


Figure 1. Research framework

3. Result and Discussion

Respondent Profile

Table 1. Respondent profile

Category	Item	F	%
Gender	Male	49	45.4
	Female	59	54.6
Age	25-35	23	21.3
	36-45	29	26.9
	46-60	56	51.9
Last Education	Diploma	0	0

Category	Item	F	%
	S1	79	73.1
	S2	29	26.9
	S3	0	0
Place Of Duty	MAN 1 Pontianak	44	40.7
	MAN 2 Pontianak	44	40.7
	MAN 3 Pontianak	20	18.5
Length Of Service	<5 Year	15	13.9
	5-10 Year	14	13
	11-20 Year	34	31.5
	21-30 Year	30	27.8
	>30 Year	15	13.9
Total		108	100

Based on the data collected through the distribution of online questionnaires, a total of 108 respondents were obtained, of whom met the criteria needed for this study. Demographic analysis shows that the majority of respondents in terms of gender, female respondents, reached 59 people (54.6%). In the age range of 46-60, 56 people (51.0%) dominate. The last education behavior with the most graduates is S1, with as many as 79 people (73.1%). In terms of place of duty from MAN 1 Pontianak, there were 44 people (40.7%) as well as MAN 2 Pontianak, which amounted to 44 people (40.7%), while from MAN 3 Pontianak, a small number of 20 people (18.5%). In terms of length of service, most of them were 11-20 years old, which reached 34 people (31.5%), followed by 21-30 years old, which was as many as 30 people (27.8%).

Measurement Models

Table 2. Factor loading

Variable	Item	Statements	Value Loading Factor > 0.70	AVE value > 0.5
Spiritual Transformational Leadership	STL 1	The madrasah principal inspires and motivates teachers with spiritual principles	0.907	0.787
	STL 2	The madrasah principal facilitates teacher empowerment through a spiritual approach	0.941	
	STL 3	The madrasah head demonstrates integrity and consistency between words and actions when applying moral principles.	0.850	
	STL 4	The madrasah principal facilitates the spiritual and professional development of teachers through the program	0.894	
	STL 5	The madrasah principal involves teachers in the planning and decision-making process in the issue of work culture reading al-Qur'an every morning before starting lessons for spiritual growth	0.840	
Religious Motivation	RM 1	The madrasah principal involves teachers in initiatives or activities related to religious faith	0.866	0.838
	RM 2	The madrasah principal accommodates and respects teachers' religious beliefs in school activities and decision-making	0.929	
	RM 3	The principal is supportive of integrating teachers' religious experiences into daily teaching practices	0.914	
	RM 4	The madrasah principal responds to teachers' religious needs, such as time for worship or religious activities	0.934	
	RM 5	The madrasah principal facilitates positive and inclusive social interactions that respect teachers' religious beliefs.	0.934	
OCB	OCB 1	I voluntarily offer my time to help coworkers complete tasks that go beyond my obligations.	0.916	0.841
	OCB 2	I voluntarily take on additional responsibilities to support teaching success.	0.965	
	OCB 3	I prefer to find ways to adapt rather than complain about things that are not related to my work as a teacher.	0.920	
	OCB 4	I try to help my coworkers who are experiencing difficulties in learning	0.900	

Variable	Item	Statements	Value Loading Factor > 0.70	AVE value > 0.5
Spiritual Performance	OCB 5	I actively share ideas and suggestions to improve the quality of learning and the future success of the team.	0.882	0.857
	SP 1	Teachers continue to carry out additional tasks professionally outside of working hours without expecting compensation from the madrasah head.	0.951	
	SP 2	Teachers' lives of spiritual values influence the quality of their teaching and the performance of their duties in the classroom.	0.894	
	SP 3	Teachers work professionally even though the madrasah head is not in place	0.933	
	SP 4	Teachers show respect and concern for the ethical and spiritual values implemented by the madrasah principal	0.927	
	SP 5	Teachers are fully responsible for the development of their teaching in the application of spiritual values in carrying out their duties	0.923	

The results of data analysis shown in Table 2 indicate that each item for each variable has a value greater than 0.70, which indicates that all items can be considered valid. In addition, discriminant validity is tested by calculating the Average Variance Extracted (AVE) value. The AVE test results show that each variable has an AVE greater than 0.5, which indicates that all variables meet the convergent validity criteria mentioned by Hair et al. (2019).

Discriminant Validity

Table 3. Discriminant validity test results

Variable	SP	TSL	RM	OCB
Fornell-Larcker Criterion				
SP	0.926			
STL	0.576	0.887		
RM	0.592	0.733	0.916	
OCB	0.616	0.715	0.737	0.917

Table 3 shows the results of the discriminant validity test using the Fornell-Larcker Criterion. The diagonal AVE value, or square root, for each construct is greater than the correlation value between constructs. Spiritual performance 0.926, spiritual transformational leadership 0.887, religious motivation 0.916, and Organizational Citizenship Behavior (OCB) 0.917 respectively. These results indicate that discrimination is acceptable for any measurement item.

Composite Reliability

Table 4. Reability test results

Variable	Cronbach's alpha	Composite reliability (rho_c)
SP	0.958	0.968
STL	0.932	0.949
RM	0.952	0.963
OCB	0.953	0.964

To determine the composite reliability value, the variance explained by the construct is compared to the total variance available. According to Hair et al. (2019) a good composite reliability value is recommended to be greater than 0.70. Table 4 shows that the alpha composite reliability value and composite reliability value (rho_c) for the entire structure are above 0.70, which indicates that the construct as a whole has high reliability. This indicates that the tools used in this study can be considered valid.

R Square (R2)

Table 5. Discriminant validity test results

Variable	R-square	R-square adjusted
SP	0.435	0.419
OCB	0.609	0.601

Table 5 shows the R Square value which indicates how the mediating variable influences the dependent variable. As a result, this research model can explain the phenomenon of spiritual performance by 43.5%, while Organizational Citizenship Behavior (OCB) has an influence of 60.9%. After all the preliminary tests are valid, the next step is to conduct hypothesis testing.

Table 6. Hypotheses test results

Effect	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T statistics ((O/STDEV))	P value	Description
Spiritual Transformational Leadership -> Organizational Citizenship Behavior (OCB)	0.387	0.360	0.114	3.308	0.001	Significant
Religious Motivation -> Organizational Citizenship Behavior (OCB)	0.460	0.476	0.115	3.992	0.000	Significant
Spiritual Transformational Leadership -> Spiritual Performance	0.185	0.171	0.114	1.617	0.107	Not Significant
Religious Motivation -> Spiritual Performance	0.219	0.209	0.111	1.980	0.048	Significant
Organizational Citizenship Behavior (OCB) -> Spiritual Performance	0.322	0.337	0.106	3.032	0.003	Significant
Spiritual Transformational Leadership -> Organizational Citizenship Behavior (OCB) -> Spiritual Performance	0.122	0.120	0.053	2.298	0.022	Significant
Religious Motivation -> Organizational Citizenship Behavior (OCB) -> Spiritual Performance	0.148	0.163	0.071	2.077	0.038	Significant

Results in this study, five direct effects and two indirect effects were taken into account in this research hypothesis. The results of the direct and indirect effects are shown in Table 6., which shows the results as follows: The first hypothesis that examines the effect of transformational spiritual leadership on Organizational Citizenship Behavior (OCB) shows positive and significant results. The first hypothesis was accepted, as indicated by the T-statistic value of 3.308 greater than 1.96 and the P-value of 0.001 smaller than 0.05. Overall, it can be said that the trust given to school principals is an important component in increasing OCB, which in turn contributes to improving school performance and effectiveness. This study is in line with previous research by Kusumaningsih & Ong (2020) showing that transformational leadership has a positive and significant impact on OCB. According to research conducted by Ramadania et al. (2023) spiritual leadership can significantly encourage educators to perform various behaviors that contribute greatly to school progress.

The second hypothesis that examines the effect of religious motivation on Organizational Citizenship Behavior (OCB) showed positive and significant results. The second hypothesis was accepted, as indicated by the T-statistic value of 3.992 greater than 1.96 and the P-value of 0.000 smaller than 0.05. Teachers with religious motivation are more likely to take voluntary actions to help create a positive and productive work environment, which in turn can improve their performance. This is because they feel satisfied with the school where they work, which encourages them to do work beyond their responsibilities, also in the hope of getting good rewards in the afterlife. The existence of OCB improves teacher performance, indirectly improving school efficiency. This finding is in line with previous research by Putra et al. (2022) and Rusandi & Daspar (2022) who also found that motivation has a positive and significant influence on OCB.

The third hypothesis that examines the effect of spiritual transformational leadership on spiritual performance. The results show that the outcome is negative and insignificant. The third hypothesis was rejected, as indicated by the T-statistic value of 1.617 smaller than 1.96 and the P-value of 0.107 greater than 0.05. In carrying out their responsibilities, MAN teachers have demonstrated professional performance. This is especially true because MAN teachers believe that their work is an act of worship that brings rewards. Although the madrasah head may not always be present, the teachers still perform their duties with full responsibility. This finding is in line with the results of research by Ardyansah & Putra (2024) which stated

that transformational leadership has a negative and insignificant impact on teacher performance. A madrasah head who can be trusted by teachers must be committed, which is the lowest-scoring component of transformational leadership. Although there is strong commitment, there are no clear actions or strategies to improve teacher performance. This may be due to a lack of resources or problems in implementation.

The Fourth Hypothesis that examines the effect of religious motivation on spiritual performance showed positive and significant results. The fourth hypothesis is accepted, as shown by the T-statistic value of 1.980 greater than 1.96 and the P-value of 0.048 smaller than 0.05. Motivation provided by the principal is very important to encourage teachers to continue to work hard and provide more creative and effective teaching methods. In addition, the belief in rewards in the afterlife encourages teachers to improve their performance in the hope of earning the pleasure of Allah SWT. This finding is in line with previous research by Ritonga & Ramadhani (2019), Agustina et al. (2020) and Rahmani et al. (2021) which shows that motivation has a positive and significant effect on teacher performance. Research by Saputra et al. (2023) also supports that work motivation is highly influential and an important component in ensuring high performance from employees in their workplace.

The fifth hypothesis that examines the effect of Organizational Citizenship Behavior (OCB) on spiritual performance showed that OCB has a positive and significant effect and can mediate teacher performance, as shown by T-statistic value of 3.032 greater than 1.96 and the P-value of 0.003 smaller than 0.05. Teachers' OCB behavior to always see the good in every problem helps them adjust to change and face challenges in a constructive way can improve performance. OCB improves overall teacher performance because it are voluntary actions that are not always accepted for formal reward systems. This finding is in line with previous research by Hidayat & Lukito (2020), Hutagalung et al. (2020), and Soeprijadi & Sudibjo (2021) who also found that OCB has a positive and significant effect on teacher performance. Research Fadhilah et al. (2023) also supports the view that employees can improve their performance through OCB behavior.

The sixth hypothesis that examines the effect of spiritual transformational leadership on spiritual performance with Organizational Citizenship Behavior (OCB) as mediation showed positive and significant results in mediating the relationship between spiritual transformational leadership and teacher performance, as shown by T-statistic value is 2.298 greater than 1.96 and the P-value of 0.022 smaller than 0.05. Transformational leadership applied by principals is proven to improve teacher performance through OCB. Leadership that is driven by a clear vision and encourages innovation can create a work environment that supports the growth of OCB, which in turn can improve overall teacher performance and overall school effectiveness. This finding is in line with previous research by Gautama & Edalmen (2020) and Samsuryaningrum & Umamy (2024) research also supports that transformational leadership has a positive and significant effect on teacher performance through OCB.

The seventh hypothesis that examines the effect of religious motivation on spiritual performance with Organizational Citizenship Behavior (OCB) as a mediating variable found that the relationship between religious motivation and teacher performance can be positively and significantly mediated, as shown by T-statistic value of 2.077 greater than 1.96, and a P-value of 0.038 smaller than 0.05. Highly motivated teachers tend to be more actively involved in voluntary actions to build a positive and productive work environment, which in turn improves their performance. OCB indirectly improves teacher performance, which in turn results in more effective schools. This finding is in line with previous research by Gautama & Edalmen (2020), Maulana et al. (2022), and Purnamarini & Kurniawa (2023) who also found that work motivation has a positive and significant influence on teacher performance through OCB.

4. Conclusion

The findings suggest that Organizational Citizenship Behavior (OCB) is an important link between religious motivation and the impact of spiritual transformational leadership on teacher performance in Pontianak City. Spiritual transformational leadership was shown to have a positive impact on OCB which in turn improves teacher performance by demonstrating the trust and commitment of principals who encourage good behavior among teachers. In addition, religious motivation was also shown to have a positive impact on OCB and teacher performance, as teachers motivated by religious beliefs tend to perform more voluntary behaviors to support a productive work environment. As a mediator, OCB strengthens the impact of spiritual transformational leadership and religious motivation on teachers' spiritual performance, but teachers' spiritual performance is not directly influenced by spiritual transformational leadership.

To improve teachers' spiritual performance and Organizational Citizenship Behavior (OCB) in schools, it is recommended that religious facilities be strengthened, spiritual transformational leadership of madrasah principals be improved, and teachers be constantly encouraged to think positively and conduct self-evaluation. The madrasah principal must reinforce their commitment to creating a positive work environment and building trust with teachers. In addition, future research is recommended to explore other factors that may affect teachers' spiritual performance and OCB, given that many variables still have not been identified in this study. This study was also limited to teachers at MAN (Madrasah Aliyah N 1, Madrasah Aliyah N 2, and Madrasah Aliyah N 3) in Pontianak City, using only two independent variables, one dependent variable and one mediating variable.

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