



Spiritual work motivation in mediating the influence of organizational climate on teacher performance during the COVID-19 pandemic

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Article Info

Article history:

Received 28 June 2021

Revised 25 August 2021

Accepted 13 September 2021

Available online 27 July 2022

Keywords:

organizational climate,
spiritual work motivation,
teacher performance

Abstract

The purpose for this review was to examine the direct influence of organizational climate (OC) on teacher performance (TP) and the indirect effect of OC on TP through spiritual work motivation (SWM), planned as illustrative exploration that expects to give a clarification of the causal connection between factors through speculation testing and to get proper testing in making causal determinations. The example of this study was 180 respondents of Islamic boarding school teachers in the Madura Regency area. The sampling technique used purposive random sampling with the minimum criteria for occupying a homeroom level position. By using the analysis technique of Smart PLS version 3.0, it was found that OC does not have a direct effect on performance, and that OC has an indirect effect on TP through SWM. The after effects of this review are supposed to add new information that will improve the hypothesis of human asset, the executives, and the theory of the behavior of Islamic boarding schools, particularly those connected with TP. Furthermore, it is trusted this new model will assist future examination in focusing on factors that can affect TP.

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Introduction

The development of the era of globalization has brought increasingly difficult challenges for the Indonesian people. The application of organizational management, in this case Islamic boarding schools, has faced serious problems with its human resources. Problems have arisen due to the environment during the COVID-19 pandemic, which is not static, and there are always many dynamic changes. For this reason, there is a

need for research related to the management of human resources, especially teachers. Esparza et al. (2018) suggested that teachers are also the main contributors to the effectiveness of the management of educational institutions to achieve high productivity.

However, the implementation of organizational management, in this case Islamic boarding schools, has faced serious problems with its human resources. Nurul & Gisela (2020) stated that the Indonesian government through the Ministry of Education and Culture made various learning adjustments, especially during the COVID-19 pandemic, that did not burden teachers and students, but were full of character strengthening values along with the development of the COVID-19 emergency

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status. On the other hand, due to the unpreparedness between the intellectual and moral aspects of students with the freedom of the digital world, this online-based system actually threatens the morality of students. Problems arise because the environment is not static, and there are always many dynamic changes (Siagian, 2000). It should also be realized that in addition to the culture of Islamic boarding schools, there is a boarding school climate which also greatly influences the motivation and performance of teachers. Previous studies that are relevant include Al-Kurdi, El-Haddadeh, and Eldabi (2020); Fitria (2016); Hidayat and Narulita (2019); Kundu and Gahlawat (2019) all of whose research shows a critical positive influence organizational climate to teacher performance. This is rather different to Suwanton, Indrawati, and Hidayat (2019), whose research shows organizational climate does not significantly influence employee performance.

In addition to the OC that affects TP is spiritual motivation. Previous research on spiritual motivation was conducted by Barmola (2016), who showed that spiritual students were more motivated than non-spiritual students. This is different from Gozdzia and Shandy's (2002) research which states that despite the fact that there is importance in the job of religion and otherworldliness, it is to a great extent disregarded by scientists. Spirituality is perceived as a significant component when people face difficulties (Faigin & Pargament, 2011). However, Aryadi and Rahmawati's research (2019) shows that spiritual motivation has no effect on performance. The differences in these findings need to be studied further in order to prove the truth conceptually and empirically.

Furthermore, from the theoretical point of view, the contradictions of several researchers regarding the impact of OC and spiritual motivation on TP were the motivation for this study to bring in a new variable, namely SWM, in order to determine its role on TP. The practical recommendations of this study are expected to be able to add the development of the broad science, especially on the job of SWM.

Literature Review

Organizational Climate (OC)

OC according to Guerci et al. (2015) reflects the shared perception that employees have about the policies, practices, procedures that the organization provides, supports, and expectations. Do (2018) defines organizational climate as derived from employee

perceptions that are in line with their understanding so as to produce character, behavior, and effectiveness in the workplace. These perceptions of how the organization is run are related to policies, routines, practices, and rewards. OC depends on perspectives, values and convictions that stick to working unit. Meanwhile, (Ghavifekr & Pillai, 2016) define organizational climate as a set of traits that can be measured from the internal work environment based on the collective perception of employees which is the result of interactions between employees. It can be concluded that OC is the perception of organizational members regarding a condition that shows life in the organization's internal environment on a regular basis, thus influencing the behavior patterns, attitudes, and feelings of organizational members.

Spiritual Work Motivation (SWM)

Do (2018) defines spirituality as a structure of organizational qualities expressed in a culture that empowers individual experience through work systems, helping organizational members on how to fulfill a complete and pleasant feeling. Spiritual values apply to and can be accepted by everyone locally, nationally, regionally, and internationally (Agustian, 2003). Islamic boarding school teachers who have spiritual motivation will do their work in accordance with religious norms or Islamic law and carry out worship solemnly so that the heart becomes calm. High spiritual motivation tends to encourage someone to do charity in an effort to improve achievement. On the contrary, those with low work performance are possibly so because of low spiritual motivation (Mangkunegara, 2009).

Teacher Performance (TP)

TP is a professional activity where the expert competence of an instructor is seen. Also, this is communicated as a collection of information, abilities (Trávníčková & Puhrová, 2019), mentalities, values and individual characteristics of the teacher (Syslová, 2019). Teachers must be able to manage learning time in each lesson hour effectively and efficiently (Purnama, Fatmah, Hasani, & Rahmah, 2021). To be able to manage effective and efficient learning, teachers must always learn and improve their basic skills. So, in this study, TP is seen from the perspective of their spiritual intelligence. TP measurement is based on the opinion of Assilahi et al. (2018) consisting of planning learning programs, implementing learning activities, and evaluating learning assessments.

Hypotheses

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

Study that expresses a connection between OC factors to TP was done by Al-Kurdi et al. (2020); Albrecht et al. (2018); Do (2018); Fitria (2016); Kundu and Gahlawat (2019); and Safitri (2018). The studies indicated that OC has a positive effect on TP. Kanfer and Fletcher (2019); Nurwidianti and Marnis (2015); Razaque (2017); and Syahril and Hadiyanto (2018) conducted studies which found that OC straightforwardly altogether affects expanding representative inspiration. The examination pertinent to spiritual motivation includes, Mujib, Kurniasih, and Rokhman (2016); Dewi and Sholahuddin (2016); Do (2018).

In light of the description above, the following hypotheses were created in this review, see [Figure 1](#): (H1) OC affects TP. (H2) OC affects SWM. (H3) SWM affects TP. (H4) OC has an indirect effect on TP through SWM.

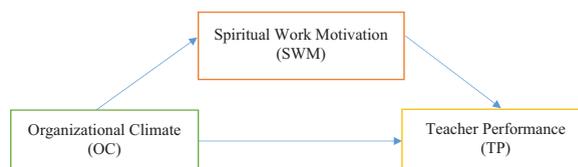


Figure 1 Research framework

In determination of the number of samples as per Ferdinand (2014), the proper example size of respondents in the PLS examination is around 100-200. Moreover, it is suggested that the example size of respondents be something like 5 to multiple times the quantity of pointers in the latent variable. The example of respondents in this review was 18 markers duplicated by 10 adding up to 180 respondents. So, the quantity of tests in this study was 180 teachers in Madura Regency who had at least a structural position as homeroom teacher. The testing method involved purposive irregular examining with the base measures for occupying a homeroom level position.

Methodology

In light of the foundation and targets of the research portrayed, the conceptual framework created and utilized as a reason for incorporating an examination worldview can be delineated as in [Figure 1](#).

[Figure 1](#) shows the causal relationship between variables. This review was planned as an explanatory study which aimed to give a clarification of the causal connection between factors through speculation testing and to get suitable testing in making causal determinations.

Results and Discussion

The after effects of the AVE values of all variables have validity that meets the requirements. This shows that all things in each construct can be considered legitimate. All build factors have a Cronbach's Alpha worth and the composite dependability is more than 0.6. The result is that all factor develops utilized in this review have finished the quality test or can be supposed to be solid. The explanation is presented in [Table 1](#) below:

Table 1 Convergent validity and reliability values

Construction	Indicator	Item	Loading Factor	AVE	Cronbach's Alpha	Composite Reliability	Conclusion				
OC	Structure Rewards Warmth Acceptance	ST1	0.750	0.596	0.774	0.855	Valid				
		RE1	0.833				Valid				
		WA1	0.853				Valid				
		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 Islamic brotherhood	Sh1	0.791				Valid				
		IB1	0.791				Valid				
		Implementation of learning activities	Imp1				0.826	0.683	0.844	0.896	Valid
			Imp2				0.861				Valid
Evaluation of learning assessment	Eva1	0.758	Valid								
	Eva2	0.858	Valid								

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

Table 2 shows the value of the AVE root and the correlation of each latent variable. In Table 3 and 4, the after effects of the direct influence and the indirect effect/mediation test are presented.

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

Table 3 Direct effect testing

Hypothesis	Relationships Between Variables		Path Coefficient	<i>t</i> -Statistics	<i>p</i>	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

Table 4 Indirect Effect/Mediation Testing

Variable	Inter-Variable Relationship	Path Coefficient	<i>t</i> -Statistics	<i>p</i>	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

Source: Primary data processed.

The Influence of OC on TP

The consequences of the examination because of OC on TP have a value path coefficient of 0.022 and *t*-insights worth of 0.314 with an importance level (*p* value) of .753. The *t*-Statistics value of 0.753 is smaller than *t*-table value of 1.972 and the *p* value of .753 is more prominent than the degree of importance ($\alpha = .05$), so there is proof that observationally rejects the impact of OC to TP. This means better OC does not affect further improving TP. In this way, it can be reasoned that the OC does not significantly affect TP (H1 not accepted).

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

The Impact of OC on SWM

The consequences of testing the impact of OC on SWM have a way coefficient of 0.669 with a *t*-statistics worth of 15,704 and an importance level (*p* value) of .000. Given the *t*-statistics worth of 15,704 is more

noteworthy than *t*-table value of 1,972 and the *p* value of .000 is more modest than the degree of importance ($\alpha = .05$), there is proof that clearly acknowledges the impact of OC on SWM. The way coefficient has a positive sign, which demonstrates that the immediate impact among OC and SWM is unidirectional. This means that the more the OC, the more the SWM. Alternately, the worse the OC, the poorer the SWM. Subsequently, it can be reasoned that OC definitely affects SWM (H2 is accepted).

The consequences of the examination show a positive and critical connection between OC and SWM. This finding is additionally upheld by past examination led by Kundu and Gahlawat (2019).

The Impact of SWM on TP

The consequences of testing the impact of SWM on TP have a way coefficient of 0.793 with a *t*-statistics of 13,580 and a critical level (*p* value) of .000. Taking into account that *t*-statistics value of 13,580 is greater than *t*-table value of 1,972 and the *p* value of .000 is more modest than the degree of importance ($\alpha = .05$), there is proof that observationally acknowledges the impact of SWM on TP. The way coefficient has a positive sign, which demonstrates that the immediate impact between SWM and TP is unidirectional. This implies that the more the SWM, the more teacher's performance. Alternately, the worse the SWM, the worse the TP. Subsequently,

it very well may be inferred that SWM affects TP (H3 is accepted).

This is due to the teacher's attitudes and desires, which are not excessive in life. This finding is upheld by past exploration by Dewi and Sholahuddin (2016), Do (2018) and Mujib et al. (2016), but is not in accordance with the examination by Aswadi et al. (2017).

The Impact of OC on TP Mediated by SWM

The consequences of testing the impact of OC on TP with SWM as mediators discovered: (1) the coefficient value of the relationship between OC and SWM 0.669: significant; (2) the coefficient value of the relationship between SWM and TP variables 0.793: significant; (3) the coefficient value of the relationship between OC and TP 0.129: not significant; and (4) the coefficient value of the relationship between OC variables and TP through the SWM variable 0.022 is greater than the coefficient value of the relationship between OC variables and TP. In this way, it can be presumed that the SWM between the OC and the TP is classified as complete mediation (Hair et al., 2010).

The consequences of the roundabout relationship test show that SWM as an intervention impacts the impact of OC on TP. The full intervention results outline that SWM is a scaffold among OC and TP. This finding is as per an exact review that talks about the connection between OC and TP through SWM directed by Masaong and Umar (2019).

Conclusion and Recommendation

In light of the information examination and discussions connected with OC, SWM and TP at Islamic boarding schools in Madura, the following conclusions can be retractable: (1) OC does not directly have an effect on TP; (2) OC has a direct and significant influence on SWM; (3) SWM has a direct and significant effect on TP; and (4) SWM shows that it is able to act as a complete mediation on the influence of OC on TP.

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

The object of this research was limited to teachers who had worked for at least five years and had served as homeroom teachers. The exploration was additionally completed during the COVID-19 pandemic, and it was assumed that the results would be different if this research involved teachers from boarding school. Measurement of each variable in this study used respondents' perceptions, self-assessment, and internal institutions, thus allowing subjectivity to occur.

Conflict of Interest

There is no conflict of interest.

Acknowledgement

We give heartfelt thanks to the Department of Management, FEB, University of Brawijaya Malang, for facilitating this exploration.

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