SPIRITUAL LEADERSHIP AND COMMITMENT ORGANIZATIONAL WITH THE MEDIATION WORK SATISFACTION AMONG ISLAMIC TEACHERS

Muhammad Fajrul Islam F[1], Armanu[2], Nanang Suryadi[3]

[1,2,3] Faculty of Economics and Business, Universitas Brawijaya
Corresponding Email: fajrulfasieh@student.ub.ac.id

Abstract

This study aims to examine the effect of spiritual leadership on the organizational commitment of Islamic school teachers in South Sulawesi and the mediating role of work satisfaction in these two variables. The data were obtained by distributing questionnaires to 144 teachers. The data analysis used was Structural Equation Modeling (SEM). The results showed that spiritual leadership has no effect on the organizational commitment of Islamic school teachers but will be helped if supported by work satisfaction as a mediator. Furthermore, spiritual leadership has a significant relationship with teachers' work satisfaction, and work satisfaction has a significant effect on teachers' organizational commitment. The results of the work satisfaction mediation test perfectly mediated the effect of spiritual leadership on the organizational commitment of Islamic school teachers. Spiritual leadership must be supported by work satisfaction to increase organizational commitment among teachers. Islamic educational institutions in South Sulawesi must improve spiritual leadership patterns and maintain work satisfaction in order to increase teacher commitment to the organization.

Keywords: *Spiritual Leadership, Commitment Organizational, Work Satisfaction*

1. INTRODUCTION

Teachers, as the spearhead of education, play a strategic role in the implementation of quality education. No matter how good the education policy is, without the support of teachers, quality education will not be achieved as expected. In order to realize quality education, it always requires quality inputs and resources, such as performing teachers and teachers who are committed to their duties. Quality education requires teachers who are committed to their professional duties (Depdiknas, 2003). In short, quality education requires teachers with organizational commitment. According to Mowday et al. (2013), organizational commitment is the amount of trust and acceptance of employees toward organizational goals, as well as their willingness to remain with the business. Without organizational commitment, no matter how good the educational goals and all the supporting facilities are, quality education cannot be implemented. Teachers play a strategic role in the field of education because they are directly dealing with students. Teachers' organizational commitment to the school or educational institution where they work will basically be related to the identification and sustainability of individuals in the organization and its goals (Fasieh et al., 2023).

Based on WPR (2021), Indonesia is ranked 54th out of a total of 78 countries in the world education system ranking, and the quality of education in Indonesia is only ranked 10th out of 14 developing countries. This data implies that the quality of teachers must, of course, be improved, and for this, a strong commitment is needed in the ranks of teachers in Indonesia. Teachers' organizational commitment still needs to be improved, as can be seen from teacher absenteeism or teachers skipping class. Based on a survey from the OECD (2021) one in ten teachers in Indonesia skip class when they are supposed to be teaching. The number of teachers who skip school in the South Sulawesi region is ranked above other regions, such as Java and Bali, in the number of teachers who skip school. This generally occurs in remote schools and schools with inadequate facilities (Kusuma, 2022). Based on facts in the field, by conducting observations and interviews in one Islamic School, the researcher found that 8 out of 10 teachers interviewed expressed their

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reluctance to be actively involved in school activities. The reasons given varied, with two of them saying that these activities were not part of their duties. In terms of performance achievement, some Islamic school teachers do not care about the individual assignments that they prepare, which only change from year to year, only changing the school year.

The facts in the field also show that seven out of 10 teachers stated that they did not know the vision and mission of the school and admitted that they did not try to find out what the school's vision and mission were. They assume that the school's vision and mission are school administrative tasks that are prepared only to fulfill the requirements of a school that has a vision and mission. Indications that teachers do not have commitment to the organization will increase turnover (Cho et al., 2009), which in turn will cause the organization to conduct re-recruitment (Enwereuzor & Ugwu, 2020) and human resource management processes such as training and development. This will indirectly cost the organization a lot of money (Shahzad et al., 2022)

Teacher organizational commitment is the result of a synergy of a number of factors, namely external environmental factors and internal teacher factors. One of the influencing external factors is the leadership style used by the principal. According to Fry & Whittington (2005); Zachary (2013) Spiritual leadership is defined as a phenomena that occurs when a person in a position of leadership discovers spiritual qualities such as integrity, honesty, and humility, so establishing himself as a role model of someone who is trustworthy, reliable, and appreciated. Research conducted by Al-Sakinah et al. (2020) shows that there is a positive relationship between spiritual leadership and organizational commitment. This shows that spiritual leadership has an influence on organizational commitment, which means that the higher the spiritual leadership, the higher the organizational commitment. Teacher commitment has many influencing factors, one of which is the leadership factor. Attitudes of commitment develop slowly but consistently when individuals think about their relationship with their leaders. If the teachers have the tenacity to survive, leadership that is underpinned by positive values, attitudes, and behaviors will encourage teachers to continue giving their all (Fu et al., 2020).

Spiritual leadership style is a pattern of leader behavior that makes followers triggered by the abilities of heroic or extraordinary leaders when they observe their behavior (Tobroni, 2015a). The characteristics of a spiritual leader are to have a very large pulling power because it generally has a large number of followers; his followers cannot explain why they are interested in following and obeying the leader; he seems to have supernatural power; and his charisma does not depend on age, wealth, health, or good looks. Empirical studies reveal that various factors can lead to increased organizational commitment (Astuty, 2022; Khuong, 2022; Pham-Thi-Hong, 2023; Santana-Martins, 2022). One of the many antecedents that encourage increased organizational commitment is spiritual leadership (Bohórquez, 2014; Febrianto et al., 2019; Jeon & Choi, 2020; Wong et al., 2015). The results of research conducted by Febrianto et al. (2019); Jeon & Choi (2020); Yang & Fry (2018) found that spiritual leadership has a significant effect on organizational commitment, while the results of research by Bohórquez (2014); Wong et al. (2015) show that spiritual leadership has no significant effect on organizational commitment.

The inconsistency of research results related to the relationship between spiritual leadership and organizational commitment is an opening for researchers to conduct further research by adding mediating variables. This study adds the variable work satisfaction as a mediating variable to bridge the relationship between spiritual leadership and organizational commitment and cover the inconsistencies in previous research results. Although spiritual leadership has no effect on organizational commitment, it is important to develop research because leadership can influence the performance of individuals and groups to achieve general organizational goals (Al-Sakinah et al., 2020; Soelton et al., 2020; Soleman et al., 2020). Based on several studies that have been described, the novelty in this study is that researchers use work satisfaction variables as mediating variables in the influence of spiritual leadership on organizational commitment.

Work satisfaction was used as a mediator because it is in line with previous research and in accordance with the characteristics and practices of the object under study. Spiritual leadership is

designed to create work satisfaction, which in turn can increase intrinsically motivated organizational commitment (Fry, 2003, 2008; Fry & Whittington, 2005; Giacalone et al., 2013; Tobroni, 2015b). Organizational behavior studies reveal that organizational commitment can increase when individuals feel work satisfaction (Dadgar et al., 2013; Mowday et al., 2013; Sudiro et al., 2023). Empowerment, guidance, and attention from leadership elements able to communicate and align agency goals are needed to achieve work satisfaction (Gheitani et al., 2019; Zakkariya & Aboobaker, 2021) and organizational commitment (Xu et al., 2022).

Accordingly, research on the connection between spiritual leadership, work happiness, and organizational commitment is interesting, especially in service firms. In order to increase teachers' organizational commitment and their mediating influence, this study attempts to determine the role of spiritual leadership and work satisfaction. The outcomes of this research are anticipated to advance human resource-related scientific literacy and offer details on the state of Indonesia's educational institutions. It is relatively simple to increase teachers' work happiness by having the same vision and mission as their leaders (Ngabonzima et al., 2020), which in turn fosters individual organizational commitment (Pio & Tampi, 2018).

2. LITERATURE REVIEW

Fry (2003) proposed a relatively new theory of spiritual leadership in which a set of values, attitudes, and behaviors are required to intrinsically motivate oneself or others so that each person has a strong sense of staying in spirituality through a sense of membership based on his or her desire. Spiritual leadership needs two components: (1) establishing a vision for organizational members to have vocation (transcendent experiences related to tasks or work), have meaning in life, and experience uniqueness; and (2) strengthening the social or organizational culture based on altruistic love (without ulterior motives). The goal of spiritual leadership is to implement the basic needs of a leader and followers for good spirituality through participation and membership, to create vision and values at all levels of individuals, team empowerment, and organization to support higher and better employee development, organizational commitment, performance, and social responsibility (Tusriyanto, 2014). Leaders and members receive attention, care, and respect from each other, resulting in a sense of membership and a sense of being understood and respected (Fry, 2003). Tobroni (2015) argues that spiritual leadership is leadership that is able to inspire, arouse, influence, and move through exemplary caring, compassion, and the implementation of values and divinity in others towards goals, cultural processes, and leadership behavior. In other words, spiritual leadership is leadership that makes spiritual values a core belief and philosophy in leadership behavior. Spiritual leadership is seen as a paradigm in organizational change and development, essentially created to shape the intrinsic motivation of individuals and encourage the formation of a learning organization. Organizational commitment, according to Greenberg & Baron (1993) is the level at which individuals identify with and involve themselves in the organization, as shown by employees attitudes towards the organization and desire not to leave the organization. Meanwhile, according to Freeborn (2001), organizational commitment is how strongly people identify themselves and are involved in the organization.

Organizational commitment is the combination of an employee's loyalty to the company, readiness to put forth extra effort on its behalf, degree of agreement with the company's aims and values, and desire to continue working there. Organizational commitment is defined as a psychological attachment a person has to a certain organization; this will depend on how much they internalize or accept the organization's traits or viewpoints. Affective commitment, normative commitment, and continuation commitment were the three elements that Meyer & Allen (1991) defined as constituting organizational commitment. According to Mowday et al. (2013), commitment is the degree to which a person identifies with his or her work and participates in accomplishing objectives. Strong beliefs and an accepting attitude are indicators of commitment. Research Markow & Klenke (2005); Muhammad & Basharat (2011) found that spiritual leadership significantly affects organizational commitment.

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H1: Spiritual leadership has a positive and significant effect on organizational commitment.

According to Robbins & Judge (2015), someone with a high level of work satisfaction has favorable sentiments for their employment, which manifest as loyalty. Work satisfaction refers to employees' overall attitude toward their works and is strongly tied to individual needs such as coworkers, a supportive work environment, fair incentives, and challenging work. Furthermore, work satisfaction may be quantified using Fred (2011) dimensions. According to spiritual leadership theory, altruistic love, hope, and goal completion may all contribute to work happiness (Fry, 2008). Spiritual leadership may affect work satisfaction (Abualrub & Alghamdi, 2012) and leadership has a direct effect on spiritual well-being and work happiness (Kemie & Purba, 2019)

H2: Spiritual leadership significant effect on work satisfaction

According to Dessler (2011); Kinicki & Kreitner (2012); Mobley et al. (1978), one of the most crucial components of an organization is work satisfaction, which is also a good indicator of organizational commitment. Every firm needs to take into account employee work satisfaction. Employees' impressions of their occupations are influenced by aspects in the workplace such as working conditions, regulations and procedures, supervisor leadership style, work group relationships, and additional perks (Atomsa & Raju, 2014; Gibson et al., 2014). According to Davis & Newstrom (1994); Romadhoni et al. (2020), more organizational commitment can be a direct result of higher work satisfaction. Because these qualities make the work more difficult, teachers tend to seek positions that offer feedback, freedom, skills, and opportunity to use their expertise. Organizational commitment is vital for organizational success because it improves workers' willingness to stay with the company in order to improve their performance and stimulates their best efforts to achieve organizational goals ((Eliyana & Ma'arif, 2019; Kismiati & Sitorus, 2019; Maria et al., 2021). It is also linked to a number of work-related attitudes and behaviors, such as work satisfaction, work engagement, and work motivation. Furthermore, organizational commitment has been associated to improved organizational performance (Riketta, 2002) and lower turnover (Li et al., 2021). Santana-Martins (2022) found that attracting the finest employees and keeping them dedicated to the business may help firms survive and thrive. Some of these research suggest that work satisfaction influences organizational commitment. As a result, the following theory is proposed:

H3: Work satisfaction has a positive and significant effect on organizational commitment

Wong et al. (2015); Yang & Fry (2018) found that work satisfaction is an important mediator in promoting organizational commitment behavior. Without work happiness, spiritual leadership cannot promote organizational commitment (Athar et al., 2016)

H4: Work satisfaction mediates the effect of spiritual leadership on organizational commitment

2. METHODE

Data analysis in this study used a quantitative approach. The data collection technique used in this study is to provide questionnaires to respondents by preparing a set of questions that are systematically arranged regarding the variables under study, and then the answers are scored using a Likert Scale with intervals of 1–5. For answers that support the question or question, the highest score is given, and for answers that do not support the question or question, the lowest score is given. A survey technique was utilized in this study, which is often used in exploratory and descriptive research to acquire information about persons, events, or situations (Bougie & Sekaran, 2019). This study focused on Islamic school instructors in South Sulawesi. The partial least squares (PLS) analytical method is used in this study. This study is an alternative to OLS regression, canonical correlation, or covariance-based SEM of a system of independent variables and response

variables, PLS is able to be used as a regression model to predict one or more dependent variables from one or more independent variables, or it can be used as a path model to deal with causal paths linking predictor factors to responder variables (Hair Jr et al., 2014). To evaluate the application of PLS as a quantitative analytic tool in research, the structural model and measurement model must be evaluated.

3. RESULTS AND DISCUSSION

The outer model goes through two stages, namely the validity test and the reliability test. The loading factor value, or outer load, can be used to determine convergent validity. A loading factor greater than 0.5 indicates that an instrument is valid (Ghozali & Latan, 2015). Figure 1 illustrates the results of the convergent validity test from Smart PLS processing, which are as follows:

Figure 1. Loading Factor value of valid research items
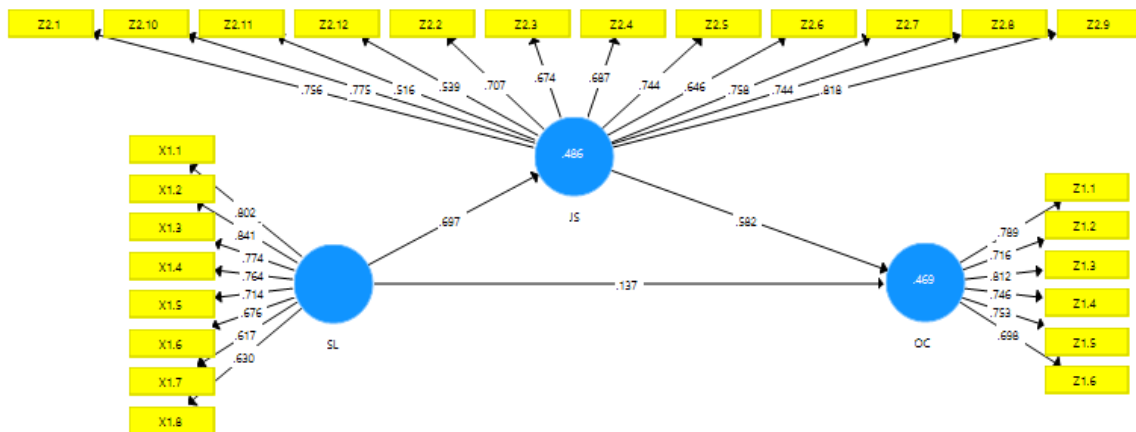
Furthermore, the outer model results are presented in the form of a variable construct reliability test, namely through testing the composite reliability and Cronbach's alpha of the indicators. The following are the results of the PLS Model Evaluation:

Table 1. Model Evaluation

Variabel	AVE	Composite Reability	Cronbach's Alpha
Spiritual Leadership	0,529	0,889	0,854
Work Satisfaction	0,594	0,913	0,905
Organizational Commitment	0,568	0,920	0,849

The AVE value for each of the three constructs is greater than 0.5, indicating that the measurement model evaluation has high discriminant validity (Hair Jr et al., 2014). A construct reliability test is performed in addition to the concept validity test, the results of which are quantified using the criterion test, specifically composite reliability and Cronbach's alpha. If the composite reliability rating and Cronbach alpha are both more than 0.70, the construct is considered trustworthy. Table 1 reveals that the value of each variable is more than 0.70, implying that the construct has high reliability and may be tested further.

A structural model is a model that defines the causal relationships between latent variables and is based on the content of the theory (Hussein, 2015). Table 2 below describes the results of testing the structural model with the respective t-statistic values obtained.

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Table 2 Cronbach Alpha, Composite Reliability dan AVE

	Path	Path Coefficient	T Statistics	P Value	Result
1	SL →OC	.137	1.239	.261	rejected
2	SL →WS	.582	17.175	.000	accepted
3	JS →OC	.582	5.674	.000	accepted
4	SL →WS → OC	.406	5.130	.000	accepted (full mediation)

The t-statistic for the direct influence of spiritual leadership on organizational commitment is 1.239, which is lower than the t-table cut-off point of 1.96, according to table 2. Furthermore, it has a significance value of 0.261 and a path coefficient value of 0.137, indicating that there is no direct influence, implying that spiritual leadership has no effect on organizational commitment. Alternatively, to put it another way, hypothesis H1 is rejected. With a significance value of 0.000 and a t-statistic value of 17.175, the estimated t value is above the t table (1.96) and has a path coefficient value of 0.582, indicating that spiritual leadership has a direct influence on work satisfaction. As a result, H2 is approved because spiritual leadership has a major influence on work satisfaction. Based on a t-statistic of 5.674> t table (1.96) with a path coefficient value of 0.582, H3 is approved. The causal step technique developed by Baron & Kenny (1986) is used in mediation testing, where a variable is deemed a mediator if it also impacts the link between the independent and dependent variables. According to the findings of the indirect effect test in Table 2, With a path coefficient of 0.406, a T-statistic of 5.130 > 1.96, and a p-value of 0.000 0.05, work satisfaction strongly mediates the association between spiritual leadership and organizational commitment, hence H4 is accepted with complete mediation.

4. CONCLUSION

The commitment that a person has will determine his attitude and responsibility for the decisions he has made. Good organizational commitment shown by Islamic School teachers in South Sulawesi showed high results, but the influence of spiritual leadership was not significant. These results are due to teachers being less concerned by the attitude of the leader. Teachers also feel that spiritual leaders are not enough to encourage their organizational commitment; therefore, leaders must pay attention to teacher work satisfaction in the form of salary, promotion, and creating a good work environment. This result is in accordance with the results of data analysis, which show that teacher work satisfaction fully mediates. Furthermore, teachers' organizational commitment is demonstrated by a sense of hunger at work based on formal supervision once each semester and non-formal supervision once per week. This can be seen from teachers who have a teaching guide other than the book distributed by the school; they teach according to the reference, tasks are carried out properly, teachers arrive on time, teach with the appropriate hours, even more if the teacher feels less time in teaching, and teachers participate in the committee of school activities. Teachers become more enthusiastic and committed because of the training provided by the institution to help them become good and competent teachers, such as classroom management training and other trainings. In addition to this, the benefits provided by the organization also make teachers more enthusiastic about working.

Based on the research findings, work satisfaction was shown to have an influence on increasing organizational commitment among Islamic school teachers. However, spiritual leadership cannot have a direct impact on increasing organizational commitment. Spiritual leadership must be supported by teacher work satisfaction to increase organizational commitment. Work satisfaction has a close relationship with work satisfaction, especially in increasing teachers'

organizational commitment. Therefore, leaders should pay attention to instructors' organizational commitment, which is seen in their attitudes towards the organization, teachers' happiness, the impact of meaningful work, and the obligation to return what is received as important components to improve. Furthermore, activities to enhance teachers' understanding of the leader's and organization's vision and the leader's attention and steadiness will be indispensable. Thus, the influence of spiritual leadership, supported by teacher work satisfaction, can have an impact on increasing organizational commitment.

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