Organizational Culture and Islamic Work Ethics on Teacher Performance: The Important Role of Spiritual Work Motivation in Mediating

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Abstract

The objective of this study was to investigate the impact of organizational culture and Islamic work ethic on teacher performance through spiritual work motivation. The sample consisted of 196 Islamic boarding school teachers in the Madura region. The testing method employed purposive random sampling with a requirement of at least holding the position of a homeroom teacher. Using the Smart PLS version 3.0 analysis technique, the results indicate that organizational culture and Islamic work ethic do not directly influence teacher performance, but they do have an indirect effect through spiritual work motivation. These findings are expected to contribute to the body of knowledge, enriching human resource management theory and Islamic boarding school behavior theory, particularly in relation to teacher performance. Additionally, this new model aims to assist future research by highlighting factors that can influence teacher performance. This study is novel in that it develops the concept of work motivation into spiritual work motivation based on the Quran and Sunnah, along with the principles of Islamic boarding schools, in alignment with the research context of Islamic boarding schools.

Keywords: *Organizational Culture, Islamic Work Ethic, Teacher Performance, Spiritual Work Motivation*

1. INTRODUCTION

The significant role of Islamic boarding schools as institutions providing Islamic education is crucial in addressing moral deviations. Consequently, these schools must cultivate a robust organizational culture (Gochhayat et al., 2017) aligned with organizational strategies and enhance teacher performance to foster an effective learning environment (Theresia et al., 2018). When teachers embrace organizational culture, it manifests in positive behaviors that ultimately advance the organization's objectives. Additionally, teachers can foster employee cohesion, loyalty, and commitment to the organization, thereby reducing the likelihood of employee turnover (Barnhill et al., 2021).

Furthermore, teachers in Islamic boarding schools are expected to possess high work motivation. The necessity for teacher motivation in delivering exemplary teaching is critical for achieving optimal performance improvement (Laseinde et al., 2019). This study focuses on work motivation from a spiritual perspective, referred to by the researchers as spiritual work motivation. This research addresses a gap in the study of motivation and spirituality theories. Spirituality was chosen due to the observed spiritual void in contemporary society, which negatively impacts human performance (Do, 2018).

LITERATURE REVIEW AND HYPOTHESIS
1.1. Organizational Culture

Organizational culture encompasses shared beliefs, norms, and values (Janka et al., 2020;

Gochhayat et al., 2017; Körner et al., 2015) that are ingrained within the members of the organization. These shared qualities influence the behavior of organizational members (Al Saifi, 2015; Alshammari et al., 2014; Nabila & Ratnawati, 2020), guiding their choices and actions, which in turn affects organizational effectiveness. Through organizational culture, individuals develop a common set of ideas and beliefs about what is real, what is important, and how to respond to it. This indicates that organizational culture pertains to cultural practices or perspectives that are more apparent than values that are not typically visible to employees. These values are conveyed not through formal programs but through how organizational members behave, communicate, and interpret their surroundings.

The behavior of organizational members in embodying organizational culture, as per Robbins (2013), values in Islamic boarding schools according to Gunawan et al. (2016), and norms in Islamic boarding schools according to Risdiana (2017), includes: discipline, innovation and risk control, attention to detail, accuracy, results orientation, individual orientation, team orientation, aggressiveness, consistency, obedience, and deliberation.

1.2. Islamic Work Ethic

Islamic work ethic is characterized by a mindset that fosters a deep belief that work is not only a means to enhance oneself and contribute to humanity but also an expression of righteous deeds. Rooted in the teachings of the Quran and Sunnah, this ethic promotes the idea of work as both a duty and a virtue. It influences and shapes one's dedication and involvement in the workplace, viewing work as a fundamental necessity (Tufail et al., 2017). Consequently, the Islamic work ethic encompasses the perspectives and attitudes of individuals or groups regarding work, based on Islamic values such as shiddiq (integrity), which entails being truthful in speech and righteous in actions; amanah (responsibility), which involves keeping promises and taking good care of what is entrusted to them; tabligh (leadership), which means communicating effectively and conveying messages clearly; and fathanah (professionalism), which refers to being intelligent and having a broad understanding. These virtues, derived from the Quran and Sunnah, serve as key indicators of the Islamic work ethic.

1.3. Spiritual Work Motivation

Spiritual Work Motivation (SWM) represents a novel approach to employee motivation, incorporating a spiritual dimension. For Islamic boarding school teachers, spiritual motivation aligns their work with religious norms or Islamic law, fostering a devout worship practice that brings inner peace. High spiritual motivation often drives individuals to excel and perform charitable acts, while low performance may be attributed to insufficient spiritual motivation (Mangkunegara, 2000). This study's focus on SWM is framed within the Islamic perspective, drawing from the Quran, Sunnah, and the principles of Islamic boarding schools.

According to Yatimin (2021), the guiding principles of boarding schools are philosophies that should be a way of life for all members of the boarding school community, including the kyai and their families, teachers, and students. These principles encompass sincerity, simplicity, self-reliance, Islamic brotherhood, and freedom. These values aim to help teachers and students grasp the true meaning, value, and purpose of education, emphasizing the importance of morals and personality alongside intellectual development. In this context, teachers and students are expected to cultivate noble, healthy, knowledgeable, and independent characters, reflecting personal theological aspects based on integral educational values.

Islamic work ethic is defined by a mindset that instills a deep belief that work is not only a means to improve oneself and contribute to humanity but also a manifestation of righteous actions. This ethic, rooted in the teachings of the Quran and Sunnah, views work as both a duty and a virtue. It shapes one's dedication and engagement in the workplace, seeing work as a fundamental necessity (Tufail et al., 2017). Thus, the Islamic work ethic encompasses the attitudes and views of individuals or groups regarding work, grounded in Islamic values such as shiddiq (integrity), which involves being truthful in speech and righteous in actions; amanah (responsibility), which includes keeping promises and taking good care of entrusted items; tabligh (leadership), which entails effective communication and clear message delivery; and fathanah (professionalism), which signifies intelligence and broad insight. These virtues, derived from the Quran and Sunnah, serve as primary indicators of the Islamic work ethic.

1.4. Teacher Performance

Teacher performance is a professional activity that reflects the professional competence of a teacher, encompassing a set of knowledge, skills, attitudes, values, and personal qualities Purnama et al., 2021). Teachers need to manage instructional time effectively and efficiently in each lesson. To achieve this, they must continually learn and enhance their fundamental skills. Therefore, in this study, teacher performance is evaluated in terms of their spiritual intelligence. The measurement of teacher performance is based on three key components: planning learning activities, implementing learning activities, and evaluating learning assessments.

1.5. Relationship Between Variables

1.5.1. Organizational Culture on Teacher Performance

Organizational culture encompasses the shared beliefs, norms, and values ingrained within the members of an organization (Janka et al., 2020; Gochhayat et al., 2017; Körner et al., 2015). These shared attributes influence the behavior of organizational members, guiding their decisions and actions, which in turn affects organizational effectiveness (Al Saifi, 2015; Alshammari et al., 2014; Nabila & Ratnawati, 2020). Research by Arifin et al. (2014), Gochhayat et al. (2017), Meng & Berger (2018), Rahmah & Fatmah (2019), Theresia et al. (2018), and Nurviza & Usman (2019) has demonstrated a strong and positive relationship between organizational culture and teacher performance. Hence, the hypothesis is as follows: Hypothesis 1: Organizational culture significantly affects teacher performance.

1.5.2. Organizational Culture on Spiritual Work Motivation

The foundational concepts of Islamic economics—tawhid, khilafah, and justice—can form the basis of an Islamic organizational culture. These concepts significantly impact employee performance, thereby enhancing organizational performance. Organizational culture greatly influences employee motivation. Suripto (2016) states that Islamic work motivation fundamentally involves the desire to fulfill material needs based on the Quran and Sunnah. Research by Al-Musadieq et al. (2018), Zamzami & Usman (2019), and Patnaik (2011) indicates that organizational culture significantly impacts work motivation. Thus, the hypothesis is: Hypothesis 2: Organizational culture significantly affects spiritual work motivation.

1.5.3. Organizational Culture, Spiritual Work Motivation, and Teacher Performance

Studies by Pujianto (2018) and Nainggolan (2018) show that organizational culture positively and significantly influences employee Islamic performance through Islamic work motivation. This suggests that if organizational culture improves through Islamic work motivation, employee performance also improves. Islamic work motivation acts as an intervening variable mediating the relationship between Islamic organizational culture and performance. Therefore, the hypothesis is: Hypothesis 3: Spiritual work motivation mediates the relationship between organizational culture and teacher performance.

1.5.4. Islamic Work Ethic on Teacher Performance

A crucial employee attitude within an organization is the Islamic work ethic, which fosters strong organizational commitment. Employees should apply the Islamic work ethic both in their professional roles and daily lives. Husin and Kernain (2019) argue that the Islamic work ethic promotes individual development, producing honest, reliable, and morally upright workers. Research by Purnama (2017), Purnama et al. (2021), Mohammad et al. (2018), Aswadi et al. (2017), Ahmed et al. (2019), Gheitani et al. (2019), De Clercq et al. (2018), Adnalin et al. (2018), and Amilin et al. (2018) indicates a strong and positive relationship between the Islamic work ethic and teacher performance. Therefore, the hypothesis is: Hypothesis 4: Islamic work ethic significantly affects teacher performance.

1.5.5. Islamic Work Ethic and Spiritual Work Motivation

The Islamic faith and Aqedah encourage a strong work ethic and the performance of good deeds, leading to personal satisfaction. Islamic work motivation and ethic are essential for enhancing human resource quality within organizations. Research by Anoraga & Prasetyo (2015) shows that the Islamic work ethic significantly impacts Islamic work motivation. Thus, the hypothesis is: Hypothesis 5: Islamic work ethic significantly affects spiritual work motivation.

1.5.6. Islamic Work Ethic, Spiritual Work Motivation, and Teacher Performance

Relevant research by Wulandari & Sholihin (2020) and Fenda & Fahrullah (2019) indicates that

Islamic spiritual leadership and workplace spirituality positively and significantly impact work ethic. This means that enhancing Islamic spiritual leadership and workplace spirituality boosts work ethic. Spiritual leadership positively affects employee performance, with work ethic acting as an intervening variable mediating the relationship between Islamic spiritual leadership, workplace spirituality, and employee performance. Therefore, the hypothesis is: Hypothesis 6: Spiritual work motivation mediates the relationship between Islamic work ethic and teacher performance.

1.5.7. Spiritual Work Motivation and Teacher Performance

Spiritual work motivation, which integrates work motivation and spirituality theories, must be based on principles of kindness and teachings that guide individuals towards work independence. In this study, spiritual work motivation is based on the fundamental principles of Islamic boarding schools, including sincerity, simplicity, self-reliance, Islamic brotherhood, and freedom. Research by Dewi & Sholahuddin (2016), Mujib et al. (2016), and Do (2018) supports the relevance of spiritual motivation. Hence, the hypothesis is: Hypothesis 7: Spiritual work motivation significantly affects teacher performance.

2. METHOD

Method of Data Collection

Based on Sugiyono (2018), this study was designed as an explanatory research aiming to provide insights into the relationships between organizational culture, Islamic work ethic, spiritual work motivation, and teacher performance through hypothesis testing, thereby facilitating causal conclusions.

The study population is divided into two categories: the general population and the target population. The general population consists of all teachers in Islamic boarding schools in the Madura region. The target population includes teachers who have a minimum of five years of teaching experience and serve as homeroom teachers. These criteria ensure that the selected teachers possess a deep understanding of the organizational dynamics within their boarding school context.

The determination of the sample size follows statistical methods used to estimate sampling errors. According to Ferdinand (2014), an appropriate sample size for PLS analysis is typically between 100 to 200 respondents, with the recommendation that the sample size should be at least 5 to 10 times the number of

indicators of the latent variables. In this study, there were 28 indicators multiplied by 7, resulting in a total of 196 respondents. The sampling method employed was purposive sampling, specifically targeting teachers who hold a structural position as homeroom teachers, ensuring reliability and representativeness in the analysis of the population.

Data analysis was conducted using Partial Least Squares (PLS), chosen for its suitability in predictive and exploratory modeling purposes. PLS is particularly favored as a predictive technique and is recommended during the initial stages of theoretical development to test and validate exploratory models (Garson, 2016).

3. RESULTS AND DISCUSSION

Hypothesis testing in this study uses Smart PLS version 3.0 because utilizing this program can recognize nonlinear connections between latent variables and correct the path coefficient esteems dependent on these connections, and determine whether the research hypothesis is accepted or rejected.

3.1. Hypothesis Testing of direct Effects

Hypothesis-testing results the direct effect path coefficient between the variables of organizational culture, Islamic work ethic, spiritual work motivation, and teacher performance are structured as follows.

Table 2. Direct Effect Testing

Variable Independent	Variable Dependent	Path Coefficient	*P-Value*	Conclusion
Organizational Culture	Teacher Performance	0.075	0.370	Not significant
Organizational Culture	Spiritual Work Motivation	0.309	0.000	Significant
Islamic Work Ethic	Teacher Performance	0.130	0.081	Not significant
Islamic Work Ethic	Spiritual Work Motivation	0.314	0.008	Significant
Spiritual Work Motivation	Teacher Performance	0.682	0.002	Significant

Source: processed data results

3.2. Hypothesis Testing of indirect Effects

There were three mediation tests, namely spiritual work motivation as an intervention of the relationship between organizational culture on teacher performance and spiritual work motivation as a mediation of Islamic work ethic and teacher performance. The indirect effect results test can be seen in table 3 below:

Table 3. Results of Indirect Effect Testing

Variable Independent	Mediation	Variable Dependent	Path Coefficient	*P-Value*	Conclusion
Organizational Culture	Spiritual Work Motivation	Teacher Performance	0.211	0.001	Significant
Islamic Work Ethic	Spiritual Work Motivation	Teacher Performance	0.214	0.009	Significant

Source: results data processed

Results of this study discussion focuses on hypothesis testing result between variables that have been stated previously in the research hypothesis model. The analysis from hypothesis testing results will be explained and described as follows.

Regarding organizational culture and teacher performance, the findings reveal a lack of significant connection between them. This empirical evidence suggests that attributes such as result orientation, strength, deliberation, and team orientation within the organizational culture of Madura's Islamic boarding schools do not positively influence teacher performance. This contrasts with previous research emphasizing the pivotal role of organizational culture in shaping employee performance. The study underscores the notion that while a strong organizational culture can lead to organizational success, it can also present challenges due to its resistance to change and its potent impact on organizational dynamics and human behavior.

In contrast, the analysis shows a positive and significant relationship between organizational culture and spiritual work motivation. This empirical finding indicates that elements like result orientation, strength, deliberation, and team orientation within the organizational culture of Madura's Islamic boarding schools positively influence spiritual work motivation. This aligns with prior research highlighting the significant impact of organizational culture on motivating employees. According to Suripto (2016), Islamic work motivation, rooted in Quranic and Sunnah teachings, enhances organizational culture by fostering leadership, motivation, and employee performance, thereby aiding organizations in adapting to evolving environmental conditions.

However, the study finds that Islamic work ethic alone does not significantly influence teacher performance in Madura's Islamic boarding schools. Despite the emphasis on virtues like integrity, leadership, responsibility, and professionalism (shiddiq, tabligh, amanah, fathanah), these qualities do not translate into improved teacher performance in terms of managing learning activities and assessing student progress. This finding diverges from previous studies suggesting a positive correlation between Islamic work ethic and employee performance, highlighting the need for further development of teachers and a conducive work environment within Islamic boarding schools.

Conversely, a positive and significant relationship is observed between Islamic work ethics and spiritual work motivation. This indicates that virtues such as integrity, leadership, responsibility, and professionalism among Islamic boarding school teachers in Madura positively influence spiritual work motivation, characterized by qualities like sincerity, simplicity, self-reliance, and Islamic brotherhood. This finding is supported by research indicating that Islamic work ethic enhances Islamic work motivation, thereby promoting organizational values and employee dedication in challenging leadership contexts (Anoraga & Prasetyo, 2015).

Furthermore, the analysis demonstrates a positive and significant connection between spiritual work motivation and teacher performance. This suggests that qualities such as sincerity, simplicity, self-reliance, and Islamic brotherhood in spiritual work motivation contribute to improved teacher performance in terms of planning, implementing, and evaluating learning activities within Madura's Islamic boarding schools. Previous studies support this finding, emphasizing the role of spirituality in enhancing work motivation and performance among employees (Rahmah et al., 2022; Mujib et al., 2016; Do, 2018).

Finally, the study reveals that spiritual work motivation acts as a significant mediator between organizational culture and teacher performance. This mediation highlights the role of spiritual work motivation in reinforcing the influence of organizational culture on teacher performance in Madura's Islamic boarding schools. This finding contrasts with earlier research emphasizing the direct impact of organizational culture on teacher

performance through behavioral and cultural factors. It underscores the complex interplay between organizational dynamics, spiritual motivation, and performance outcomes in educational settings.

In summary, these findings provide valuable insights into the intricate relationships among organizational culture, Islamic work ethic, spiritual work motivation, and teacher performance within Islamic boarding schools in Madura, contributing to both theoretical understanding and practical implications for organizational management and educational leadership.

4. CONCLUSIONS

Based on the analysis conducted, this study concludes that the relationship between organizational culture, Islamic work ethic, spiritual work motivation, and teacher performance in Madura Islamic boarding schools shows complex dynamics. The findings indicate that while organizational culture does not significantly influence teacher performance, it does have a positive impact on spiritual work motivation. This underscores the importance of organizational culture values related to simplicity, sincerity, self-reliance, and Islamic brotherhood in enhancing the spiritual dedication of educators.

Conversely, although Islamic work ethic does not significantly affect teacher performance, it has been found to have a significant positive relationship with spiritual work motivation. Islamic work ethic, emphasizing values such as integrity, leadership, responsibility, and professionalism, plays a crucial role in fostering spiritual work motivation that influences positive attitudes and behaviors in the context of Islamic education.

Furthermore, spiritual work motivation has a significant positive relationship with teacher performance, indicating that qualities such as simplicity, sincerity, self-reliance, and Islamic brotherhood contribute to the effectiveness of teachers in planning and implementing learning activities. These findings highlight the importance of developing spiritual work motivation as a means to enhance teaching and learning quality in Madura's Islamic boarding schools.

Overall, this research provides profound insights into the dynamics of organizational culture, Islamic work ethic, spiritual work motivation, and teacher performance in Islamic education contexts.

Recommendations for further development include expanding research to explore additional factors influencing these dynamics, as well as strengthening Islamic values in educational management to support the spiritual growth and professionalism of educational staff.

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