



THE EFFECT OF WORKPLACE SPIRITUALITY ON ORGANIZATIONAL COMMITMENT AND TEACHER PERFORMANCE (STUDY OF VOCATIONAL HIGH SCHOOL TEACHERS IN NORTH KUTA, BALI, INDONESIA)

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Abstract

Teacher performance is the main thing that determines the merits of education in schools. Good teacher performance will produce a good quality and can help the quality of schools to achieve the goals set. This study aims to determine the Effect of Workplace Spirituality on Organizational Commitment and Teacher Performance (Study of Vocational High School Teachers in North Kuta District). The population in this study is 151 teachers, this study runs a questionnaire that uses a Likert scale. To answer the problem in this study, researchers used the Linear Simple Regression measuring tool using SPSS version 24, and the Sobel Test was also used to find out whether mediation occurred. The results of this study showed that Workplace Spirituality had a significant positive effect on Teacher Performance, Organizational Commitment is known to mediate the relationship between Workplace Spirituality and Teacher Performance in Vocational High Schools in the North Kuta District in part (partial). The practical implications of this research are expected to be taken into consideration for Vocational High School management in North Kuta District to pay more attention to teacher commitments and improve performance teacher. Spirituality at work produces good moral habits and good qualities are also more likely to be honest, loyal, trustworthy and have integrity.

Keywords: workplace spirituality, organizational commitment, teacher performance



INTRODUCTION

Teachers are a key element in the education system, especially in schools. Once the importance of the role of teachers in transforming the sciences in education, and many experts stated that in schools there will be no change or improvement in quality without a change and improvement in the quality of teachers. Therefore, to achieve the educational goals mentioned above, we need a teacher who has a good performance (Imron 2016). The success of a teacher in carrying out tasks to achieve certain goals is determined by the performance of the teacher. Dogan and Celik (2019), states that teacher performance can be interpreted as a condition that shows the ability of teachers to carry out their duties and describe the actions displayed by teachers during the learning process .

Teacher performance is influenced by many factors. One of them is spirituality at work (workplace spirituality). Spirituality at work is a type of psychological climate where people (workers) see themselves as having an internal life that is cared for with meaningful work and placed in the context of a community (Duchon and Plowman 2005). Spirituality at work has a large impact in order to increase organizational outcomes. (Imron 2016). Besides spirituality in the workplace, organizational commitment is assumed to have an influence on teacher performance in the organization. When an increase in organizational commitment to the individual will be followed by an increase in performance.

Some of the results of research that have been conducted show that the construct of spirituality in the workplace has a significant contribution to the development of employees' intrinsic motivation, especially the component of values enforcement (Yogatama and Widyarini. 2015). Intrinsic motivation itself includes: feeling of pleasure (interest / enjoyment) when doing a job, feelings and an ever-increasing effort to master a field or job (mastery), autonomy, and mutual support behavior of fellow colleagues (relatedness). Research by Milliman et al. (2003) among interns at a company, it was found that the components of spirituality in the workplace (meaningful work, feeling connected with the community, and enforcement of values) in a person contribute significantly to the components of the construct of work behavior that owned by individuals.

The results of this study, meaningful work components and a feeling of being connected to the community led to a commitment to the organization where individuals take shelter, reduce individual intentions to get out of work, generate intrinsic job satisfaction, bring more involvement in work, and increase self-esteem in self. In the same study, the component of upholding values also led to intrinsic job satisfaction and reduced individual intentions to leave the job. The results of other studies, by Dehaghi et al. (2012), shows that by improving the

spirituality climate at work, organizational commitment and individual and organizational performance can be improved.

Initial research were conducted by researchers get the fact that there is a school that members of his organization have not had a commitment that the maximum of the organization . Interim tracing results from interviews with two of the seven schools on August 20, 2019, showed that there were a number of problems that indicated teacher performance problems were not maximized . This problem appears from several phenomena, namely: (1) Teachers lack enthusiasm in completing their tasks related to learning tools, (2) There are still teachers who do not have good teaching programs, (3) Teacher creativity in choosing strategies and learning methods often use the lecture method, and (4) There are still teachers who prioritize their personal interests rather than carrying out their duties as a teacher.

Based on the above phenomena and the empirical and theoretical studies described previously, the researcher is interested in conducting research on "The Effect of Workplace Spirituality on Organizational Commitment and Teacher Performance". a developing region in Bali and the ease of access to research in Vocational High School (SMK) schools in Kuta Utara District.

LITERATURE REVIEW AND HYPOTHESES

Theory of Social Exchange

The desire to achieve a balance between what is obtained with what is desired can be explained by the social exchange theory of Blau (1964). Where commitment can be considered as a form of employee reciprocity to what they receive from the organization. The definition of social exchange mentioned above can be interpreted that this theory is based on the interpersonal relationships that exist between people. This social exchange theory basically applies the concept of profit and loss, this means it must be balanced. The more often or not often this is done will have an impact on the actions of the individual, whether he will feel valued or even feel unappreciated. In its role today , SET is the basis for how leaders in a company understand the work behavior of their employees because in the work behavior there are certain motives that cause the behavior. So social behavior consists of exchanging at least between two people based on the calculation of profit and loss. So a person's behavior is raised because based on his calculations, it will benefit himself, and vice versa if it is detrimental then the behavior is not displayed.

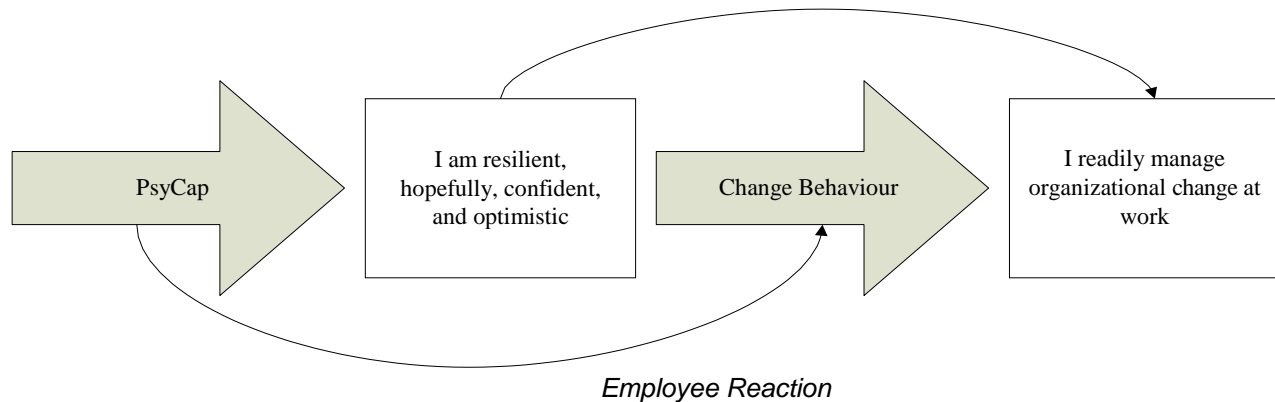


Figure 1 Theory of Social Exchange in Organizations

Source: Blau, 1964

Spirituality Workplace

Spirituality at work is an individual's self-understanding as a spiritual being whose soul requires maintenance in the workplace with all the values that exist in him; experience the sense of purpose and meaning in his work; and also experience feelings of being connected with others and the community in the individual's place of work (Ashmos and Duchon 2000). Duchon and Plowman (2005 hal.816) explains that spirituality in the workplace is one kind of psychological climate in which people (workers) saw itself has an internal life that is treated with a job that is meaningful and placed in the context of a community. Budiono and Noermijati (2014) argue that spirituality is also very effective in directing people to deal with life problems in the workplace, especially when employees experience demotivation, underpressure or even disciplinary action. Aravamudhan & Khrishmaveni (2014) explains that the spirituality of the place k Gov linking employees' desire to live a holistic integrated, including the recognition and acceptance of their spirituality in the employment context. Robbins (2012: 564) explains that "the concept of workplace spirituality draws on our previous discussion of topics as values, ethics, leadership, work / life balance, and motivation".

Organizational Commitment

Commitment is an attitude that reflects the extent to which an individual knows and is bound to his organization. Committed and qualified employees are usually always reliable and will devote their abilities to the maximum. Organizational commitment is one of the factors that influence employee performance (Tolentino, 2013). RT Mowday (Hartono and Setiawan, 2013), states that organizational commitment is described as a strong desire to remain a member of a

particular organization, the willingness of employees to exert maximum capacity for the organization, a deep conviction, and acceptance of organizational goals.

Employees who have a commitment to the organization are high when they believe, and accept the goals and values of the organization they are, ready to put a big effort into the organization, and are willing and eager to remain together organizations (Mowday et al., 1982). Commitment to the teaching profession reflects a teacher's devotion to his job (Somech & Bogler, 2002). Park (2007), states that a teacher with a commitment to high towards their profession to experience the satisfaction of work are high and identify themselves with the profession as a teacher. The commitment of teachers to students is about devotion to the behavioral and learning of students. Teachers with a commitment to high to the students they are ready to help students and was held liable on the learning of students and the life of the school (Park, 2007).

Teachers may be more committed to their organizations, professions and students when they occupy a more central position in their school network (Reyes, 1990). Social relationships between colleagues involve an ongoing focus on collaborative efforts and the development of shared goals and objectives, and thus can maintain commitment (Brookhart and Loadman, 1990). A teacher who is deeply attached to the school network through sharing knowledge and advice, and who is closely related to his peers, will most likely invest more in this relationship than teachers who are on the periphery of the network (Scott et al., 2006).

Teacher Performance

Zein et al. (2014), states that teacher performance is a form of behavior or the work of teachers in carrying out learning activities ranging from planning learning, implementing learning and evaluating learning as a form of competence that each teacher has for each area of expertise. Professional teachers are those who are able to do and learn, and evaluate learning outcomes. In other words, qualified teachers are teachers who are able to implement responsibilities and feasibility or teachers who have good performance (Pratami et al., 2018).

RESEARCH METHODS

In this study three types of variables will be used consisting of:

1. The Exogenous Variable in this study is Workplace Spirituality (X)
2. The mediating variable in this study is Organizational Commitment (M)
3. The mediating variable in this study is Teacher Performance (Y).

Some understanding of the operational limitations of the research variable are, Workplace Spirituality (X) where spirituality at work is an experience that provides meaningful relationships in life, a way to interpret every event in life, is a source of joy, hope, comfort, and can be a clue in live the life. Dimensions used to measure workplace spirituality (Sintaasih, et al., 2019), namely: Sense of Connected to Community (X1), and Meaning of work (X2), Inner Life (X3).

Organizational Commitment (M) is a psychological state in which individuals identify themselves with the values, rules and goals of the organization and the desire to maintain membership in the organization t. Dimensions are used to measure Organizational Commitment (Sintaasih et al., 2019), namely: Commitment Affective (M1), continuous commitment (M2), and Normative Commitment (M3).

Teacher Performance (Y) is the activity of teachers in carrying out their duties and obligations as teachers and educators in schools that can describe the performance of their work in carrying out all that. The dimensions used to measure the Performance of Teachers Nugraheni and Rahmayanti (2016) namely, Compiling Learning Programs (Y1), Implementing Learning Programs (Y2), Conducting Learning Evaluations (Y3), Conducting Learning Evaluation Analysis (Y4), Implementing Improvement and Enrichment Programs (Y2) Y5), and Develop and Implement Guidance and Counseling Programs (Y6), and be open in accepting input for improvement in learning (y7)

The type of data used in this study are, and the quantitative data used are in the form of data on the number of teachers in the Vocational High School in the North Kuta District , as well as the total score data of each variable. Qualitative data in this study qualitative data is an organizational profile, an overview general organization, respondent characteristics and research instruments namely questionnaire at the Vocational High School in North Kuta District.

The source of the data obtained in this study are, Primary Data from this study came from Vocational High School Teachers in North Kuta District who were respondents of this study by filling out a questionnaire research instrument to find out about their perceptions regarding the variables studied. Secondary data of this study such as the number of teachers, tenure of Vocational High School teachers in North Kuta District.

This research was conducted in the secondary education industry precisely at the Vocational High School (SMK) in North Kuta District. Until now the number of SMKs in Badung Regency is 16 schools consisting of Two State Vocational Schools and as many as 14 Private Vocational Schools. In general the number of educators (teachers) in Bali Province in 2017 was 9,000 (6,000 were civil servant teachers, and contract teachers were 3,000. The population used in this study were all teachers in Vocational Schools in the North Kuta District. This sample uses random sampling, so the sample to be taken is 151 people with a population of 242 people

and a fault tolerance level of 5% The data collection method used is observation and questionnaire Based on the sampling method, the number of samples can be determined in each each school, as shown in the following table :

Table 1 Population Sample Research

No	Work unit	Population	Sample
1	Widya Mandala Badung Vocational School	25	16
2	Badung Bali IT Vocational School	17	11
3	Dalung Tourism Vocational School	44	27
4	Triatmajaya Tourism Vocational School	51	32
5	Badung PGRI 3 Vocational School	32	20
6	Tiara Nirvana Vocational School	18	11
7	Wira Harapan Vocational School	55	34
Total		242	151

Source: Bali Provincial Education Office 2018

In this study quantitative data analysis techniques or methods use statistics consisting of two kinds, namely descriptive analysis and inferential analysis (Sugiyono, 2017: 147). This study uses path analysis techniques (Path Analysis). As for testing mediation variables using Sobel Analysis.

RESULTS AND DISCUSSION

This study uses path analysis techniques (*Path Analysis*). The analysis was carried out using 2 regression equations. Regression Equation 1 is used to determine the effect of *Workplace Spirituality (X)* on *Organizational Commitment (M)*. Regression Equation 2 is used to determine the effect of *Workplace Spirituality (X)* and *Organizational Commitment (M)* on Teacher Performance (Y).

Results Variable Direct Impact Research presented at the Tabel 2 below:

Table 2 Effect of Direct Variable Research

Variable Relationship	Path coefficient	SE	T	Sig
<i>Workplace Spirituality (X)</i> → <i>Org Commitment (M)</i>	0.578	0.065	8,640	0,000
<i>Workplace Spirituality (X)</i> → Teacher Performance (Y)	.498	0.065	8,591	0,000
<i>Org Commitment (M)</i> → Teacher Performance (Y)	0,422	0.067	7,272	0,000

Based on Table 2 above, it can be seen that Workplace Spirituality directly affects Organizational Commitment, with a significance of 0,000 or less than one percent. But the Workplace Spirituality variable significantly affected Teacher Performance with a significance of 0,000. While the variable Organizational Commitment directly affects Teacher Performance, with a significance of 0,000 or less than one percent.

The path coefficient results on the research hypothesis can be illustrated in Figure 2.

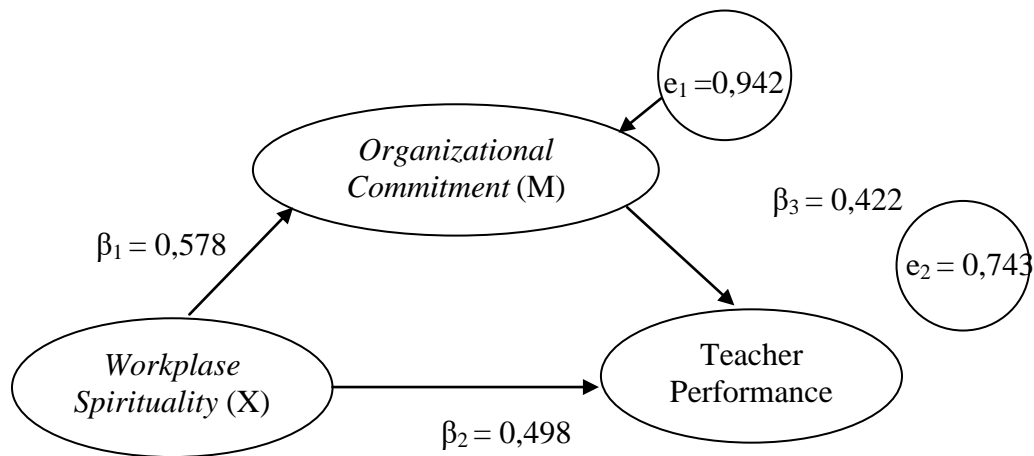


Figure 2 Path Diagram of the Effect of Workplace Spirituality on Teacher Performance through Organizational Commitment

Based on the path diagram in Figure 2, the magnitude of direct and indirect effects and the total effect between variables can be calculated. The calculation of influence between variables is summarized in the following table :

Table 3 Direct Effects and Indirect Effects and Effects of Total Workplace Spirituality (X), Organizational Commitment (M), and Teacher Performance (Y)

	Influence of Variables	Direct Influence	Indirect Effects Through Work Stress (M) (1x 3)	Total Influence
1	X → M	0.578	-	0.578
2	X → Y	.498	.244	0.742
3	M → Y	0.422	-	0.422

Structure 1 Regression Reporting Results are presented in the table below:

Table 3 Results of Regression Reporting Structure 1

$M = 0.578 X_1$
$S(\beta) = 0.065$
$t = 8.640$
Sig = (0,000)
$R^2 = 0.334$ df = 149 F = 74,647 Sig = 0,000

Based on the table above, the following equation can be obtained:

$$M = b_1 X + e_1 \dots \dots \dots (1)$$

In this equation, there is one hypothesis that is tested, namely:

Hypothesis 1: *Workplace Spirituality* has a positive and significant effect on *Organizational Commitment*

Based on the results of structural path 1 analysis as presented in Structural Regression Reporting in Table 5.6, the structural equation is as follows:

$$M = 0.578 X_1$$

Table 4 Results of Regression Reporting Structure 2

$\hat{Y} = 0,498X_1 + 0,422 M$
$S(\beta) = (0,0065) (0,067)$
$t = (8,591) (7,272)$
Sig = (0,000) (0,000)
$R^2 = 0,669$ df= 148 F= 149,250 Sig= 0,000

Based on the table above, the following equation can be obtained:

$$Y = b_2 X + b_3 M + e_2 \dots \dots \dots (2)$$

In this equation, the third hypothesis is tested

Hypothesis 2: *Workplace Spirituality* has a positive and significant effect on *Teacher Performance*

Hypothesis 3: *Organizational Commitment* has a positive and significant effect on *teacher performance*

Based on the results of structural path analysis 2 as presented in Table 5.7 , the structural equation is as follows:

$$Y = 0.498 X_1 + 0.422 M .$$

Results of Testing the Role of Mediation Using the Double Test

$$\begin{aligned}
 Sab &= \sqrt{b^2 Sa^2 + a^2 Sb^2 + Sa^2 Sb^2} \\
 &= \sqrt{(0,488)^2(0,065)^2 + (0,561)^2(0,067)^2 + (0,065)^2(0,067)^2} \\
 &= 0,049
 \end{aligned}$$

The value of t arithmetic is compared with the value of t Table that is 1.96. Based on the results of the sobel analysis, the value of t arithmetic (5.59) is greater than the value of t table (1.96). Conclusions. The Sobel test calculation results show that the value of $t = 5.59 > 1.96$ with a significance level of 0,000, which means that the mediator variable of organizational commitment is considered to mediate the relationship between workplace spirituality and teacher performance in Vocational High Schools (SMK) in North Kuta District.

The Effect of Workplace Spirituality on Teacher Performance

Hypothesis testing conducted on the effect of workplace spirituality on the performance of vocational school teachers in North Kuta District in this study, obtained the results that workplace spirituality had a significant positive effect on teacher performance. The influence of the positive and significant at the workplace spirituality and teacher performance means higher indicates that the influence of spirituality in the workplace then the higher the level of teacher performance.

In research related to the impact of workplace spirituality on teacher performance, Arifin and Imron (2017), stated that Spirituality has a very significant role in influencing teacher performance through organizational commitment, Muhammadiyah Middle School teachers in Magelang District. A study by Fatmawati and Nugraha (2014) states that the dimension of sense of connected to community has a significant influence on teacher performance. By developing the study, in this study the workplace spirituality variable has a significant influence on teacher performance.

In the workplace spirituality variable, the dimension of inner life gives a high influence on the workplace spirituality variable when compared to the other two dimensions. Likewise in the teacher performance variable, where the dimensions of implementing the learning program and carrying out the learning evaluation analysis have the highest average value compared to the other five dimensions. The teacher who always implements the learning program well by giving students the opportunity to ask questions when the teacher explains the material is a positive

thing. Good teacher performance conditions will improve the quality of vocational high school education in the North Kuta Sub-district environment getting better.

The Effect of Workplace Spirituality on Organizational Commitment on Vocational Teachers in North Kuta District

Hypothesis testing conducted on the effect of Workplace Spirituality on Organizational commitment in this study, obtained results that Workplace Spirituality has a positive and significant effect on Organizational commitment. The influence of the positive and significant in both these variables indicate that emotionally intelligent teacher will give a positive influence on performance. The results obtained related to the effect of Workplace Spirituality on Organizational commitment in this study are in line with several similar studies that study the relationship of Workplace Spirituality to Organizational commitment.

Study by Budiono et al. (2014), stated that hospitals that implement spirituality in their workplaces will increase organizational commitment for employees. This is supported by research conducted by Liwun and Prabowo (2015) stating that good work spirituality is supported by work attitudes in the form of good individual spirituality so that it will reach a positive organization. In a related study, the impact of workplace spirituality on organizational commitment, Endah (2016) which states that there is a positive and significant relationship between Workplace Spirituality on Organizational Commitment.

This study is in line with research conducted by Yogatama (2015) which states that there is a positive and significant relationship between workplace spirituality and organizational commitment. Haryokusumo (2015) states that a reciprocal relationship between workplace spirituality will have a significant positive effect on organizational commitment. In line with the study, in this study the workplace spirituality variable has a significant effect on organizational commitment.

The dimensions of inner life have a high influence on the workplace spirituality variable when compared to the other two dimensions. Likewise in the organizational commitment variable, where the dimensions of affective commitment have the highest average value compared to the other two dimensions. Teachers who are always proud to be part of an organization are positive things. This condition occurs if the teacher wants to be part of the organization due to emotional ties and feels that they have the same values as the organization, this will increase the achievement of the goals and the continuity of the organization of vocational high schools in the North Kuta Sub-district environment.

The low average value in the dimensions of continuing commitment and normative commitment needs to be considered in the assessment of organizational commitment of

teachers in vocational schools in North Kuta District. The state of not feeling loss when leaving school at this time, has the lowest average rating in the dimension of continuing commitment. On the dimension of normative commitment, the teacher gives an assessment with a low average value in not leaving the organization even though there is a better job

The Effect of Organizational Commitment on Vocational Teacher Performance in KutaUtara District

On the results of testing the organizational commitment hypothesis on teacher performance in this study, the results show that there is a positive and significant relationship between the two. This positive and significant relationship indicates that the more the teacher feels high in commitment, the teacher will show good performance at work.

The effect of organizational commitment on teacher performance, supported by previous research, which studies the relationship between organizational commitment and performance that has similar results to this study. Putrana et al. (2016) with the results of the research the validity, Reliability Test, Regression, t Test and the coefficient of determination indicate that workplace spirituality has a significant positive effect on employee performance. This study is in line with research conducted by Arina (2014) which states that there is a positive and significant relationship between Organizational commitment to the performance of organizational commitment has a significant positive effect on employee performance. Fariana (2017) said that with good performance, every employee can solve all organizational burdens effectively and efficiently so that the problems that occur in the organization can be overcome properly, this shows a positive and significant relationship between Organizational commitment to Employee Performance.

The dimensions of affective commitment in organizational commitment have the highest average value compared to the other two dimensions. The high value in this dimension can contribute to the significance of the effect of performance on the teacher performance variable, where the dimension of carrying out the learning program and conducting the evaluation of learning has the highest average value compared to the other five dimensions.

The low average value in the dimension of compiling and implementing improvement and enrichment programs needs to be considered in evaluating the performance of teachers in vocational schools in North Kuta District. Circumstances do not provide special services for students whose grades are low, have the lowest average rating in the dimension of compiling and implementing improvement and enrichment programs. On the dimension of normative commitment, the teacher gives an assessment with a low average value in not leaving the organization even though there is a better job.

The Role of Organizational Commitment on the Effect of Workplace Spirituality on Vocational Teacher Performance in KutaUtara District

Hypothesis test results show that organizational commitment variable has a role as a partial mediation between workplace spirituality variables on teacher performance. This means that when a person has a high workplace spirituality, the organizational commitment that exists in him the higher that will improve the performance of the teacher.

The strong workplace spirituality of teachers in schools also determines how the nature and behavior of the teacher while in school. Organizational commitment is assumed to have an influence on individual performance in the organization. When there is an increase in organizational commitment to individuals, it will be followed by an increase in performance (Imron 2016). Research conducted by Sintaasih et al. (2019), states that organizational commitment is an attitude that reflects employee loyalty to the organization. Individuals with high affective commitment have high emotional ties with their organizations. Research conducted in the education sector, states that organizational commitment is an important stimulator that influences the relationship between workplace spirituality on teacher performance Maiti and Sanyal (2018) Research by Lianna et.al (2017) Organizational commitment has a positive effect on teacher performance. Barbosa de Oliveira (2018) also explained that organizational commitment had a positive and significant effect on teacher performance.

CONCLUSIONS

Based on the findings and discussion that has been put forward, as a conclusion and the results of the study the following results are obtained:

1. Workplace spirituality has a positive and significant effect on teacher performance. The higher the Workplace spirituality of teachers at work, the higher the teacher's performance in teaching.
2. Workplace spirituality has a positive and significant effect on organizational commitment. The higher the Workplace spirituality of teachers at work will be able to increase organizational commitment.
3. Organizational commitment has a positive and significant effect on teacher performance. The higher commitment of the teacher organization in work will be able to improve teacher performance in teaching.
4. Organizational commitment is proven to have a partial mediating role on Workplace spirituality and teacher performance. Organizational commitment can affect the

relationship of both, and Workplace spirituality can directly affect teacher performance without going through the influence of Organization Commitment.

SUGGESTIONS

Based on the conclusions above, it can be stated some suggestions based on the results of the research analysis and can be seen from the description of research variables with the highest and lowest values of each variable, namely, workplace spirituality, organizational commitment, and teacher performance are as follows:

1. The teacher is expected to be able to maintain an attitude of life that is the habit of praying to maintain his inner life and which will have a positive effect on the increasingly optimal performance as well as being a model and example for students.
2. Teachers are expected to maintain a sense of pride being part of the school, this reflects the commitment and professionalism of a teacher towards the organization.
3. Teachers are expected to improve, give their time and attention in conducting guidance and direction, especially to students whose grades are low. Likewise, the school provides support to the teacher concerned.
4. Further research can add dimensions or aspects that are used to measure teacher performance variables in accordance with the conditions and characteristics at the study site, including variables of loyalty, compensation, and work stress and can expand the scope of research both in terms of fields or types of educational service providers , like at a university, or other academics.

RESEARCH LIMITATIONS

1. This research relies on the results of a questionnaire with quite a number of indicators used, so that it has the potential to confuse respondents or provide answers that are deemed appropriate to certain values that are acceptable in their social environment, so that it can distort the average value for each variable.
2. This study only measures teacher performance variables using seven dimensions.
3. This research was conducted with a cross-sectional time design, with the dynamics of change occurring in each period it is important to conduct ongoing research in the future.

FURTHER RESEARCH

This study do in the area next to the other is still in the field of education to see the consistency of the results of the research. For further research, seek more bany ak sources, more build its veloped each of its dimensions, and find research subjects other more, so as to be valid.

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