

Towards Organizational Citizenship Behavior and Religious Performance

Ramadania Ramadania¹, Titik Rosnani², Sri Langgeng Ratnasari³,
Rizky Fauzan⁴, Muhammad Nahrudin Apriandika⁵

¹Management Department, Universitas Tanjungpura, Pontianak, West Kalimantan, Indonesia

²Management Department, Universitas Tanjungpura, Pontianak, West Kalimantan, Indonesia

³Management Department, Universitas Riau Kepulauan, Batam, Riau, Indonesia

⁴Management Department, Universitas Tanjungpura, Pontianak, West Kalimantan, Indonesia

⁵Management Department, Universitas Tanjungpura, Pontianak, West Kalimantan, Indonesia

Email: ramadhania@ekonomi.untan.ac.id¹, , titik.rosnani@ekonomi.untan.ac.id²,
sarisucahyo@yahoo.com³, rizky.fauzan@ekonomi.untan.ac.id⁴, nahroeddin@gmail.com⁵

DOI: <http://doi.org/10.33650/al-tanzim.v7i1.3927>

Received: 23 June 2022; Received in Revised Form 13 October 2022, Accepted: 27 November 2022, Available online: 1 January 2023

Abstract:

The tendency of Islam is very thick in the Integrated Islamic Kindergarten (TKIT) and Integrated Islamic Elementary School (SDIT) circles. However, several schools focusing on increasing religious performance and management still need to fully interpret the role of organizational citizenship behaviour (OCB). The study concentrates on the role of OCB as a mediator in influencing spiritual motivation and spiritual leadership on religious performance in one of the kindergarten and primary schools from West Kalimantan. Quantitative methods, where in-depth exploration through surveys applies, support us, teachers and teaching staff. Resource persons were determined by a disproportionate stratified random sampling technique totalling 409 participants. We chose path analysis to interpret the data, so there are five essential points. The findings in the first model show that spiritual motivation and leadership have a significant effect on OCB. In the second model, spiritual motivation and OCB also significantly affect religious performance, whereas spiritual leadership does not. The implications of the output analysis indicate that the more spiritual motivation and spiritual leadership increase, the more it encourages OCB. Too, the more spiritual motivation and OCB increase, it also stimulates religious performance in the long term.

Keywords: *Leadership Characteristics, OCB, Spiritual Motivation, Religious Performance*

Abstrak:

Kecenderungan Islam sangat kental di kalangan Taman Kanak-kanak Islam Terpadu (TKIT) dan Sekolah Dasar Islam Terpadu (SDIT). Namun, beberapa sekolah yang fokus pada peningkatan kinerja dan manajemen keagamaan belum sepenuhnya memaknai peran organizational citizenship behavior (OCB). Penelitian ini mengkonsentrasikan peran OCB sebagai mediator dalam mempengaruhi motivasi spiritual dan kepemimpinan spiritual terhadap kinerja keagamaan di salah satu Taman Kanak-Kanak dan Sekolah Dasar dari Kalimantan Barat. Metode kuantitatif, di mana eksplorasi mendalam melalui survei berlaku, mendukung kami untuk guru dan staf pengajar. Narasumber ditentukan dengan teknik disproportionate stratified random sampling berjumlah 409 partisipan. Peneliti memilih analisis jalur untuk menginterpretasikan data, jadi ada lima poin penting. Temuan pada model pertama menunjukkan bahwa motivasi spiritual dan kepemimpinan spiritual berpengaruh signifikan terhadap OCB. Pada model kedua, motivasi spiritual dan OCB juga

berpengaruh signifikan terhadap kinerja keagamaan, sedangkan kepemimpinan spiritual tidak. Implikasi dari output analisis mengindikasikan bahwa semakin motivasi spiritual dan kepemimpinan spiritual meningkat, semakin mendorong OCB. Selain itu, semakin motivasi spiritual dan OCB meningkat, juga merangsang kinerja keagamaan ke arah untuk jangka panjang.

Kata Kunci: *Karakteristik Kepemimpinan, OCB, Motivasi Spiritual, Kinerja Religiusitas*

Please cite this article in APA style as:

Ramadania, Rosnani, T., Ratnasari, S. L., Fauzan, R., sApriandika, M. N. (2023). Towards Organizational Citizenship Behavior and Religious Performance. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 7(1), 67-81.

INTRODUCTION

It now integrated humans as social beings in organizations with heavy guidance in the future. Being the key to the sustainability of the organization, success or failure all depends on performing each human being himself. Janati et al. (2021) explain that performance is the main determining factor for assessing whether the organization has been running and performing well, in quality and quantity. Service, employee attitudes, or behaviour, and quantitatively or materially, through the products produced, can measure quality. The performance of employees who work is not only willing to work according to written tasks but will do tasks that need to be written in the job description. Lathifah et al. (2022), in a study at Islamic boarding schools, stated the need for a sound quality assurance system consisting of the quality of graduates, quality of processes, quality of achievement of minimum standards and quality of management in achieving organizational performance.

Reissmann et al. (2021) inform that their spirituality is the highest and most valuable meaning of where humans feel happy. Because when humans serve the will of God. Spiritual needs are needs whose fulfilment depends on human perfection and individual maturity (Vasconcelos, 2021), where spirituality becomes a human need that can generate motivation for humans.

Yusuf & Musa (2021) explain that performance is a broad and complex series comprising two different fundamental aspects, namely, the performance mandated by the organization and the more spontaneous work behaviour that is innovative. Extra behaviour in organizations has also been known as organizational citizenship behaviour (OCB). OCB behaviour can arise and increase from many internal and external factors, one of which is employed self-motivation (Lado & Singh, 2019; Hamzah et al., 2022; Purwantoro & Bagyo, 2019). Motivation makes people do things, but meaningful motivation makes people put in the effort and expend energy for what they do. All these wills arise from individuals who are driven to work optimally in order to achieve goals.

Pontianak City and Kubu Raya Regency are two adjacent areas where Pontianak City is the capital of West Kalimantan Province. By having many schools there, where there are frequent exchanges of education and housing, for example living in Kubu Raya Regency but schools in Pontianak City, and vice versa. This happens because people want to find the best school for their children. Therefore, in Pontianak and Kubu Raya, it has become commonplace. This is why the research was carried out in that area (Nugraha et al., 2021). The choice of research object is the Integrated Islamic School because it is an education system

that integrates all the components in the system into a complete, complementary unit so that human beings have a balance in their lives both in the dimensions of the world and there created, Frimayanti (2015). The three Integrated Islamic School institutions that were the object of research were the Taman Kanak-Kanak Islam Terpadu (TKIT), Sekolah Dasar Islam Terpadu (SDIT) Al-Mumtaz in Pontianak, SDIT Al-Karima, and SDIT Al-Fityan in Kubu Raya, where these three schools have an excellent reputation as integrated Islamic schools with all of them having an "An accreditation".

The tendency of Islam is very thick in the TKIT and SDIT circles. However, several schools focusing on increasing spiritual motivation, spiritual leadership, religious performance, and management have yet to interpret OCB's role fully. Therefore, the study proposes a comprehensive investigation of the contribution between spiritual motivation and spiritual leadership on OCB and religious performance. This study discusses the role of OCB mediation on the relationship between spiritual motivation and spiritual leadership in religious performance in Islamic schools. Each teacher believes that by becoming a teacher and helping others, there will be other added values that Allah SWT will get (Yuliansyah et al., 2021). In addition, it can also be part of the motivation for teachers to continue to exist in integrated Islamic schools. Teacher performance is individual because each teacher has different levels of ability to carry out their duties, which needs expert direction from a leader and. also leadership here also provides an example based on spiritual values in an integrated Islamic school that is good in achieving goals organization (Kamaruddin & Patak, 2018). With a spiritual concept, a leader becomes a figure who trusts and nurtures every employee and teacher in achieving the goals of an integrated Islamic school. The school management still needs to understand the importance of OCB. Because organizations need to know the causes of OCB or the things that encourage the emergence of OCB to have a positive impact on the organization, based on research conducted by Sugianingrat et al. (2019), it is found that there is a significant influence involving personality on OCB. This influence occurs because Indonesian employees tend to uphold the value of togetherness more, place more importance on taste and place the interests of others more than personal interests (Maria et al., 2020).

The relevance of previous publications on OCB and religious performance, which are influenced by spiritual motivation and spiritual leadership in education, has been investigated. Muhdar (2018) analyzes spiritual attitudes and spiritual intelligence towards OCB. Further implications conclude that both can trigger OCB positively. Uniquely, Herdian et al. (2020) develop the role of spiritual intelligence and OCB on religious performance through the SEM method. As a result, OCB is the most prominent thing to shape religious performance, while religious performance does not reflect OCB in real terms.

On the one hand, spiritual motivation fully supports OCB and spiritual leadership in educational institutions that actualize the concept of Islam in Indonesia (Sholikhah et al., 2019). Wang et al. (2019) explore the theory of motivation and spiritual leadership on employee job performance. The findings evaluate that employee performance is driven by spiritual leadership. Moral leadership has controlled the innovation behaviour of employees.

The locomotive for shifting organizational focus is now towards a spiritual character. Holistically, organizational commitment and spiritual leadership are influenced by the spiritual structure of the workplace. In organizational theory, Sapta et al. (2021) have provided invaluable insight into the spiritual needs of employees stimulated by leadership attention. Aryadi & Rahmawati (2019) emphasized that spiritual motivation did not support the performance of foundation employees. The lack of spiritual motivation, which has become a character and culture caused this aspect, reducing employee performance. Notes that need serious attention emphasize improvements to the foundation's leadership and work environment in a decentralized and conducive manner.

Manurung (2022) and Nandika & Nagalakshmi (2022) illustrate spiritual motivation as a driving force that produces activity in living things, causes behaviour, and directs it to a goal. Spiritual strength and the ability to mobilize human potential to appear to the public under God's guidance drives this motivation. On the one hand, according to Ungvári-Zrínyi (2013), spiritual motivation is motivation whose source of motivation they divide into three dimensions (faith motivation, worship motivation, and *muamalat* motivation).

Spiritual leadership developed by Rahmawaty (2016) is capable of inspiring, arousing, influencing, moving through exemplary service and compassion, and implementing values and other divine traits in goals, cultural processes, and leadership behaviour. Spiritual leadership as leadership comprises the values, attitudes, and behaviours needed to intrinsically motivate oneself and others so that they have the meaning of spiritual survival through vocation and membership. Contreras (2016) introduced the concept of spiritual leadership theory (SLT). This theory is one theory of spiritual leadership that has been developing today. SLT is a leadership model that combines intrinsic motivation with vision, faith, altruistic love, meaning, and membership.

Lestari (2018) defines OCB as independent behaviour not directly recognized in reward systems or in promoting organizational functioning. Kusumajati (2014) explains that OCB is the behaviour of employees who perform additional roles and contribute to the organization beyond their specific tasks. The availability and participation to do business that exceeds the formal responsibilities in the organization is an effective way to improve the functioning of an organization. In addition, Marić et al. (2019) and Lestari et al. (2021) provide views on the characteristics of employee OCB behaviour; there are five dimensions in OCB, including altruism, conscientiousness, fair play, courtesy, and civic virtue.

Religious performance is the performance of a teacher's success seen from a religious perspective, especially in Islam (Wibisono, 2017). Religious performance is always how someone combines science, technology, and spirituality, which makes the employee not an ordinary employee. The four fundamental dimensions of religious performance are religious, physiological performance, religious-psychological performance, and religious performance (Nor & Ibrahim, 2020; Ulukan & Ulukan, 2021).

Work motivation can lead to OCB in employees. Work motivation affects OCB, which motivates employees, makes them feel valued, eliminates

frustration, and can influence attitudes to accept or carry out work (Soentoro, 2013). This is also in line with the empirical study conducted by Widyastuti & Palupiningdyah (2015) that work motivation influences OCB, through OCB work motivation has an influence on employee performance through OCB. Thus, we propose a hypothetical design:

H1: Spiritual motivation has a significant effect on OCB.

From a spiritual point of view, the role of a leader is to mobilize the strengths of potential employees and can guide them to achieve their eventual goals (Hildwein, 2017). With the presence of a leader, it can also lead to OCB in employees, which has been proven by Arinnandya & Hukama (2018) that spiritual leadership has a positive and significant influence on OCB. Thus, we propose a hypothetical design:

H2: Spiritual leadership has a significant effect on OCB.

Hu et al. (2022) explain that the exemplary behaviour of humans and the increase in employee performance, especially lecturers, are influenced not only by physical but also by their spiritual needs or religious values that are owned or adhered to, namely spirituality. In their latest study, Abbas (2009) and Osman-Gani et al. (2013) presented that religion and spirituality can positively influence organizational behaviour and performance, where one factor of increasing performance is motivation. This is also in line with the study of Muafi (2003), which concluded that spiritual motivation (faith, worship, and muamalat) affects religious performance. Thus, we propose a hypothetical design.

H3: Spiritual motivation has a significant effect on religious performance.

Cahyono (2012) explains the influence of leadership, motivation, and organizational culture on performing lecturers and employees. Of the three variables, leadership is the most dominant influence on lecturer performance. Rahmawaty (2016) also emphasized that spiritual leadership is a dominant variable and significantly influences employee performance. However, the impact of spiritual leadership on employee performance does not occur directly but through forming employee values, norms, attitudes, and beliefs towards the organization, thus forming commitment, attitudes, and productive work behaviour. Likewise, Shofwa (2013) explains if spiritual leadership is partially from the spiritual leadership variable on religious performance. Thus, we propose a hypothetical design:

H4: Spiritual leadership has a significant effect on religious performance.

Ticoalu (2013) produces a pattern that focuses on OCB and employee performance, where the results are significant. The more OCB increases will increase performance. This means that the increasing behaviour of discussing and providing motivation, helping, friendly, patient, wise, having acute awareness and a good conscience will improve lecturer performance (Adam, 2012). Thus, we propose a hypothetical design:

H5: OCB has a significant effect on religious performance.

The study framework is into four sessions. Introduction and related research development in the event section. The second part is the research method. The findings and discussion presented in the third section, then the fourth section, demonstrate the conclusions.

RESEARCH METHODS

The urgency of this study is to examine the relationship between spiritual motivation, spiritual leadership, and OCB on religious performance so that five hypothetical corridors require further analysis. In the first structure, we will review the determination of spiritual motivation and spiritual leadership on OCB. In contrast, we will examine the effects of spiritual motivation, spiritual leadership, and OCB on religious performance in the second structure. The position of OCB in the first structure is the dependent variable. Then, the primary difference in the second structure, OCB, is the independent variable. Tactical, spiritual motivation and spiritual leadership are independent variables for all paths.

Our supported the research procedure through a quantitative method as a survey (Singh et al., 2021). The survey applied to teachers and academics of TKIT-SDIT Al-Karimah, TKIT-SDIT Al-Mumtaz, and TKIT-SDIT Al-Fityan in two locations (Kubu Raya Regency and Pontianak City). This object is in the West Kalimantan Province (Indonesia), with the consideration that these two regions have schools with a very positive image of Islam.

Concentration lies in two school bases which are known for their Islamic nuances in Kubu Raya Regency and Pontianak City. The sample comprised 409 participants, and we used the disproportionate stratified random sampling technique. The sampled instrument prioritizes the constructive selection of samples, which has a procedure based on specific criteria. Informant groups are those classified as permanent educators (teachers and academics) with official certification according to their expertise. The informants also reflected on their experience educating and teaching students for at least the last five years.

This study has four variables with two different approaches. In the first model, spiritual motivation and spiritual leadership act as exogenous variables that function to influence OCB (endogenous variables). For the second model, religious performance is an endogenous variable that three exogenous variables, namely spiritual motivation, spiritual leadership, and OCB, predict.

A questionnaire-based research instrument with open questions and a Likert scale divided into five points (*strongly disagree* - 1; *disagree* - 2; *quite agree* - 3; *agree* - 4; *strongly disagree* - 5). We openly invited them to be asked for their reactions and responses to several questions referring to research goals (Heng et al., 2020; Ramadania et al., 2021; Ratnasari et al., 2020). Instrument reliability and validity became the guidelines for measuring the questionnaire. The data that has been collected is then grouped and coded to each variable, where this is tabulated into Microsoft excel. Meanwhile, the statistical method applied with path analysis, where the SPSS for Windows program helps interpret data (Ikbal et al., 2020; Wijaya et al., 2021).

RESULTS AND DISCUSSION

Most of the respondents were dominated by women, as much as 71.9% and 45% of them were aged 26-30 years. For educational background, 86% of teachers have completed their bachelor's degree, where experience in teaching for five years (57.9%).

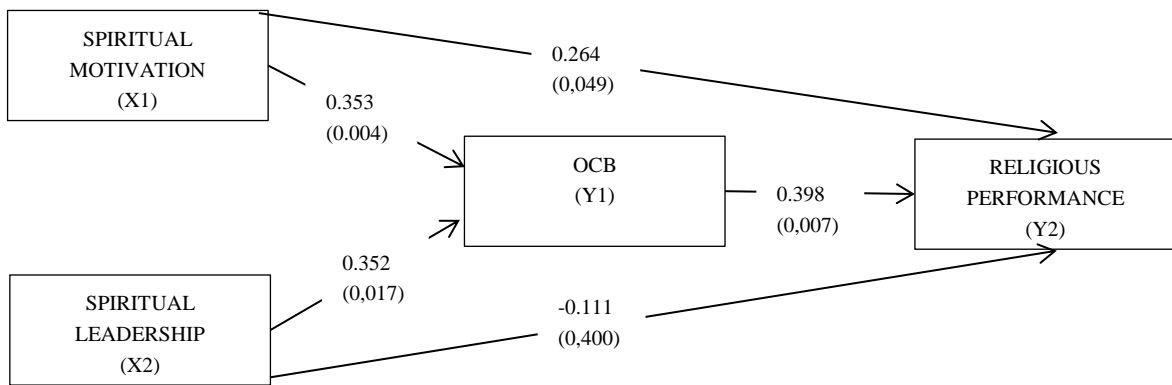


Figure 1. Path Analysis Results

Source: Tabulation from SPSS

Figure 1 shows the results of path analysis and hypothesis testing. Spiritual motivation and leadership positively and significantly affect OCB, where the path coefficients of the two variables reach 0.353 and 0.352. For the probability level, both of them also meet the criteria of $p = 0.004 < 0.05$ and $p = 0.017 < 0.05$. Thus, the first hypothesis and the second hypothesis can be accepted.

Figure 1 presents if spiritual motivation and OCB positively and significantly affect religious performance. The path coefficient of both is 0.264 and 0.398, where the probability has met the requirements ($p = 0.049 < 0.05$ and $0.007 < 0.05$). The third and fifth hypotheses were also accepted. Meanwhile, the fourth hypothesis proposed has been rejected because spiritual leadership has a negative and insignificant impact on influencing religious performance. The path coefficient that connects spiritual leadership and religious performance is -0.111, where the probability result is more significant than 0.05 or $p = 0.400 > 0.05$.

We know that the direct influence between spiritual motivation and religious performance is 7%. In comparison, the indirect effect of spiritual motivation on religious performance through the role of OCB reaches 14%. Thus, the relationship involving spiritual motivation and religious performance through OCB is higher than the direct effect of spiritual motivation on religious performance. This shows that OCB support has been successful as an intervening variable between spiritual motivation for religious performance. From the value of the path coefficient, directly and indirectly, the total effect value is 21%.

In the next stage, spiritual leadership does not have a tangible impact on religious performance, while the indirect effect on performance through OCB is up to 14%. From the second indirect influence through the role of OCB, spiritual leadership and religious performance are higher than the direct influence of spiritual motivation on religious performance. As an intervening variable, OCB has played a role between spiritual motivation and religious performance.

The first hypothesis, this finding, is in line with a previous Adam (2012) study that spiritual motivation directly influences OCB. This means that the higher the spiritual motivation that is owned, the higher the behaviour of the different roles of the lecturer in his activities in the organization. Spiritual motivation exists to increase motivation in each teacher, which is based on the

power of faith, the practice of worship, and efforts to fulfil the needs of all to realize faith in Allah, and this has a good impact by being manifested in an increased role that can also contribute generously to the school.

The second hypothesis, the results are in line with the study of Arinnandya & Hukama (2018), that spiritual leadership has a direct influence on OCB, where the higher the influence of spiritual leadership, the extra role employees behave in their activities in the organization. The quality of a leader is not determined by the results he achieves but by the leader's ability to achieve these results through other people through his teachers. Based on this value, spiritual leadership can move teachers to carry out different behaviours that can contribute generously to the school.

The results of testing the third hypothesis they know that spiritual motivation significantly affects religious performance. This is also in line with the research of Utami et al. (2021) and Shofwa (2013) that spiritual motivation has a direct effect on OCB because the higher spiritual motivation one has will increase the religious performance of employees. If a teacher presents the power of faith, the practice of worship, the effort to fulfil the needs of all is to manifest faith in Allah as motivation. This can improve themselves to be motivated to improve their religious performance, have a good impact on the results obtained from the performance carried out can be more beneficial for the personal teacher, students, and school.

For the fourth hypothesis, this finding contrasts the study by Karadağ et al. (2020) and Nurabadi et al. (2021). Qudus et al. (2022) stated that spiritual leadership directly influences religious performance because the more substantial the influence of spiritual leadership, the more religious performance of the lecturers. Spiritual leadership in this case study does not affect religious performance because each teacher will have carried out the task with what is already his responsibility. With the direct attention of the leader, it cannot improve the teacher's performance; it is more only to carry out the leader's duties as the teacher's responsibility, not to increase performance.

The fifth hypothesis is very relevant to the study of Ticoalu (2013) that OCB directly influences performance (Neuman & Kickul, 1998). The higher the influence of OCB, the higher the teacher's performance. Teachers' extra-role behaviour improves religious performance because they are helpful, willing, and contribute best to the school. In addition, it can also improve the performance of teachers who carry out work solely because of Allah SWT.

This paper is also relevant to the publication highlighted by Srivastava (2016), wherein a psychological context, spiritual intelligence, plays a role in empowering individual abilities and preparing them to solve environmental-social problems creatively. Explicitly, Afsar et al. (2016), Göçen & Şen (2021), and Supriyanto & Ekowati (2020) evaluate how motivation and spiritual leadership can foster OCB in schools. Furthermore, one of the options that trigger an increase in religious performance is to use spiritual motivation and OCB (Ariani, 2021; Awuni & Zaidan Tanko, 2019; Hadjri et al., 2022; Hussein et al., 2022; Moon et al., 2020; Villani et al., 2019).

CONCLUSION

This study seeks to understand the relationship between spiritual motivation and spiritual leadership on OCB and religious performance in TKIT and SDIT teachers. As a result, testing the first and second hypotheses found that spiritual motivation and leadership can positively increase OCB. For the third, fourth, and fifth hypotheses, spiritual motivation and OCB have a positive effect on religious performance. For religious performance, spiritual leadership has the opposite effect. For practitioners, leaders must continue to improve themselves because good spiritual leadership is an individual who has an attitude of honesty, truth, fairness, a spirit of pious deeds, hates formality, organized religion, says a little work, evokes the best for himself, another openness to accept change, think globally, be low-key, and beloved by employees. Indirectly, this can affect religious performance. Maintaining Islamic religious values (*aqidah*, worship, and *mu'amalah*) certainly provides positive motivation and behaviour that can improve teacher performance. Therefore, to motivate and create positive behaviour for all elements in school, pay more attention to individual and organizational performance, and provide religious values to these employees. This can be practised by routine coaching for employees through systematic religious studies and other faith-related activities. Seeing the potential of teachers who already have OCB, the principal can maintain the OCB's quality, where the teacher's role and performance are maximized. They develop ideas, achievements, and teamwork and are also active in various activities that support work through comprehensive training.

The theoretical implications for the sustainability of research need to consider the factors that influence the climate in OCB and religious performance beyond factors such as spiritual motivation and spiritual leadership. Exclusively, breakthrough concepts that stimulate religious performance must pay attention to dimensions related to OCB, spiritual motivation, and spiritual leadership. The capacity of Islamic School teachers to improve the educational curriculum is a substantial effort toward the reputation of educational institutions that promote tolerance of Islamic values. In addition, we also offer exciting ideas for future studies by expanding the topic of religious performance. From this study, a scientific understanding of the spiritual type includes motivation and leadership factors that are relatively new to educators. Both are modified and expanded to form OCB and religious performance. Practical and theoretical implications need to be discussed. In order to improve future agendas, we suggest using something other than the Slovin formula in determining the sample. There is an alternative formula; the sample size applied is more precise, multiple, and broad in accurately selecting objects. The waves of change need to be considered, considering that investigations of OCB and religious performance are only determined by two factors: spiritual motivation and spiritual leadership. Of these limitations, other factors influence it that this study does not reveal. The subsequent weakness is the time and activities of the informants, who are busy taking care of the school, so we cannot explain all the questions.

ACKNOWLEDGEMENTS

We are grateful to the highly professional and selective team of editors and reviewers of the "Al-Tanzim: Jurnal Manajemen Pendidikan Islam". Special grants and internal funding are related to this research from the Faculty of Economics and Business – Tanjungpura University (Penandatanganan Surat Penugasan No. 4398/UN.22.2/PL/2021).

REFERENCES

- Abbas, J. A. (2009). Level of Existence and Motivation in Islam. *Journal of Management History*, 15(1), 50-65.
<https://doi.org/10.1108/17511340910921781>
- Adam, L. O. (2012). Peran Motivasi Spiritual Agamis terhadap Organizational Citizenship Behavior (OCB) dan Kinerja Dosen. *Jurnal Aplikasi Manajemen*, 3(4), 880-889.
- Afsar, B., Badir, Y., & Kiani, U. S. (2016). Linking Spiritual Leadership and Employee Pro-Environmental Behavior: The Influence of Workplace Spirituality, Intrinsic Motivation, and Environmental Passion. *Journal of Environmental Psychology*, 45, 79-88.
<https://doi.org/10.1016/j.jenvp.2015.11.011>
- Anshari, A. (1993). *Wawasan Islam: Pokok-pokok pikiran tentang Islam dan umatnya*. Jakarta: Raja Grafindo Persada.
- Ariani, D. W. (2021). The Role of Religiosity and Spirituality in Motivating and Improving Students' Performance in Indonesia. *Journal of Education, Society and Behavioural Science*, 34(8), 52-63.
<https://doi.org/10.9734/jesbs/2021/v34i830351>
- Arinnandya, Q., & Hukama, L. D. (2018). Pengaruh Kepuasan Kerja, Persepsi Dukungan Organisasi dan Kepemimpinan Spiritual terhadap Organizational Citizenship Behavior pada PT MNC Sky Vision Tbk. 6(2), 55-63. <https://doi.org/10.33884/jimupb.v6i2.678>
- Aryadi, I., & Rahmawati, L. (2019). Influence of Employee's Spiritual Motivation on Employee Performance (Empirical study in Santri works of Taarid Tauhid Bandung Foundation). *Review of Islamic Economics and Finance*, 2(2), 29-39. <https://doi.org/10.17509/rief.v2i1.22157>
- Awuni, M., & Zaidan Tanko, M. (2019). Organizational Citizenship Behavior and Religiosity at The Workplace. *International Journal of Contemporary Research and Review*, 10(05), 21501-21514.
<https://doi.org/10.15520/ijcrr.v10i05.698>
- Cahyono, A. (2012). Analisa Pengaruh Kepemimpinan, Motivasi dan Budaya Organisasi terhadap Kinerja Dosen dan Karyawan di Universitas Pawyatan Daha Kediri. *Jurnal Ilmu Manajemen Revitalisasi*, 1(1), 283-298.
- Contreras, F. (2016). Servant and Spiritual Leadership Theories: Are They Two Different Notions?. *Journal of Human Values*, 22(3), 202-208.
<https://doi.org/10.1177/0971685816650578>

- Frimayanti, A. I. (2015). Latar Belakang Sosial Berdirinya Lembaga Pendidikan Islam Terpadu di Indonesia. *Jurnal Pendidikan Islam*, 6(1), 27-45. <https://doi.org/10.24042/atjpi.v6i1.1476>
- Göçen, A., & Şen, S. (2021). Spiritual Leadership and Organizational Citizenship Behavior: A Meta-Analysis. *SAGE Open*, 11(3), 1-16. <https://doi.org/10.1177/21582440211040777>
- Hadjri, M. I., Perizade, B. (2022). Spiritual Motivation and Religious Performance: A Case Study on Employees of Sharia Business Unit Of Regional Development Bank in South Sumatera. *Jurnal Mantik*, 5(4), 2561-2566.
- Hamzah, M. N., Nasir, M., Hamid, M., & Mujahid, M. (2022). Importance of Work Motivation and The Culture of The Company to Improve Organizational Citizenship Behaviour. *MIX: Jurnal Ilmiah Manajemen*, 12(2), 247-262. http://dx.doi.org/10.22441/jurnal_mix.2022.v12i2.006
- Heng, L., Ferdinand, A. T., Afifah, N., & Ramadania, R. (2020). Service Innovation Capability for Enhancing Marketing Performance: An SDL perspectives. *Business: Theory and Practice*, 21(2), 623-632. <https://doi.org/10.3846/btp.2020.12163>
- Herdian, P. D., Nugroho, R., & Sumiati, S. (2020). The Effect of Work Motivation and Spiritual Intelligence on Employee Performance with Organizational Citizenship Behaviour (OCB) as Intervening Variables. *Jurnal Ilmu Ekonomi dan Manajemen*, 7(1), 1-12. <https://doi.org/10.30996/jmm17.v7i01.3541>
- Hildwein, F. (2017). Skill-induced Mobilization at Work: A Study of An Activist Group. *RIMHE: Revue Interdisciplinaire Management, Homme & Entreprise*, 6(26), 49-72. <https://doi.org/10.3917/rimhe.026.0049a>
- Hu, J., Xiong, L., Zhang, M., & Chen, C. (2022). The Mobilization of Employees' Psychological Resources: How Servant Leadership Motivates Pro-Customer Deviance. *International Journal of Contemporary Hospitality Management*. <https://doi.org/10.1108/IJCHM-02-2022-0198>
- Hussein, A., Wibisono, C. (2022). The Effect of Spiritual Motivation, Spiritual And Intellectual Intelligence on Religious Performance Mediated by Job Satisfaction. *International Journal of Advances in Social Sciences and Humanities*, 1(3), 151-158. <https://doi.org/10.56225/ijassh.v1i3.52>
- Ikbal, M., Irwansyah, I., Paminto, A., Ulfah, Y., & Darma, D. C. (2020). Explores The Specific Context of Financial Statement Fraud Based on Empirical from Indonesia. *Universal Journal of Accounting and Finance*, 8(2), 29-40. <https://doi.org/10.13189/ujaf.2020.080201>
- Janati, A., Gholizadeh, M., Hajizadeh, A., & Bahreini, R. (2021). Factors Affecting Organization Performance Assessment: A Comprehensive Review. *Health Technology Assessment in Action*, 4(2), e6229.
- Kamaruddin, K., & Patak, A. A. (2018). The Role of Islamic Education Teachers in Instilling Student Discipline. *International Journal on Advanced Science, Education, and Religion*, 1(2), 15-26.
- Karadağ, M., Altınay Aksal, F. (2020). Effect Size of Spiritual Leadership: in The Process of School Culture and Academic Success. *SAGE Open*, 10(1), 1-14. <https://doi.org/10.1177/2158244020914638>

- Kusumajati, D. A. (2014). Organizational Citizenship Behavior (OCB) Karyawan pada Perusahaan. *Humaniora*, 5(1), 62-70. <https://doi.org/10.21512/humaniora.v5i1.2981>
- Lathifah, Z. K., Setyaningsih, S., & Wulandari, D. (2022). Development of Pesantren Internal Quality Assurance System Model Based on Education Unit Accreditation Instruments 2020. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 7(1), 983-998.
- Lado, A. K., & Singh, V. V. (2019). Cost Assessment of Complex Repairable System Consisting Two Subsystems in Series Configuration Using Gumbel Hougaard Family Copula. *International Journal of Quality & Reliability Management*, 36(10), 1683-1698. <https://doi.org/10.1108/IJQRM-12-2018-0322>
- Lestari, G. D., Izzati, U. A., Adhe, K. R., & Indriani, D. E. (2021). Professional commitment: Its effect on kindergarten teachers' organizational citizenship behavior. *Cypriot Journal of Educational Sciences*, 16(4), 2037-2048. <https://doi.org/10.18844/cjes.v16i4.6072>
- Lestari, T. W. (2018). Organizational Citizenship Behavior (OCB) Variable on Employees of PT. Smartfren Jember. *International Journal of Social Science and Business*, 2(4), 231-236. <https://doi.org/10.23887/ijssb.v2i4.16335>
- Manurung, D. (2022). The Effect of Spiritual Development on Students' Attitudes in Applying Religious Value in Junior High School Karawang Nation's Heritage 2015/2016 Academic Year. *European Journal of Psychological Research*, 9(1), 31-37.
- Maria, S., Darma, D. C., & Setyawan, H. (2020). PLS-SEM to Predict The Relationship Between Procedural Justice, Organizational Commitment, OCB, and Job Satisfaction. *Journal of Wellbeing Management and Applied Psychology*, 3(3), 1-13. <https://doi.org/10.13106/jwmap.2020.Vol3.no3.1>
- Marić, M., Hernaus, T., Tadić Vujčić, M. i Černe, M. (2019). Job Characteristics and Organizational Citizenship Behavior: A Multisource Study on The Role of Work Engagement. *Društvena Istraživanja*, 28(1), 25-45. <https://doi.org/10.5559/di.28.1.02>
- Moon, T-W., Youn, N., Hur, W-M., & Kim, K-M. (2020). Does Employees' Spirituality Enhance Job Performance? The Mediating Roles of Intrinsic Motivation and Job Crafting. *Current Psychology*, 39(1), 1618-1634. <https://doi.org/10.1007/s12144-018-9864-0>
- Muhdar, H. M. (2018). The Effects Of Spiritual Intelligence and Organizational Citizenship Behavior to Employees Performance: Study at Sharia banks in Gorontalo Province. *Economica: Jurnal Ekonomi Islam*, 9(2), 179-205. <http://doi.org/10.21580/economica.2018.9.2.2806>
- Muhdar, M., Muis, M., Yusuf, R. M., & Hamid, N. (2013). The Influence of Spiritual Intelligence, Leadership, And Organizational Culture on Organizational Citizenship Behavior And Employees Performance. *The International Journal of Business & Management*, 3(1), 297-314.
- Nandika, S. R., & Nagalakshmi, K. (2022). Spirituality as intrinsic motivational factor and health related quality of life among hospitalized male patients practicing Hinduism in India. *Industrial Psychiatry Journal*, 31(1), 120-125.

- Neuman, G. A., & Kickul, J. R. (1998). Organizational Citizenship Behaviors: Achievement Orientation and Personality. *Journal of Business and Psychology*, 13(2), 263-279. <https://doi.org/10.1023/A:1022963108025>
- Nor, M. R., & Ibrahim, M. K. (2020). Conflicts of Religious Education in A Secular State: A study on Turkey's Imam-Hatip school. *Qudus International Journal of Islamic Studies*, 8(1), 107-130. <http://dx.doi.org/10.21043/qjijis.v8i1.5849>
- Nugraha, M. T., Mansur, M., & Kusnayat, A. (2021). Madrasah Quality Improvement through Madrasah Ibtidaiyah accreditation companin program. *Tarbawy: Indonesian Journal of Islamic Education*, 8(1), 70-90. <https://doi.org/10.17509/t.v8i1.30931>
- Nurabadi, A., Irianto, J., Bafadal, I., Juharyanto, J., Gunawan, I., & Adha, M. A. (2021). The Effect of Instructional, Transformational and Spiritual Leadership on Elementary School Teachers' Performance and Students' Achievements. *Cakrawala Pendidikan*, 40(1), 17-31. <https://doi.org/10.21831/cp.v40i1.35641>
- Osman-Gani, A. M., Hashim, J., & Ismail, Y. (2013). Establishing Linkages between Religiosity and Spirituality on Employee Performance. *Employee Relations*, 35(4), 360-376. <https://doi.org/10.1108/ER-04-2012-0030>
- Purwantoro, H., & Bagyo, Y. (2019). Citizenship Organizational Behavior Ability to Increase The effect of Organizational Climate, Work Motivation, and Organizational Justice on Employee Performance. *Management and Economics Journal*, 3(2), 195-219. <https://doi.org/10.18860/mec-j.v3i2.7455>
- Qudus, A., Khan, S. U., Parmar, V. (2022). Spiritual Leadership Impact on Teacher's Performance and Life Satisfaction Through Spiritual Well-Being. *Indian Journal of Economics and Business*, 21(2), 385-408.
- Rahmawaty, A. (2016). Model Kepemimpinan Spiritual dalam Meningkatkan Kepuasan Kerja dan Kinerja Karyawan di BMT se-Kabupaten Pati. *Iqtishadia*, 9(2), 76-303. <http://doi.org/10.21043/iqtishadia.v9i2.1732>
- Ramadania, R., Rosnani, T., Fauzan, R., & Darma, D. C. (2021). The Study of Perceived Risk and E-Service Convenience towards Satisfaction and Trust of Online Academic Users in Indonesia. *International Journal of Media and Information Literacy*, 6(2), 387-395. <http://doi.org/10.13187/ijmil.2021.2.387>
- Ratnasari, S. L., Rahmawati. (2020). Workplace Bullying Causing Negative Employee Behaviours: A Case From the Indonesian Banking Sector. *International Journal of Innovation, Creativity and Change*, 10(11), 441-458.
- Reissmann, M., Storms, A., & Woopen, C. (2021). Individual Values and Spirituality and Their Meaning for Affective Well-Being and Engagement with Life in Very Old Age. *Zeitschrift fur Gerontologie und Geriatrie*, 54(Suppl 2), 85-92. <https://doi.org/10.1007/s00391-021-01974-9>
- Sapta, I. K. S., Rustiarini, N. W., Kusuma, I. G. A., & Astakoni, I. M. P. (2021). Spiritual Leadership and Organizational Commitment: The Mediation Role of Workplace Spirituality. *Cogent Business & Management*, 8(1), 1966865. <https://doi.org/10.1080/23311975.2021.1966865>

- Shofwa, Y. (2013). Pengaruh Motivasi Spiritual dan Kepemimpinan Spiritual Terhadap Kinerja Religius Dosen dan Karyawan STAIN Purwokerto. *Jurnal Pro Bisnis*, 6(1), 1-19.
- Sholikhah, Z., Wang, X., & Li, W. (2019). The Role of Spiritual Leadership in Fostering Discretionary Behaviors: The Mediating Effect of Organization Based Self-Esteem and Workplace Spirituality. *International Journal of Law and Management*, 61(1), 232-249. <https://doi.org/10.1108/IJLMA-04-2018-0081>
- Singh, M. K., Liew, J. Y., & Siau, C. S. (2021). Urban English Learners' Perceptions Towards The Influence of Second Language Identity on Employment Opportunities in Malaysia. *Pertanika Journal of Social Sciences & Humanities*, 29(1), 27-45. <https://doi.org/10.47836/pjssh.29.1.02>
- Soentoro, D. P. (2013). Pengaruh Motivasi Kerja, Kepemimpinan, Lingkungan Kerja Terhadap Organizational Citizenship Behavior dan Kepuasan Kerja di PT Sucofindo Surabaya. *Kajian Ilmiah Mahasiswa Manajemen*, 2(1), 1-8.
- Srivastava, P. S. (2016). Spiritual intelligence: An overview. *International Journal of Multidisciplinary Research and Development*, 3(3), 224-227.
- Sugianingrat, I. A., Widyawati, S. R. (2019). The employee Engagement and OCB as Mediating on Employee Performance. *International Journal of Productivity and Performance Management*, 68(2), 319-339. <https://doi.org/10.1108/IJPPM-03-2018-0124>
- Supriyanto, A. S., & Ekowati, V. M. (2020). Spiritual Leadership and Islamic Organisational Citizenship Behaviour: Examining Mediation Moderated Process. *International Journal of Innovation, Creativity and Change*, 13(3), 166-185.
- Ticoalu, L. K. (2013). Organizational Citizenship Behavior (OCB) dan Komitmen Organisasi Pengaruhnya terhadap Kinerja Karyawan. *Jurnal EMBA*, 1(4), 782-790. <https://doi.org/10.35794/emba.v1i4.2806>
- Ulukan, H., & Ulukan, M. (2021). Investigation of The Relationship Between Psychological Resilience, Patience And Happiness Levels of Physical Education Teachers. *International Journal of Educational Methodology*, 7(2), 335-351. <https://doi.org/10.12973/ijem.7.2.335>
- Ungvári-Zrínyi, I. (2013). Spirituality as Motivation and Perspective for A Socially Responsible Entrepreneurship. *World Review of Entrepreneurship Management and Sustainable Development*, 10(1), 4-15.
- Utami, N. M. S., Sapta, I. K. S., Verawati, Y., & Astakoni, I. M. P. (2021). Relationship Between Workplace Spirituality, Organizational Commitment and Organizational Citizenship Behavior. *The Journal of Asian Finance, Economics and Business*, 8(1), 507-517.
- Vasconcelos, A. F. (2021). Individual Spiritual Capital: Meaning, a Conceptual Framework and Implications. *Journal of Work-Applied Management*, 13(1), 117-141. <https://doi.org/10.1108/JWAM-08-2020-0038>
- Villani, D., Sorgente, A., Iannello, P., & Antonietti, A. (2019). The Role of Spirituality and Religiosity In Subjective Well-Being of Individuals with Different Religious Status. *Frontiers in Psychology*, 10, 1525. <https://doi.org/10.3389/fpsyg.2019.01525>

- Wang, M., Guo, T., Ni, Y., Shang, S., & Tang, Z. (2019). The Effect Of Spiritual Leadership on Employee Effectiveness: An Intrinsic Motivation Perspective. *Frontiers in Psychology*, 9, 2627. <https://doi.org/10.3389/fpsyg.2018.02627>
- Wibisono, C. (2017). Determination of Leadership and Spiritual Motivation on The Performance of Employees Through The Satisfaction of City Government Employees Batam, Indonesia. *Advances in Economics, Business and Management Research*, 36, 448-458. <https://doi.org/10.2991/icbmr-17.2017.41>
- Widyastuti, N., & Palupiningdyah, P. (2015). Pengaruh Kepuasan Dan Motivasi Kerja terhadap Kinerja Karyawan dengan Organizational Citizenship Behavior (OCB) Sebagai Variabel Intervening. *Management Analysis Journal*, 4(1), 76-78. <https://doi.org/10.15294/MAJ.V4I1.7221>
- Wijaya, A., Tasente, T. (2021). Labor Force and Economic Growth Based on Demographic Pressures, Happiness, and Human Development: Empirical from Romania. *Journal of Eastern European and Central Asian Research*, 8(1), 40-50. <https://doi.org/10.15549/jeecar.v8i1.571>
- Yuliansyah, M., Degeng, I. N. S., Wiyono, B. B., Suprianto, A., & Herman, M. (2021). The Relationship of Emotional Intelligence and Profession Of Teachers Attitude Obstacles with Organizational Citizenship Behaviour (OCB) Teachers at Madrasah Tsanawiyah in Banjarmasin. *Review of International Geographical Education* 11(5), 679-695. <https://doi.org/10.48047/rigeo.11.05.65>
- Yusuf, I., & Musa, I. M. (2021). Availability Analysis of A Complex System Consisting of Two Subsystems in Parallel Configuration with Replacement at Failure. *International Journal of Mathematics in Operational Research*, 19(4), 530-550. <https://doi.org/10.1504/IJMOR.2021.117629>