

The Influence of Workplace Spirituality, Commitment and Organizational Culture on Teacher Productivity

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Abstract:

This study aims to analyze the influence of workplace spirituality and organizational culture on teacher productivity with organizational commitment as a mediating variable in madrasas. Seeing the problems and research objectives to be achieved, this study uses an explanative research approach with a survey approach. The questionnaire was compiled based on research variables: workplace spirituality, organizational culture, teacher productivity and organizational commitment. The research data was taken from 100 teachers who were the sample of this study. Data collection was carried out by using a random sampling technique. The data analysis uses the Partial Least Square (PLS) approach using Smart PLS software. The results of the hypothesis test show that workplace spirituality affects teacher productivity. The higher the workplace spirituality, the higher the teacher's productivity. Organizational culture influences teacher productivity. This means that the higher the organizational culture, the higher the teacher productivity. Teacher productivity affects organizational commitment. This means that the higher the teacher's productivity, the higher the organizational commitment. There is an indirect effect between workplace spirituality on teacher productivity through significant organizational commitment. In conclusion, the better the spiritual workplace and organizational culture, the more teacher productivity can increase, and the stronger the organizational commitment is supported.

Keywords: *Workplace Spirituality, Organizational Culture, Teacher Productivity, Organizational Commitment*

Abstrak:

Penelitian ini bertujuan untuk menganalisis tentang pengaruh workplace spirituality dan budaya organisasi terhadap produktivitas guru dengan komitmen organisasi sebagai variabel mediasi di madrasah. Melihat permasalahan dan tujuan penelitian yang hendak dicapai, maka penelitian ini menggunakan pendekatan penelitian Explanatif dengan pendekatan survey. Kuesioner disusun berdasarkan variabel penelitian yaitu workplace spirituality, budaya organisasi, produktivitas guru dan komitmen organisasi. Data penelitian diambil dari 100 guru yang menjadi sampel penelitian ini. Pengumpulan data dilakukan dengan teknik random sampling. Analisis datanya menggunakan pendekatan Partial Least Square (PLS) dengan menggunakan software Smart PLS. Hasil uji hipotesis menunjukkan bahwa workplace spirituality berpengaruh terhadap produktivitas guru. Artinya, semakin tinggi workplace spirituality, maka semakin tinggi pula produktivitas guru. Budaya organisasi berpengaruh terhadap produktivitas guru. Artinya semakin tinggi budaya organisasi, maka semakin tinggi pula produktivitas guru. Produktivitas guru berpengaruh terhadap komitmen organisasi. Artinya semakin tinggi produktivitas guru, maka akan

semakin tinggi pula komitmen organisasi. Terjadi efek tidak langsung antara workplace spirituality terhadap produktivitas guru melalui komitmen organisasi yang berarti signifikan. Kesimpulannya, semakin baik dalam workplace spirituality dan budaya organisasi, maka dapat meningkatkan produktivitas guru, dan didukung oleh komitmen organisasi sehingga semakin kuat.

Kata Kunci: *Workplace Spirituality, Budaya Organisasi, Produktivitas Guru, Komitmen Organisasi*

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INTRODUCTION

Productivity is a measure of performance, including effectiveness and efficiency. Effectiveness is about achieving temporary goals; efficiency is the ratio of effectual output to the input needed (Mukti, 2017). If organizational behaviour is better, it can improve job satisfaction increasing human resource outcomes. According to Srimulyani & Hermanto (2022), productivity is determined by employee performance and technology, while employee performance depends on two things: ability and motivation.

Teacher work productivity is a condition that indicates the level of success or progress in carrying out his professional duties as a teacher. A teacher or employee is said to have high productivity if he is productive (Kuswibowo, 2022). Productivity is the potential or power that individuals (teachers) use optimally to achieve output that is more creative and generative and generates profits or benefits (Baharin et al., 2020). Teacher productivity as a result of the teacher's work is reflected in how to plan, implement and assess the teaching and learning process whose intensity is based on spirituality, organizational culture and teacher professional discipline in the learning process.

Spirituality in the workplace initially received little attention. However, interest in studying spirituality in the workplace has grown in the last decade (Ananda et al., 2022; Andriprianto & Maridjo, 2022; Putra et al., 2022). The workplace spirituality movement has begun to show its existence in several countries, as seen from the proliferation of written publications (print and online journals, books) and workplace spirituality conferences (Rana et al., 2020).

Over the years, organizational studies have experienced a fundamental shift from a mechanistic paradigm that values rationality and 'science' calculations to a spiritual paradigm that values awareness and understanding (Ridlo et al., 2021). The spiritual paradigm recognizes that people work not only by their hands but also by their hearts or soul (Rana et al., 2020). Fourie (2014) states that the attribute that organizations need from managers and employees in the 21st century is that people bring their whole selves to work, not just their muscles and brains. This requirement emphasizes that intelligence and spirituality can be beneficially accommodated in the workplace.

According to Risgiyanti et al., (2020), good work spirituality is supported by work attitudes in the form of good individual spirituality to achieve a positive organization. Elnafrawy (2022) explains that most employees want to get

meaning in their work. Moreover, some individuals try to bring spiritual values into the workplace so that employees get meaningful work (Ahmed et al., 2022). Spirituality in the workplace is not related to each employee's religion but to the tools used to improve their performance (Ekowati, 2022). Spirituality is a climate that builds positive values in use, not something that is forced or false values (Putra et al., 2022). Spirituality requires that individuals are free to follow or reject (Rana et al., 2020). Nasrullah et al. (2022) divide the spiritual workplace into three sections. Each of them represents three levels of workplace spirituality, namely individual level, group level, and organization level.

Spirituality in the workplace is more about acknowledging that people who work in organizations have an inner life that grows because of the significance of work for their lives. As human beings, workers have a mind and a soul and always try to find meaning and purpose in life in their work. In addition, people who work desire to relate to other humans and be part of society (Saralita & Ardiyanti, 2020). Elnafrawy (2022) emphasized that the pressure of global competition has made organizational leaders think that the creativity of organizational members is needed to express themselves at work fully. This will happen if the work feels meaningful to them. Spirituality is a new hope for improving morals, ethics, values, creativity, productivity and work attitudes. Much research has been done on spirituality in the workplace associated with organizational commitment (Geigle, 2012). According to Ahmed et al. (2022), the first to test empirically is how spirituality in the workplace is associated with organizational commitment. Organizational commitment has been seen as an essential element in the workplace because of its impact on work outcomes such as turnover rates, absenteeism rates and effectiveness (Mousa & Alas, 2016).

Teacher productivity is also influenced by organizational culture (Kuswibowo, 2022). Organizational culture is what differentiates an organization from other organizations. This can be seen from the work and activities owned by members of an organization (Simarmata, 2020). There are six indicators of organizational culture, namely being innovative, taking into account risks, paying attention to every problem in detail, being oriented to the results to be achieved, being oriented to all employee interests, being aggressive at work, maintaining and maintaining work stability (Supardi & Sasongko, 2017).

Teacher productivity is also influenced by organizational commitment. Organizational commitment is the degree to which individuals identify themselves in an organization based on their goals and desire to maintain membership (Ananda et al., 2022). Organizational commitment can also be interpreted as a form of individual expression in self-identification, loyalty and involvement in the organization (Berberoglu, 2018). Employees who are committed to the organization will work dedicatedly because employees think that the most important thing that must be achieved is the achievement of organizational tasks (Azmy, 2021).

Commitment to the organization involves three attitudes, namely; 1) self-identification of organizational goals; 2) a desire to be involved in organizational tasks; 3) a sense of loyalty to the organization (Junaidi & Mildawati, 2022).

Labutubun & Dewi (2022) also characterizes organizational commitment into three different psychological mindsets of desire (affective), obligation (normative), and cost (sustainable). Employees with high affective commitment stay with the organization because they want to stay, employees with high normative commitment stay with the organization because they feel they have to stay with the organization because of an ethical responsibility to remain with the organization, and employees with high continuance commitment stay with the organization because they have to stay because there will be costs lost if employees leave the organization. Indicators of organizational commitment: 1) Affective Commitment, affective commitment refers to the emotional attraction, identification and involvement of an employee in an organization. 2) Continuance Commitment, Continuance commitment will be committed to the organization if you feel the benefits and there is a fair exchange between employees and the organization. 3) Normative Commitment, normative commitment shows the degree to which a person is psychologically bound to become an employee of an organization based on feelings such as loyalty, affection, warmth, ownership, pride, happiness, etc. (Ulfa et al., 2021).

This study examines teacher productivity which is influenced by spirituality in the workplace, and organizational culture, which is associated with an organizational commitment to education providers, especially MI Mujahidin, Sooko, Mojokerto, East Java. It is essential to study teacher productivity in madrasas with religious elements attached to them. Therefore, this research is necessary because it examines workplace spirituality, organizational culture, teacher productivity and organizational commitment to teachers. Teachers are a crucial element in the education system in madrasas, so teachers play a vital role in transforming knowledge for students. Based on this, the teacher is required to carry out his role as well as possible. Spirituality in the workplace that teachers in madrasah do not own causes teacher organizational commitment to be low because teachers are unable to see themselves as spiritual beings whose souls need 'nourishment' at work, who understand a sense of purpose and meaning in their work, and a sense of attachment to one another in the community where they work (Ananda et al., 2022; Andriprianto & Maridjo, 2022; Munawaroh et al., 2021; Nasrullah et al., 2022; Putra et al., 2022; Risgiyanti et al., 2020; Saralita & Ardiyanti, 2020). It is interesting to study how teachers interpret spirituality in the workplace, which will impact organizational commitment. In particular, this study aims to analyze the influence of Workplace Spirituality and Organizational Culture on teacher productivity through teacher organizational commitment in madrasah.

RESEARCH METHODS

This study aims to obtain empirical evidence and develop the theory of Workplace Spirituality, Organizational Culture, Teacher Productivity, and Organizational Commitment. The conceptual framework in this study is:

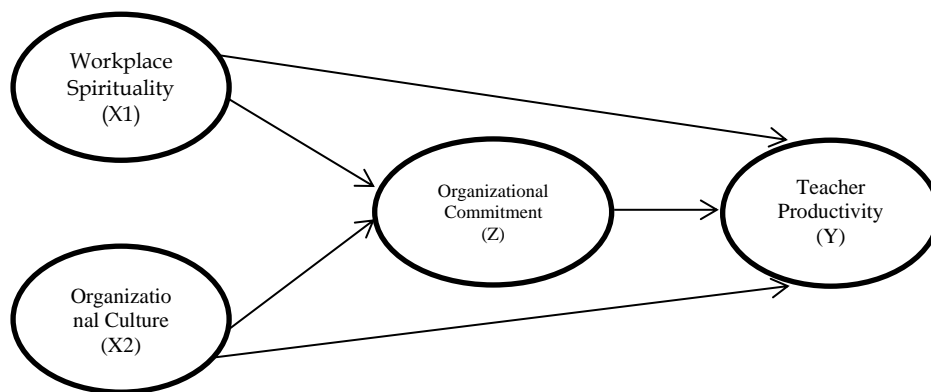


Figure 1. Conceptual Framework

Seeing the problems and research objectives to be achieved, this research uses an explanative research approach with a survey approach (Haryanti, 2019). The questionnaire was compiled based on research variables: Workplace Spirituality, Organizational Culture, Teacher Productivity, and Organizational Commitment. The population in this study is 100 teachers. The object of this study was 100 employees at MI Mujahidin in Japan Village, Sooko District, Mojokerto Regency, East Java. Data analysis uses the Partial Least Square (PLS) approach using Smart PLS software. PLS is a component or (variance) based structural equation model (SEM).

In the analysis with PLS, two things are done: First, Assessing the Outer Model or measurement model. There are three criteria for assessing the outer model: Convergent Validity, Discriminant Validity and Composite Reliability. The convergent validity of the measurement model with reflection indicators is assessed based on the correlation between the item score/component score calculated by PLS. The individual reflection measure is considered high if it correlates more than 0.70 with the measured construct. For research in the early stages of developing a measurement scale, a loading value of 0.5 to 0.6 is considered sufficient. The discriminant Validity of the measurement model with reflection indicators is assessed based on Cross Loading measurements with constructs. Suppose the construct's correlation with the measurement item is more significant than the other measures. In that case, this indicates that the latent construct predicts the size of their block better than the size of the other blocks. Another method for assessing Discriminant Validity is to compare the Root of Average Variance Extracted (AVE) value of each construct with the correlation between the construct and the other constructs in the model. If the AVE value of each construct is greater than the correlation value between the construct and the other constructs in the model, then it is said to have a good Discriminant Validity value. It is recommended that the AVE value be more significant than 0.50. The composite reliability of the indicator block that measures a construct can be evaluated with two dimensions: the internal consistency developed by Wert et al. (Ghozali, 2016).

Second, Assessing the inner Model or Structural Model. Testing the inner or structural model is carried out to see the relationship between constructs, significant value and R-square of the research model. The structural model was

evaluated using the R-square for the dependent construct, the Stone-Geisser Q-square test for predictive relevance and the t-test and the significance of the structural path parameter coefficients. Assessing the model with PLS begins by looking at the R-square for each latent dependent variable. Changes in the R-square value can be used to assess the effect of certain independent latent variables on the latent dependent variable and whether it has a substantive effect.

RESULTS AND DISCUSSION

Data Quality Test Results (Outer Model)

There are three criteria for using data analysis techniques with SmartPLS to assess the outer model: Convergent Validity, Discriminant Validity, Composite Reliability and Average Variance Extracted (AVE).

Convergent Validity

The convergent validity of the measurement model with reflexive indicators is assessed based on the correlation between the item score/component score estimated by the PLS Software. The individual reflexive measure is considered high if it correlates more than 0.70 with the measured construct. In this study, a loading factor limit of 0.70 will be used. Based on the table below, it can be seen that all outer loading results are > 0.60, so all research items are included in the criteria. The results of outer loadings are in Table 1.

Table 1. Outer Loadings

Indicator	Research Model
Workplace Spirituality	
X11	0.781
X12	0.807
X13	0.821
X14	0.777
X15	0.730
Organizational Culture	
X21	0.721
X22	0.734
X23	0.778
X24	0.747
X25	0.588
Teacher Productivity	
Y1	0.801
Y2	0.781
Y3	0.819
Y4	0.807
Organizational Commitment	
Y11	0.711
Y12	0.738
Y13	0.779
Y14	0.812
Y15	0.725

Data Source: Primary Data Processed (2022)

Based on the results of processing using Smart PLS can be seen in Table 1. The value of the outer model or the correlation between constructs and variables

has met convergent validity. The estimation results for the outer loading test calculation using PLS. From the output, it can be seen that all items are valid. This is because the Factor loading values are all more than 0.6.

Evaluating Reliability and Average Variance Extracted (AVE)

The validity and reliability criteria can also be seen from the reliability value of a construct and the Average Variance Extracted (AVE) value of each construct. The construct is highly reliable if the value is 0.70 and the AVE is above 0.50 (Ghozali, 2011). Table 2 will present the Composite Reliability and AVE values for all variables.

Based on Table 2, all constructs meet the criteria of reliability. This is indicated by the composite reliability value above 0.70 and AVE above 0.50 according to the existing criteria.

Table 2. Outer Model, AVE, Composite Reliability

Variabel	AVE	Composite Reliability	Keterangan
Workplace Spirituality	0.615	0.888	Reliable
Budaya Organisasi	0.513	0.839	Reliable
Produktivitas Guru	0.644	0.888	Reliable
Komitmen Organisasi	0.550	0.879	Reliable

Sumber Data: Data Primer diolah (2022)

Model Feasibility Test Results (Inner Model)

Testing of the inner model or structural model is tested to see the relationship between constructs, significance value and R-square of the research model. The structural model was evaluated using the R-square for the dependent construct t-test and the significance of the structural path parameter coefficients. Assessing the model with PLS begins by looking at the R-square for each latent dependent variable. Table 3 is the result of R-square estimation using SmartPLS.

Table 3. R-Square Value

Variable	R-Square
Organizational commitment	0.708
Teacher productivity	0.656

Data Source: Primary Data Processed (2022)

Table 3 shows the R-square value for the organizational commitment variable obtained at 0.708; this means that the variability of the construct of organizational commitment can be explained by the variability of the construct of organizational commitment of 70.8%, while the rest is explained by other variables outside the model studied. The greater the R-square number indicates, the greater the independent variable can explain the dependent variable so that the structural equation is better. As for the teacher productivity variable, it was obtained at 0.656; this means that the variability of the productivity construct can be explained by the variability of the workplace spirituality and organizational culture constructs of 65.6%, while the rest is explained by other variables outside the model studied. The greater the R-square number indicates, the greater the independent variable can explain the dependent variable so that the structural

equation is better.

Hypothesis Testing

The significance of the estimated parameters provides beneficial information about the relationship between the research variables. The basis used in testing the hypothesis is the value contained in the output result for inner weight. Table 4 provides the estimated output for testing the structural model. In SmartPLS, statistical testing of each hypothesized relationship is carried out using a simulation. In this case, the bootstrap method was carried out on the sample. Testing with bootstrap is also intended to minimize the problem of abnormal research data. The results of testing with bootstrapping from the SmartPLS analysis are as Figure 2:

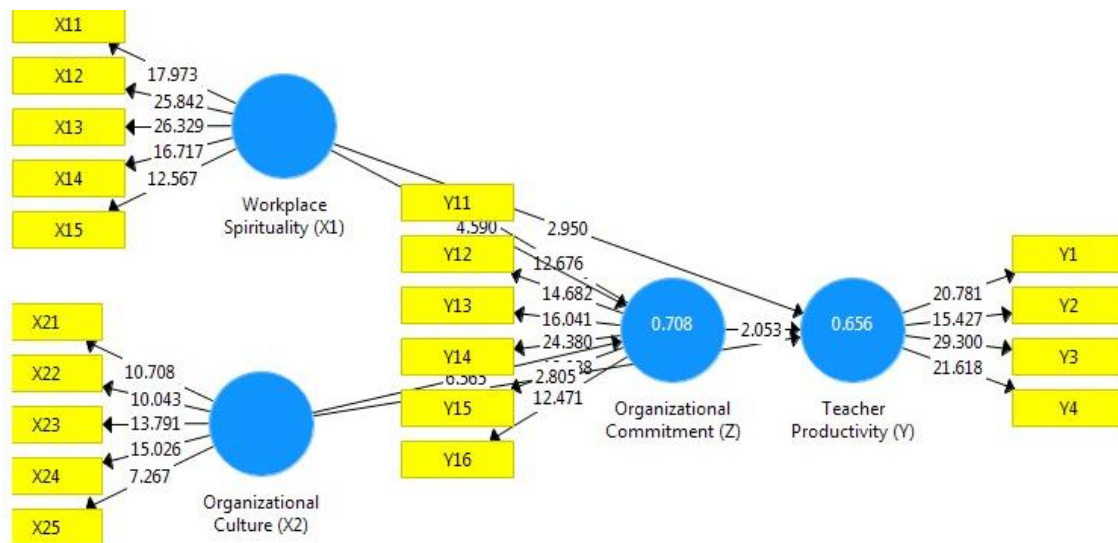


Figure 2. Bootstrapping Results

The significance level in hypothesis testing is measured using the path coefficient value parameter (Abdillah & Hartono, 2015). This test looks at the estimated path coefficient and t-statistic value with significance at $\alpha=5\%$. The hypothesis is accepted if the t-statistic value is higher than the t-table value, which is equal to 1.984 for the one-tailed hypothesis. The following is the path coefficient value in testing the central hypothesis of this study:

Table 4. Path Coefficient value

Correlation	Original Sample	Sampel Mean (M)	Standar Deviation	T- Statistik	P Values	Decision
Workplace Spirituality (X1) -> Teacher Productivity (Y)	0.293	0.286	0.093	3.146	0.002	Accepted
Organizational Culture (X2) -> Teacher Productivity (Y)	0.319	0.321	0.116	2.750	0.006	Accepted
Teacher Productivity (Y) -> Organizational Commitment (Z)	0.269	0.277	0.130	2.065	0.039	Accepted

Data Source: Primary Data Processed (2022)

a. Hypothesis Test 1: Effect of Workplace Spirituality on Teacher Productivity

The test on Workplace Spirituality yielded a t-statistic value of 3.146 with a P value of $0.002 < 0.05$ (sig level). The test results prove that the hypothesis put forward in this study can be accepted, which means that Workplace Spirituality affects Teacher Productivity. Thus the higher the Workplace Spirituality, the higher the Teacher Productivity.

b. Hypothesis 2 Test: The Effect of Organizational Culture on Teacher Productivity

Tests on budget implementation resulted in a t-statistic value of 2,750 with a P value of $0.006 < 0.05$ (sig level). The test results prove that the hypothesis proposed in this study can be accepted: organizational culture influences teacher productivity. Thus the higher the organizational culture, the higher the teacher's productivity.

c. Hypothesis 3 Test: Effect of Teacher Productivity on Organizational Commitment

Tests on teacher productivity yielded a t statistic value of 2.065 with a P value of $0.039 < 0.05$ (sig level). The test results prove that the hypothesis put forward in this study can be accepted, namely, teacher productivity affects organizational commitment. Thus the higher the teacher's productivity, the higher the organizational commitment.

Mediation Test Results

Influence analysis was carried out to analyze the strength of influence between variables, both direct, indirect and total influence. The direct effect is the coefficients of all the coefficient lines with one-pointed arrows.

Table 5. Indirect Effects

No	Correlation	Original Sample	Sampel Mean (M)	Standar Deviation	T-Statistics	P Values
1	Workplace Spirituality (X1) -> Teacher Productivity (Y) -> Organizational Commitment (Z)	0.145	0.148	0.071	2.033	0.043
2	Organizational culture (X2) - > Teacher Productivity (Y) - > Organizational Commitment (Z)	0.097	0.100	0.052	1.862	0.063

Data Source: Primary Data Processed (2022)

The results from Table 5 show an indirect effect of Workplace Spirituality on teacher productivity through organizational commitment P-values $0.043 > 0.05$, which means it is significant. The result is that organisational culture has no indirect effect on teacher productivity through organizational comments. P-values $0.063 < 0.05$ means not significant.

The Effect of Workplace Spirituality on Teacher Productivity

The test results prove that the hypothesis put forward in this study can be accepted, which means that Workplace Spirituality affects Teacher Productivity. Thus the higher the Workplace Spirituality, the higher the Teacher Productivity. According to Nasrullah et al. (2022), good work spirituality is supported by a work attitude in the form of good individual spirituality to achieve a positive organization. Spirituality in the workplace is not related to each employee's religion but to the tools used to improve their performance (Ferdinan et al., 2020). Teacher productivity is the potential or power that individuals (teachers) use optimally to achieve output that is more creative and generative and generates profits or benefits (Sugiyarti et al., 2016). Teacher productivity as a result of the teacher's work is reflected in how to plan, implement and assess the teaching and learning process whose intensity is based on spirituality, organizational culture and teacher professional discipline in the learning process.

The Effect of Organizational Culture on Teacher Productivity

The test results prove that the hypothesis put forward in this study is acceptable, that is, organizational culture influences teacher productivity. Thus the higher the organizational culture, the higher the teacher's productivity. According to Kuswibowo (2022), organizational culture also influences teacher productivity. Organizational culture is a differentiator of an organization from other organizations. This can be seen from the work and activities owned by members of an organization (Simarmata, 2020). There are six indicators of organizational culture, namely being innovative, taking into account risks, paying attention to every problem in detail, being oriented to the results to be achieved, being oriented to all employee interests, being aggressive at work, maintaining and maintaining work stability (Supardi & Sasongko, 2017).

Effect of Teacher Productivity on Organizational Commitment

The test results prove that the hypothesis proposed in this study is acceptable. Namely, teacher productivity affects organizational commitment. Thus the higher the teacher's productivity, the higher the organizational commitment. The results of this study are by Junaidi & Mildawati (2022). Organizational commitment can also be interpreted as a form of individual expression in self-identification, loyalty and involvement in the organization. Employees who are committed to the organization will work dedicatedly because employees think that the critical thing to achieve is the achievement of organizational tasks (Labetubun & Dewi, 2022). Organizational commitment involves three attitudes, namely; 1) self-identification of organizational goals; 2) a desire to be involved in organizational tasks; 3) a sense of loyalty to the organization (Ulfa et al., 2021).

There is an indirect effect of Workplace Spirituality on teacher productivity through organizational commitment P-values $0.043 > 0.05$, which means it is significant. The result is that organizational culture has no indirect effect on teacher productivity through organizational comments. P-values $0.063 < 0.05$ means that it is not significant.

The results of this study support the theoretical concepts developed by Nurmayanti et al. (2018) and (Akgunduz et al., 2018; Bharadwaja & Tripathi, 2020; Damanik et al., 2021; Mutohar & Trisnantari, 2020) as well as other previous researchers, who found that the higher the spirituality in the workplace, the stronger the organizational commitment. Likewise, research Ekowati (2022), Labetubun & Dewi (2022), and Saralita & Ardiyanti (2020), good work spirituality is supported by work attitudes in the form of good individual spirituality so that it will achieve a positive organization.

CONCLUSION

The results of his research show that workplace spirituality influences teacher productivity, which means that the higher the workplace spirituality, the higher the teacher productivity. Organizational culture influences teacher productivity, which means that the higher the organizational culture, the higher the teacher productivity. Teacher productivity affects organizational commitment, meaning that the higher the teacher productivity, the higher the organizational commitment. There is an indirect effect of Workplace Spirituality on teacher productivity through significant organizational commitment. The result is that there is no indirect effect of organizational culture on teacher productivity through organizational commitment, which is not significant.

Suggestions that can be given to madrasas are expected to be able to manage teacher productivity and always maintain the application of spirituality in the workplace and organizational culture for each teacher, where this application can increase teacher organizational commitment. Some recommendations for future research are that future researchers can examine the influence of workplace spirituality, organizational culture and teacher productivity through organizational commitment by associating it with other variables. Future researchers can conduct studies by adding these variables or adding samples on a large scale.

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