

# Spiritual Work Motivation as a Mediator in the Relationship Between Organizational Climate and Teacher Performance

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## Abstract:

This study aims to analyze the role of spiritual work motivation in mediating the influence of organizational climate on teacher performance. This study uses a quantitative approach with an explanatory method. The variables studied include spiritual work motivation, organizational climate, and teacher performance. Data were collected by distributing questionnaires to 100 teachers in one of the state madrasahs in Tulungagung, which were selected using random sampling techniques. Data analysis was carried out using Smart PLS software's Partial Least Squares (PLS) method. The study results indicate that organizational climate positively affects teacher performance, which is supported by this finding. In addition, teacher performance also has a positive effect on spiritual work motivation. Furthermore, spiritual work motivation is proven to mediate the positive influence between organizational climate and teacher performance. This finding indicates that good work climate conditions, recognition, and motivation teachers receive can encourage their performance improvement. With a supportive climate, teachers feel more motivated to develop their competencies, thereby improving the quality of their work.

**Keywords:** *Spiritual Work Motivation, Organizational Climate, Teacher Performance*

## Abstrak:

Penelitian ini bertujuan untuk menganalisis peran spiritual work motivation dalam memediasi pengaruh iklim organisasi terhadap kinerja guru. Penelitian ini menggunakan pendekatan kuantitatif dengan metode explanatori. Variabel yang diteliti meliputi spiritual work motivation, iklim organisasi, dan kinerja guru. Data dikumpulkan melalui penyebaran kuesioner kepada 100 guru di salah satu madrasah negeri di Tulungagung, yang dipilih menggunakan teknik random sampling. Analisis data dilakukan dengan metode Partial Least Squares (PLS) menggunakan perangkat lunak Smart PLS. Hasil penelitian menunjukkan bahwa iklim organisasi berpengaruh positif terhadap kinerja guru, yang didukung oleh temuan ini. Selain itu, kinerja guru juga berpengaruh positif terhadap spiritual work motivation. Lebih lanjut, spiritual work motivation terbukti memediasi pengaruh positif antara iklim organisasi dan kinerja guru. Temuan ini menunjukkan bahwa kondisi iklim kerja yang baik, pengakuan, dan motivasi yang diterima guru dapat mendorong peningkatan kinerja mereka. Dengan adanya iklim yang mendukung, guru merasa lebih termotivasi untuk mengembangkan kompetensinya, sehingga meningkatkan kualitas pekerjaan mereka.

**Kata Kunci:** *Spiritual Work Motivation, Iklim Organisasi, Kinerja Guru*

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## INTRODUCTION

Teachers as human resources are the primary determinant of the success of an organization (Amoako et al., 2022; Tuytens et al., 2023). Bharadwaja and Tripathi (2020) stated that teachers are also prominent supporters of the effectiveness of the management of educational institutions in achieving high productivity. Teacher productivity can be viewed from the teacher's duties as stated in teachers' primary duties and functions (Soim et al., 2022).

Teachers need to deepen professional competence in line with the development of science and technology, as well as society's demands and expectations, to improve the quality of education (Parji & Prasetya, 2020). Teachers must perform competently to satisfy the hopes and desires of all parties, especially the community, which has entrusted schools and teachers to develop students. The development of more complex management processes can also support presenting the need to identify teacher characteristics and encourage substantial improvements in teacher performance (Mutohar, 2020). However, the implementation of organizational management faces many serious problems with its human resources and the condition of the nation, which is experiencing moral decadence (Rosyid, 2021).

Internal problems that hinder teacher performance include harmful conflicts between teachers, a sense of injustice, lack of career paths, monotonous work life, insecurity in the organization, lack of management attention to teachers, and teachers' inability to face change. Technology. Problems arise because the environment is not static, and there are many dynamic changes (Kumar & Wiseman, 2021). This can also disrupt the teaching and learning process by making it ineffective, making the quality of the work of teachers not meet the standards set in educational institutions (Aburizaizah, 2022; Abebe & Assemie, 2023). Based on these phenomena, external and internal factors hinder teacher performance. This requires more attention to help plan learning performance and design effective interventions.

Teacher performance is critical to pay attention to and evaluate because teachers carry out professional duties, meaning tasks can only be carried out with unique competencies obtained through educational programs. Apart from the special competencies teachers must follow, many things influence a teacher's performance. Things such as salary, rewards, incentives, work motivation, organizational culture, turnover intention, leadership style of a leader, ethics at work, satisfaction at work, relationships between employees and relationships with superiors are some things that influence performance (Ly, 2023). If adjusted to the phenomena that are currently being discussed as explained above, it can be said that the work ethics of teachers often hinder the teaching and learning process because teachers tend not to be optimal in teaching, so efforts are needed to improve teacher performance starting from the internal organization itself.

It is necessary to realize that the organizational climate also greatly influences teacher motivation and performance. In the climate of this educational

institution, there are several important components, which include structure, rewards, warmth, support, conflict, and identity. Teacher motivation and performance will decrease if these components are unsuitable for the organization. A healthy organizational climate can create feelings of comfort for organizational members so that organizational members can work optimally (Li et al., 2020). A conducive environmental condition provides comfort for teachers. As in Klein's (2023) research, perceptions of organizational climate develop based on the significance of the environment for individual values. Previous research includes the findings of Miao et al. (2023), who reveal that organizational climate has a powerful influence on organizational performance.

Kim, Schuh, & Liu (2024) also showed their findings that a positive organizational climate will improve employee attitudes and superior organizational performance. In line with these findings, research by Nabella et al. (2022) shows a significant favourable influence between organizational climate and teacher performance. In contrast to Praningrum et al. (2023), the results of their research show that organizational climate does not significantly affect employee performance. The differences in these findings need to be studied further in order to prove the truth conceptually and empirically.

This research raises the spiritual work motivation variable based on the development of motivation theory. So far, no one has researched spiritual work motivation as a mediator on organizational climate and the influence of teacher performance variables. Spiritual work motivation in this research is considered capable of mediating the influence of organizational climate on teacher performance. Teachers need spiritually based work motivation to become a reference in improving their performance. Having and appreciating Islamic spiritual abilities is something absolute or a necessity for teachers to be able to educate and guide their students optimally. Teachers who use spiritual intelligence and uphold Islamic values will always be careful in carrying out their duties and obligations to avoid betraying or falling into hedonistic acts. They will always maintain the principle of sincerity in their lives and obey Islamic laws.

Hussain et al. (2023) and Priyadarshini et al. (2024) conducted previous research on spiritual motivation and found that spiritual students were more motivated than non-spiritual students. On the other hand, students with motivation can be more spiritual than those with low motivation. Imron et al. (2023) describe spirituality as an ingrained aspect of human nature revealed during adolescence when teenagers search for transcendence, purpose in life, and meaning. Meanwhile, according to Ahmed et al. (2019), their research seeks to propose a new theoretical framework by describing the concept of student achievement motivation by introducing the construction of an Islamic perspective on spirituality and resilience by paying special attention to its influence on achievement motivation. In contrast, research by Ahmed et al. (2019) states that although religion and spirituality are significant, researchers have largely ignored them. Spirituality is recognized as an essential element when individuals face difficulties (Diego-Cordero et al., 2022; Papaleontiou-Louca et al., 2022). In line with Hussein et al.'s (2023) research, spiritual motivation does not affect performance.

The teachers' performance at MAN 2 Tulungagung needs to pay attention to factors in the mastery of teaching materials accompanied by Islamic values. For this reason, an organizational climate is required. The organizational climate is a condition that shows life in the internal environment regularly, thus affecting the behaviour pattern, attitude, and feelings of a teacher. An individual who understands, appreciates, and practices the values of the Qur'an and As-Sunnah about the motivation to work will manifest an Islamic organizational climate. Teachers must apply an Islamic work ethic in carrying out their duties in the organization and in their daily lives. A teacher's Islamic organizational climate determines the performance quality in an organization. Latunreng et al. (2023) stated that the organizational environment significantly impacts employee welfare and directly influences the quality and quantity of work done.

Spiritual work motivation at MAN 2 Tulungagung is based on the concept of *ihsan* (goodness) and teachings that direct humans in the context of independence in improving their performance. Spiritual work motivation is based on the Qur'an and As-Sunnah by applying sincerity, simplicity, independence, Islamic *ukhuwah*, and freedom. Spiritual work motivation is the development of spiritual motivation. The research relevant to spiritual motivation includes Do (Ekowati, 2022; Imron et al., 2023; Putra et al., 2022; Rana et al., 2020; Soim et al., 2022). Organizational climate affects Spiritual Work Motivation in MAN 2 Tulungagung, supported by research by Hussein et al. (2023) using emotional intelligence variables. The study results show that the organizational climate positively and significantly influences teachers' emotional intelligence.

Alwany et al. (2024) and Hussein et al. (2023) conducted a study that produced findings that organizational climate directly has a significant influence on increasing employee work motivation. Furthermore, research that uses organizational climate variables on work motivation is still rare and difficult to find. This is a gap for researchers to review and prove the influence of organizational climate on work motivation levels. There are differences in respondents to be studied. The study examined employees, while in this study, the respondents were teachers at MAN 2 Tulungagung.

Furthermore, theoretically, contradictions from several researchers regarding the influence of organizational culture, organizational climate, and Islamic work ethic on teacher performance motivate this research to develop new variables to determine their role in teacher performance. Specifically, this research aims to analyze the role of spiritual work motivation on the influence of organizational climate on teacher performance.

This study contributes to the development of work motivation theory by introducing spiritual work motivation as a mediator between organizational climate and teacher performance. This finding enriches the literature examining organizational climate's influence on teacher performance, especially in the context of Islamic values. Practically, this study offers recommendations for creating an organizational climate that supports the development of spiritual work motivation, which can improve performance and quality of education in madrasah.

## RESEARCH METHOD

This research seeks empirical evidence and develops a spiritual theory of work motivation, organizational climate, and teacher performance. Seeing the problems and research objectives to be achieved, this research uses a quantitative research approach with a survey approach (Fitri & Haryanti, 2020). This research is a type of associative causal research using quantitative data. Associative causal research aims to analyze the relationship between one variable and another variable or how one variable influences other variables (Riyanto & Hatmawan, 2020). According to Sekaran, quantitative research is a type of research that usually uses structured questions to collect data, usually through questionnaires. This type of quantitative research also means research that can measure results (Mutohar & Haryanti, 2024). Seeing the problems and research objectives to be achieved, this research uses an explanatory research approach with a survey approach. The questionnaire was prepared based on research variables: spiritual work motivation, organizational climate and teacher performance. The population in this study was 100 teachers. The objects in this research were 100 employees at MAN 2 Tulungagung.

Data analysis uses the Partial Least Square (PLS) approach using Smart PLS software. In analysis with PLS, there are two things to do: Assessing the Outer Model or measurement model. There are three criteria for assessing the outer model: convergent validity, discriminant validity and composite reliability (Ghozali, 2021) and the inner or structural model. Inner or structural model testing is carried out to see the relationship between constructs, significant values and R-square of the research model. In assessing the model with PLS, start by looking at the R-square for each dependent latent variable. Changes in the R-square value can be used to assess the influence of certain independent latent variables on whether the dependent latent variable has a substantive influence.

## RESULT AND DISCUSSION

### Result

#### Data Quality testing results (Outer Model)

Three criteria for using data analysis techniques with SmartPLS to assess the outer model are convergent validity, discriminant validity, composite reliability and Average Variance Extracted (AVE).

#### *Convergent Validity*

Convergent validity of the measurement model with reflexive indicators is assessed based on the correlation between item scores/component scores estimated with PLS software. An individual reflexive measure is considered high if it correlates more than 0.70 with the measured construct. In this research, 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 meet the criteria. Outer loading results are in Table 1.



**Tabel 1. Outer Loadings**

	Teacher work (Y)	Spiritual Work Motivation (Z)	Organisation Condition (X)
X_1	0,634	0,700	0,702
X_10	0,867	0,861	0,896
X_11	0,807	0,818	0,893
X_12	0,840	0,865	0,907
X_2	0,884	0,910	0,930
X_3	0,863	0,785	0,880
X_4	0,765	0,799	0,865
X_5	0,751	0,751	0,792
X_6	0,785	0,799	0,860
X_7	0,741	0,757	0,821
X_8	0,732	0,772	0,809
X_9	0,868	0,864	0,894
Y_1	0,850	0,756	0,827
Y_2	0,921	0,897	0,872
Y_3	0,905	0,895	0,855
Y_4	0,864	0,774	0,838
Y_5	0,838	0,771	0,814
Y_6	0,896	0,854	0,812
Z_1	0,890	0,897	0,850
Z_10	0,811	0,896	0,864
Z_2	0,658	0,731	0,703
Z_3	0,789	0,855	0,806
Z_4	0,857	0,874	0,832
Z_5	0,819	0,864	0,849
Z_6	0,853	0,870	0,825
Z_7	0,647	0,705	0,617
Z_8	0,834	0,882	0,871
Z_9	0,841	0,856	0,822

**Data Source: Processed Primary Data (2024)**

Based on the results of processing using SmartPLS can be seen in Table 1. The outer model value or correlation between the construct and the variables has met convergent validity, the estimated results of the outer loading test calculation using PLS. From this 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)***

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. A construct is highly reliable if the value is 0.70 and the AVE is above 0.50. Table 2 presents the Composite Reliability and AVE values for all variables.

**Tabel 2. Outer Model, AVE, Composite Reliability**

Variabel	AVE	Composite Reliability	Information
Teacher work	0.615	0,970	Reliable
Organisation Condition	0.513	0,953	Reliable
spiritual work motivation	0.644	0,961	Reliable

**Data Source: Processed Primary Data (2024)**

Based on Table 2, all constructs meet the reliable criteria. This is indicated by a composite reliability value above 0.70 and an AVE above 0.50 per the existing criteria.

### Model Feasibility Test Results (Inner Model)

Inner model or structural model testing is carried out to see the relationship between constructs, significance values, and R-square of the research model. The structural model was evaluated using R-square for the t-test dependent construct and the significance of the structural path parameter coefficients. In assessing the model with PLS, start by looking at the R-square for each dependent latent variable. Table 3 shows the result of the R-square estimation using SmartPLS.

**Tabel 3. Score R-Square**

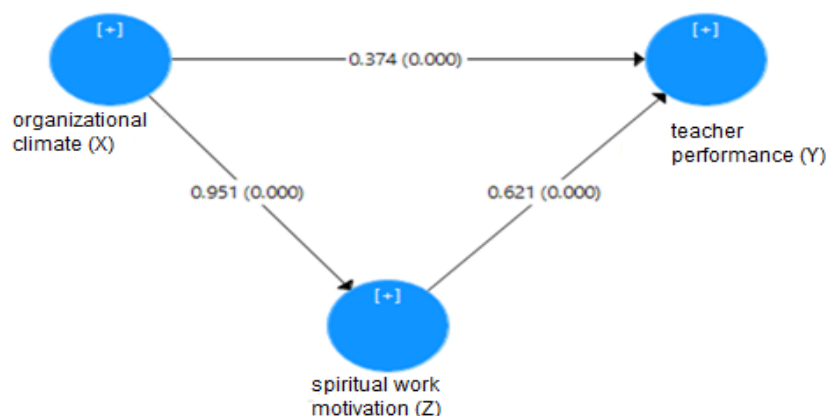
Variabel	R Square	R Square Adjusted
Spiritual Work Motivation	0,905	0,904
Teacher work	0,967	0,967

**Data source: Processed Primary Data (2024)**

Table 3 shows that the R-square value for the spiritual work motivation variable was obtained at 0.905; this means that the variability of the spiritual work motivation construct can be explained by the variability of the organizational climate and performance constructs of 90.5%, while other variables outside the model explain the rest studied. The larger the R-square number, the greater the independent variable can explain the dependent variable, so the better the structural equation. Meanwhile, the teacher performance variable was obtained at 0.967; this means that the variability of the teacher performance construct can be explained by the variability of the organizational climate and spiritual work motivation constructs of 96.7%, while other variables outside the model studied explain the rest. The larger the R-square number, the greater the independent variable can explain the dependent variable, so the better the structural equation.

### 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 conducted using simulation. In this case, the bootstrap method is carried out on the sample. Bootstrap testing is also intended to minimize the problem of non-normality of research data. Test results using bootstrapping from SmartPLS analysis are shown in Figure 2.



**Figure 2. Bootstrapping Result**

The significance level in hypothesis testing is measured using the path coefficient value parameter. 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, namely 1.984 for the one-tailed hypothesis. The following is the path coefficient value used to test the central hypothesis of this research.

**Tabel 4. Path Coefficient Score**

	Direct Influence and Indirect Influence	Parameter Coefisien	T-Statistics	P-Values	Result
H <sub>1</sub>	Organisation condition (X) -> Teacher work (Y)	0,951	92,862	0,000	Accepted
H <sub>2</sub>	Organisation condition (X) -> spiritual work motivation (Z)	0,374	8,473	0,000	Accepted
H <sub>3</sub>	Teacher work (Y) -> spiritual work motivation (Z)	0,621	14,090	0,000	Accepted

**Data source: Processed primary data (2024)**

Based on the table above, organizational climate influences teacher performance. The test of organizational climate produced a t statistical value of 92,862 with a P value of 0.000 < 0.05 (sig level). The test results prove that the hypothesis proposed in this research can be accepted, namely that organizational climate influences teacher performance; this means that the higher the meaning of work, the higher the teacher's performance. Organizational climate influences spiritual work motivation; the test of organizational support produced a t statistical value of 8.473 with a P value of 0.000 < 0.05 (sig level). The test results prove that the hypothesis proposed in this research can be accepted: organizational climate influences spiritual work motivation. This means that the higher the organizational climate, the higher the spiritual work motivation; spiritual work motivation influences teacher performance; a test of organizational support produces a t statistic value of 14,090 with a P value of 0,000 < 0.05 (sig level). The test results prove that the hypothesis proposed in this research can be accepted: spiritual work motivation influences teacher performance. This means that the higher the spiritual work motivation, the higher the teacher's performance.



## Mediation Test Results

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

**Tabel 5. Indirect Effects**

	Direct influence	indirect influence	Parameter coefficient	T-Statistics	P-Values	Result
H <sub>4</sub>	Organisation condition (X) -> work (Y)-> spiritual work motivation (Z)		0,591	14,405	0,000	Accepted

**Data Source: Processed Primary Data (2024)**

From Table 7 above, the results show an indirect effect of organizational climate on teacher performance through spiritual work motivation. P-values of  $0.000 > 0.05$  means significant.

## Discussion

The test results of organizational climate and teacher performance variables show that organizational climate has a positive and significant effect on teacher performance, which means that when the organizational climate improves, teacher performance also increases.

According to Suryana (2022), organizational climate reflects employees' shared perceptions regarding the policies, practices, and procedures provided, supported, and expected by the organization. The patterns of experiences and behavior that individuals encounter in their organizations and the organizational climate influence employee decision-making about what constitutes appropriate behavior and what is desired by the organization.

Soim et al. (2022) argue that teacher performance is a professional activity in which a teacher's professional competence is visible and expressed as knowledge, skills, attitudes, values, and personal qualities. The performance of teachers is also seen in the performance area according to Soim et al. (2023), namely: 1) Planning learning activity programs, such as determining assessment standards, 2) Implementing learning activities, such as mastery of the material, 3) Evaluation of learning assessments, such as learning assessments.

Organizational climate is the respondent's perception of life in the internal environment of an Islamic boarding school, which can influence behavioral patterns and the attitudes and feelings of members within it. The dimensions used in this research refer to Latunreng et al. (2023) structure, reward, warmth, support, conflict, and identity.

This finding does not support previous research, including research by Kim et al. (2024), Latunreng et al. (2023), Praningrum et al. (2023), and Suryana (2022), which concluded that organizational climate influences teacher performance. Latunreng et al., 2023; and Miao et al. (2023) show test results that a positive organizational climate will improve employee attitudes and organizational performance. Furthermore, Praningrum et al. (2023) researched the relationship between organizational climate and teacher performance. This research is similar because it tests the relationship between organizational climate and teacher

performance in educational institutions, but the test results are different. His research shows a significant favorable influence between organizational climate and teacher performance.

The test results of the organizational climate and spiritual work motivation variables show that it is proven that organizational climate has a positive and significant effect on spiritual work motivation, which means that when educational institutions provide an organizational climate in the form of respecting teachers' contributions and caring for and appreciating the work of employees, this makes teachers feel and have spiritual work. High motivation.

Arifin et al. (2020) define motivation as a willingness to expend a high level of effort towards organizational goals, which is conditioned by the ability of that effort to meet an individual's needs. Teachers at Islamic boarding schools must have motivation for teacher work. Soebiantoro and Haryanti (2022) stated that the definition of teacher work motivation is the teacher's willingness to carry out their duties because low teacher-teaching motivation greatly influences their performance in completing assignments. Work motivation causes teachers/students to be interested in teaching so that their needs are met. Spiritual work motivation must be based on the Ihsan (kindness) concept and teachings that direct people towards work independence.

According to Latunreng et al. (2023), organizational climate comes from employee perceptions that align with their understanding, resulting in character, behavior, and effectiveness in the workplace. These perceptions about how the organization is run relate to policies, routines, practices, and rewards. Organizational climate is based on the attitudes, values, and beliefs that adhere to a work unit. Li et al. (2020) argue that school organizational climate is the atmosphere of the school environment, both the physical and the social work environment, that can be felt by people involved in the learning process, directly or indirectly, created by cultural conditions – the school organization.

These findings are supported by previous research conducted by Suryana (2022), which shows that a positive organizational climate will improve employee attitudes. Research from Elnafrawy (2022) states that Islamic work motivation is the feeling or desire of someone who is and works to fulfill material needs or a living based on the Koran and Hadith.

The findings in this research identified that the stronger the organizational climate, the stronger the spiritual work motivation. Teachers are more motivated to work not only for the worldly needs of life but also for spiritual needs. This research supports Alwany et al. (2024), Latunreng et al. (2023), and Praningrum et al. (2023), which concludes that organizational climate influences work motivation.

The test results of the spiritual work motivation and teacher performance variables show that it is proven that spiritual work motivation has a positive and significant effect on teacher performance, which means that when spiritual work motivation is high, teachers can see opportunities before other people can see them and see things they like, resulting in teacher performance also high.

Soim et al. (2022) stated that teacher work motivation is the teacher's willingness to carry out their duties because low teacher-teaching motivation

dramatically influences their performance in completing assignments. Work motivation causes teachers/students to be interested in teaching so that their needs are met. Spiritual work motivation must be based on the Ihsan (kindness) concept and teachings that direct people towards work independence.

Teacher performance is a teacher's ability to carry out their duties or work. Good teacher performance is achieved through establishing teaching standards (Immah et al., 2020). Gökalp & Soran (2022), the dimensions of teacher performance are: 1) Planning learning activity programs, such as determining assessment standards; 2) Implementing learning activities, such as mastery of the material; and 3) Evaluation of learning assessments, such as learning assessments.

The findings of this research also support research on spiritual motivation on employee performance, including Alwany et al. (2024), Simon & Kashmir (2021) and Violin (2022). The technique used to collect data was filling out a questionnaire for the sample and then analyzing the data using multiple linear regression analysis. The research results conclude that spiritual motivation influences employee performance.

The test results of the Spiritual Work Motivation variable in mediating the influence of organizational climate on teacher performance show a positive and significant mediation effect, meaning that when an educational institution has high Spiritual Work Motivation, it can produce high teacher performance.

Teachers who implement a positive climate will influence student achievement, guiding teachers toward promising and desired academic results (Li et al., 2020). A healthy organizational climate can create feelings of comfort for organizational members so that organizational members can work optimally (Praningrum et al., 2023). This aligns with the opinion of Latunreng et al. (2023) that organizational climate factors support individuals in achieving work performance. Even if the organizational climate factors are less supportive, individuals with adequate mental and emotional intelligence will still excel at work. This is for the individual; the organizational climate can be changed and even created by him, and it motivates him to excel in his organization.

Spiritual work motivation is formed from work motivation and spirituality theories. Spiritual work motivation must be based on the Ihsan (kindness) concept and teachings that direct people towards work independence. In this research, spiritual work motivation is based on the basic principles of Islamic boarding schools, which include sincerity, simplicity, independence, ukhuwah Islamiyah, and freedom. Spiritual work motivation is the development of spiritual motivation.

Spiritual work motivation can also play a perfect mediating role in the influence of organizational climate on teacher performance, meaning that organizational climate influences teacher performance in the presence of spiritual work motivation. Conversely, the organizational climate does not affect teacher performance without spiritual work motivation. This means organizational culture and climate can influence teacher performance if mediated by spiritual work motivation.

## CONCLUSION

The results of his research show that organizational climate has a positive effect on employee performance, which means that the higher the meaning of work, the higher the teacher's performance. Organizational climate influences spiritual work motivation, which means that the higher the organizational climate, the higher the spiritual work motivation; spiritual work motivation influences teacher performance, which means that the higher the spiritual work motivation, the higher the teacher's performance. Spiritual work motivation mediates the positive influence of organizational climate on teacher performance, which is supported in this research. Due to the workplace climate, recognition and motivation make teachers develop their performance more and feel that their work is important, and teachers have more freedom in developing their competencies.

The results of this research reveal that organizational culture and organizational climate have an indirect influence on teacher performance through spiritual work motivation. In contrast, the Islamic work ethic directly and indirectly influences teacher performance through spiritual work motivation. Directly, organizational culture and organizational climate do not influence teacher performance. The results of this study can build a conceptual framework of Spiritual work motivation used to examine teachers as respondents. In this case, teacher performance is determined by teachers who reflect the organizational culture and climate. This means that the stronger the organizational culture and organizational climate reflected by a teacher, the stronger the motivation generated, thus affecting the improvement of teacher performance.

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