Edureligia
Jurnal Pendidikan Agama Islam
https://ejournal.unuja.ac.id/index.php/edureligia

SPIRITUAL MOTIVATION AND INSTITUTIONAL SUPPORT: IMPACT ON VOLUNTEER TEACHER EFFICACY IN JAMBI'S BOARDING SCHOOL

Mawardi[1]([✉]), Agil Munawar [2], Elza Eka Putri[3], Hambali[4], Habibah Binti Ayob[5] Mona Novita[6]

[1,2,3,4]Universitas Islam Sarolangun, Jambi, Indonesia
[5]Universiti Teknologi Mara Cawangan Pulau Pinang, Malaysia
[6]Universitas Nurul Jadid, East Java, Indonesia

([✉])**Correspondence to:**
mawardimohamedamru@gmail.com

Abstract: This study aimed to investigate the influence of spiritual motivation and institutional support on teaching efficacy among volunteer teachers in boarding school. A cross-sectional survey design was employed, involving 218 volunteer teachers from 24 boarding school. Data were collected using adapted instruments measuring spiritual motivation, perceived institutional support, basic psychological needs satisfaction (autonomy, competence, relatedness), and teaching efficacy. Structural equation modeling (SEM) with partial least squares (PLS-SEM) was used for data analysis. The results revealed that spiritual motivation significantly and positively influenced teaching efficacy ($\beta = 0.39$, $p < 0.001$), both directly and through the mediation of satisfaction of basic psychological needs. Institutional support also exerted a significant positive effect on teaching efficacy ($\beta = 0.31$, $p < 0.001$), primarily mediated by the satisfaction of competence and relatedness needs. The interaction between spiritual motivation and institutional support produced a synergistic effect that enhanced the fulfillment of all three basic psychological needs. These findings extended SDT by demonstrating that spiritually grounded intrinsic motivation, when coupled with structured institutional support, creates an optimal motivational ecology for volunteer teachers in faith-based educational settings.

INTRODUCTION

Boarding school, as Indonesia's oldest and most enduring form of Islamic educational institution, serves not merely as a center for religious instruction but as a holistic environment for character formation and intellectual development. With over 36,000 boarding school operating across the Indonesian archipelago, these institutions educate millions of *santri* (students) annually and constitute a

vital pillar of the national education ecosystem (Bandhu et al., 2024; Brandmiller et al., 2024; Maulida et al., 2024). A distinctive feature of the boarding school system is its reliance on volunteer teachers, commonly referred to as *guru pengabdian* or *guru bakti*, who dedicate a period of service, typically one to three years, to teaching in boarding school after completing their own education within the system. This practice was particularly prominent in boarding school that adopt the modern (*khalafi*) system, such as those affiliated with or inspired by Pondok Modern Darussalam Gontor, which annually dispatched hundreds of alumni as volunteers to boarding school across Indonesia, including those in Jambi Province (Chong et al., 2024; Long et al., 2024).

Unlike their counterparts in formal educational settings who received structured compensation packages, these volunteer teachers operated with minimal financial remuneration, often receiving only basic living provisions. In Jambi Province, which hosted approximately 1,200 boarding school ranging from large modern institutions like Pondok Boarding school Diniyyah Al-Azhar in Bungo and Pondok Boarding school As'ad in Kota Jambi to smaller traditional boarding school in rural districts such as Sarolangun, Merangin, and Tebo, the reliance on volunteers was substantial (Hina & Paramole, 2025; Listrianti & Cahyono, 2023; Rahayu et al., 2025). This unique arrangement raised a compelling question: what psychological mechanisms sustained the teaching efficacy of individuals who served under conditions of material austerity yet spiritual richness? The significance of this question extended beyond academic curiosity. Research on teacher motivation and efficacy has predominantly focused on formally employed teachers within conventional school systems, where extrinsic motivators such as salary, career advancement, and professional recognition played prominent roles (Er et al., 2023; Othman et al., 2024; Waddington, 2023).

The primary phenomenon observed in this study was the significant gap between professional teaching demands and the reality of limited material support within boarding school in Jambi Province. As volunteer teachers served in environments with minimal infrastructure, particularly in the Tebo and Sarolangun districts, they often faced high workloads without adequate financial compensation, which theoretically risked undermining their teaching efficacy. However, the data revealed that many of these volunteers demonstrated extraordinary resilience and dedication, fueled by a deep sense of spiritual motivation. A critical issue emerged when institutional support, such as leadership quality and school culture, failed to align with these teachers' internal motivations, thereby hindering the fulfillment of basic psychological needs, autonomy, competence, and relatedness that were crucial for sustaining their teaching efficacy. Consequently, the interaction between spiritual motivation and institutional support functioned as a decisive factor in maintaining educational quality within these communal institutions.

Self-Determination Theory (SDT), developed by Deci and Ryan, offered a robust theoretical framework for understanding human motivation by positing three basic psychological needs: autonomy, competence, and relatedness, whose

satisfaction fosters intrinsic motivation, well-being, and optimal functioning. Meta-analytic evidence has consistently demonstrated the relevance of these needs across diverse cultural contexts and life domains, including education and the workplace (Alfayez, 2023; Id et al., 2023; Thien & Liu, 2024; Yundianto et al., 2023). This research confirmed this theory as a benchmark that teacher autonomy support strongly predicted students' need satisfaction and self-determined motivation. That competence emerged as the strongest predictor of self-determined motivation among the three needs (Filho et al., 2023; Parkinson et al., 2024). However, the application of SDT to spiritually motivated volunteer educators in faith-based settings represents uncharted territory. Existing SDT-based research in education has largely examined students' motivational experiences or the professional Engagement of formally employed teachers (Salo et al., 2024; Siyam et al., 2025), leaving the motivational dynamics of volunteer teachers, particularly those driven by spiritual convictions, unexplored.

Existing studies on teacher motivation in developing countries, including Indonesia, have similarly focused on paid educators in public and private schools, examining factors such as compensation, leadership styles, and organizational culture (Adhinugraha et al., 2024; Koutroubas & Galanakis, 2023; Listrianti & Cahyono, 2023). While a growing body of literature explored motivation within Islamic educational contexts, investigating variables such as Islamic work ethics, spiritual leadership, and organizational commitment (Hunsker, 2023; Suprapti & Rizal, 2023), these studies overwhelmingly focused on salaried teachers and lecturers rather than on volunteer educators. The volunteer teacher phenomenon in boarding school, despite being a widespread practice with deep historical roots, remained a significant gap in the educational management literature.

This study addressed this critical gap by investigating the influence of spiritual motivation and institutional support on teaching efficacy among volunteer teachers in boarding school, utilizing SDT as the theoretical lens. Specifically, the research purpose aimed at the influence of spiritual motivation and institutional support on teaching efficacy among volunteer teachers in boarding school. By integrating the spiritual dimension into the SDT framework, conceptualizing spiritual motivation as a deeply internalized form of motivation that aligns with identified and integrated regulation, this study contributes a novel theoretical extension. Furthermore, it provided empirical evidence from a unique population that has been systematically overlooked in both the teacher motivation and Islamic education management literatures. The hypotheses guiding this investigation were as follows. First, positively and significantly, spiritual motivation influenced teaching efficacy both directly and through the mediation of satisfaction of basic psychological needs (H1). Second, institutional support positively and significantly influenced teaching efficacy both directly and through the mediation of satisfaction of basic psychological needs (H2). Third, the interaction between spiritual motivation and institutional support had a synergistic positive effect on the satisfaction of basic psychological needs and, consequently, on teaching efficacy (H3).

RESEARCH METHOD

This study employed a quantitative, cross-sectional survey design. The research framework was grounded in Self-Determination Theory (SDT), positioning spiritual motivation and institutional support as exogenous variables, basic psychological needs satisfaction (autonomy, competence, and relatedness) as mediating variables, and teaching efficacy as the endogenous variable. The approach design was aimed at examining structural relationships among variables at a specific point in time, consistent with established methodological practices in educational psychology research. A purposive sampling technique combined with proportional allocation was employed. A total of 24 boarding school were selected based on the criteria of having at least five active guru pengabdian. In the second stage, seven to ten volunteer teachers were randomly selected from each boarding school. The final sample consisted of 218 volunteer teachers who met the inclusion criteria: currently serving as a volunteer teacher, having completed at least three months of service, and providing informed consent. The sample size met the minimum threshold for PLS-SEM analysis, which required at least ten times the maximum number of structural paths directed at any latent construct in the model.

Data analysis proceeded in three stages. First, descriptive statistics and assumptions (normality, linearity, and multicollinearity) were conducted using SPSS 28. Second, the measurement model was evaluated using partial least squares structural equation modeling (PLS-SEM) via SmartPLS 4.0. Third, the structural model was assessed by examining R^2, path coefficients, effect sizes (f^2), and predictive relevance (Q^2). Bootstrapping with 5,000 resamples was used to test the significance of direct and indirect (mediation) effects. The interaction effect between spiritual motivation and institutional support was tested using the product indicator approach in SmartPLS.

RESULT AND DISCUSSION
Result
Respondent Characteristics

The demographic profile of the 218 respondents was presented visually in Table 1.

Table 1. Respondent Demographic Profile (N = 218)

Category	Detail	N (%)
Gender	Male	131 (60.1%)
	Female	87 (39.9%)
Age Range	19-23 years	141 (64.7%)
	24-28 years	55 (25.2%)
	>=29 years	22 (10.1%)
Educational Background	Secondary (SMA/MA)	142 (65.1%)
	Bachelor's Degree	54 (24.8%)
	Currently Studying	22 (10.1%)
Duration of Service	3-6 months	68 (31.2%)
	7-12 months	89 (40.8%)
	>12 months	61 (28%)
Boarding school Typology	Modern (Khalafi)	112 (51.4%)

Traditional (Salafi)	72 (33%)	
Mixed	34 (15.6%)	

Source: Primary data, processed (2025).

In terms of gender, 131 respondents (60.1%) were male (majority) and 87 (39.9%) were female. The age distribution showed that the majority were in the age range of 19 to 23 years (64.7%). Regarding educational background, 142 respondents (65.1%/majority) had a senior high school (SMA/MA) certificate. Meanwhile, the other 22 respondents (10.1%/majority) were currently pursuing undergraduate studies while teaching. The duration of service of the majority of volunteer teachers was 68 respondents (31.2%) who had served for 3 to 6 months, and the majority of respondents with a service period of 61 respondents (28.0%) for more than 12 months. The Islamic boarding school typology included 112 respondents (51.4%/majority) from modern Islamic boarding schools (khalafi). Geographically, the majority of respondents were spread across Jambi City (23.4%) and the majority of respondents were in West/East Tanjung Jabung (5.1%).

Descriptive Statistics

The descriptive statistics for all research variables are presented in Table 2.

Table 2. Descriptive Statistics of Research Variables (N = 218)

Variable	Mean	SD	Min	Max	Skewness	Scale
Spiritual Motivation	4.38	0.47	2.73	5.00	-0.62	1-5
Institutional Support	3.62	0.71	1.58	5.00	-0.34	1-5
Autonomy Satisfaction	3.78	0.63	1.75	5.00	-0.41	1-5
Competence Satisfaction	3.54	0.69	1.50	5.00	-0.28	1-5
Relatedness Satisfaction	4.11	0.58	2.00	5.00	-0.53	1-5
Teaching Efficacy	6.72	1.14	3.08	9.00	-0.19	1-9

Note: Spiritual motivation, institutional support, autonomy, competence, and relatedness measured on a 1-5 scale; teaching efficacy on a 1-9 scale.

Spiritual motivation exhibited the highest mean score (M = 4.38, SD = 0.47), indicating that volunteer teachers reported a very strong spiritual drive in their teaching commitment. Institutional support received a moderate-to-high rating (M = 3.62, SD = 0.71), suggesting room for improvement in the support structures provided by boarding school. Among the three basic psychological needs, relatedness showed the highest level of satisfaction (M = 4.11, SD = 0.58), followed by autonomy (M = 3.78, SD = 0.63) and competence (M = 3.54, SD = 0.69). Teaching efficacy was moderate-to-high (M = 6.72 out of 9, SD = 1.14), indicating generally favorable self-assessed teaching capabilities among volunteer teachers.

Measurement Model Evaluation

The measurement model was evaluated using PLS-SEM via SmartPLS 4.0. All outer loadings exceeded the 0.70 threshold, ranging from 0.71 to 0.91, confirming indicator reliability. Convergent validity was established with AVE values ranging from 0.54 to 0.68 across all latent constructs, and composite reliability values ranged from 0.82 to 0.94, all exceeding the conventional threshold of 0.70. Cronbach's alpha values ranged from 0.79 to 0.92, further supporting internal consistency. Discriminant validity was confirmed by the Fornell-Larcker criterion, as the square root of AVE for each construct exceeded its correlations with other constructs. Additionally, all HTMT ratios were below the 0.85 threshold, further confirming discriminant validity. The variance inflation factor (VIF) values for the inner model ranged from 1.24 to 2.18, all well below the threshold of 5, indicating no multicollinearity issues.

Structural Model and Hypothesis Testing

The structural model demonstrated adequate predictive accuracy. The results of hypothesis testing are presented in Table 3, and the model fit indicators are summarized in Table 4.

Table 3. Structural Model Path Coefficients

Path	Beta	SE	t-value	p-value	f2	Decision
SM -> TE (Direct)	0.39	0.062	6.29	<0.001	0.18	Supported
IS -> TE (Direct)	0.31	0.058	5.34	<0.001	0.12	Supported
SM -> Autonomy	0.44	0.065	6.77	<0.001	0.22	Supported
SM -> Competence	0.27	0.067	4.03	<0.001	0.08	Supported
SM -> Relatedness	0.49	0.059	8.31	<0.001	0.28	Supported
IS -> Autonomy	0.22	0.061	3.61	<0.001	0.05	Supported
IS -> Competence	0.43	0.058	7.41	<0.001	0.21	Supported
IS -> Relatedness	0.36	0.063	5.71	<0.001	0.14	Supported
Autonomy -> TE	0.20	0.058	3.45	0.001	0.05	Supported
Competence -> TE	0.29	0.055	5.27	<0.001	0.10	Supported
Relatedness -> TE	0.17	0.060	2.83	0.005	0.03	Supported
SM x IS -> Autonomy	0.13	0.052	2.50	0.013	0.02	Supported
SM x IS -> Competence	0.15	0.054	2.78	0.006	0.03	Supported
SM x IS -> Relatedness	0.10	0.051	1.96	0.050	0.01	Supported

*Note: SM = Spiritual Motivation; IS = Institutional Support; TE = Teaching Efficacy. Beta = standardized path coefficient. *** p < 0.001, ** p < 0.01, * p < 0.05.*

Table 4. Model Fit and Predictive Quality Indicators

Indicator	Value	Threshold	Assessment
R2 (Teaching Efficacy)	0.547	>=0.26 (substantial)	Substantial
Q2 (Teaching Efficacy)	0.38	>0	Predictive relevance confirmed
Q2 (Autonomy)	0.21	>0	Predictive relevance confirmed
Q2 (Competence)	0.27	>0	Predictive relevance confirmed
Q2 (Relatedness)	0.31	>0	Predictive relevance confirmed
SRMR	0.058	<0.08	Good fit
VIF Range	1.24-2.18	<5	No multicollinearity

The model explained 54.7% of the variance in teaching efficacy ($R^2 = 0.547$), which was considered substantial in behavioral research. The predictive relevance was confirmed with Q^2 values exceeding zero for all endogenous constructs: teaching efficacy ($Q^2 = 0.38$), autonomy satisfaction ($Q^2 = 0.21$), competence satisfaction ($Q^2 = 0.27$), and relatedness satisfaction ($Q^2 = 0.31$). The standardized root-mean-square residual (SRMR) of the model was 0.058, below the recommended threshold of 0.08.

Mediation Analysis

The bootstrapping analysis revealed significant indirect effects of both spiritual motivation and institutional support on teaching efficacy, mediated by the satisfaction of basic psychological needs. A summary of the mediation paths is presented in Table 5.

Table 5. Summary of Mediation Paths: Indirect Effects of SM and IS on TE through BPN

Mediation Path	Indirect Beta	95% CI	Significance
SM -> Autonomy -> TE	0.09	[0.04, 0.15]	Significant
SM -> Competence -> TE	0.08	[0.03, 0.14]	Significant
SM -> Relatedness -> TE	0.08	[0.03, 0.14]	Significant
Total Indirect (SM -> TE)	0.19	[0.12, 0.27]	Significant
IS -> Autonomy -> TE	0.04	[0.01, 0.09]	Significant
IS -> Competence -> TE	0.12	[0.07, 0.19]	Significant
IS -> Relatedness -> TE	0.06	[0.02, 0.11]	Significant
Total Indirect (IS -> TE)	0.20	[0.13, 0.28]	Significant

Note: SM = Spiritual Motivation; IS = Institutional Support; TE = Teaching Efficacy; BPN = Basic Psychological Needs. CI = Confidence Interval (bootstrapping with 5,000 resamples).

The total indirect effect of spiritual motivation on teaching efficacy through the three basic needs was Beta = 0.19 (95% CI: 0.12-0.27, $p < 0.001$), indicating partial mediation since the direct effect remained significant. For institutional support, the total indirect effect was Beta = 0.20 (95% CI: 0.13-0.28, $p < 0.001$), also indicating partial mediation. The indirect path through competence was the strongest (Beta = 0.12, 95% CI: 0.07-0.19), followed by relatedness (Beta = 0.06, 95% CI: 0.02-0.11) and autonomy (Beta = 0.04, 95% CI: 0.01-0.09). These findings demonstrate that the mechanisms through which spiritual motivation and institutional support enhance teaching efficacy are partially but substantively channeled through the satisfaction of basic psychological needs.

The present study extended SDT in several important ways. First, it introduced spiritual motivation as a theoretically coherent construct within the SDT motivation continuum, demonstrating that deeply held spiritual beliefs can function as internalized regulation that satisfies basic psychological needs. This extension addressed a noted gap in SDT research regarding the role of religious and spiritual values in motivational processes. Second, the study provided evidence from a unique and underresearched population, volunteer teachers in faith-based boarding schools, whose motivational dynamics differed substantively from those of formally employed teachers in conventional settings. The high mean score for spiritual motivation (M = 4.38), coupled with moderate institutional support (M = 3.62) and a still-respectable level of teaching efficacy

(M = 6.72), suggested that spiritual motivation can partially compensate for structural limitations. However, institutional support remained necessary for optimal outcomes. Third, the study demonstrated the importance of contextual factors in shaping how basic psychological needs were satisfied, showing that in communitarian religious settings, relatedness emerges as a particularly salient need pathway.

Discussion

The findings of this study provided compelling evidence that spiritual motivation and institutional support jointly and independently contributed to the teaching efficacy of volunteer teachers in boarding school, with satisfaction of basic psychological needs serving as a critical mediating mechanism. The strong positive relationship between spiritual motivation and teaching efficacy represented the most prominent finding of this study, underscoring the pivotal role that spiritually grounded motivation played in sustaining teaching performance under conditions of material austerity. This finding aligned with and extended the growing literature on the intersection of spirituality and workplace outcomes. Baharun et al. (2025) and Listrianti & Cahyono (2023) found that spiritual leadership significantly enhanced organizational citizenship behavior among teachers in Indonesian Islamic schools. Faidah et al. (2024) and Hidayat (2024) demonstrated that Islamic spiritual well-being influenced ethical behavior in organizations. The present study advanced this line of research by demonstrating that spiritual motivation operated not merely as an abstract attitudinal orientation but also as a functional predictor of concrete teaching capabilities, including the deployment of instructional strategies, classroom management, and student Engagement.

The mediating role of basic psychological needs provided a nuanced understanding of the pathways through which spiritual motivation influenced teaching efficacy. Notably, the strongest mediating pathway from spiritual motivation operated through relatedness satisfaction, which resonated with the collectivist and communitarian ethos of boarding school life. Volunteer teachers in Jambi's boarding school who were spiritually motivated tended to forge deeper bonds with their students, fellow teachers, and the broader boarding school community, experiencing a sense of belonging and mutual support that reinforced their teaching capabilities. This finding was consistent with research demonstrating that relatedness contributes strongly to autonomous motivation in collectivist educational settings (Cahyani, 2024; Chang et al., 2023; Rabbani et al., 2025). It extended recent meta-analytic evidence that autonomy support from teachers predicted students' need satisfaction more strongly than parental support. In the boarding school context, the communal living arrangement, where teachers and students shared dormitories, meals, and daily worship, creates an organic environment for the fulfillment of relatedness that was qualitatively different from conventional school settings (He et al., 2025 and Taufik et al., 2025).

The significant influence of institutional support on teaching efficacy confirmed that even in spiritually rich environments, structural support mechanisms remained essential. Importantly, the mediation analysis revealed that institutional support exerted its strongest influence through competence satisfaction, suggesting that practical support structures, such as pedagogical training, mentoring by senior teachers, access to teaching materials, and structured professional development, directly build volunteer teachers' sense of capability and mastery. This finding resonated with Bandura's theory (in Leo et al., 2025, and Woodcock et al., 2025), which emphasised mastery experiences as the most potent source of self-efficacy and with the SDT principle that competence needs required active scaffolding from the social environment (Bagis et al., 2024; Howard, Slemp, et al., 2025; Wiratih et al., 2026). The relatively lower path from institutional support to autonomy suggested that boarding school support structures in Jambi might inadvertently constrain volunteer teachers' sense of pedagogical freedom, a finding that warrants further investigation (Howard, Bradshaw, et al., 2025; Howard & Slemp, 2025).

Within the SDT framework, spiritual motivation in the boarding school context can be understood as a deeply internalized form of motivation that transcends the conventional intrinsic-extrinsic dichotomy. When volunteer teachers perceived their teaching as an act of *ibadah* (worship) and interpreted their pedagogical struggles as opportunities for spiritual growth, their motivation became integrated with their core identity and values. Corresponding to what self-determination theory describes as integrated regulation, the most autonomous form of extrinsic motivation. These results offered substantive contributions to self-determination theory, the teacher motivation literature, and Islamic educational management.

The profound impact of spiritual motivation on teaching efficacy in Jambi's boarding school can be attributed to the unique way it fulfills the basic psychological need for relatedness within a deeply communal and collectivist ecosystem. By viewing teaching as a form of *khidmah* or sacred devotion, these volunteer educators transcend purely professional boundaries, allowing their spiritual convictions to foster authentic, soul-to-soul connections with their students and peers. This sense of relatedness was further intensified by the organic living arrangements of the boarding school, where the sharing of meals, dormitories, and daily worship created a constant, qualitative bond that is rarely found in conventional school settings. As these teachers experience a heightened sense of belonging and mutual support, their psychological resilience is fortified, directly translating their internal spiritual drive into a robust belief in their own pedagogical capabilities. Ultimately, this synergy demonstrated that in a collectivist culture, teaching efficacy was not merely an individual skill but a social flowering, where the fulfillment of relational needs acted as the vital bridge between one's spiritual faith and their professional impact in the classroom.

This finding was particularly salient in the context of Jambi Province, where boarding school vary considerably in their resource capacity, from well-

established institutions like Pondok Boarding school Diniyyah Al-Azhar in Bungo, with comprehensive facilities, to smaller rural boarding school in the Tebo and Sarolangun districts with limited infrastructure. This finding aligned with research in Islamic educational settings, which showed that organizational factors, including leadership quality, school culture, and professional development, significantly influence teacher performance. Consequently, the disparities in physical infrastructure across these districts necessitate a leadership approach that prioritizes emotional and spiritual support to compensate for the lack of material resources. By fostering a culture of collective resilience, even the most resource-constrained boarding school can sustain high levels of teaching efficacy through strong organizational bonds and a shared sense of mission.

The significant interaction effects between spiritual motivation and institutional support on all three basic needs represented a novel contribution. The finding that high spiritual motivation combined with strong institutional support produced a synergistic enhancement of need satisfaction suggested that boarding school that invested in both spiritual cultivation and practical support infrastructure create the optimal motivational ecology for their volunteer teachers. This synergy can be theoretically explained through SDT's organismic integration process: spiritual motivation provided the internal valuing and meaning-making that energized autonomous engagement. In contrast, institutional support provided the external scaffolding that enabled the practical realization of that engagement. When both were present, the volunteer teacher experienced a harmonious alignment between their inner spiritual convictions and external institutional conditions, a state analogous to what SDT describes as a needs-supportive social context. This finding held important practical implications, as it indicated that neither spiritual motivation alone nor institutional support alone was sufficient to maximize teaching efficacy; rather, boarding school leaders must attend to both dimensions simultaneously.

CONCLUSION

This study demonstrated that teaching efficacy among volunteer teachers in boarding school was significantly influenced by both spiritual motivation and institutional support, with satisfaction of basic psychological needs (autonomy, competence, and relatedness) serving as partial mediating mechanisms. Spiritual motivation emerged as the stronger predictor, operating primarily through relatedness and autonomy pathways, while institutional support exerted its influence predominantly through competence satisfaction. The synergistic interaction between spiritual motivation and institutional support indicated that boarding school leaders should cultivate both dimensions to create optimal conditions for volunteer teacher effectiveness. These findings extended self-determination theory by incorporating spiritual motivation as a theoretically coherent form of deeply internalized regulation within faith-based educational contexts.

For boarding school management, the practical implications included developing structured mentoring and pedagogical training programs to strengthen competence satisfaction, maintaining the communitarian living arrangements and spiritual practices that nurture relatedness and spiritual motivation, and expanding pedagogical autonomy within an appropriately structured framework. Several limitations should be acknowledged. The cross-sectional design precluded causal inference; a longitudinal or experimental design would strengthen the evidence base. The self-report nature of all measurements introduced the possibility of common method bias. However, Harman's single-factor test and the latent common method factor approach indicated that common method variance does not substantially affect the results. This study was limited to Islamic boarding schools in Jambi Province, and the findings might not be fully generalizable to Islamic boarding schools in other provinces in Indonesia. Future research should adopt longitudinal designs, examine cross-cultural comparisons across different types of faith-based volunteer teaching, and explore how spiritual motivation evolves over the course of the volunteer teaching period.

ACKNOWLEDGMENT

REFERENCES

Adhinugraha, R. B. A., Hardhienata, S., Sunaryo, W., & Zaini, A. W. (2024). Transformative Strategies to Enhance Teacher Innovativeness: Addressing Challenges Through Strengthening Organizational Culture, Transformational Leadership, Self-Efficacy, and Achievement Motivation. *Managere: Indonesian Journal of Educational Management*, 6(2), 219–232. https://doi.org/1052627/managere.v6i2.520

Alfayez, A. F. (2023). Saudi Teachers' Self-Efficacy in Implementing the Arabic Language Integrative Curriculum. *Education Research International*, 7(1), 68–92. https://doi.org/doi/abs/10.1155/2022/6823935

Bagis, F., Adawiyah, W. R., Purnomo, R., & Sudjadi, A. (2024). Exploring Islamic Spiritual Well-Being : Conceptualization and Validation of a Measurement Scale. *Islamic Guidance and Counseling Journal*, 7(2), 1–20. https://doi.org/10.25217/0020247473500

Baharun, H., Hakim, L., Fanani, A. A., Hasanah, R., & Sa'diyah, H. (2025). Enhancing Educational Quality in Boarding school through Educational Fintech: Katalis Barokah for Building Public Trust. *International Conference on Applied Science and Technology on Social Science 2025 (ICAST-SS 2025)*, 586–594. https://doi.org/10.2991/978-94-6463-938-4_66

Bandhu, D., Mohan, M. M., Nittala, N. A. P., Jadhav, P., Bhadauria, A., & Saxena, K. K. (2024). Theories of Motivation: A Comprehensive Analysis of Human Behavior Drivers. *Acta Psychologica*, 244(January), 104177.

https://doi.org/10.1016/j.actpsy.2024.104177

Brandmiller, C., Schnitzler, K., & Dumont, H. (2024). Teacher Perceptions of Student Motivation and Engagement: Longitudinal Associations with Student Outcomes. *European Journal of Psychology of Education*, *39*(2), 1397–1420. https://doi.org/10.1007/s10212-023-00741-1

Cahyani, K. R. (2024). The Implementation of the Kulliyatul Muallimin Al Islamiyah (KMI) Curriculum as a Form of Acculturation of the Yemen Education System in the Curriculum of Indonesia Islamic Boarding Schools. *ICEISS*, *1*(August), 439–447. https://doi.org/https://proceedings.ums.ac.id/iceiss/article/view/5091

Chang, F., Huo, Y., Zhang, S., Zeng, H., & Tang, B. (2023). The Impact of Boarding Schools on the Development of Cognitive and Non-Cognitive Abilities in Adolescents. *BMC Public Health*, *23*(1852), 1–17. https://doi.org/10.1186/s12889-023-16748-8

Chong, J. X. Y., Gagné, M., Dunlop, P. D., & Wee, S. (2024). Facilitating Newcomer Motivation through Internalization: A Self-Determination Theory Perspective on Newcomer Socialization. *Human Resource Management Review*, *34*(4). https://doi.org/10.1016/j.hrmr.2024.101041

Er, Z., Artut, P. D., & Bal, A. P. (2023). Investigation of the Relationship between Estimation Skill, Estimation Skill Self-efficacy, and Academic Achievement of Secondary School Students. *International Journal on Social and Education Sciences*, *4*(1). https://doi.org/10.46328/ijonses.292

Faidah, N., Ratnawati, S. R., & Daryono, R. W. (2024). Self-Control Mediation: the Influence of Islamic Learning and Parents' Support on Students' Religious Character. *Edureligia: Jurnal Pendidikan Agama Islam*, *08*(01), 42–58. http://doi.org/10.33650/edureligia.v8i1.8472

Filho, W. L., Simaens, A., Paço, A., Hernandez-diaz, P. M., Vasconcelos, R. P., Fritzen, B., & Mac-lean, C. (2023). Integrating the Sustainable Development Goals into the Strategy of Higher Education Institutions. *International Journal of Sustainable Development & World Ecology*, *23*(2), 1–29. https://doi.org/10.1080/13504509.2023.2167884

He, Y., Maaranen, K., & Tirri, K. (2025). Why Volunteer to Teach ? The Motivation of Volunteer Student Teachers to Enter the Teaching Profession. *Journal of Education for Teaching*, *51*(3), 566–580. https://doi.org/10.1080/02607476.2025.2502830

Hidayat, I. K. (2024). Integrating Islamic Education Values: The Key to Character Education of the Young Generation Al-Hikam Perspective. *Edureligia : Jurnal Pendidikan Agama Islam*, *08*(01), 90–101. http://doi.org/10.33650/edureligia.v8i1.8596

Hina, S., & Paramole, O. C. (2025). Overcoming Teacher Burnout to Improve Performance Through Spiritual Approach Services. *Business and Applied Management Journal*, *2*(2), 60–70. https://doi.org/10.61987/bamj.v2i2.504

Howard, J. L., Bradshaw, E. L., & Ryan, R. M. (2025). Future Directions for Self-Determination Theory : Introduction to the Special Issue. *Motivation and Emotion*, *6*(1), 1–12. https://doi.org/10.1007/s11031-025-10160-y

Howard, J. L., & Slemp, G. R. (2025). Why We need a Living Meta-Analysis of Self-Determination Theory : An Illustration Examining Temporal Shanges in Need Supportive Education. *Motivation and Emotion*, *8*(1), 1–18. https://doi.org/10.1007/s11031-025-10132-2

Howard, J. L., Slemp, G. R., & Wang, X. (2025). Need Support and Need Thwarting : A Meta-Analysis of Autonomy, Competence, and Relatedness Supportive and Thwarting Behaviors in Student Populations. *Personality and Social Psychology Bulletin*, *5*(9), 1552–1573. https://doi.org/10.1177/01461672231225364

Hunsker, W. . (2023). Spiritual Leadership and Organizational Citizenship Behavior: Relationship with Confucian Values. *Journal of Management, Spirituality and Religion*, *13*(3), 206–225. https://doi.org/10.1080/14766086.2016.1159974

Id, P. A., Ganjeh, S. J., & Ghanbari, N. (2023). Self-Efficacy and Resilience as Predictors of Students' Academic Motivation in Online Education. *PLoS ONE*, *18*(5), 1–12. https://doi.org/10.1371/journal.pone.0285984

Koutroubas, V., & Galanakis, M. (2023). Bandura's Social Learning Theory and Its Importance in the Organizational Psychology Context. *Psychology Research*, *12*(6), 315–322. https://doi.org/10.17265/2159-5542/2022.06.001

Leo, F. M., Sánchez-oliva, D., Fernandez-rio, J., López-gajardo, M. A., Pulido, J. J., Reigal, R. E., & Leo, F. M. (2025). Validation of the Teaching Interpersonal Style Questionnaire in Physical Education. *Frontiers in Psychology*, *16*(November), 1–9. https://doi.org/10.3389/fpsyg.2025.1702118

Listrianti, F., & Cahyono, A. N. (2023). Handling Teacher Spiritualism Based On Local Wisdom Towards Organizational Citizenship Behavior (OCB). *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, *7*(2), 552–564. http://dx.doi.org/10.35931/am.v7i2.1901

Long, C., Li, C., Huang, G., & Fu, J. (2024). How to Better Promote Teaching? Unveiling the Links between Professional Learning Communities and Intrinsic Motivation among Foreign Language Teachers. *Helliyon*, *10*(16), 1–18. https://doi.org/10.1016/j.heliyon.2024.e36011

Maulida, R., Alvionita, A. V., Fransisca, A., & Suprapmanto, J. (2024). The Impact of Motivation and Parental Attention on Students' Science Learning Achievement. *ICEHoS*, *2*(1), 109–117. https://doi.org/10.2991/978-2-38476-249-1_15

Othman, S. Y., Ghallab, E., Eltaybani, S., & Mohamed, A. M. (2024). Effect of Using Gamification and Augmented Reality in Mechanical Ventilation Unit of Critical Care Nursing on Nurse Students' Knowledge, Motivation, and Self-Efficacy : A Randomized Controlled Trial. *Global Nursing Research Center*, *5*(3), 1–34. https://doi.org/https://www.sciencedirect.com/science/article/pii/S0260691724002399

Parkinson, T., Quinlan, K. M., & LAksov, K. B. (2024). Beyond Academic Development as Institutional Practice: Advancing Community-Led Approaches. *International Journal for Academic Development*, *29*(2), 155–168.

https://doi.org/10.1080/1360144X.2024.2362331

Rabbani, M. F., Shohib, M. W., & Inayati, N. L. (2025). Overcoming Challenges in Qur'an Memorization : The Role of Motivation and Teaching Strategies Practices at Islamic Boarding School. *Journal of Islamic Education*, *10*(1), 155–173. https://doi.org/https://doi.org/10.52615/jie.v10i1.568

Rahayu, I., Zamzami, M. A. J., & Nuruzzaman, M. A. (2025). Spirituality Magnetism in the Recitation of the Book of Al-Hikam : Inner Peace and Provision for Life in the Study of Intuitive Regions. *Al Qalam: Jurnal Ilmiah Keagamaan dan Kemasyarakatan*, *19*(5), 2734–2758. https://doi.org/10.35931/aq.v18i5.5101

Salo, P., Francisco, S., & Almqvist, A. O. (2024). Understanding Professional Learning in and for Practice. *Professional Development in Education*, *50*(3), 444–459. https://doi.org/10.1080/19415257.2024.2311108

Siyam, Y., Siyam, N., Hussain, M., & Alqaryouti, O. (2025). Evaluating Technology Integration in Education: a Framework for Professional Development. *Discover Education*, *4*(1). https://doi.org/10.1007/s44217-025-00448-z

Suprapti, & Rizal, A. (2023). Influence of Personality and Competence on Organizational Citizenship Behavior (OCB) with Moderate Work Environment (Study on Public Health Center). *International Journal of Social and Management Studies (Ijosmas)*, *3*(2), 1–12. http://dx.doi.org/10.35931/am.v7i2.1901

Taufik, O. A., Lisyawati, E., & Ahmad, A. C. (2025). Teacher Self-Efficacy as the Key to Success Inclusive Education : Case Study at Madrasahs in Banten. *Mozaic Islam Nusantara*, *11*(2), 137–146. https://doi.org/10.47776/mozaic.v11i2.1804

Thien, L. M., & Liu, P. (2024). Linear and Nonlinear Relationships Between Instructional Leadership and Teacher Professional Learning Through Teacher Self-Efficacy as a Mediator: a Partial Least Squares Analysis. *Humanities and Social Sciences Communications*, *11*(1), 1–14. https://doi.org/10.1057/s41599-023-02500-5

Waddington, J. (2023). Key Concepts in ELT : Self Efficacy. *ELT Journal*, *77*(January), 237–240. https://doi.org/10.1093/elt/ccac046

Wiratih, H. W. R., Muzakki, M., Kholid, I., & Latif, M. (2026). Parental Economic Level and Parental Expectancy as Predictors of Santri Self-Efficacy : The Mediating Role of Motivation and The Impact on Self-Transformational Outcomes in Indonesian Islamic Boarding Schools. *GIJTM*, *3*(4), 403–411. https://doi.org/10.38035/gijtm.v3i4

Woodcock, S., Tournaki, N., & Ehrich, J. (2025). Teacher Self-Efficacy : Validating a New Measurement Scale to Capture the Elusive Construct. *British Educational Research Journa*, *9*(March), 2229–2255. https://doi.org/10.1002/berj.4163

Yundianto, D., Khatami, M., Fathony, A., Armeini, A., & Syahputra, W. (2023). Memorizing the Quran: Exploring Academic Hardiness, Self- Efficacy, and Perceived Social Support in Islamic Schools. *International Journal of ISlamic*

Educational Psychology, 4(2), 225–243. https://doi.org/10.18196/ijiep.v4i2.19812