

Leadership in Indonesian Islamic Schools: How Leader Spiritual and Motivational Styles Affect Organizational Citizenship Behavior and Employees' Religiosity

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Abstract

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The history of Islamic education in Indonesia has experienced fluctuations over time. Until the late 1970s, the education system in Indonesia retained a strong dichotomous pattern. With the onset of reforms in the 1980s, the Muslim community began to reform its education system, which impacted the development of Islamic education in Indonesia. This is evident from the significant growth of integrated Islamic educational institutions across various levels in major cities in Indonesia. Of course, enhancing the quality of the educational process must accompany this increase. Teachers and staff play a crucial role in maintaining the quality of the educational process in schools. This research examines whether a school principal's spiritual leadership style and motivational style influence the organizational citizenship behavior among teachers and staff in Islamic schools in Bengkulu City. A proportional random sampling technique was used to select a sample of 100 respondents from these institutions, consisting of teachers and staff. Participants were asked to complete a Likert scale survey administered through Google Forms. Subsequently, the obtained data underwent multiple linear regression analysis. This research identifies the correlation between Organizational Citizenship Behavior (OCB), adherence to spiritual principles, and workplace motivation. This research aims to enhance the understanding of education stakeholders, particularly in Islamic education, by highlighting the potential positive relationship between religious devotion and increased motivation among instructors and personnel in these institutions.

Kata kunci:

Perilaku Kewarganegaraan Organisasi (OCB); Ketaatan Spiritual; Motivasi Kerja.

Abstrak

Sejarah Pendidikan Islam di Indonesia mengalami dinamika pasang surut. Sampai akhir tahun 70-an sistem pendidikan di Indonesia masih memiliki corak yang sangat kental dengan sistem dikotomik. Seiring bergulirnya masa reformasi di tahun 80-an, umat Islam mulai mereformasi sistem pendidikannya yang berdampak pada perkembangan pendidikan Islam di Indonesia. Hal ini terlibat dari masifnya pertumbuhan lembaga pendidikan Islam terpadu diberbagai jenjang di kota besar di Indonesia. Tentu saja peningkatan ini harus diiringi dengan peningkatan kualitas proses pendidikan. Guru dan staf memiliki peran penting dalam menjaga mutu proses pendidikan di sekolah. Penelitian ini bertujuan untuk menguji apakah gaya kepemimpinan spiritual dan gaya motivasi seorang kepala sekolah mempengaruhi perilaku kewarganegaraan organisasi kalangan guru dan staf di sekolah Islam di kota Bengkulu. Teknik penarikan sampel acak proporsional digunakan untuk memilih sampel 100 responden dari lembaga-lembaga ini, yang terdiri dari guru dan staf. Peserta diminta untuk mengisi survei skala Likert yang disampaikan melalui Google Form. Selanjutnya, data yang diperoleh menjalani analisis regresi linear berganda. Penelitian ini mengidentifikasi korelasi antara Organisational Citizenship Behaviour (OCB), ketaatan terhadap prinsip-prinsip spiritual, dan motivasi di tempat kerja. Tujuan dari penelitian ini adalah untuk meningkatkan pemahaman para pemangku kepentingan pendidikan, khususnya dalam pendidikan Islam, dengan menyoroti potensi hubungan positif antara ketekunan beragama dan peningkatan motivasi di kalangan instruktur dan personel di lembaga-lembaga ini.

INTRODUCTION

In the field of education, teachers play a central role in the educational process, which extends beyond intellectual capacity to encompass attitudes, behaviors, and normative values beyond explicitly stated job descriptions (Zhu et al., 2023). This is influenced by the spirituality and motivation of teachers in their work. According to Nandika and Nagalhaksmi, spirituality is considered the primary source of happiness for humans. Thus, fulfilling teachers' spiritual needs is crucial for their personal development and maturity as educators (Binu Raj et al., 2023a). On the other hand, Islamic schools require a strong quality assurance system that significantly influences organizational performance, including management, processes, achievement of minimum standards, and the quality of graduates (Atstsaury et al., 2024; Azwar, 2022; Fauzi & Masrupah, 2024; Pratiwi & Warlizasusi, 2023). Research conducted by (Hajiyah et al., 2015) on 170 lecturers at Malang State University indicates that spiritual leadership correlates positively with organizational citizenship behavior and reinforces the commitment of teachers and staff to the organization, thereby enhancing student satisfaction with the services provided.

Research conducted by (Raza et al., 2024) on employees in Iran indicates that employees' negative perceptions of Corporate Social Responsibility (CSR) impact their commitment and job satisfaction. In other words, organizational citizenship behavior is influenced by the level of commitment and job satisfaction of employees toward the company they work for. Furthermore, this study also found that Islamic work ethics have a significant correlation with employees' perceptions of CSR and job satisfaction in the company. Therefore, it can be concluded that employees require models of spiritual and motivational leadership to enhance their loyalty to the company, ultimately leading to positive customer satisfaction.

Bengkulu has undergone substantial urban development. Parents from different cities in the Bengkulu Province are increasingly choose it as the top educational option for their children. Therefore, we chose the city as the research site. The primary focus of this study is on the rapid expansion of integrated Islamic educational institutions in the city of Bengkulu. This is consistent with parents' anticipation that education can help their children attain equilibrium in both the secular and spiritual dimensions of life. The research focuses on multiple Islamic elementary schools and kindergartens located in the city of Bengkulu. These educational institutions have gained recognition for their comprehensive Islamic curriculum and efficient administration.

Nevertheless, Islamic education in Bengkulu city is susceptible to a range of concerns and challenges as a result of globalization. Globalisation yields both possibilities and challenges simultaneously. Hence, it is imperative to carry out research on the efficacy of educators in Islamic educational establishments to facilitate the adaptation of these establishments in the city of Bengkulu to the period of globalisation. Religious doctrines profoundly shape a significant number of Islamic educational institutions in Indonesia, spanning from kindergarten to elementary levels. The objective of this study is to examine the impact of Organizational Citizenship Behavior (OCB) and spiritual motivation on religious performance such as enactment of religious beliefs, practices, rituals, and values in one's daily life and behavior and the integration of religious principles into various aspects of life (Baety, 2021).

Organisational Citizenship Behaviour (OCB) and religious performance in schools have been comprehensively studied. The focus of this research is on how spiritual motivation and spiritual leadership can have a positive impact. (Chen & Yang, 2012; Vo et al., 2023) conduct research that discovers that spiritual intelligence and spiritual attitudes have a beneficial influence

on Organisational Citizenship Behaviour (OCB). Through the application of the Structural Equation Model (SEM), the relationship between spiritual intelligence, Organizational Citizenship Behavior (OCB), and religious performance was examined. The results revealed that OCB plays a pivotal role in influencing religious performance, making it the most significant factor.

In the context of Islamic education, religious performance becomes a parameter to assess the success of a teacher from a religious perspective. The uniqueness of employees emphasising religious performance lies in the combination of their knowledge, technology, and spiritual beliefs. Conducted research (Sanusi & Manan, 2014), (Manel et al., 2023), and (Liu et al., 2023) identified that the dimensions of religious performance involve essential aspects such as physiological, psychological-religious, and religious performance. However, after reviewing previous research, several shortcomings are apparent. Among them, most educational institutions still do not fully understand the role of Organizational Citizenship Behavior (OCB). Their focus is more on school management, spiritual motivation, leadership, and religious achievement. This is due to the primary orientation of Islamic educational institutions in Indonesia, which is centered on the delivery of religious teachings, resulting in a lack of integration of science and technology in school development (Suprihatin et al., 2022).

Hence, it is imperative to do a study on the correlation between Organizational Citizenship Behaviour (OCB) and the improvement of religious performance among instructors in Islamic-based schools in Indonesia. Further empirical evidence is required to examine the causal relationship between OCB (Organizational Citizenship Behaviour), leadership, performance, and motivation in Islamic educational institutions, namely in Indonesia. This study aims to assess the impact of spiritual leadership and spiritual motivation on Organizational Citizenship Behaviour (OCB) and religious success among teachers and staff at Islamic schools located in Bengkulu City, Indonesia. This study explicitly investigates the interaction of these variables within the framework of Islamic educational practices in Indonesia. The study thoroughly investigates the impact of spiritual leadership and spiritual motivation on organizational citizenship behaviour (OCB) and religious performance. The research is expected to generate both theoretical and practical advancements. This study contributes to the existing body of literature on the implementation of management methods in Islamic educational institutions. The research findings provide valuable insights for stakeholders and decision-makers in Islamic educational institutions. They help to broaden their understanding of strategies that can improve the quality of religious performance among employees and promote organizational citizenship behavior. This, in turn, facilitates the attainment of organizational goals.

RESEARCH METHOD

The research was carried out in Bengkulu City, Indonesia. To acquire a balanced sample size from each institution, the researcher used proportional sampling. After that, volunteers were randomly selected. Participants were instructors and permanent staff with at least three years of teaching experience and certification in their fields.

The research uses Google Forms for convenience. The survey includes four sections: spiritual leadership (Göçen & Sen, 2021), spiritual inspiration (Kuswanto et al., 2023), organizational citizenship (Chen & Yang, 2012), and religious (Ke et al., 2014). Eighty Likert-scale questions comprise the questionnaire. Prior to delivering the main questionnaire, 35 respondents participated in pilot study. Before disseminating the questionnaire, validity and

reliability were tested. All questions have Cronbach's alpha values above 0.65 and coefficients above 0.313. This means all questionnaire items are valid and can be used for additional data.

The questionnaire was given to participants using Google Forms after the pilot research. This software was chosen to improve data collecting. The researcher struggled to collect data due to participants' poor reading and understanding of questionnaire items, the time and money necessary, and their inability to express the research goals. The researchers sent potential respondents online questionnaire links but had to occasionally remind them to finish. The researcher prolonged data collection from August to December 2023 to verify questionnaire accuracy. Five respondents declined the 200 questionnaire links.

We examined questionnaire data using certain methods. Data was initially organized using Microsoft Excel. The responses were organized by four criteria and Likert scores. The four factors' connection was examined using multiple linear regression tests with a 0.05 significance level. Alternative hypothesis is accepted if p-value is less than 0.05.

RESULT

Participants' Demographic

A total of 200 individuals participated in the study, comprising teachers and staff from various Islamic schools in Bengkulu City. The largest age group was 41 to 50 years old (N: 68; 34.23%), followed by the age group of 29 to 34 years old (N: 57; 25.10%). Demographic information of the respondents: At the final stage of the study, there were 200 respondents, including teachers and staff from various Islamic schools in Bengkulu City. Table 1 provides detailed demographic information of the respondents. The majority of them were from the age group of 41 to 50 years old (N: 68; 34.23%), followed by the age group of 29 to 34 years old (N: 57; 25.10%), the age group of 22 to 28 years old (N: 30; 17.43%), the age group above 50 years old (N: 25; 13.31%), and the age group of 35 to 40 years old (N: 20; 8.99%).

Table 1 Participant Demographics

	Description	N	Percentage (%)
Age	22-28 years old	30	17.43
	29-34 years old	57	25.10
	35-40 years old	20	8.99
	41-50 years old	68	34.23
	Above 50 years old	25	13.31
	Total	200	100
Gender	Male	105	48.57
	Female	95	55.42
Total		200	100
Working Experience	1-5 years	90	49.00
	6-8 years	41	15.30
	9-14 years	22	14.36
	15-18 years	29	12.43
	Above 18 years	20	11.74
	Total	200	100
Education	Bachelor	155	82.32
	Master	43	16.80
	Ph.D	2	2.30

Total	200	100
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Regarding job experience, Table 1 indicates that the majority of respondents have been employed as instructors or staff in Islamic schools in Bengkulu City for a period of 1 to 5 years (N: 90; 49.00%), followed by a length range of 6-8 years (N: 41; 15.30%). Furthermore, the number of participants who have professional experience ranging from 9-14 years, 15-18 years, and over 18 years is nearly equal, specifically (22) (14.36%), (29) (12.43%), and (20) (11.74%), respectively. In terms of educational attainment, the majority of respondents hold a bachelor's degree (N: 155; 82.32%), followed by a master's degree (N: 43; 16.80%), and a doctoral degree (N: 2; 2.30%).

In order to address the research inquiries, the investigator employed multiple linear regression analysis to investigate the correlation between spiritual motivation and spiritual leadership with Organizational Citizenship Behavior (OCB) and religious job performance.

The findings are presented in Table 2, demonstrating that spiritual leadership and spiritual motivation exert a substantial positive impact on the organizational citizenship behavior of teachers and staff in Islamic schools located in Bengkulu City, Indonesia. Put simply, when school leaders engage in a greater level of spiritual leadership, teachers and staff in schools demonstrate better organizational citizenship behavior. This supports the acceptance of hypothesis H1. Furthermore, the greater the spiritual drive of a teacher, the more beneficially it influences the enhancement of their Organizational Citizenship Behavior.

Table 2 Multiple Linear Regression (H1 and H2)

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std.Error	Beta		
(Constant)	.215	.020		10.162	.000
Spiritual Leadership	.033	.090	.062	4.49	.025
Spiritual Motivation	0.40	0.92	0.51	3.55	.008

Dependent variable: Organizational Citizenship Behaviour

Table 3 illustrates the results of testing hypotheses H3 and H4, which investigate the potential influence of spiritual leadership and spiritual motivation on religious work performance. The findings indicate that both spiritual leadership and spiritual motivation have empirically demonstrated a significant positive effect on the respondents' religious work performance, with p-values of (0.009) and (0.004) (<0.05), respectively.

Table 3 Content Validity (H3 and H4)

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std.Error	Beta		
(Constant)	.313	.025		8.543	.000
Spiritual Leadership	.079	.090	.069	4.89	.009

Spiritual Motivation	0.55	0.92	.075	3.20	.004
Dependent variable: Religious Working Performance					

DISCUSSION

H1: Spiritual leadership exerts a positive influence on organizational citizenship behavior.

Table 2 examines the initial hypothesis that the presence of spiritual leadership and spiritual motivation has a substantial influence on the organizational citizenship behavior of teachers and staff in Islamic schools situated in Bengkulu City, Indonesia. Table 2 states that the p-values are (0.025) and (0.008) (< 0.05), indicating that there is a positive relationship between the level of spiritual leadership practiced by school leaders and the OCB performance of teachers and staff in the schools.

Teacher performance is considered to depend on the individual abilities of each teacher. However, achieving organizational goals also requires the crucial role of a leader (Srivastava et al., 2022). The performance of teachers is believed to be contingent upon the unique aptitudes of each particular teacher. Nevertheless, the job of a leader is considered essential to attaining organizational objectives (Sapta et al., 2021). Several school administrations still lack comprehension regarding the significance of Organizational Citizenship Behavior (OCB) for the organization. In order to fully grasp the advantages of OCB for the company, it is essential for each member to realize its underlying causes.

Studies have demonstrated that personality qualities such as tolerance, prioritizing the interests of others, and valuing togetherness have a substantial influence on Organizational Citizenship Behavior (OCB) within the educational setting in Indonesia (Ullah et al., 2023). According to the study there is a direct correlation between a teacher's level of spiritual motivation and their success inside the company (Andriani et al., 2018). Prior research indicates that an individual's job motivation has a direct impact on the extent of good behavior exhibited inside the organization (Plessis et al., n.d.)(Yean et al., 2022). Hence, teachers who are driven by motivation are more inclined to display behaviors that positively impact the company, thereby leading to an enhanced work environment (Le et al., 2023) This finding aligns with the research conducted by Antonakis and House (2014), which suggests that individuals who are motivated to fulfill their responsibilities tend to exhibit higher levels of creativity and adaptability in the workplace (Antonakis & House, 2014). As stated by (Karim et al., n.d.), spiritual leadership plays a vital role in the dynamic workplace of the 21st century. The concept encompasses attitudes, values, and behaviors that might inspire individuals and others to cultivate spiritual resilience by fostering a feeling of purpose and unity (Binu Raj et al., 2023b)

According to (Zhu et al., 2023) spiritual leadership can boost organizational performance by enhancing the physical health and well-being of personnel. Research indicates that spiritual leadership has a vital role in enhancing productivity and achieving positive outcomes at the unit level, which includes improving staff performance (Maryati, 2019). Moreover, the development of spirituality in the workplace is fostered by spiritual leadership, which amplifies innate drive and morale (Yang et al., 2021). Prior research suggests that teachers exhibit enhanced performance when working under leaders that possess strong spiritual leadership qualities.

Religious leadership is shaped by spiritual impetus, encompassing belief, worship, and interpersonal dynamics. Multiple researchers have examined this phenomenon, although the

scope of research in this domain remains restricted. In a study conducted by (Udahemuka et al., 2023), the researchers examined how intrinsic motivation and gender influence the connection between spiritual leadership and workers' perceptions of meaningful work. The findings suggest that leaders who possess a strong sense of spirituality create work environments that offer employees meaningful experiences, leading to good effects on gender moderation, especially among female employees. The findings above reinforce the acceptance of hypothesis H1, which states that the higher the level of spiritual leadership practiced by school leaders, the better the OCB performance demonstrated by teachers and staff in schools. Additionally, the greater the spiritual drive of a teacher, the more beneficially it influences the enhancement of their Organizational Citizenship Behavior. It's indicate that H1 is Accepted.

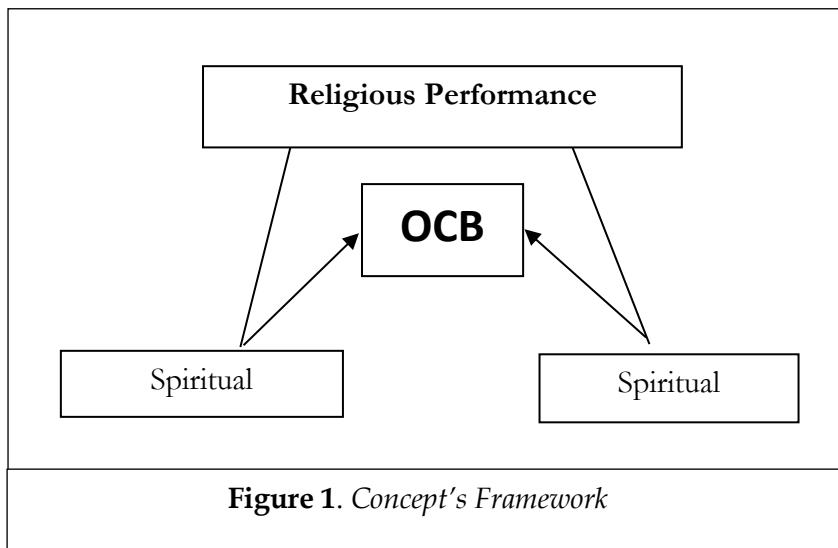
H2: Spiritual motivation is positively associated with positive outcomes in corporate citizenship activity.

According to Table 2, the p-value for spiritual motivation is 0.0008, which is below the threshold of 0.05. This suggests that there is a significant positive relationship between a teacher's level of spiritual drive and the enhancement of their Organizational Citizenship Behavior. This finding is consistent with the results of (Mousa, 2020) which discovered that workplace spirituality significantly impacts employee performance, encompassing adaptive performance, task performance, and contextual performance. Leaders are required to carry out initiatives that bolster workplace spirituality in order to improve staff performance. Moreover, research findings suggest that both academic staff and general staff in universities might experience the advantages of engaging in workplace spirituality activities. A recent study conducted by (Astuti et al., 2020) revealed that the Islamic work culture exerts a substantial impact on the performance of educational professionals at Walisongo State Islamic University Semarang. This work culture is exemplified by values such as efficient allocation of time, diligent effort, striving for excellence, and personal resilience. While Islamic work culture may not have a direct impact on performance, it can effectively boost work motivation, hence playing a crucial role in enhancing employee performance.

H3: Spiritual leadership positively impacts job performance.

The results of hypothesis testing H3 and H4, which analyze the potential effect of spiritual leadership and spiritual motivation on religious work performance, are presented in Table 3. The study found that both spiritual leadership and spiritual motivation had a significant positive impact on the religious work performance of the participants, with p-values of (0.009) and (0.004) (<0.05), respectively. Hence, a greater degree of spiritual leadership exhibited by school leaders directly correlates with a more significant enhancement in the job performance of teachers and staff (H3 approved).

Previous studies and literature reviews have established that spiritual motivation and leadership exert a beneficial influence on Organizational Citizenship Behavior (OCB) and job performance. However, there is a dearth of meaningful evidence in studies exploring the interplay between these variables within the setting of Islamic educational institutions, notably in Indonesia. Thus, this study presents a novel idea by formulating the fourth hypothesis as previously said. The picture below illustrates the Conceptual Framework in order to present a more comprehensive understanding.



The research findings demonstrate a direct and favorable relationship between Organizational Citizenship Behavior (OCB) and spiritual leadership in Islamic schools located in Bengkulu City, Indonesia. This discovery is consistent with the research conducted by (Chiu, Amin, Li, & Ali, 2023) which asserts that employees who derive significance from their work are inclined to demonstrate their appreciation to the organization by exhibiting strong commitment to their employment. (Ke et al., 2014) found that spiritual leadership fosters a favorable work environment and promotes a strong bond between leaders and employees, leading to a positive work atmosphere. (Karadağ, Altıbay Aksal, Altıbay Gazi, & Dağlı, 2020) suggest that employees who share the same goals as their organization and have strong interpersonal connections are more likely to demonstrate high levels of Organizational Citizenship Behavior (OCB).

H4: A strong spiritual desire positively impacts religious performance.

Additional research findings further demonstrate that spiritual leadership exerts a direct influence on religious performance. Prior research (Astuti et al., 2020; Srivastava, Mendiratta, Pankaj, Misra, & Mendiratta, 2022b) has demonstrated that leaders who possess a more robust sense of spirituality have a positive impact on the religious commitment of faculty members. These findings indicate that improved spiritual leadership in schools has a favorable impact on organizational performance. Moreover, the establishment of a favorable work atmosphere through spiritual leadership will amplify internal drive and passion towards the surroundings (Hutahayan, Chong, & Chendralisan, 2024), indicating that instructors can more effectively carry out their religious obligations. Moreover, this research suggests that spiritual motivation has a favorable impact on organizational citizenship behavior (OCB). Teachers who possess strong motivation are more inclined to take proactive measures in alignment with institutional rules that have a common vision and goal. According to the research conducted by (Widarko & Anwarodin, 2022). The fulfillment of individual motivations leads to the spontaneous occurrence of organizational citizenship behavior. (Rimatanti, Darman, Nelis, & Rimantanti, 2023) assert that fulfilling employees' motivating requirements can stimulate the development of Organizational Citizenship Behavior (OCB), which subsequently boosts creativity and employees' capacity to adjust to the work setting.

Moreover, the research findings suggest a direct correlation between spiritual motivation and religious performance. According to Islamic beliefs, the primary objective of life is to engage in the worship of God, and motivation plays a pivotal role in influencing human behavior. In the context of Islam, motivation is characterized as the combination of intention and worship. Intention is considered the main catalyst for virtuous activities, while worship is regarded as the ultimate objective of human endeavors ((Ahsan, Bose, & Ali, 2024; Luetz & Nunn, 2023) assert that motivation is an intricate process that drives, guides, and maintains human behavior in order to attain particular objectives. (Khalid & Syed, 2024) argue that motivation encompasses a range of internal impulses, goals, needs, and forces within an individual. This study suggests that the emphasis of Islamic religious education has undergone a substantial change in the period of globalization. In order to improve the resources available to the Muslim community in different areas, it is necessary to make optimal efforts using diverse ways. This study elucidates the means by which Islamic educational institutions in Bengkulu City might augment their human resource capacity in order to promote organizational citizenship behavior (OCB) and attain elevated levels of work performance.

CONCLUSION

This study demonstrates a noteworthy correlation between spiritual motivation and spiritual leadership with Organizational Citizenship Behavior (OCB) and religious job performance. The data analysis results employing the multiple linear regression method demonstrate that spiritual motivation and spiritual leadership exert a noteworthy positive impact on both OCB and the religious performance of teachers and staff in Islamic schools in Bengkulu City, Indonesia.

These findings indicate that there is a need to increase the quality of spiritual leadership and motivation, particularly in Kindergarten and Elementary School levels of Islamic institutions. This development is necessary to enhance job performance and organizational citizenship behavior (OCB). This is anticipated to enhance the efficiency in attaining organizational objectives. Moreover, this study promotes additional investigation into the factors that influence the milieu of organizational citizenship behavior (OCB) and religious practices. Expanding beyond the ideas of spiritual drive and guidance, it is necessary to concentrate on inventive concepts that might improve religious performance and take into account associated elements of Organizational Citizenship Behavior (OCB). The endeavors made by teachers at Islamic schools to enhance the educational curriculum are also seen as a noteworthy contribution towards establishing the prestige of educational institutions that uphold Islamic principles and foster tolerance.

Furthermore, there exist intriguing prospects for future investigation within the realm of religious performance that warrant additional exploration, encompassing more precise and comprehensive aspects. Continued research in this area is anticipated to yield more profound understandings of the elements that determine and the techniques that can be applied in the setting of Islamic education.

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