

The Mediating Role of Spiritual Work Motivation in the Effect of Participative Leadership Style on Teacher Performance at Khodijah High School, Surabaya

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ABSTRACT

The purpose of this study is to examine and analyze the role of Spiritual Work Motivation in the effect of participative leadership style on teacher performance at Khodijah High School, Surabaya. This quantitative research, considering the research problems and objectives, employs an explanatory research approach with a survey method. The questionnaire was designed based on the research variables, namely Spiritual Work Motivation, participative leadership style, and teacher performance. The data were collected from 100 teachers who served as the research sample. Data collection was conducted using a random sampling technique at Khodijah High School, Surabaya. Data analysis was performed using the Partial Least Squares (PLS) approach with SmartPLS software. The results indicate that participative leadership style has a positive effect on teacher performance, meaning that the higher the level of participative leadership, the higher the teacher performance. Participative leadership style also affects Spiritual Work Motivation, indicating that higher participative leadership corresponds to higher Spiritual Work Motivation. Furthermore, Spiritual Work Motivation influences teacher performance, suggesting that higher Spiritual Work Motivation leads to higher teacher performance. The mediation effect of Spiritual Work Motivation in the relationship between participative leadership style and teacher performance shows a positive and significant mediation effect, meaning that when an educational institution exhibits high Spiritual Work Motivation, it can result in high teacher performance.

Keywords: Spiritual Work Motivation, Participative Leadership Style, Teacher Performance

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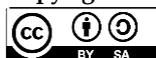
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INTRODUCTION

Teachers as human resources are the primary determinants of an organization's success. Ghavifekr & Pillai, (2016) stated that teachers also serve as the main supporters of the effectiveness of educational institution management in achieving high productivity. Teacher productivity can be assessed based on the duties and responsibilities outlined in their main tasks and functions (Soim et al., 2022).

Teachers need to deepen their professional competencies in line with the advancement of knowledge and technology, as well as the demands and expectations of society to improve the quality of education (Sinaulan, 2016). Teachers are required to perform well in order to meet the expectations and desires of all stakeholders, particularly the community that entrusts schools and teachers with the development of students (Da'as, 2019; Da'as et al., 2019; Ramadhan et al., 2022; Singerin, 2021). The development of more complex management processes can also support the identification of teacher characteristics and promote substantial improvements in teacher performance (Boies & Fiset, 2019). However, the implementation of

organizational management often faces serious challenges related to its human resources, especially in a nation experiencing moral decline (Rosyid, 2021).

Internal issues that hinder teacher performance include negative conflicts among teachers, perceived injustice, lack of career progression, monotonous work life, feelings of insecurity within the organization, insufficient managerial attention to teachers, and teachers' inability to cope with technological changes (Syslová, 2019). These problems arise because the environment is not static and constantly undergoes dynamic changes (Kumar & Wiseman, 2021). This can also disrupt the teaching and learning process, making it ineffective and causing teacher performance to fall short of the standards established by the educational institution (Ishak, 2019). Based on these phenomena, both external and internal factors act as barriers to teacher performance (Ampaire & Namusonge, 2015; Bello et al., 2016; Cojocariu, 2017; Daniawan, 2018; Hussain et al., 2019; Mukhtar, 2018; Mutohar et al., 2020; Singerin, 2021; Sunaryo, 2020; Warokka & Febrilia, 2014; Zimmerman, 2018). This issue requires greater attention to support the planning of instructional performance and the design of effective interventions.

Teacher performance is crucial to monitor and evaluate because teachers carry out professional duties, meaning these tasks can only be performed with specialized competencies acquired through educational programs (Bharadwaja & Tripathi, 2020). Beyond the required competencies, numerous factors influence a teacher's performance (Dutta et al., 2022). Elements such as salary, rewards, incentives, work motivation, organizational culture, turnover intention, leadership style, work ethics, job satisfaction, interpersonal relationships among employees, and relationships with supervisors are all factors that affect performance (Oktaviani & Saragih, 2017). In line with the current phenomena discussed above, it can be said that teachers' work ethics often hinder the teaching and learning process, as teachers tend to perform suboptimally in their instruction (Yani et al., 2022). Therefore, efforts to improve teacher performance should begin within the organization itself.

Participative leadership style in schools is characterized by high relationship and low task orientation, where leaders and subordinates share ideas and make decisions collaboratively (Banjarnahor et al., 2018; Toufighi et al., 2024). This means that the participative leadership style emphasizes strong support in decision-making and policy formulation but provides minimal direction (Tuytens & Devos, 2014). Leaders who offer high support and low direction are referred to as "participative" because control over problem-solving and decision-making is shared alternately, as explained in the theory (Banjarnahor, 2016; Banjarnahor et al., 2018; Damanik et al., 2021).

Positive participative leadership can enhance teacher performance. This finding is supported by (Ali Shahab et al., 2018; Amundsen & Martinsen, 2015; Bharadwaja & Tripathi, 2020; Ghamrawi & Al-Thani, 2023; Raub & Robert, 2010; Xue et al., 2011) that the implementation of participative leadership style and the creation of a conducive school climate can serve as an effective strategy to enhance teacher work ethic and, ultimately, improve the quality of education. Theoretically, contradictions among several studies regarding the effect of participative leadership style on teacher performance have prompted the introduction of a new variable to examine the role of spiritual work motivation. Specifically, this study aims to analyze the mediating role of spiritual work motivation in the effect of participative leadership style on teacher performance.

This study introduces the variable of spiritual work motivation, developed from motivation theory, as no previous research has examined spiritual work motivation as a mediator in the effect of participative leadership style on teacher performance. In this study, spiritual work motivation is considered capable of mediating the influence of participative leadership style on teacher performance. Teachers require spiritually-based work motivation as a guiding principle for improving their performance. Possessing and internalizing Islamic spiritual competence is essential for teachers to educate and guide their students effectively. Teachers who apply spiritual intelligence and uphold Islamic values will approach their duties and responsibilities with caution, avoiding betrayal or succumbing to hedonistic behavior. They will consistently maintain the principle of sincerity in their lives and adhere to Islamic laws.

Previous research on spiritual motivation was conducted by Barmola & Kailash (2016) In his research, students with higher levels of spirituality were found to be more motivated than non-spiritual students. Conversely, students with strong motivation were also shown to be more spiritual compared to those with lower levels of motivation (Hersona & Sidharta, 2017; Nurtjahjani et al., 2021; Suwanti, 2019). Kim, S. & Esquivel, (2011) describe spirituality as an intrinsic aspect of human nature that emerges during adolescence, a period when individuals seek transcendence, purpose in life, and meaning. Then, according to Ahmed, Arshad, Mahmood, & Akhtar, (2019) seeks to propose a new theoretical framework by conceptualizing students' achievement motivation through the introduction of an Islamic perspective on spirituality and resilience, with particular attention to its influence on achievement motivation. In contrast, the study conducted by Gozdzia & Shandy, (2020) stated that although religion and spirituality play a significant role, they have largely been overlooked by researchers. Spirituality is recognized as an essential element when individuals face difficulties (Ari Andriprianto & Maridjo, 2022; Wulandari, 2017). As line with the research from Rachman, Zauhar, & Saleh (2014) the research findings indicate that spiritual motivation does not have an effect on performance.

Furthermore, from a theoretical perspective, the contradictions among several researchers regarding the effect of participative leadership style on teacher performance serve as the motivation for this study to introduce a new variable in order to examine its role in teacher performance. Specifically, this study aims to analyze the role of spiritual work motivation in the effect of participative leadership style on teacher performance.

METHOD

This study aims to obtain empirical evidence and further develop the theory of spiritual work motivation, participative leadership style, and teacher performance. Considering the research problems and objectives to be achieved, this study employs a quantitative research approach using a survey approach (Haryanti, 2019). This study is classified as causal-associative research employing quantitative data. Causal-associative research aims to analyze the relationship between one variable and another, or to examine how one variable influences another (Arikunto, 2017). This study was conducted to examine the role of spiritual work motivation in the effect of participative leadership style on teacher performance. According to Sekaran, quantitative research is a type of study that typically employs structured questions to collect data, usually through questionnaires. This type of quantitative research also refers to research that is able to measure outcomes (Creswell, 2018). Considering the research problems and objectives to be achieved, this study adopts an explanatory research approach with a survey method (Haryanti, 2019). The questionnaire was developed based on the research variables, namely spiritual work motivation, participative leadership style, and teacher performance. The population in this study consisted of 100 teachers, with the research object being the employees of Khodijah High School Surabaya, totaling 100 respondents.

Data analysis was conducted using the Partial Least Squares (PLS) approach with SmartPLS software. In PLS analysis, two main stages are carried out: assessing the Outer Model (or measurement model) and the Inner Model. There are three criteria used to evaluate the Outer Model, namely Convergent Validity, Discriminant Validity, and Composite Reliability (Ghozali, 2016) and assessing the Inner Model or Structural Model. The testing of the inner model is conducted to examine the relationships among constructs, the significance values, and the R-square of the research model. In evaluating the model with PLS, the process begins by examining the R-square value for each dependent latent variable. Changes in the R-square value can be used to determine whether a particular independent latent variable has a substantive influence on the dependent latent variable.

RESULT AND DISCUSSION

1. Results of Data Quality Testing (Outer Model)

There are three main criteria in the use of data analysis techniques with SmartPLS to evaluate the outer model, namely Convergent Validity, Discriminant Validity, Composite Reliability, and Average Variance Extracted (AVE).

a. Convergent Validity

Convergent validity of the measurement model with reflective indicators is assessed based on the correlation between the item score/component score estimated using PLS software. An individual reflective measure is considered high if it correlates greater than 0.70 with the construct being measured. In this study, a loading factor threshold of 0.70 was applied. Based on the table below, it can be seen that all outer loading results are greater than 0.60, thus all research items meet the criteria. The outer loading results are presented in Table 1 below:

Table 1 Outer Loadings

Indicators	Research model
participative leadership style (X)	
X11	0,784
X12	0,811
X13	0,819
X14	0,769
X15	0,733
Spiritual Work Motivation (Z)	
z1	0,728
z2	0,744
z3	0,772
z4	0,747
z5	0,675
Kinerja Guru (Y)	
Y1	0,757
Y2	0,749
Y3	0,817
Y4	0,808
Y5	0,708

Data Source: Primary Data Processed (2025)

Based on the results of data processing using SmartPLS, as shown in Table 1, the outer model values or the correlations between the construct and the variables have met the criteria for convergent validity. The estimation results of the outer loading test using PLS indicate that all items are valid, as all factor loading values are greater than 0.6.

b. Evaluating the Reliability dan Average Variance Extracted (AVE)

The criteria for validity and reliability can also be assessed from the reliability value of a construct and the Average Variance Extracted (AVE) value of each construct. A construct is considered to have high reliability if its reliability value is 0.70 or higher and its AVE exceeds 0.50 (Ghozali, 2011). Table 2 presents the Composite Reliability and AVE values for all variables as follows:

Table 2 Outer Model, AVE, Composite Reliability

Variabel	AVE	Composite Reliability	Description
Teacher Performance (Y)	0,591	0,878	Reliable
Spiritual Work Motivation (Z)	0,514	0,839	Reliable
Participative Leadership Style (X)	0,615	0,888	Reliable

Data Source: Primary Data Processed (2025)

Based on Table 2, all constructs satisfy the reliability criteria. This is evidenced by composite reliability values greater than 0.70 and AVE values exceeding 0.50, in accordance with the established standards.

2. Results of Model Fit Testing (Inner Model)

The inner model, or structural model, is tested to analyze the relationships among constructs, the significance levels, and the R-square values of the research model. Evaluation of the structural model is carried out using the R-square for dependent constructs, along with t-tests and the significance of structural path coefficients. In PLS evaluation, the process begins by reviewing the R-square values for each dependent latent variable. Table 3 presents the R-square estimation results obtained through SmartPLS.

Table 3 R-Square Test

Variabel	R Square	R Square Adjusted
Kinerja Guru (Y)	0,684	0,678
Spiritual Work Motivation (Z)	0,552	0,547

Data Source: Primary Data Processed (2025)

Table 3 shows that the R-square value for the variable spiritual work motivation is 0.552, meaning that the variability of the spiritual work motivation construct can be explained by the variability of the participative leadership style and performance constructs by 55.2%, while the remaining proportion is explained by other variables outside the research model. A higher R-square value indicates a greater ability of the independent variables to explain the dependent variable, thereby improving the structural model. Meanwhile, the R-square value for the teacher performance variable is 0.684, which means that the variability of the teacher performance construct can be explained by the variability of the participative leadership style and spiritual work motivation constructs by 68.4%, while the rest is explained by other variables outside the model. The higher the R-square value, the stronger the independent variables explain the dependent variable, leading to a better structural model.

3. Hypothesis Testing

The significance of the estimated parameters provides highly valuable information regarding the relationships among the research variables. The basis for testing the hypotheses lies in the values presented in the output result for inner weight. Table 4 presents the estimation output for testing the structural model. In SmartPLS, the statistical testing of each hypothesized relationship is carried out through simulation. In this case, the bootstrap method is applied to the sample. Bootstrapping is also intended to minimize issues related to the non-normality of research data. The results of the bootstrapping test from the SmartPLS analysis are as follows:

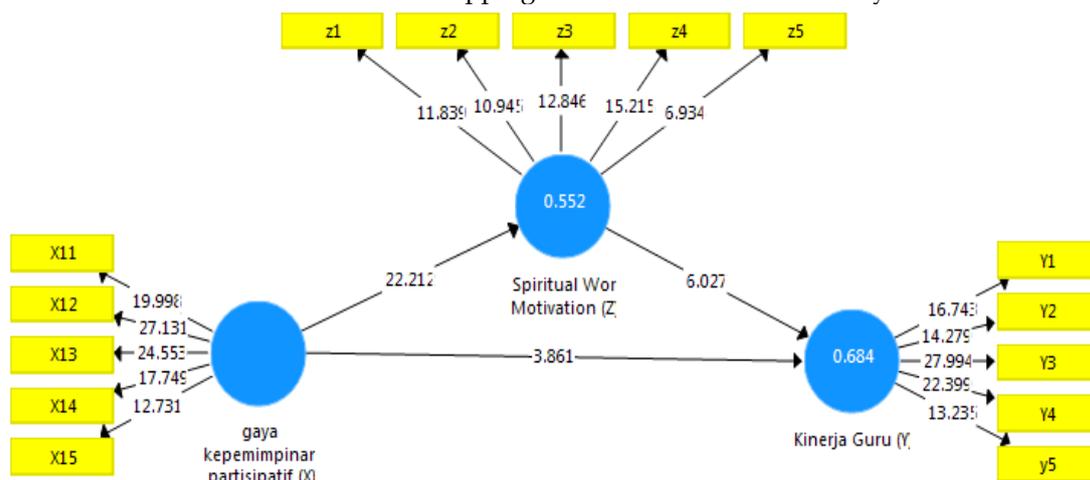


Figure 2 Bootstrapping Result

The level of significance in hypothesis testing is measured using the path coefficient parameter (Abdillah & Hartono, 2015). This test evaluates the estimated path coefficients and the t-statistic values with a significance level of $\alpha = 5\%$. If the t-statistic value is higher than the

t-table value of 1.984 for a one-tailed hypothesis, then the hypothesis is accepted. The following presents the path coefficient values in testing the main hypotheses of this study:

Table 4 Path Coefficient

	Direct and Indirect Effect	Parameter Coefficient	T-Statistics	P-Values	Result
H ₁	Participative Leadership Style (X) -> Teacher Performance (Y)	0,358	3,861	0,000	Received
H ₂	Participative Leadership Style (X) -> Spiritual Work Motivation (Z)	0,743	22,212	0,000	Received
H ₃	Spiritual Work Motivation (Z) -> Teacher Performance (Y)	0,526	6,027	0,000	Received

Data Source: Primary Data Processed (2025)

Based on the table above, it can be observed that participative leadership style has a significant effect on teacher performance. The test on organizational climate produced a t-statistic value of 3.861 with a P-value of 0.000 < 0.05 (significance level). These results confirm that the proposed hypothesis is accepted, indicating that participative leadership style positively influences teacher performance. This implies that the higher the meaning of work, the higher the teacher's performance. Furthermore, participative leadership style was also found to significantly affect spiritual work motivation, with the test on organizational support yielding a t-statistic value of 22.212 and a P-value of 0.000 < 0.05. These findings demonstrate that the proposed hypothesis is accepted, suggesting that the higher the participative leadership style, the higher the spiritual work motivation. In addition, spiritual work motivation significantly affects teacher performance, as shown by the test on organizational support with a t-statistic value of 6.027 and a P-value of 0.000 < 0.05. This result indicates that the proposed hypothesis is accepted, meaning that the higher the spiritual work motivation, the higher the teacher performance.

4. Mediation Testing Results

The analysis of effects is conducted to examine the strength of the relationships among variables, including direct, indirect, and total effects. The direct effect refers to the coefficient of all single-headed arrow paths.

Table 5 Indirect Effects

	Direct and Indirect Effect	Parameter Coefficient	T-Statistics	P-Values	Result
H ₄	Participative Leadership Style (X) -> Spiritual Work Motivation (Z) -> Teacher Performance (Y)	0,391	5,729	0,000	Received

Data Source: Primary Data Processed (2025)

From Table 7 above, the results indicate an indirect effect of participative leadership style on teacher performance through spiritual work motivation, with a P-value of 0.000 < 0.05. This means the effect is significant.

DISCUSSION

This study shows that the variables participative leadership style and teacher performance indicate that organizational climate has a positive and significant effect on teacher performance, meaning that when the participative leadership style increases, teacher performance also improves. These results are consistent with previous research (Aji & Kulkarni, 2025; Banjarnahor, 2016; Damanik et al., 2021; Iddrisu, 2025; Jedaman et al., 2019; Junaidi & Mildawati, 2022; Rosyid, 2021; Suyono et al., 2022; Toufighi et al., 2024) which indicates that positive participative leadership can enhance teacher performance. Thus, the implementation of a conducive participative leadership style can serve as an effective strategy to improve teacher performance and ultimately enhance the quality of education (Camilleri, 2016; Halik et al., 2019; Jazeel, 2017; Parji & Prasetya, 2020; Sallis, 2002). Syslová (2019) Teacher performance is considered a professional activity in which a teacher's professional competence is demonstrated, expressed through a set of knowledge, skills, attitudes, values, and personal

qualities. The performance of teachers in Islamic boarding schools is also assessed in the performance areas outlined by Assilahi, Sunaryo, and ABS (2018), namely: (1) planning learning activity programs, such as determining assessment standards; (2) implementing learning activities, such as mastery of subject matter; and (3) evaluating learning outcomes, such as conducting learning assessments.

The test results of the variables participative leadership style and spiritual work motivation show that organizational climate has a proven positive and significant effect on spiritual work motivation. This means that when educational institutions implement participative leadership by valuing teachers' contributions, showing concern, and appreciating employees' work, teachers are more likely to experience and develop a high level of spiritual work motivation. Robbins & Judge (2016) work motivation is defined as the willingness to exert a high level of effort toward organizational goals, conditioned by the extent to which that effort satisfies an individual's needs. Teachers in Islamic boarding schools are therefore expected to possess strong work motivation. Soebiantoro & Haryanti (2022) it is explained that teacher work motivation refers to a teacher's willingness to carry out their duties, as low teaching motivation significantly affects their performance in completing tasks. Work motivation drives teachers or *ustadz/ustadzah* to engage in teaching to fulfill their needs. Spiritual work motivation should be based on the concept of *ihsan* (excellence or goodness) and teachings that guide individuals toward work independence.

The test results of the variables spiritual work motivation and teacher performance show that spiritual work motivation has a positive and significant effect on teacher performance. This means that when spiritual work motivation is high, teachers are able to recognize opportunities before others do and focus on areas they enjoy, which in turn leads to higher teacher performance. Syakir & Pardjono (2015) state that teacher work motivation is defined as a teacher's willingness to carry out their duties, as low teaching motivation significantly affects their performance in completing tasks. Work motivation drives teachers or *ustadz/ustadzah* to engage in teaching to fulfill their needs. Spiritual work motivation should be grounded in the concept of *ihsan* (excellence or goodness) and in teachings that guide individuals toward work independence. Teacher performance refers to a teacher's ability to carry out their duties or tasks. Good teacher performance is achieved when the results meet the established teaching standards (Immah et al., 2020). Gökalp & Soran (2022), teacher performance refers to a teacher's ability to carry out their duties or tasks. Good teacher performance is achieved when the results meet the established teaching standards. The findings of this study also support previous research on the effect of spiritual motivation on employee performance, including studies by Do (2018) and Mohammad et al. (2018). In these studies, data were collected through questionnaires completed by the participants and analyzed using multiple linear regression analysis. The results indicated that spiritual motivation has a significant influence on employee performance.

The test results of the Spiritual Work Motivation variable in mediating the effect of participative leadership style on teacher performance indicate a positive and significant mediating effect. This means that when an educational institution has a high level of Spiritual Work Motivation, it can lead to high teacher performance. This study is supported by Barmola & Kailash (2016) In their study, spiritually inclined students were found to be more motivated than non-spiritual students. Conversely, students with higher motivation tended to be more spiritual compared to those with lower motivation. Kim, S. & Esquivel, (2011) It describes spirituality as an intrinsic aspect of human nature that emerges during adolescence, a period in which teenagers seek transcendence, purpose in life, and meaning. Then according to Ahmed, Arshad, Mahmood, & Akhtar, (2019) The study aims to propose a new theoretical framework by illustrating the concept of students' achievement motivation, introducing the Islamic perspective on spirituality and resilience, with particular attention to its influence on achievement motivation. In contrast, research Gozdziaik & Shandy, (2020) It states that although there is significance in the role of religion and spirituality, it is largely overlooked by researchers. Spirituality is recognized as an important element when individuals face difficulties (Ari Andriprianto & Maridjo, 2022; Wulandari, 2017). In line with the research

Rachman, Zauhar, & Saleh (2014) the study indicates that spiritual motivation does not have an effect on performance.

Spiritual work motivation is formed from work motivation and theories of spirituality. It should be grounded in the concept of *ihsan* (goodness) and teachings that guide individuals toward work independence. In this study, spiritual work motivation is based on the core principles of Islamic boarding schools, including sincerity, simplicity, self-reliance, Islamic brotherhood (*ukhuwah Islamiyah*), and freedom. Spiritual work motivation is an extension of spiritual motivation and can serve as a full mediator in the effect of organizational climate on teacher performance. This means that the organizational climate affects teacher performance when spiritual work motivation is present; conversely, without spiritual work motivation, the organizational climate does not influence teacher performance. In other words, organizational culture and climate can impact teacher performance if mediated by spiritual work motivation.

These results have important implications for educational institutions in improving teacher performance. Implementing a conducive participatory leadership style can be an effective strategy for improving teacher performance and ultimately improving the quality of education. Furthermore, spiritual work motivation also needs to be considered in improving teacher performance. This study has several limitations, including the limited sample size and research methods used. This study was conducted at only one educational institution, so the results may not be generalizable to other educational institutions. Furthermore, this study used quantitative methods, so it was unable to obtain more in-depth information about teachers' experiences and perceptions.

Further research can be conducted to expand on this study's findings, including by adding a more diverse sample and research methods. Further research can also be conducted to further understand the role of spiritual work motivation in improving teacher performance and how educational institutions can enhance teachers' spiritual work motivation. Furthermore, further research can be conducted to determine how a participatory leadership style can be applied in different contexts.

CONCLUSION

The results of the study indicate that participatory leadership style has a positive effect on employee performance, which means that the higher the participatory leadership style, the higher the teacher performance; participatory leadership style has an effect on spiritual work motivation, which means that the higher the participatory leadership style, the higher the spiritual work motivation; spiritual work motivation has an effect on teacher performance, which means that the higher the spiritual work motivation, the higher the teacher performance. Spiritual Work Motivation in mediating the influence of participatory leadership style on teacher performance shows that there is a positive and significant mediation effect, meaning that when an educational institution has high Spiritual Work Motivation, it can produce high teacher performance. The results of this study reveal that organizational culture and participative leadership style have an indirect effect on teacher performance through spiritual work motivation, while Islamic work motivation influences teacher performance both directly and indirectly through spiritual work motivation. Additionally, participative leadership style has a direct effect on teacher performance.

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