



Interrelation of Spirituality, Religiosity, and Competence with Madrasah Teachers' Performance

Sri Susmiyati

*Sultan Aji Muhammad Idris State Islamic University Samarinda
srisusmiyati2@gmail.com*

Zurqoni

*Sultan Aji Muhammad Idris State Islamic University Samarinda
zurqoni@uinsi.ac.id*

Muhamad Hasan Abdillah

*Sultan Aji Muhammad Idris State Islamic University Samarinda
m.hasan.abdillah@uinsi.ac.id*

Wildan Saugi

*Sultan Aji Muhammad Idris State Islamic University Samarinda
w.saugi@uinsi.ac.id*

Abstract

This study aimed to examine whether spirituality, religiosity, and competence can predict teacher performance. To prove this, a study was conducted on 90 Madrasah teachers in Samarinda as the sample in this study. The research sample was selected randomly, the number of which was determined based on the Slovin formula with a precision level of 0.10 (N=867). To obtain empirical data, researchers used a questionnaire on spirituality, religiosity, competence, and teacher performance. The research data were analyzed using Multiple Linear Regression with the SPSS V26 program. The analysis results showed a significant level of $p < 0.05$ with a relationship strength of 0.843, which means that there is a significant relationship between spirituality, religiosity, and competence with teacher performance. Simultaneously, the contribution of the three independent variables to teacher performance was 53.8%, while partially, each independent variable contributed 50.8% (spirituality), 24% (religiosity), and 59.8% (competence). The

implication is that these findings prove that one cannot rely solely on competency factors to get good performance from teachers. Although competence has the highest contribution, it also takes a religiosity factor that will give direction to individuals in their work, namely worshipping Allah SWT, and spiritual factors that provide meaning and prosperity in life. Thus, it can be concluded that the level of teacher performance can be predicted through the teacher's spirituality, religiosity, and competence.

Keywords: competence, madrasah teacher, performance, religiosity, spirituality

A. Introduction

Education is an activity process that aims to improve the quality of human resources and develop a complete human being with horizontal dialectical dimensions and vertical submission (Tijssen, Edwards & Jonkers, 2021). A complete human being is characterized by the configuration of the unity of faith, knowledge, and good deeds (Sudiapermana & Muslikhah, 2020). In Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional it was emphasized that the essence of education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, the community, nation, and state. Therefore, through education, it is expected that the basis of values, thoughts, and morality of the nation will be arranged in order to be able to produce a generation that is strong in faith, well-built in personality, rich in intellectuals and excellent in mastering science and technology so that education is truly a milestone for the formation of '*khaira ummah*' that is capable of acting as '*khalifatullah fi al-ard*' (Gatley, 2021). However, it should be understood that in order to produce a generation that is faithful and devoted, has personality, has noble character, has creativity and is excellent in the mastery of science as the ideal of educational goals, good performance of educational staff, in this case the teachers, is needed (Guarino, Reckase & Wooldridge, 2015).

Teacher performance is an attainment achieved in carrying out educational duties and responsibilities in accordance with the authority and abilities possessed (Dee & Wyckoff, 2015). Aspects of teacher performance assessment technically include planning learning activities, implementing learning activities, and evaluating learning outcomes with indicators of having a sense of moral responsibility in carrying out their mandate and profession (Wahyu, Rizal & Syah, 2021). This attitude of responsibility is manifested in the daily life of teachers, both during classroom learning activities and outside academic activities (Elliott, 2015). Since the key to the success of education cannot be separated from the role of teacher performance (Good & Lavigne, 2015), a school needs to maintain the performance of its human resources (teachers). One of the efforts to maintain teacher

performance is to know the factors that influence it. Knowing these factors allows the school to find out the causes of high and low teacher performance (Kagema & Irungu, 2018). The researchers proposed three factors to predict teacher performance in learning, namely spirituality, religiosity and competence. Based on the description above, the hypothesis that the researchers proposed was that there is a simultaneous relationship between spirituality, religiosity and competence with teacher performance.

B. Literature Review

1. The Dynamics of the Role of Spirituality on Teacher Performance

Spirituality is a description of the experience of individuals who have found and understood the meaning of life; beside as a result, spirituality can also be interpreted as a process that is a search effort of an individual to understand answers to basic questions about the meaning of life (King, 2017). Individuals with spirituality from a result point of view have the deepest meaning connected with self, others, the universe, and God; whereas from the point of view of the process, individuals are motivated to discover the nature of their existence in this world; (Panzini, Mosqueiro, Zimpel, Bandeira, Rocha & Fleck, 2017). For some individuals, spirituality is seen as a basic human need, because the instinct of developing spirituality can encourage self-integration, inner peace, and the will to give help to others wholeheartedly (Lepherd, 2015). In the context of work, spirituality can shape the character of individual attitudes and behavior by directing individuals to give meaning to each of their actions so that individuals will carry out good performance (Rocha & Pinheiro, 2021). Therefore, it is critical for the teachers to have spirituality, because with spirituality the teachers can strengthen their self-awareness to spiritual matters such as the nature of individual existence and the essence of the purpose of life (Houghton, Neck & Krishnakumar, 2016).

2. The Dynamics of the Role of Religiosity on Teacher Performance

Religiosity is self-awareness in practicing religious teachings as a guide of life (Amaliah, Aspiranti & Purnamasari, 2015); in Islam there are three basic teachings, namely *aqidah*, *shari'ah*, and *akhlaq*. The scope of the teachings of *aqidah* includes the six pillars of faith which explains the guide of life, the scope of the teachings of *shari'ah* includes the worship of *mu'amalah* which explains the way of life, and the scope of the teachings of *akhlaq* refers to morals towards Allah and His creation which explains the attitude of humans in behaving (Panjwani & Revell, 2018). These three teachings regulate human life individually and socially (Ali, 2018). According to Molteni (2021) to understand the meaning of religiosity, there are two aspects, namely religious awareness and religious experience. The aspect of religious awareness refers to understanding and appreciation in implementing all religious teachings correctly and consistently, while the aspect of religious experience refers to the feelings experienced by individuals when practicing religious teachings; such as feelings of calm, serenity, happiness, gratitude, obedience, compliance, fear, regret, and repentance. Thus, the attitude of religiosity in each individual is reflected in their behavior and actions (Dewi, Madjid & Fauzan, 2020). In the context of

work, religiosity can be used as a source of conditioning from various life problems and as a source of motivation to achieve success (Mathew, Prashar & Ramanathan, 2018); Therefore, individuals with religiosity tend to have good performance because all their actions, thoughts, and words in working are always based on the values of religious teachings (Adi & Adawiyah, 2018).

3. The Dynamics of the Role of Competence on Teacher Performance

Competence is a basic characteristic needed by an individual to occupy a position in a job (Bergsmann, Schultes, Winter, Schober & Spiel, 2015). This factor is believed to be one of the determinants of individual success or failure in carrying out work (Periáñez-Cañadillas, Charterina & Pando-García, 2019). Therefore, competence is seen as having a close relationship with performance that when the organization wants to predict individual performance in the future, one of them can see the compatibility of the competencies possessed by individuals with their field of work (Koo & Lee, 2019). The basis of competence required for each profession is surely different. Undang-Undang Nomor 14 Tahun 2005 Tentang Guru dan Dosen explains that the competencies teachers need to possess consist of pedagogic competencies, personality competencies, professional competencies and social competencies. Pedagogic competence refers to the ability to manage student learning; personality competence refers to a personality that has noble character, is authoritative and can be a role model for students; professional competence refers to the ability to master the subject matter broadly and deeply; and social competence refers to the ability of teachers to build effective and efficient communication with students, fellow teachers, parents, and the surrounding community (Nellitawati, 2020).

C. Research Methodology

This study used a quantitative approach with the type of correlation research. The approach and type of this research were chosen with the reason to know the role of the independent variables (spirituality, religiosity, and competence) on the dependent variable (teacher performance). This study involved 90 Madrasah teachers in Samarinda, East Kalimantan as the sample in the study. The number of the sample was determined based on the Slovin formula with a precision level of 0.10 from a total population of 867 teachers, and the sample was chosen randomly.

Researchers used four instruments in this study to obtain empirical data. The instruments used were questionnaires consisting of spirituality, religiosity, competence, and performance questionnaires. The four questionnaires were the result of the construction of researchers that were tested on 40 Madrasah teachers. The test results of the performance questionnaire obtained 31 valid items with a Cronbach's Alpha coefficient of 0.827, the spirituality questionnaire obtained 22 valid items with a Cronbach's Alpha coefficient of 0.879, and the religiosity questionnaire obtained 42 valid items with a Cronbach's Alpha coefficient of 0.798. Finally, the test results of the competence questionnaire obtained 35 valid items with a Cronbach's Alpha coefficient of 0.857. To

analyze the data, the researchers used multiple linear regression parametric statistical analysis in this study. In the analysis there are three prerequisites that must be met, namely: normality test, linearity test and multicollinearity test.

D. Findings

The results of the analysis in this study consist of the results of the prerequisite tests including the normality test, linearity test and multicollinearity test, the hypothesis test consisting of multiple linear regression analysis and partial correlation, and the last is the coefficient of determination test. The results of each analysis will be presented as follows:

1. Normality Test

The first is the normality test that aims to determine whether the sample in this study could represent the population. The researchers used the Shapiro-Wilk rule in testing normality with the data criteria being said to be normal if the significance level was $p > 0.05$. From the results of the normality test, it was obtained that the significance level on the variables of performance, spirituality, religiosity and competence was 0.964, 0.922, 0.971, 0.972 ($p > 0.05$), which means that the research sample has representative data. The results of the normality test can be seen in the following table:

Table: 1. The Analysis Result of Normality Test

Variable	p	Explanation
Performance	0.964	Normal
Spirituality	0.922	Normal
Religiosity	0.971	Normal
Competence	0.972	Normal

2. Linearity Test

The second is the linearity test that aims to determine whether there is a line that connects linearly between the independent variable and the dependent variable. The rule that the researchers used in this linearity test is Test for Linearity, that is the data is said to be linear if the significance level is $p < 0.05$. The results of the linearity test on each independent variable (spirituality, religiosity, and competence) with the dependent variable (performance) obtained a significance level of $p < 0.05$. This means that every independent variable proposed in this study is linearly related to the dependent variable. The results of the linearity test can be seen in the following table

Table: 2. The Analysis Result of Linearity Test

Variable	p	Explanation
Spirituality with Performance	0.002	Linear
Religiosity with Performance	0.000	Linear
Competence with Performance	0.000	Linear

3. Multicollinearity Test

The third is the multicollinearity test that aims to determine whether there is a correspondence of function and value between one independent variable and another independent variable. The rules used in multicollinearity testing are $Tolerance > 0.1$ and $VIF < 10$. From the results of the multicollinearity test on spirituality, religiosity, and competence, tolerance values obtained were 0.557, 0.5578 and 0.999, while the VIF values obtained were 1.794, 1.795, and 1.001 meaning that there was no multicollinearity in the three independent variables proposed by the researchers.

Table: 3. The Analysis Result of Multicollinearity Test

Variable	Tolerance	VIF	Explanation
Spirituality	0.557	1.794	No Multicollinearity
Religiosity	0.558	1.795	No Multicollinearity
Competence	0.999	1.001	No Multicollinearity

4. Hypothesis Testing: Multiple Linear Regression

The fourth is the major hypothesis test using multiple linear regression analysis that aims to determine the relationship of all proposed independent variables simultaneously with the dependent variable. The rule used in this test is that the hypothesis is accepted if the significance level obtained is less than 0.05 ($p < 0.05$) and the R symbol reflects the strength of the relationship between the independent variable and the dependent variable. The results of multiple linear regression analysis obtained a significance level of 0.000 ($p < 0.05$) with an R value of 0.733, meaning that there is a very significant relationship between spirituality, religiosity and competence with teacher performance. The strength of the relationship is in the strong category ($R > 0.60$) with a contribution of 53.8 % (R Square). The results of multiple regression analysis for the major hypothesis can be seen in the following table:

Table: 4. The Analysis Result of Multiple Linear Regression

Variable	R	R Square	p	Explanation
Spirituality, religiosity and competence with performance	0.733	0.538	0.000	Significant

5. Hypothesis Test: Partial Correlation

The fifth is the minor hypothesis test using partial correlation that aims to determine the relationship between each proposed independent variable and the dependent variable. The rules used in this analysis are the same as those used in multiple linear regression analysis, that is the hypothesis is accepted if the significance level obtained is $p < 0.05$. The results of the partial correlation analysis between spirituality and teacher performance, religiosity and teacher performance, and competence and teacher performance obtained a significance level of $p < 0.05$, meaning that there is a significant positive relationship between each independent variable with teacher performance. The

results of partial correlation analysis for minor hypotheses can be seen in the following table:

Table: 5. The Analysis Result of Partial Correlation

Variable	Partial Correlation	p	Explanation
Spirituality with Performance	0.712	0.000	Significant
Religiosity with Performance	0.490	0.000	Significant
Competence with Performance	0.774	0.000	Significant

6. Coefficient of Determination Test

The sixth is the coefficient of determination test that aims to determine the contribution of each independent variable to the dependent variable. The rule used refers to the value of R Square which shows the contribution of the independent variable to the dependent variable. Based on the results of the analysis, the R Square value on spirituality on teacher performance was 50.8%, religiosity on teacher performance was 24% and competence on teacher performance was 59.8%. The results show that competence has a more dominant contribution to teacher performance compared to the contribution made by spirituality and religiosity. The results of the analysis of the coefficient of determination can be seen in the following table:

Table: 6. The Analysis Result of Coefficient of Determination

Variable	<i>R Square</i>	%	Contribution
Spirituality with Performance	0.508	100	50.8 %
Religiosity with Performance	0.240	100	24 %
Competence with Performance	0.598	100	59.8 %

E. Discussion

Based on the results of multiple linear regression analysis, it is known that all the hypotheses proposed in this study are accepted. First, spirituality, religiosity, and competence simultaneously have a significant relationship with the performance of Madrasah teachers. The strength of the relationship is in the strong category, thus the three independent variables can be used to predict the level of teacher performance. However, even though spirituality, religiosity, and competence simultaneously contribute to performance, each of these independent variables has its own function or role in predicting teacher performance.

Second, spirituality has partially a significant positive relationship with teacher performance. This positive relationship is illustrated by the higher the spirituality of the teacher, the better the performance produced, on the contrary, the lower the spirituality of the teacher, the worse the performance carried out. In this case, spirituality is manifested in the form of feelings, thoughts, experiences, and behaviors that arise from the pursuit of the sacred; Sacred here refers to the essence of truth that is felt by the individual, therefore spirituality is reflected as an individual's effort to obtain the meaning of life (Moon, Youn, Hur & Kim, 2020; Mousa, 2020; Sapra, Khosla & Dungrakoti, 2022). Thus, the

role of spirituality in this research is to improve the welfare and quality of life of teachers, to give teachers the purpose of working as a worship not just to fulfill the needs of life, and to foster a sense of connectedness among members of the organization or community to help and remind each other in terms of virtue; when the role runs optimally, it may have an impact on improving teacher performance. This finding is supported by some previous literature which also found similar results to this study, that there is an increase in performance in employees who have high spirituality (Aboramadan & Dahleez, 2021; Garg, 2017, 2020; Jena, 2021).

Third, religiosity partially has a significant positive relationship with teacher performance; this means that the higher the teacher's religiosity, the better the performance, on the contrary, the lower the level of religiosity, the lower the performance. The role of religiosity in improving teacher performance can be explained through several aspects. The first aspect is belief in God, which describes the individual's obedience to obey all His commands and stay away from all His prohibitions; such as the command to do good to everyone (which is applied to all students without discrimination) and to be responsible for the mandate that has been assigned (teacher profession). The second aspect is religious practice, which encourages individuals to carry out their obligations as religious followers; it is illustrated that individuals who are obedient in carrying out their obligations as religious followers tend to also have obedience in carrying out their obligations as teachers. The third aspect is feeling, which relates to religious experience; This experience gives the individuals a feeling of peace in carrying out work activities (because of their closeness to God). The fourth aspect is religious knowledge; every religious follower must know the basic principles of his or her religion. This principle will guide individuals in carrying out religious practices, such as in Islam there is an obligation to seek knowledge from the cradle to the grave, ranging from simple and easy to more complex and advanced knowledge (Alharbi, Yahya & Kassim, 2021; Chomarindariyana, Desembrianita & Suyoto, 2021; Hunjra, Sabri, Arunachalam & Mehmood, 2021). When the role of religiosity runs as described above, the teachers will try to always learn to be better in improving their performance (Ariani, 2021). While these findings indicate the magnitude of the benefits produced by religiosity on performance, however, some literature shows that increased performance is not always accompanied by high religiosity because some individuals do not believe in the existence of afterlife and religion has nothing to do with life in this world in the context of work (Hassi, Balambo & Aboramadan, 2021; Onyemah, Rouziès & Iacobucci, 2018).

Fourth, competence has partially a significant positive relationship with teacher performance. This positive relationship is illustrated by the higher the competence of the teacher, the better the performance that will be produced, on the contrary, the lower the competence of the teacher, the lower the performance. Thus it can be interpreted that the good or bad performance of teachers can be seen from the competences they have. The role of competence in improving teacher performance can be explained through several dimensions. The first dimension is pedagogic; this dimension requires teachers to be able to master the theory and principles of learning (Singerin, 2021). Teachers who master the

pedagogic dimension strive to make all planned learning outcomes can be fulfilled. Therefore, the process of learning preparation and learning implementation must be really maximal (Romy, Ardansyah & Hambali, 2021). The second dimension is personality; this dimension describes a teacher's self-image, whether it is a good or bad self-image (Widodo, 2021). Teachers who have a good self-image try to be a model for others, especially their students (Azizah, Suparwoto & Nuryana, 2020). The third dimension is professionalism; this dimension is described as the teacher's openness to accept criticism and suggestions (Antera, 2021). Professional teachers strive to be better every time and are not easily satisfied, especially in terms of learning (Zulfikar et al., 2021). The fourth dimension is social; this dimension relates to the teacher's ability to adapt to the surrounding environment (Edwards, Edwards, Albrehi & Spence, 2021). Efforts can be made by building positive interactions with students so that teachers can understand the characteristics of their students. This will make it easier for teachers to deliver teaching materials (Dewi, Budiyanto & Agustedi, 2020). When these dimensions are possessed by the teacher as a unit and applied to the maximum, the performance that will be produced tends to lead to a satisfactory category (Riwukore & Habaora, 2021; Suratman, Arafat & Eddy, 2020; Wahyuddin, 2016).

F. Conclusion

Based on the results of the data analysis and discussion described above, several conclusions can be drawn: First, simultaneously there is a significant positive relationship between spirituality, religiosity and competence with the performance of Madrasah teachers. Second, partially each of the proposed independent variables (spirituality, religiosity and competence) has a significant positive relationship with the performance of Madrasah teachers. Third, the contribution or effective contribution produced by the competence variable on performance is greater than that produced by spirituality and religiosity.

BIBLIOGRAPHY

- Aboramadan, M., & Dahleez, K. A. (2021). Workplace spirituality and job performance in higher education. *Journal of Management, Spirituality & Religion*, 18(2), 128–150. <https://doi.org/10.51327/HVCB2461>
- Adi, P. H., & Adawiyah, W. R. (2018). The impact of religiosity, environmental marketing orientation and practices on performance: A case of Muslim entrepreneurs in Indonesia. *Journal of Islamic Marketing*, 9(4), 841–862. <https://doi.org/10.1108/JIMA-09-2016-0067>
- Alharbi, R. K., Yahya, S. B., & Kassim, S. (2021). Impact of religiosity and branding on SMEs performance: Does financial literacy play a role? *Journal of Islamic Marketing*, 1–25. <https://doi.org/10.1108/JIMA-08-2019-0162>
- Ali, M. D. (2018). *Pendidikan agama Islam*. Rajawali Pers.

- Amaliah, I., Aspiranti, T., & Purnamasari, P. (2015). The impact of the values of Islamic religiosity to Islamic job satisfaction in Tasikmalaya West Java, Indonesia, Industrial Centre. *Procedia - Social and Behavioral Sciences*, 211, 984–991. <https://doi.org/10.1016/j.sbspro.2015.11.131>
- Antera, S. (2021). Professional competence of vocational teachers: A conceptual review. *Vocations and Learning*, 14(3), 459–479. <https://doi.org/10.1007/s12186-021-09271-7>
- Ariani, D. W. (2021). The role of religiosity and spirituality in motivating and improving students' performance in Indonesia. *Journal of Education, Society and Behavioural Science*, 34(8), 52–63. <https://doi.org/10.9734/jesbs/2021/v34i830351>
- Azizah, S. N., Suparwoto, S., & Nuryana, Z. (2020). An evaluation toward the post-certification teacher performance in the natural history learning process for the elementary school degree. *Psychology, Evaluation, and Technology in Educational Research*, 2(2), 115. <https://doi.org/10.33292/petier.v2i2.16>
- Bergsmann, E., Schultes, M.-T., Winter, P., Schober, B., & Spiel, C. (2015). Evaluation of competence-based teaching in higher education: From theory to practice. *Evaluation and Program Planning*, 52, 1–9. <https://doi.org/10.1016/j.evalprogplan.2015.03.001>
- Chomarindariyana, C., Desembrianita, E., & Suyoto, S. (2021). The influence of work motivation and religiosity on teacher performance through commitment as mediation at SMP NU Gresik District. *Jurnal Ilmu Ekonomi Dan Manajemen*, 8(1), 1–11. <https://doi.org/10.30996/jmm17.v8i01.4763>
- Dee, T. S., & Wyckoff, J. (2015). Incentives, selection, and teacher performance: Evidence from IMPACT. *Journal of Policy Analysis and Management*, 34(2), 267–297. <https://doi.org/10.1002/pam.21818>
- Dewi, P., Budiyanto, B., & Agustedi, A. (2020). The role of interpersonal communication in moderating the effect of work competence and stress on employee performance. *Accounting*, 6(7), 1217–1226. <https://doi.org/10.5267/j.ac.2020.9.005>
- Dewi, S. S., Madjid, Abd., & Fauzan, A. (2020). The role of religiosity in work-life balance. *Budapest International Research and Critics Institute*, 3(3), 2363–2374. <https://doi.org/10.33258/birci.v3i3.1192>
- Edwards, C., Edwards, A., Albrehi, F., & Spence, P. (2021). Interpersonal impressions of a social robot versus human in the context of performance evaluations. *Communication Education*, 70(2), 165–182. <https://doi.org/10.1080/03634523.2020.1802495>
- Elliott, K. (2015). Teacher performance appraisal: More about performance or development? *Australian Journal of Teacher Education*, 40(9), 102–116. <https://doi.org/10.14221/ajte.2015v40n9.6>
- Garg, N. (2017). Workplace spirituality and organizational performance in Indian context: Mediating effect of organizational commitment, work motivation and employee engagement. *South Asian Journal of Human Resources Management*, 4(2), 191–211. <https://doi.org/10.1177/2322093717736134>
- Garg, N. (2020). Promoting organizational performance in indian insurance industry: The roles of workplace spirituality and organizational citizenship behaviour. *Global Business Review*, 21(3), 834–849. <https://doi.org/10.1177/0972150918778983>

- Gatley, J. (2021). Intrinsic value and educational value. *Journal of Philosophy of Education*, 55(4–5), 675–687. <https://doi.org/10.1111/1467-9752.12555>
- Good, T. L., & Lavigne, A. L. (2015). Issues of teacher performance stability are not new: Limitations and possibilities. *Education Policy Analysis Archives*, 23(2), 1–16. <https://doi.org/10.14507/epaa.v23.1916>
- Guarino, C. M., Reckase, M. D., & Wooldridge, J. M. (2015). Can value-added measures of teacher performance be trusted? *Education Finance and Policy*, 10(1), 117–156. https://doi.org/10.1162/EDFP_a_00153
- Hassi, A., Balambo, M. A., & Aboramadan, M. (2021). Impacts of spirituality, intrinsic religiosity and Islamic work ethics on employee performance in Morocco: The mediating role of intrinsic motivation. *Journal of Islamic Accounting and Business Research*, 12(3), 439–456. <https://doi.org/10.1108/JIABR-05-2020-0131>
- Houghton, J. D., Neck, C. P., & Krishnakumar, S. (2016). The what, why, and how of spirituality in the workplace revisited: A 14-year update and extension. *Journal of Management, Spirituality & Religion*, 13(3), 177–205. <https://doi.org/10.1080/14766086.2016.1185292>
- Hunjra, A. I., Boubaker, S., Arunachalam, M., & Mehmood, A. (2021). How does CSR mediate the relationship between culture, religiosity and firm performance? *Finance Research Letters*, 39, 1–40. <https://doi.org/10.1016/j.frl.2020.101587>
- Jena, L. K. (2021). Does workplace spirituality lead to raising employee performance? The role of citizenship behavior and emotional intelligence. *International Journal of Organizational Analysis*, 1–27. <https://doi.org/10.1108/IJOA-06-2020-2279>
- Kagama, J., & Irungu, C. (2018). An analysis of teacher performance appraisals and their influence on teacher performance in secondary schools in Kenya. *International Journal of Education*, 11(1), 93–98. <https://doi.org/10.17509/ije.v11i1.11148>
- King, U. (2017). Spirituality. In J. R. Hinnells (Ed.), *A New Handbook of Living Religions* (pp. 667–681). Blackwell Publishing Ltd. <https://doi.org/10.1002/9781405166614.ch18>
- Koo, B.-S., & Lee, C.-Y. (2019). The moderating role of competence specialization in the effect of external R&D on innovative performance. *R&D Management*, 49(4), 574–594. <https://doi.org/10.1111/radm.12344>
- Lepherd, L. (2015). Spirituality: Everyone has it, but what is it? *International Journal of Nursing Practice*, 21(5), 566–574. <https://doi.org/10.1111/ijn.12285>
- Mathew, G. C., Prashar, S., & Ramanathan, H. N. (2018). Role of spirituality and religiosity on employee commitment and performance. *International Journal of Indian Culture and Business Management*, 16(3), 302. <https://doi.org/10.1504/IJICBM.2018.090913>
- Molteni, F. (2021). *A Need for Religion: Insecurity and Religiosity in the Contemporary World*. BRILL. <https://doi.org/10.1163/9789004443273>
- Moon, T.-W., Youn, N., Hur, W.-M., & Kim, K.-M. (2020). Does employees' spirituality enhance job performance? The mediating roles of intrinsic motivation and job crafting. *Current Psychology*, 39(5), 1618–1634. <https://doi.org/10.1007/s12144-018-9864-0>

- Mousa, A. E. (2020). The impact of workplace spirituality on employee performance: Evidence from Abu Dhabi University. *International Business Research*, 13(5), 79. <https://doi.org/10.5539/ibr.v13n5p79>
- Nellitawati, N. (2020). The influence of teacher pedagogical competence of teachers' work morale. *Journal of Counseling and Educational Technology*, 3(1), 29–33. <https://doi.org/10.32698/0931>
- Onyemah, V., Rouziès, D., & Iacobucci, D. (2018). Impact of religiosity and culture on salesperson job satisfaction and performance. *International Journal of Cross Cultural Management*, 18(2), 191–219. <https://doi.org/10.1177/1470595818787543>
- Panjwani, F., & Revell, L. (2018). Religious education and hermeneutics: The case of teaching about Islam. *British Journal of Religious Education*, 40(3), 268–276. <https://doi.org/10.1080/01416200.2018.1493269>
- Panzini, R. G., Mosqueiro, B. P., Zimpel, R. R., Bandeira, D. R., Rocha, N. S., & Fleck, M. P. (2017). Quality of life and spirituality. *International Review of Psychiatry*, 29(3), 263–282. <https://doi.org/10.1080/09540261.2017.1285553>
- Periáñez-Cañadillas, I., Charterina, J., & Pando-García, J. (2019). Assessing the relevance of digital competences on business graduates' suitability for a job. *Industrial and Commercial Training*, 51(3), 139–151. <https://doi.org/10.1108/ICT-09-2018-0076>
- Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, LN.2003/NO.78, TLN NO.4301, LL SETNEG : 37 HLM (2003).
- Undang-Undang Nomor 14 Tahun 2005 Tentang Guru dan Dosen, LL SETNEG : 36 HLM (2005).
- Riwukore, J. R., & Habaora, F. (2021). The influence of competence and work motivation to teacher performance in SMP Negeri at Kupang City. *Elementary Education*, 20(1), 1010–1017. <https://doi.org/10.17051/ilkonline.2021.01.73>
- Rocha, R. G., & Pinheiro, P. G. (2021). Organizational spirituality: Concept and perspectives. *Journal of Business Ethics*, 171(2), 241–252. <https://doi.org/10.1007/s10551-020-04463-y>
- Romy, E., Ardansyah, M., & Hambali, H. (2021). The influence of pedagogic competency, leadership of schools, and work motivation towards teacher performance in State Elementary Schools in Medan City. *International Journal for Educational and Vocational Studies*, 3(3), 169–176. <https://doi.org/10.29103/ijevs.v3i3.3716>
- Sapra, J., Khosla, K., & Dungrakoti, G. (2022). Spirituality at workplace and its impact on academic performance: An empirical study among private higher education faculties of Delhi NCR. *Journal of Organizational Change Management*, 35(1), 18–37. <https://doi.org/10.1108/JOCM-08-2020-0248>
- Singerin, S. (2021). The impact of academic supervision on teacher pedagogical competence and teacher performance: The role moderating by teacher efficacy. *International Journal of Elementary Education*, 5(2), 496–504. <https://doi.org/10.23887/ijee.v5i3.34072>

- Sudiapermana, E., & Muslikhah, M. (2020). The transformation of sustainable community empowerment based on islamic boarding schools system. *Journal of Nonformal Education*, 6(1), 36–43. <https://doi.org/10.15294/jne.v6i1.23429>
- Suratman, S., Arafat, Y., & Eddy, S. (2020). The influence of principal's leadership and teacher's competence toward teacher's performance in Indonesia. *Journal of Social Work and Science Education*, 1(2), 96–104. <https://doi.org/10.52690/jswse.v1i2.32>
- Tijssen, R., Edwards, J., & Jonkers, K. (2021). Education and human resources development. In *Regional Innovation Impact of Universities* (pp. 70–77). Edward Elgar Publishing. <https://doi.org/10.4337/9781839100536.00018>
- Wahyu, S., Rizal, F., & Syah, N. (2021). Teacher performance analysis in the learning process. *Journal of Education Research and Evaluation*, 5(1), 67–75. <https://doi.org/10.23887/jere.v5i1.30758>
- Wahyuddin, W. (2016). The relationship between of teacher competence, emotional intelligence and teacher performance Madrasah Tsanawiyah at district of Serang Banten. *Higher Education Studies*, 6(1), 128. <https://doi.org/10.5539/hes.v6n1p128>
- Widodo, W. (2021). Enhancing teachers' professional competence through grit, personality, and creativity. *Management Science Letters*, 11(1), 129–138. <https://doi.org/10.5267/j.msl.2020.8.022>
- Zulfikar, I., Efendi, S., Suheri, H., Pulubuhu, D. A., Kadir, R., & Parenta, T. (2021). The influence of work environment, motivation and competence to work performance and the impact on lecturer performance in Higher Education. *Psychology and Education Journal*, 58(1), 221–235. <https://doi.org/10.17762/pae.v58i1.763>