

## A MODEL TO IMPROVE RIAU UNIVERSITY LECTURER PERFORMANCE

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### ABSTRAK

Kontak antara tenaga pendidik dan kependidikan dengan mahasiswa pada perguruan tinggi relatif intensif, salah satu kunci penentu keberhasilan perguruan tinggi adalah kepuasan tenaga pendidik. Tujuan penelitian ini untuk menguji pengaruh Spiritual Intelligent dan Spiritual leadership terhadap kepuasan kerja dan kinerja tenaga kependidikan PNSD pada perguruan tinggi swasta yang ada di Riau. Responden penelitian ini adalah Dosen sebanyak 105 orang. Sebagai variabel eksogen adalah Spiritual Intelligent dan Spiritual leadership sedangkan variabel endogen terdiri atas kepuasan kerja dan kinerja Dosen. Analisis yang digunakan dalam penelitian ini adalah path analysis dengan menggunakan PLS-SEM. Hasil uji hipotesis menunjukkan bahwa Spiritual Intelligent dan Spiritual leadership berpengaruh signifikan terhadap kepuasan kerja. Untuk variabel Kinerja hanya Spiritual Intelligent yang signifikan berpengaruh, Spiritual leadership berpengaruh tidak signifikan terhadap kinerja. Hasil penelitian ini menyarankan Kecerdasan spiritual perlu ditumbuhkan agar Dosen mampu menyelaraskan nilai-nilai pribadi dengan tujuan organisasi. Pimpinan perlu mengutamakan kepentingan anggotanya daripada kepentingan pribadinya. Seorang spiritual leader yang mampu mengelola egonya menjadi motivasi dan semangat kerja yang baik tentu akan dapat meningkatkan kepuasan kerja dan kinerja bawahannya. Penelitian ini berkontribusi terhadap perkembangan teori kepuasan kerja dan kinerja dari sisi spiritualitas.

*Key words: spiritual intelligent, spiritual leadership, kepuasan kerja, kinerja dosen.*

### ABSTRACT

Contact between teaching and educational staff and students in higher education is relatively intensive. One of the critical determinants of the success of higher education is the satisfaction of teaching staff. This research examines the influence of Spiritual Intelligence and Spiritual leadership on job satisfaction and performance of PNSD education staff at private universities in Riau. The respondents to this research were 105 lecturers. The exogenous variables are Spiritual Intelligence and Spiritual Leadership, while the endogenous variables consist of job satisfaction and lecturer performance. The analysis used in this research is path analysis using PLS-SEM. The results of the hypothesis test show that Spiritual Intelligence and Spiritual leadership have a significant effect on job satisfaction. For the Performance variable, only Spiritual Intelligence has a significant effect. Spiritual leadership has no significant effect on performance. This research suggests that spiritual intelligence needs to be developed so that lecturers can align personal values with organizational goals. Leaders need to prioritize the interests of their members rather than their personal interests. A spiritual leader who is able to manage his ego to provide motivation and good work enthusiasm will undoubtedly be able to increase the job satisfaction and performance of his subordinates. This research contributes to developing theories of job satisfaction and performance from a spiritual perspective.

*Kata kunci: spiritual intelligent, spiritual leadership, job satisfaction, job performance.*

## INTRODUCTION

Universities in Indonesia have experienced problems in not achieving the government's targets. Problems related to the performance of lecturers who spearhead the quality of higher education in Indonesia still need to find a satisfactory solution.

The annual performance report of the Ministry of Research, Technology, and Higher Education in 2020 shows that several indicators still need to be achieved, namely the Percentage of R&D HR with Doctoral Qualifications and the number of R&D Prototypes. Meanwhile, the number of Mature Science and Technology Parks, the Number of Science and Technology Centers of Excellence, the Number of International Publications, the Number of registered IPs, the Number of Industrial Prototypes, and the Number of Innovation Products have exceeded the set targets.

The government has made various efforts to improve the performance of lecturers, especially in the publication of research results and intellectual property, whether through grants, stimulus, or rank requirements. This policy has yet to be fully able to encourage lecturers to improve their research, publication, and intellectual property performance because other factors become obstacles for lecturers to excel and improve their performance.

The low quality of academic positions is also experienced by Civil servant lecturers (PNSD) Employed at Private Universities in Riau Province. For LLDIKTI Region X (West Sumatra, Riau, Jambi, and Riau Islands), Riau Province has the highest number of PNSD. Civil Servants who are supposed to be State Civil Apparatuses financed by the government should be role models and pioneers for other Lecturers in their respective universities.

The composition of Professors and Associate Professors of PNSD in Riau Province is 36.19% (not reaching 40%). The academic positions of PNSD in Riau are dominated by Lector Lecturers, with a percentage of 54.29%. The number of publications made by

PNSD in Riau, whether in national seminars, international seminars, national journals, international journals, and books, is minimal. In the Even academic year of 2019/2020, there were only 30 publications from 105 PNSD in Riau, or around (28.6%), and in the Odd academic year of 2019/2020, only 17 publications (16.2%) were carried out by PNSD in Riau. This condition illustrates lecturers' low performance in publishing research results. This phenomenon is interesting for further research; as much as is proper, PNSD who have received facilities from the state have better performance than the current conditions. However, the current conditions do not describe ideal conditions.

Many factors influence the performance of lecturers in higher education. Many studies have also studied this matter from leadership and intelligence factors. However, there has yet to be much research on leadership and intelligence that is more specific from the aspect of spirituality (Saeed et al., 2022).

Especially for Riau Province, the aspect of spirituality needs to be studied. The spirituality of PNSD in Riau, motivated by the local wisdom of Malay culture, is very evident in their daily Tri Dharma activities. Native culture is the source of local wisdom, which has long been recognized by the community and has become a guide and a way of life for the community. This local wisdom is formed by tradition and religion. Riau Malay tribe has an Islamic or Muslim identity; if they give up their Islamic identity, they also let go of their Malay name (Aslan, 2017). It is common for lecturers in Riau to carry out activities based on spirituality. Every activity and work they do is regarded as a form of worship.

Results of the studies by Vasconcelos (2018); Belwalkar et al. (2018); Dubey et al. (2022); Indartono and Wulandari (2014); Jena and Pradhan (2018) prove that spirituality in the world of work influences job satisfaction and performance. Vasconcelos (2018) states that The United States of America is the country that has done the most research on

the relationship between spirituality and job satisfaction, organizational commitment, and employee performance in the world of work. Meanwhile, research on spirituality in work in Asia is only found in Pakistan, Thailand, India, Malaysia, and Turkey.

Definitions of work spirituality still vary greatly. Until now, the concept and understanding of the definition of work spirituality continues to develop. Some researchers support the opinion of Robbins and Judge (2017), who claims that spirituality is not a religious practice in an organization. However, few also support the opinion that spirituality relates to religious practice (Akhtar et al., 2018; Pérez and Rohde, 2022).

A study by Prihandono and Wijayanto, 2021; Saeed et al., 2022 recommends the importance of subsequent research on the spirituality of academics. Spiritual leadership factors are thought to influence job satisfaction and employee performance. Pérez and Rohde (2022) reviews leadership theories based on religion, ethics, and values. Numerous studies have demonstrated the impact of spiritual leadership on how thriving organizations accomplish their objectives (Pérez and Rohde, 2022; Prihandono and Wijayanto, 2021; Wahid, 2017; Hyson, 2013; Anuraga et al., 2017).

Employees with good Spiritual Intelligence will be able to provide opportunities for personal and financial growth so that their life is not in vain. They will do their work while enriching the mind, satisfying the heart, and satisfying the soul-and financially, they will also be able to take benefit (Sani and Maharani Ekowati, 2020).

Studies on Spiritual Intelligence by Hafni et al. (2020); Mahmood et al., (2018); Hyson (2013); Ramachandaran et al. (2017); and Salehi et al. (2017) prove that Spiritual Intelligence is increasingly attracting research interest concerning job satisfaction and employee performance.

According to several previous study results, Job satisfaction is one factor that can also influence an employee's performance. Yang and Hwang (2014) conclude that job

satisfaction and employee performance have a simultaneous reciprocal relationship based on their study on company management in China. However, there are differences in the opinion of Pawirosumarto et al. (2017), who made hotel employees the object of their research. They claim that job satisfaction does not have a significant impact on performance. A study on job satisfaction as a mediating variable was published by Efendi et al. (2021). They investigated the influence of Spiritual Intelligence on teacher performance by mediating job satisfaction. Unfortunately, the study has not managed to prove that job satisfaction as a mediating variable has a significant influence on teacher performance.

From some of the results of previous studies, there is support for the role of job satisfaction as a mediating variable. However, the role of job satisfaction as a mediating variable in the influence of Spiritual Intelligence and Spiritual leadership has yet to be found.

Based on a review of previous studies and the research gap, it is necessary to determine the objective of this study, that is, to test the relationship between Spiritual Intelligence and Spiritual leadership on lecturer performance through job satisfaction, where the job satisfaction mediating variable was the novelty of this study. Finally, the results of this study are expected to contribute to developing the theory of job satisfaction and performance from the aspect of spirituality.

## **THEORETICAL REVIEW**

Previous theories regarding performance should have discussed the aspect of spirituality in improving performance. Social Exchange Theory, which was first started by Blau (1964) with his book entitled *Exchange and Power in Social Life*, has made an essential contribution to the development of social exchange theory but has yet to discuss the relationship of spirituality. According to this theory, workers form meaningful relationships based on their experiences, interactions with others, and interactions with themselves. When employees are treated

fairly and respectfully by management, they are more likely to reciprocate by putting extra effort into work, dedicating more to work, and being willing to become more involved.

The theory of Reasoned Action (TRA), introduced by Fishbein and Ajzen (1975), directly links beliefs, attitudes, intentions, and behavior but does not directly link job satisfaction and employee performance.

Existing job satisfaction theories must also link spirituality with job satisfaction more transparently. Discrepancy theory, equity theory, and two-factor theory have yet to discuss the role of spirituality in creating job satisfaction.

Several study results reveal Hassan et al. (2016); Ramachandaran et al. (2017) that we are trapped in a circle where we work to get something—then we work again to get that something. When that something we call "money" runs out, we will keep going round and round in that circle without getting any meaningful meaning from our work.

Spiritual intelligence increases the sense of meaning and purpose in the workplace. By building balanced and harmonious employee relationships, spiritual intelligence help create a more meaningful and purposeful environment at work (Ramachandaran et al., 2017).

Spiritual intelligence can also improve employee competency, both personally and socially. Personally, spiritually intelligent employees will be more caring and empathetic, positive, confident, supportive, punctual, and have good self-actualization.

Socially, seen from the awareness dimension, spiritually intelligent employees will behave positively and politely and prioritize the public's interests rather than theirs. Meanwhile, seen from the skill dimension, spiritually intelligent employees will generally have good relationships with co-workers, have good relationships with their supervisors, be able to collaborate, be development-oriented, have positive values, be open-minded (not too sensitive), and be willing to be criticized.

Spirituality has long been neglected in leadership matters because it is considered to have traditional and religious roots. Religion was unpopular two decades before the rise of spirituality research in America (Vasconcelos, 2018).

Even though according to a study by Ramachandran et al. (2017), spirituality can increase the sense, meaning, and purpose of a leader in their organization. Korac-Kakabadse said that A Spiritual Leader is a Moral Leader Oh and Wang (2020) who is a role model for members of the organization.

### **The Influence of Spiritual Intelligence on Job Satisfaction**

According to Mahmood, et al., (2018), spiritual intelligence is the capacity to identify, comprehend, and react to other people's feelings. By building balanced and harmonious employee relationships, spiritual intelligence can transform the workplace into a more meaningful and purposeful atmosphere (Ramachandaran et al., 2017).

Employees who can utilize their spiritual resources to solve work problems can invest in their work with a noble attitude and recognize that their work is part of their worship. So, they will undoubtedly feel more satisfied with their work.

Studies Hyson, 2013; Ramachandaran et al., 2017; Mahmood et al., 2018; Salehi et al., 2017 prove that Spiritual Intelligence positively influences job satisfaction. Mahmood et al. (2018) carried out a qualitative study and placed greater emphasis on Islamic spiritual intelligence. They contend that someone with high spiritual intelligence can effectively regulate their emotions, which in turn helps them think positively about other people, their work, and particular circumstances to find fulfillment in their employment. Besides, Mahmood et al. (2018) also carried out a study by synthesizing articles on spiritual intelligence (IS) research and linking them to the human resource (HR) development research framework. Based on a search of several electronic databases, they conducted a thematic review of the literature

on Spirituality Intelligence and Human Resources Development. The study's results recommend further research, one of which is the need to measure the influence of spiritual intelligence on employee performance quantitatively. Based on this background, the hypothesis formulated in this study is as follows:

H<sub>1</sub>: Spiritual Intelligence positively and significantly influences lecturer job satisfaction.

### **The Influence of Spiritual Intelligence on Performance**

Akhtar et al. (2018) explain that an employee in an organization needs spiritual intelligence to find and use their innermost resources to tolerate and adapt, develop a clear and stable sense of identity, do meaningful work, align personal values with clear goals, and demonstrate integrity.

Employees with good spiritual intelligence should have good adaptability, not have difficulty adapting to work difficulties and the work environment-and be able to align personal values with company values. Employees with this intelligence should have good performance.

Results of a study Ramachandaran et al. (2017), which was carried out in higher education academic organizations with respondents who are female academic leaders, managed to prove that Spiritual Intelligence has a positive influence on the performance of teaching staff.

Studies by Ahmed et al. (2021); Akhtar et al. (2018); Ramachandaran et al. (2017) were only carried out qualitatively. Therefore, quantitative measurements must be carried out to fill existing research gaps and complete research on Spiritual Intelligence and performance. Based on the theories explained and previous studies, the hypothesis formulated in this study is as follows:

H<sub>2</sub>: *Spiritual Intelligence* has a positive and significant influence on lecturer performance.

### **The Influence of Spiritual Leadership on Job Satisfaction**

A *Spiritual leader* is a moral leader Oh and Wang (2020). A moral leader prefers not to compromise, accommodate, or collaborate in areas where core values are at stake.

A good *spiritual leader* will have a good influence on subordinates and be able to create a deep sense of satisfaction for them.

Some research results show that *Spiritual leadership* has a significant influence on job satisfaction; studies Hyson (2013); Wahid (2017) managed to prove that *Spiritual leadership* influences the effectiveness of achieving organizational goals.

Prihandono and Wijayanto (2021) argues that The application of spiritual leadership, can affect the actualization of a spiritual climate in the workplace where leaders regularly develop and share spiritual values in the organization, particularly the altruistic traits that do not prioritize personal interests and show compassion to others. The staff members value honesty greatly and are fair, considerate, dependable, and show gratitude. Employees eventually experience gratitude and a sense of belonging as members of the workplace community. They are inspired and driven to support one another, believe that work has a purpose for their life, and approach difficulties constructively.

Hyson (2013) carried out a character study to identify the skills and qualities needed concerning spiritual leadership. This character will be able to motivate their staff and create more effective performance.

Based on the theories explained and previous studies, the hypothesis formulated in this study is as follows:

H<sub>3</sub>: Spiritual leadership positively and significantly influences lecturer job satisfaction.

### **The Influence of Spiritual Leadership on Performance**

Spiritual values in leadership styles align with human interests in overcoming social problems, environmental impacts, and dimensions of economic sustainability. As a

leader in any business organization, the appointed leader must have a spiritual element as a guide to achieving organizational goals (Elias et al., 2017).

Employees who work under good spiritual leadership should have good performance. The relationship between spirituality and employee performance is illustrated by the results of the studies by (Dubey et al., 2022; Salehi et al., 2017) The results of a study by Ramachandran et al. (2017) proved that By fostering harmonious and balanced relationships among coworkers, spiritual intelligence can change the workplace into a more meaningful and purposeful environment.. Likewise, the results of a study by Salehi et al. (2017) investigated spirituality in the manufacturing industry by involving managers as respondents.

Based on the theories explained and previous studies, the hypothesis formulated in this study is as follows:

H<sub>4</sub>: *Spiritual leadership* has a positive and significant influence on lecturer performance.

#### **The Influence of Job Satisfaction on Performance**

Studies Pawirosumarto et al., 2017; Hafni et al., 2018; Tumbelaka et al., 2016; Yang and Hwang, 2014 on the influence of job satisfaction on employee performance prove that job satisfaction influences performance, both directly and indirectly.

In their study, Yang and Hwang (2014) state revealed a strong correlation between job performance and happiness in the Chinese setting, but they still need to identify how the correlation was influenced. It was discovered that job satisfaction among bank employees was predicted by job performance. They finding indicate a strong positive correlation between job happiness and job performance. Furthermore, better job performance follows higher job happiness and higher job satisfaction follows superior job performance.

Results of a study by Kucharska and Bedford (2019) conclude that job satisfaction

has a positive and significant influence on employee performance, job satisfaction and employee performance is complementarily mediated by knowledge sharing. Job satisfaction of workers in Poland is influenced by low power distance, teamwork, and long-term perspective, and clear rules, strength, and a dominant and assertive male style of management lead to knowledge sharing.

Likewise, a study by Hafni et al., (2018) concluded that reward and organizational culture had an effect on job satisfaction, and job satisfaction had an effect on performance.

Nevertheless, several investigations still need to establish a connection between the impact of spirituality on job satisfaction and performance. This study attempted to support the research findings with an alternate hypothesis based on the theoretical presumptions and research findings.:

H<sub>5</sub>: Job satisfaction has a positive and significant influence on lecturer performance.

#### **The influence of Spiritual Intelligence on Performance mediated by Job Satisfaction**

Employees with good spiritual intelligence should have good adaptability, not have difficulty adapting to work difficulties and the work environment-and be able to align personal values with company values. Employees with this intelligence should have good performance.

Results of a study Ramachandran et al. (2017) prove that *Spiritual Intelligence* positively influences teaching staff performance.

This study by Ramachandaran et al. (2017) was only carried out qualitatively. Therefore, quantitative measurements must be carried out to fill existing research gaps and complete research on Spiritual Intelligence and performance.

A study by Efendi et al. (2021) has not proved that job satisfaction as a mediating variable significantly influences teacher performance. Based on the theories explained and previous studies, the hypothesis formulated in this study is as follows:

H<sub>6</sub>: *Spiritual Intelligence* significantly influences lecturer performance through the mediation of Job Satisfaction.

**The influence of Spiritual leadership on performance mediated by Job Satisfaction.**

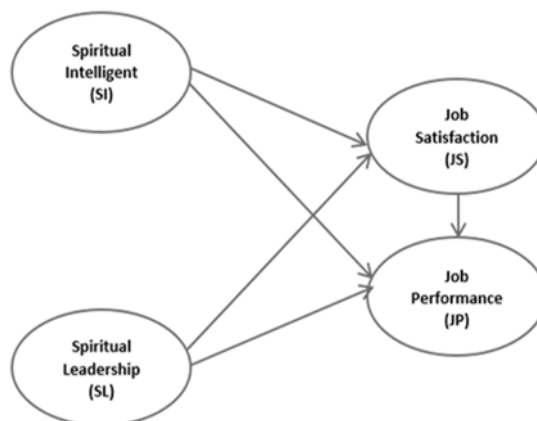
If someone is led by an excellent spiritual spirit, satisfaction at work will be created because they work with an honest, fair leader who respects their members. This satisfaction will undoubtedly improve performance. The relationship between spirituality and employee performance is illustrated by the results of the studies by Dubey et al. (2022); Salehi et al. (2017). The results of a study by Prihandono and Wijayanto (2021) proved that spiritual leadership and good job satisfaction, assessed thoroughly or partially through the structuring dimensions between spiritual leadership (vision, hope/faith, altruistic love, meaning/calling and membership) and job satisfaction (work, promotion, pay, supervision and co-workers). In other words, these research findings support the hypothesis where in spiritual leadership will improve job satisfaction for employees in the Mayor’s Office of Pekanbaru. Likewise, the results of a study by Salehi et al. (2017) investigated spirituality in the manufacturing industry by involving managers as respondents.

Furthermore, the relationship between spirituality and employee performance is illustrated by the results of the studies by Salehi et al., 2017, which explain the role of a Spiritually Intelligent leader in driving the performance of their employees.

Based on the theories explained and previous studies, the hypothesis formulated in this study is as follows:

H<sub>7</sub>: *Spiritual leadership* significantly influences lecturer performance through the mediation of Job Satisfaction.

Figure 1 illustrates how the variables (Spiritual Intelligence, Spiritual leadership, Job Satisfaction, and Job Performance) in this study were organized into a conceptual framework to test the seven hypotheses proposed.



**Figure 1**  
**Research Model**

Source: Results of Research Studies (2021)

**RESEARCH METHODS**

**Population, Samples, and Methods of Sampling**

The population in this study was all PNSD at Universities in Riau, totaling 105 lecturers.

The sample in this study was all 105 PNSD at Universities in Riau-because all teaching staff were sampled, the sampling technique used was a census or saturated sampling technique.

*Respondent characteristics*

Respondent characteristics were analyzed based on age, gender, education, work experience, the status of professional certification, and functional position, which details are presented in Table 1.

Based on age, most of the respondents in this study are lecturers in the age range of > 55 years old, namely 47 respondents or 45%. They were then followed by lecturers aged 36-45 years old, namely 26 respondents or 25%. In terms of age maturity, educators in these age ranges are pretty beneficial for the organization because, with increasing age, individuals will have more experience—and they will also have quite good emotional maturity.

**Table 1**  
**Respondent Demographic Profiles**

Demographics/ Characteristics	Category	Frequency (F)	Percentage (%)
Age group	25 –35 y.o	7	6%
	36 – 45 y.o	26	25%
	46 – 55 y.o	25	24%
	>55 y.o	47	45%
	<b>Total</b>	<b>105</b>	<b>100</b>
Gender	Male	52	50%
	Female	53	50%
	<b>Total</b>	<b>105</b>	<b>100</b>
Education	S2	65	62%
	S3	40	38%
	<b>Total</b>	<b>105</b>	<b>100</b>
Work experience	1- 10 years	9	8%
	11 - 20 years	46	44%
	21 - 30 years	30	29%
	> 30 years	20	19%
	<b>Total</b>	<b>105</b>	<b>100</b>
Status of professional certification	Certified	99	94%
	Not yet certified	6	6%
	<b>Total</b>	<b>105</b>	<b>100</b>
Functional position	Expert Assistant	10	9%
	Lector	57	54%
	Associate Professor	29	28%
	Professor	9	9%
	<b>Total</b>	<b>105</b>	<b>100</b>

*Source: Primary Data, Processed (2021)*

Based on gender, the distribution of the respondents in this study is balanced, with 50% female and 50% male lecturers. This condition shows that the work of lecturers is in demand by both men and women. Both men and women can meet the criteria for this profession.

Based on education, most of the respondents in this study are Master's degree holders, namely 65 respondents or 62%, while the remaining are Doctoral degree holders. Almost all PNSD in Riau are certified, as evidenced by the fact that 94% of the respondents in this study have teaching certificates, and only 6% of them have teaching certificates (are yet to be certified). Based on work experience, most of the respondents in this study have been working for 11-20 years,

namely 46 respondents or 44%. This condition happens because 2005 was the period for appointing the most significant number of lecturers at LLDIKTI Region X.

Based on functional position, the respondents' distribution is dominated by Lector lecturers, namely 57 respondents or 54%. Meanwhile, the composition of professors is only 9%. Based on the operational guidelines for assessing credit scores for academic promotion/lecturer rank, Ristekdikti requires publication in international journals. Lecturers always use This requirement as an excuse to postpone their promotion to academic positions.



### Data analysis technique

To achieve this study's objectives, two types of analysis were used. The first descriptive analysis determines how each variable is described in the study. The second analysis is verification analysis to test the hypothesis about the influence of variables using statistical tests. The verification analysis used the ANOVA (Analysis of Variance) Test. This test determines whether there is an average (mean) difference for more than two unrelated sample groups. If there is a difference, which average is higher? The data used can be interval or ratio scale.

In this study, the ANOVA test was used to determine whether or not there were differences in the opinions of each respondent based on the respondent's levels within the same variance. This condition was seen from the average scores for spiritual intelligence, spiritual leadership, job satisfaction, and lecturer performance. If there is a difference, the researchers would determine whose average is higher.

In the One-way ANOVA test, the criteria for rejecting or accepting the hypothesis are based on the p-value (significance). If the p-value < 0.05, there is a difference in respondent score based on the respondent's level. If the p-value > 0.05, then the opposite applies.

### Path Analysis with PLS

The data analysis technique used in this study was the Structural Equation Model (SEM). The reason for using SEM was because SEM is used to test the suitability of a model and causal relationships between factors that are constructed or observed—and also to test the suitability or accuracy of a model based on the empirical data studied. Model evaluation in PLS consists of two stages: evaluation of the outer model or measurement model and evaluation of the inner model or structural model.

For the indirect influence hypothesis, an indirect influence analysis was carried out. This is useful for testing the indirect influence hypothesis of an influencing variable

(exogenous) on an influenced variable (endogenous), which is moderated/mediated by a mediating variable (intervening variable).

## ANALYSIS AND DISCUSSION

### Discussion of Descriptive Results Variables

To sharpen the discussion analysis, this study is equipped with *Crosstab* analysis. This analysis shows the rational crosstab and the significance of several research variables.

From Table 2, more detailed information is obtained. Based on education, functional position, and age, the majority of the respondents in this study are lecturers who are Master's degree holders, lecturers, and in the age range of 36-45 years old. This condition needs to be observed because lecturers in the age range of 36-45 years old are supposed to have been working for around 11 to 20 years. With such a long working period, they should have reached the functional position of Associate Professor because being promoted to a higher functional position only takes two years. Unfortunately, this is not utilized by lecturers in this study well.

### Discussion of Verification Results

The ANOVA (Analysis of Variance) Test can be used to analyze the opinions of respondents based on their characteristics. This analysis tests whether there is a significant difference in average (mean) scores between groups of more than 2 (two) groups regarding something. In this case, the difference was seen from the average scores for spiritual intelligence, spiritual leadership, job satisfaction, and lecturer performance. If there is a difference, the researchers would determine whose average is higher.

In the One-way ANOVA test, the criteria for rejecting or accepting the hypothesis are based on the p-value (significance). If the p-value < 0.05, there is a difference in respondent score based on the respondent's level. If the p-value > 0.05, then the opposite applies.

The results of the ANOVA test are presented in the following tables 3.

**Table 2**  
**Results of Crosstab Tabulation of Functional Position\*Age\*Education**

Education			Age				Total
			25-35	36-45	46-55	>55	
S2	Functional Position	Expert Assistant	1	3	2	2	8
		Lector	5	18	7	12	42
		Associate Professor	0	0	1	14	15
	Total	6	21	10	28	65	
S3	Functional Position	Expert Assistant	0	2	0	0	2
		Lector	1	3	8	3	15
		Associate Professor	0	0	7	7	14
		Professor	0	0	0	9	9
Total	1	5	15	19	40		
Total	Functional Position	Expert Assistant	1	5	2	2	10
		Lector	6	21	15	15	57
		Associate Professor	0	0	8	21	29
		Professor	0	0	0	9	9
	Total	7	26	25	47	105	

Source: Primary Data, Processed (2021)

**Table 3**  
**Results of ANOVA Test based on Age, Gender, Education, Functional Position, Status of professional certification, and Work Experience (Years of service) to the *Spiritual Intelligence* Variable**

Statement	F-Test						
	Avg.	Age	Gender	Education	Functional Position	Professional certification	Tenure
SI 1	4.267	0.067*	0.757	0.073	0.215	0.346	0.146
SI 2	4.038	0.449	0.430	0.897	0.486	0.203	0.477
SI 3	3.924	0.690	0.350	0.334	0.053*	0.090*	0.499
SI 4	4.181	0.268	0.322	0.100	0.498	0.215	0.499
SI 5	4.190	0.743	0.261	0.216	0.526	0.500	0.603
SI 6	4.248	0.495	0.399	0.785	0.684	0.759	0.385
SI 7	4.000	0.111	0.033**	0.414	0.858	0.569	0.315
SI 8	4.133	0.464	0.214	0.863	0.866	0.914	0.374
SI 9	4.181	0.239	0.880	0.642	0.719	0.549	0.454
SI 10	4.581	0.205	0.498	0.810	0.881	0.748	0.089*

\*=P-value<0.1, \*\*=P-value<0.05, \*\*\*=P-value<0.01

Source: Primary Data, Processed (2021)

For the Spiritual Intelligence variable (table 3), there are differences in respondents' opinions based on the characteristics of gender, functional position, and status of professional certification. Based on gender, it is known from the results of the ANOVA ana-

lysis that female lecturers have a higher average score than male lecturers, the indicator statement "My co-workers will make time to worship in between their work" (SI7).

Based on functional position, there are differences in respondents' opinions of the

indicator statement "Lecturers on this campus understand the purpose of their work" (SI3). Meanwhile, based on professional certification status, lecturers who have teaching certificates (have been certified) have a higher average score in the indicator statement of SI3. Thus, there are differences in respondents' opinions based on gender, functional position, and status of professional certification.

For the Spiritual leadership variable (table 4), there are differences in respondents' opinions based on the characteristics of education and status of professional certification. Lecturers who are Doctoral degree holders have the highest average score for the indicator statement "My leadership is honest and not full of falsehoods." (SL6). Furthermore, lecturers who have teaching certificates (have been certified) have the highest average score for the indicator statement "I feel much appreciated by my superior (boss)" (SL4); "My leadership is honest and not full of falsehoods." (SL6). Lecturers who are Doctoral degree holders and have teaching

certificates believe that their leaders pay more attention to their inner condition and are honest and not full of falsehoods, they also admit that their leaders wish to create more meaningful work.

For the job satisfaction variable (table 5), there are differences in respondents' opinions based on all the characteristics that have been determined, namely, age, gender, education, functional position, status of professional certification, and work experience (years of service).

Based on age, respondents' opinions differ in the indicator statements of JS2 (The routine work I do requires skills) and JS12 (Good work performance results in a promotion for lecturers). Based on gender, there are differences in respondents' opinions of the indicator statements of JS 6 and JS10, where female lecturers have a higher average score than male lecturers for both of these indicator statements. Female lecturers agree that they are satisfied with their salaries and believe that all lecturers at their universities are given equal opportunities for promotion.

**Table 4**  
**Results of the ANOVA Test based on Age, Gender, Education, Functional Position, Status of professional certification, and Work Experience (Years of service) to the *Spiritual leadership Variable***

Statement	F-Test						
	Avg.	Age	Gender	Education	Functional Position	Professional certification	Tenure
SL 1	4.086	0.133	0.148	0.485	0.880	0.398	0.102
SL 2	4.067	0.278	0.889	0.239	0.630	0.427	0.180
SL 3	4.171	0.726	0.267	0.803	0.420	0.554	0.896
SL 4	4.181	0.528	0.692	0.610	0.411	0.076*	0.440
SL 5	4.086	0.581	0.901	0.469	0.768	0.372	0.935
SL 6	4.152	0.687	0.249	0.073*	0.766	0.957	0.860
SL 7	4.410	0.503	0.810	0.355	0.299	0.736	0.528
SL 8	4.124	0.611	0.501	0.249	0.114	0.879	0.533
SL 9	4.143	0.389	0.123	0.505	0.787	0.486	0.220
SL 10	4.143	0.177	0.483	0.496	0.343	0.929	0.815

\*=P-value<0.1, \*\*=P-value<0.05, \*\*\*=P-value<0.01

Source: Primary Data, Processed (2021)

**Table 5**  
**Results of the ANOVA Test based on Age, Gender, Education, Functional Position, Status of professional certification, and Work Experience (Years of service) to the Job satisfaction Variable**

Statement	F-Test						
	Avg.	Age	Gender	Education	Functional Position	Professional certification	Tenure
JS1	4.324	0.203	0.579	0.745	0.411	0.492	0.432
JS 2	4.276	0.003***	0.688	0.229	0.232	0.828	0.460
JS 4	4.019	0.725	0.379	0.202	0.737	0.484	0.464
JS 5	4.095	0.263	0.556	0.105	0.971	0.711	0.153
JS 6	3.752	0.774	0.071*	0.380	0.201	0.746	0.853
JS 7	3.743	0.917	0.256	0.679	0.008*	0.326	0.983
JS 8	4.010	0.244	0.162	0.673	0.133	0.607	0.092*
JS 9	3.876	0.245	0.185	0.816	0.031**	0.895	0.299
JS 10	3.971	0.425	0.091*	0.171	0.224	0.646	0.272
JS 11	3.619	0.376	0.968	0.042**	0.410	0.744	0.284
JS 12	3.781	0.022**	0.121	0.366	0.281	0.397	0.116
JS 13	3.914	0.398	0.170	0.913	0.814	0.429	0.198
JS 14	3.971	0.262	0.893	0.969	0.229	0.640	0.381
JS 15	4.114	0.790	0.103	0.689	0.186	0.321	0.425
JP 16	4.143	0.327	0.473	0.317	0.582	0.067	0.262
JP 17	4.038	0.179	0.137	0.253	0.785	0.234	0.439
JP 18	4.105	0.063*	0.313	0.586	0.439	0.021**	0.116
JP 19	4.095	0.538	0.124	0.310	0.922	0.704	0.022**
JS 20	4.048	0.045**	0.044	0.259	0.688	0.187	0.115
JP 21	4.076	0.508	0.778	0.133	0.337	0.773	0.096*
JP 22	4.067	0.462	0.657	0.094*	0.317	0.360	0.276
JP 24	4.143	0.160	0.509	0.522	0.299	0.933	0.095*

\*=P-value<0.1, \*\*=P-value<0.05, \*\*\*=P-value<0.01

Source: Primary Data, Processed (2021)

Based on education, there are differences in the opinions of respondents, who are Master's and Doctoral degree holders, to the indicator statements of JS11 and JS22, where lecturers who are Doctoral degree holders have a higher average score than lecturers who are Master's degree holders. They believe that the fairness in promotion policy has been implemented well-and, in general, they do not encounter difficulties in their work because of the support from their colleagues. Based on functional positions, there are differences in the opinions of respondents to the indicator statements of

JS7 (I am satisfied with the incentives (rewards) provided) and JS9 (The incentives given are following my performance). The highest average score is found in the answers of lecturers with the functional position of expert assistant.

Based on the status of professional certification, there are differences in the opinions of lecturers who have teaching certificates (have been certified) and lecturers who have not been certified, to the indicator statement of JS18 (Superiors (leaders) give directions. However, lecturers are still allowed to develop themselves), where lecturers who

have teaching certificates (have been certified) have the highest average score than lecturers who have not been certified.

For the performance (job performance) variable (table 6), there are differences in respondents' opinions based on gender, functional position, status of professional certification, and work experience (years of service). Based on gender, there are differences in respondents' opinions of the indicator statement of JP6, where female lecturers have a higher average score than male lecturers. Based on functional position, there are differences in respondents' opinions of the indicator statement of JP1 (Average teaching load per semester), where lecturers with the functional position of expert assistant have the highest average score compared to respondents with other functional positions. Also, there are differences in the opinions of respondents to the indicator statements of JP4 (Research Publications in Accredited National Journals per year); JP5 (Research publications in Non-accredited National Journals per year); JP6 (Books published in a year); JP7 (Community service per year), where lecturers with the functional position

of professor have the highest average score compared to respondents with other functional positions. Based on the status of professional certification, there are differences in respondents' opinions of the indicator statement of JP6 (Books published in a year), where lecturers who have teaching certificates (have been certified) have the highest average score for this indicator statement.

Based on work experience (years of service), respondents differ in opinions of the indicator statement of JP8 (Create/write works for community service). Lecturers with work experience (years of service) of 21-30 years have the highest average score for this indicator statement. It is known that work experience (years of service) of 21-30 years is a productive period for lecturers to work and do community service.

**Results of Path Analysis Hypothesis Testing with PLS-SEM**

According to Hair et al. (2014), abnormal data, small sample size, and the use of formative indicators are the most prominent reasons for applying PLS-SEM.

**Table 6**  
**Results of the ANOVA Test based on Age, Gender, Education, Functional Position, Status of professional certification, and Work Experience (Years of service) to the Job Performance Variable**

Statement	F-Test						
	Avg.	Age	Gender	Education	Functional Position	Professional certification	Tenure
JP 1	3.905	0.346	0.689	0.376	0.016**	0.113	0.233
JP 2	1.905	0.643	0.400	0.890	0.250	0.217	0.366
JP 4	1.838	0.498	0.522	0.748	0.076*	0.196	0.308
JP 5	1.562	0.761	0.186	0.356	0.033**	0.300	0.183
JP 6	1.857	0.782	0.055*	0.194	0.063*	0.071*	0.666
JP 7	2.038	0.390	0.719	0.238	0.063*	0.103	0.236
JP 8	1.867	0.256	0.224	0.283	0.137	0.159	0.038**
JP 9	1.971	0.545	0.517	0.970	0.506	0.309	0.234
JP 10	3.400	0.751	0.386	0.417	0.190	0.234	0.169

\*=P-value<0.1, \*\*=P-value<0.05, \*\*\*=P-value<0.01  
 Source: Primary Data, processed (2021)

**Table 7**  
**Results of Outer Loadings PLS Bootstrapping, Composite Reliability, and Average Variance Extracted (AVE)**

Variable	Indicator	Factor Loading	Results	Composite Reliability	AVE			
<i>Spiritual Intelligence (IS)</i>	SI2	0.736	fit	0.922	0.665			
	SI 3	0.875	fit					
	SI 4	0.857	fit					
	SI 5	0.838	fit					
	SI 6	0.798	fit					
	SI 10	0.780	fit					
<i>Spiritual leadership (LS)</i>	SL2	0.781	fit	0.932	0.631			
	SL3	0.720	fit					
	SL4	0.826	fit					
	SL5	0.743	fit					
	SL6	0.797	fit					
	SL7	0.478	fit					
	SL8	0.849	fit					
	SL9	0.877	fit					
	SL10	0.780	fit					
<i>Job Satisfaction (JS)</i>	JS14	0.721	fit	0.929	0.594			
	JS15	0.742	fit					
	JS16	0.834	fit					
	JS17	0.772	fit					
	JS18	0.821	fit					
	JS19	0.754	fit					
	JS20	0.758	fit					
	JS22	0.755	fit					
	<i>Performance (JP)</i>	JP7	0.817			fit	0.860	0.729
		JP8	0.890			fit		

*Source: Primary Data, Processed (2021)*

Partial Least Square (PLS) is a potent analysis technique since it is not predicated on a lot of assumptions. The sample does not need to be significant, and the data do not need to be regularly distributed (indicators with categorical, ordinal, interval, or ratio scales can be utilized in the same manner).

This study used PLS-SEM to test and measure the direct and indirect influences of spiritual leadership, spiritual intelligence, job satisfaction, and performance variables.

#### **Evaluation of Outer Model (Measurement Model)**

Three criteria for using the data analysis technique with SmartPLS to assess the outer model are convergent validity, discriminant validity, and composite reliability.

#### **Convergent Validity**

Convergent validity of the measurement model with reflexive indicators is assessed based on the correlation between the item or component scores estimated with the PLS software. An individual reflexive measure is considered high if it correlates more than 0.70 with the measured variable. However, according to Chin (1988) dalam Ghazali (2014), for early-stage research, a measurement scale of a loading value of 0.5 to 0.6 is considered sufficient. Haryono (2017) states that some experts tolerate a value of 0.4. In this study, a factor loading limit of 0.6 was used. In the first processing, an unfit factor loading value was found (value below 0.6). After the second processing by removing indicators with factor loading values below

0.6 from observations, the loading test values of all "fit" were obtained, as seen in Table 7.

Based on Table 7, for exogenous variables, it is known that the indicator statement of JP8 (Dedication: Participating actively in managing scientific journals) is the most substantial measure of the other variables because it has the most significant outer loading value (0.890).

**Discriminant Validity**

To ensure that each latent variable's idea is distinct from the other variables, discriminant validity is used. Suppose the loading values of each indicator for each latent variable in the model are higher than the loading values when the latent variables are correlated. In that case, the discriminant validity of the model is good. According to Table 7, all five variables have AVE values greater than 0.50 and root AVE values greater than the correlation coefficient between any two variables. The results, therefore, have strong discriminant validity.

**Composite Reliability**

The average variance extracted (AVE) value of each variable and the reliability value of a variable can also be used to determine the validity and reliability requirements. If a variable's AVE value is greater than 0.50 and its composite reliability value is greater than 0.60, it is considered extremely reliable. According to Table 7, all variables satisfy the dependable requirements because their values are all above the suggested threshold, or above 0.6. This indicates that all variables achieve composite reliability. Based on the overall evaluation results, whether convergent validity, discriminate validity, and composite reliability, presented in Table 7, it can be concluded that the indicators as a measure of latent variables are declared valid and reliable.

**Evaluation of Inner Model (Structural Model)**

The R-square of the research model, significant values, and the link between the

variables are assessed using the inner model (structural model). The structural model was evaluated by the significance of the structural path parameter coefficients and R-Square for the dependent variable t-test. Examining the R-Square value is the first step in using PLS-SEM to evaluate the structural model.

**Table 8**  
**R-Square Value**

Variable	R Square
Job Satisfaction (JS)	0.723
Performance (JP)	0.113

Source: Primary Data, Processed (2021)

Table 8 shows that the R-Square value for the Job Satisfaction (JS) variable is 0.723. This value means that the percentage influence of spiritual intelligence and spiritual leadership systems on job satisfaction is 72.3%, while other factors influence the remaining 27.7%.

Furthermore, the R-Square value for the Performance variable (Y2) is 0.113. This value means that 11.3% of the performance variable is influenced by job satisfaction as a mediating variable for Spiritual Intelligence and Spiritual Leadership. In contrast, the remaining is influenced by other factors.

Besides using R-Square, the model's goodness of fit can also be measured using Q-Square predictive relevance (Q2) for the structural model, measuring how well the model produces the observed values and the estimated parameters. The Q2 value has the same meaning as the coefficient of determination (R-Square). Q-Square (Q2) value > 0 indicates the model has predictive relevance-conversely, Q2 value < 0 indicates the model lacks predictive relevance. In other words, the higher the Q2 value, the better the model can be said to fit the data. Calculation of the Q2 value can be done as follows:

$$Q2 = 1 - (1 - R12) (1 - R22) \dots (1 - Rn2)$$

$$Q2 = 1 - (1 - 0.7232) (1 - 0.1132)$$

$$Q2 = 0.528$$

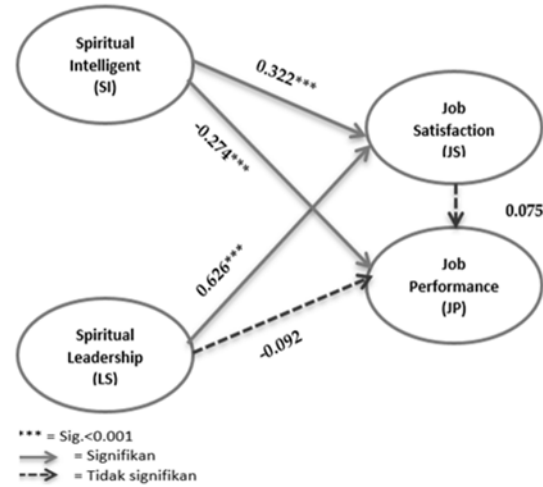
The calculation results show that the Q2 value is 0.528. This value means that the amount of diversity in the research data that can be explained by the structural model developed in this study is 52.8%. This study's structural model is a good fit based on these results.

**Hypothesis Testing Results**

Based on the proposed model, the results of hypothesis testing using SEM-PLS are presented in Table 9 and Figure 2.

Hypothesis 1 states that Spiritual Intelligence positively and significantly influences lecturer job satisfaction. This hypothesis is accepted. Hypothesis 2 states that Spiritual Intelligence positively and significantly influences lecturer performance. This hypothesis is accepted. Likewise, Hypothesis 3, which states that Spiritual leadership has a positive and significant influence on lecturer job satisfaction, is also accepted. However,

this is not the case for Hypothesis 4, which states that Spiritual leadership positively and significantly influences lecturer performance.



**Figure 2**  
**Final Model**

Source: Primary Data, Processed (2021)

**Table 9**  
**Path Analysis Results**

Hypothesis	Relationship	Original Sample (O)	T Statistics ( O/STDEV )	P Values	Conclusion
H <sub>1</sub>	Spiritual Intelligence (IS)→Job Satisfaction (JS)	0.322	5,169	0.000	Significantly Influential
H <sub>2</sub>	Spiritual Intelligence (IS)→Job Performance (JP)	-0.274	1,318	0.023	Significantly Influential
H <sub>3</sub>	Spiritual leadership (LS)→Job Satisfaction (JS)	0.626	10,465	0.000	Significantly Influential
H <sub>4</sub>	Spiritual leadership (LS)→Job Performance (JP)	-0.092	0.735	0.463	Not Significantly Influential
H <sub>5</sub>	Job Satisfaction (JS)→Job Performance (JP)	0.075	0.380	0.704	Not significantly influential
H <sub>6</sub>	Spiritual Intelligence (IS)→Job Satisfaction (JS)→Job Performance (JP)	0.024	0.363	0.717	Not significantly mediating
H <sub>7</sub>	Spiritual leadership (LS)→Job Satisfaction (JS)→Job Performance (JP)	0.047	0.381	0.704	Not significantly mediating

Source: Primary Data, Processed (2021)



The test results on the parameter coefficient between Spiritual leadership and performance show a relationship between Spiritual leadership and performance with a coefficient value of -0.092 but not significant with a p-value of 0.463. Thus, this hypothesis is rejected. Likewise, Hypothesis 5 states that job satisfaction has a positive and significant influence on lecturer performance—where the test results on the parameter coefficient between job satisfaction and performance show that there is no relationship between job satisfaction and performance with a coefficient value of 0.075 and not significant with a p-value of 0.704. Thus, this hypothesis is rejected.

The results of the indirect influence test are also rejected, where the test results on the parameter coefficient between Spiritual Intelligence and performance through job satisfaction show that there is no relationship between Spiritual Intelligence and performance through job satisfaction—Also, the test results on the parameter coefficient between Spiritual leadership and performance through job satisfaction show that there is no relationship between Spiritual Leadership and performance through job satisfaction.

## Discussion

Based on the results of the ANOVA and hypothesis tests, spiritual intelligence has a positive and significant influence on job satisfaction. Thus, several recommendations can be formulated to increase job satisfaction through Spiritual Intelligence. Lecturers should be given space to be able to think more critically. Critical thinking is from scientific thinking of never being satisfied with everything. Trying to care for and help solve social and societal problems through research begins with critical thinking.

Lecturers who have been certified and lecturers with the functional professor position acknowledge that they understand their work. Apart from encouraging lecturers to improve their careers through functional positions and opening up opportu-

nities for lecturers to take certification, it is also necessary to assess their work results regularly and transparently so lecturers understand and comprehend their duties (responsibilities) and work targets. There are still lecturers who need to care about their work environment, which illustrates the low understanding of lecturers regarding their work targets. This condition certainly illustrates the low level of job satisfaction. Lecturers who understand their main tasks and functions well, supported by their spiritual intelligence, will understand that their work is not just work but also has the value of worship. So they will not neglect their work and ignore their work environment. Every good thing they do to their work and environment will make their work more meaningful. This understanding needs to be developed among lecturers, which can be done through extension or seminars by presenting competent resource persons who can motivate and make lecturers aware of their work's responsibility, targets, meaning, and nature.

Ego blocks all forms of change, development, and improvement at all individual, team, and organizational levels. The ego is the only enemy, seed, or obstacle for an organization to progress. It is the cause of all conflicts, both visible and invisible, between members of the organization. Educators' indifference to their work environment shows ego dominance. Spiritual intelligence must be developed to overcome this so teaching staff can align their values with organizational values (goals).

The results of this study also show that spiritual leadership has a positive and significant influence on job satisfaction. This result follows several previous studies which have managed to prove that spiritual leadership influences the effectiveness of achieving organizational goals (Elias et al., 2017; Hafni et al., 2020; Hyson, 2013; Wahid, 2017). The influence of *Spiritual leadership* on job satisfaction is supported by lecturers' responses to the indicator statements where they acknowledge that they have the same goals as their leaders. The leadership in their

organization also respects their beliefs by giving them the freedom to carry out worship. The freedom to worship according to the lecturers' beliefs satisfies their inner life. Lecturers feel calm and free to express their beliefs, which impacts job satisfaction.

Based on the results of the ANOVA and hypothesis tests, spiritual leadership has a positive and significant influence on job satisfaction. Thus, several recommendations can be formulated to increase job satisfaction through Spiritual leadership.

Leaders in higher education need to be honest and not full of falsehoods. Leaders who are honest and not full of falsehood are proven to be able to create satisfaction for lecturers at work. All work programs and budgets would be better if they were prepared and appropriately implemented, credibly, transparently, accountably, responsibly, and reasonably. Activity reports and annual work reports should be published transparently, consistently, and accountable.

Leaders are also required to appreciate their subordinates to create job satisfaction; appreciating the work of subordinates can be done not only through rewards or awards but also through praise or recognition for their achievements.

Leaders also need to care about the inner life of their employees. Their concern for the inner life of lecturers and students is essential. The Tridharma of higher education demands care and honesty through education, research, and service.

Ramachandaran et al. (2017) states that spiritual intelligence is essential to enhancing a sense of meaning and purpose in leadership at work. A leader with high spiritual intelligence can transform the work environment into one that is more meaningful and purposeful by fostering harmony and balance in the relationships among team members, which will boost productivity.

Based on the results of the ANOVA test and the results of the hypothesis test, which state that spiritual leadership does not affect performance, we can formulate several pos-

sible factors that cause spiritual leadership not to affect performance, namely, lecturers who are Master's degree holders and not yet certified still do not feel appreciated by their leaders, besides they also feel that the leadership have not been open and is full of falsehoods. For this reason, leaders need to encourage lecturers to continue their education and participate in certification programs. Lecturers who have been certified should be more easily guided to fulfill the Tridharma targets because they better understand their duties and functions as lecturers- and they also have received incentive assistance from the government. So, leaders with a good spirit of spirituality will find it easier to motivate these lecturers to fulfill the Tridharma targets and transfer the university's vision and mission to their lecturers.

### Research Contributions

Theoretical contributions provide new, original (novel) perspectives to advance knowledge and can be used in practice. In other words, it contains two elements, namely originality (novelty) and usefulness (utility) (Kachchhap and Mishika, 2015).

This study contributes to Social Exchange Theory because religion cannot be separated from the respondents' work goals. This study also contributes to the Theory of Reasoned Action because it succeeds in proving that *Spiritual Intelligence* and Spiritual leadership have a significant influence on job satisfaction-and Spiritual intelligence has a significant influence on performance. The spirituality in question includes the lecturers' beliefs that what they are currently doing is part of worship, and they feel satisfied working because their leaders still give them space to carry out worship during their work activities. Their initial intention to work is not only to fulfill their material needs but also to fulfill their spiritual needs-they realize that what they do is beneficial for themselves and others and gets reward value from the perspective of their religion and divinity, which is not under the opinion of Robbins and Judge (2017) which excludes

religion in terms of its spiritual work environment. However, this supports the opinion of Rachman et al. (2014), which states that spirituality will always be related to closeness to God and beliefs. So, it can be defined that the spirituality of the organizational work environment referred to in this study is a work environment that is meaningful for members of the organization both in terms of their work and in terms of their inner life, which is related to religion and divinity.

From the aspect of spiritual intelligence, it is known that the highest outer loading value is found in the Conscious State Expansion indicator, that the lecturers are aware of what they are currently doing. Will be counted as their deeds in the world. This indicator is the most substantial factor influencing job satisfaction and lecturer performance. The lecturers are competent enough to realize and calculate the results of their work as the values of their practice for the hereafter.

From the aspect of spiritual leadership, it is known that the highest outer loading value and the highest average value are found in the Hope/Faith indicator (trust in the leader and the leader's honesty). This indicator is the most substantial factor influencing job satisfaction and lecturer performance. So, a spiritual leader can be trusted, is honest and not full of falsehoods, is open and transparent regarding the work programs and policies they adopt and can understand the inner life conditions of their employees. This definition supports the opinion of Pio et al. (2020), which states that spiritual leadership is a model for corporate development and transformation and can steer organizational evolution in a more positive direction.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusion**

Spiritual Intelligence and Spiritual leadership significantly influence job satisfaction, and only Spiritual Intelligence signi-

ficantly influences performance, while spiritual leadership does not.

### **Suggestion**

The lack of concern that universities have for the welfare of the surrounding community reflects a spiritual work environment that is not yet ideal. This condition can be overcome by improving community service activity programs by involving lecturers and students to apply knowledge and research results in real terms to the community. The results of the study show that Spiritual Intelligence has a significant influence on job satisfaction. However, there are still some lecturers who need to understand the purpose of their work, and there are still lecturers who do not care about their work environment. Educators' indifference to their work environment shows ego dominance. Spiritual intelligence must be developed to overcome this so teaching staff can align their values with organizational values (goals).

Spiritual leadership is proven to have a significant influence on job satisfaction. Therefore, leaders need to prioritize their members' interests rather than theirs. A leader with good spiritual leadership who can manage their ego to become motivated and work enthusiasm for their subordinates will undoubtedly be able to increase job satisfaction and performance of their subordinates. Additionally, the study's findings demonstrate that performance is unaffected by work satisfaction. It is clear from the respondents' responses that instructors still need to work on their publishing skills for books and research findings. This condition will cause lecturers' careers to stagnate. For this reason, universities need to carry out career acceleration programs for their lecturers to increase functional positions through seminars, training, and workshop programs for publication, both for publication in national and international journals-in the form of textbooks, reference books, or monograph books.

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