

The Effect of Spiritual Leadership in Moderation of Organizational Commitment and Work Motivation on Teacher Performance at the Islamic Center Ar Rahmah Foundation Lumajang

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ABSTRACT

This study aims to analyze the influence of organizational commitment and work motivation on teacher performance. It also examines whether spiritual leadership moderates the effects of organizational commitment and work motivation on teacher performance, among teachers at the Islamic Center Ar Rahmah Foundation in Lumajang. The research uses a quantitative approach and moderated regression analysis (MRA) with SPSS software. The sample consisted of 85 respondents selected through total sampling. The study found that organizational commitment has a significant impact on teacher performance. Work motivation also has a significant impact. Spiritual leadership does not directly affect teacher performance, but it does moderate the effect of organizational commitment and work motivation on teacher performance.

Keywords: Spiritual Leadership, Organizational Commitment, Work Motivation, Teacher Performance.



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INTRODUCTION

Human resources (HR) are key in organizations due to their impact on effectiveness (Susan, 2019). Yet, even skilled HR cannot contribute optimally if morale and work discipline are low. This leads to unfinished tasks. In education, teachers play a central role in achieving learning success. They serve as knowledge transmitters, character builders, motivators, and role models. Teacher performance is often influenced by internal factors, including organizational commitment and work motivation. Committed teachers show loyalty to the institution's vision and mission. Motivation drives daily performance. Previous studies reveal close links between these factors and improved performance (Koswara, 2016).

Teacher performance refers to the actions teachers take to fulfill their tasks, primarily in the areas of teaching and learning. It is measured by their ability to plan, deliver, and assess lessons (Prihatinni, 2022). As professionalism in education grows, spiritual values in leadership are gaining attention, often referred to as spiritual leadership. This approach focuses on honesty, compassion, integrity,

service, and meaningful work. It is believed to enhance morale and foster an environment that promotes spiritual and professional growth.

According to Tobroni (2015), spiritual leadership is based on divine values. It inspires and drives performance through example, service, and a meaningful vision. Fry (2003) defines spiritual leadership as a leadership approach that aligns vision and values across the organization. It fulfills individuals' spiritual needs by providing a sense of *calling* and *membership*. This approach emphasizes intrinsic motivation, which includes vision, hope, and altruistic love, to enhance commitment and productivity. Spiritual leaders connect their personal values with an organization's vision. This connection instills motivation and creates meaningful work for members. Robbins & Judge (2003) state that organizational commitment is the degree of loyalty and attachment an individual feels towards an organization. It also captures their desire to stay. Luthans (2011) reinforces this idea, highlighting employee loyalty and their wish to remain. Taruh (2020) notes that motivation drives a person's actions. Fernandes & Mupa (2018) define motivation as an internal force that drives people to act, helping them work persistently towards goals.

Organizational commitment is crucial for employee performance. It often acts as a mediator between psychological factors, such as job satisfaction and motivation. The concept includes three dimensions: affective, normative, and continuance commitment. Each contributes differently to employee performance. Affective commitment refers to the emotional attachment an employee has to their organization. It boosts motivation and job performance. Studies show that high affective commitment leads to better job performance due to emotional and goal investment (Rachman, 2022; Karyono & Hakim, 2022). This emotional engagement can enhance organizational performance. Research supports the notion that affective commitment is a key motivator that bonds employees to their organizations. Thus, workplaces that build affective commitment can see improved performance (Somaskandan et al., 2022).

Normative commitment refers to the feeling of obligation to remain with an organization. It influences employee performance, though usually less than affective commitment. Normative commitment makes employees follow organizational norms. However, it is driven by external pressures rather than intrinsic motivation. This can foster a compliance mentality rather than genuine motivation (Tai et al., 2024; Pahos & Galanaki, 2022). Studies suggest that normative commitment is linked to job performance but may not lead to better outcomes if intrinsic motivation is lacking (Gulzar, 2021). Continuance commitment is based on the costs people associate with leaving their organization. It can impact performance by creating an obligation to stay, due to personal or professional cost (Irawati et al., 2023). Employees who feel tied down by these costs may lack motivation and enthusiasm. Research shows that continuance commitment provides performance stability. However, those with low affective commitment may not work as hard as those with strong emotional ties (Osei et al., 2024).

Integrating these dimensions of organizational commitment with motivational theory reveals complexity in performance impact. For example, Self-Determination Theory links motivation and commitment. When employees are committed, their intrinsic motivation aligns with organizational goals. This enhances overall performance (Saputra & Gorda, 2024; Desa et al., 2021). An environment focused on learning and development raises both commitment and motivation. This boosts performance outcomes (Somaskandan et al., 2022). The relationship between organizational commitment and work motivation is vital for high performance. Leadership styles and organizational culture that support affective and normative commitment improve results by fostering engagement. These findings underscore the significance of commitment, both as a determinant of job performance and as a mediator of various motivational effects (Zhao et al., 2025). This links back to earlier points about commitment types and motivation.

The Islamic Center Ar Rahmah Lumajang Foundation is an Islamic educational institution that integrates spiritual values into HR management. This context is especially relevant. Teachers there

receive regular training that strengthens faith, loyalty, and professional growth. The foundation’s culture is rooted in Islamic values. This setting is ideal for studying how spiritual leadership affects teacher performance. It links theory to real-world practice.

This study investigates the impact of organizational commitment and work motivation on teacher performance. It also examines how spiritual leadership influences this relationship. The study employs a quantitative approach, utilizing data from 85 respondents across the foundation’s educational units. The findings indicate that organizational commitment, work motivation, and spiritual leadership each have a positive and significant impact on teacher performance. Spiritual leadership also strengthens the effects of both commitment and motivation. This suggests spiritual values enhance teacher effectiveness. The results have both theoretical and practical implications for Islamic education. Integrating spiritual values into leadership and HR management can effectively enhance educational quality by improving teacher performance.

METHODS

This study employed a quantitative research design to empirically examine the relationships among the investigated variables using structured instruments and statistical analysis techniques, as suggested by Creswell (2014). The research was conducted at the Islamic Center Ar Rahmah Foundation in Tukum, Lumajang, from February to June 2025. The study population comprised all teachers employed at the Islamic Center Ar Rahmah Foundation. A population refers to the entire group of subjects relevant to the research focus (Arikunto, 2016). Given that the total number of teachers was fewer than 100, the study adopted a total sampling approach, involving all 85 teachers as respondents. Sampling in this manner ensures comprehensive representation of the population’s characteristics (Syahrur, 2012). Primary data were collected using a structured questionnaire, which consisted of a series of closed-ended statements designed to measure each construct in the study. Questionnaires were distributed directly to respondents to obtain independent and unbiased responses, in accordance with standard quantitative data collection procedures (Sugiyono, 2020). All respondents participated voluntarily and provided complete responses, ensuring the reliability and validity of the data for further statistical analysis.

RESULTS AND DISCUSSION

HIPOTHESIS TESTING

Analysis Test Results Multiple Linear Regression

Table 1. Hypothesis Testing

Hypothesis	Coefficient	T value	Sig.	Result
Direct Effect				
Organizational Commitment on Performance	0,622	4,842	0,000	Accepted
Work Motivation on Performance	0,708	4,914	0,000	Accepted
Spiritual Leadership on Performance	0,560	3,772	0,000	Accepted
Moderated Regression Analysis (MRA)				
Organizational Commitment x Performance	0,018	3,543	0,001	Moderate
Work Motivation x Performance	0,015	2,707	0,008	Moderate

The results of the direct effect analysis in Table 1 indicate that organizational commitment has a positive and significant influence on teacher performance ($\beta = 0.622$, $t = 4.842$, $p < 0.001$). This finding suggests that teachers who demonstrate higher commitment to their institution tend to exhibit better performance outcomes. Work motivation also shows a significant positive effect on performance ($\beta = 0.708$, $t = 4.914$, $p < 0.001$), indicating that motivated teachers are more likely to perform effectively and achieve organizational objectives. Similarly, spiritual leadership exerts a significant direct influence on performance ($\beta = 0.560$, $t = 3.772$, $p < 0.001$), implying that leaders who foster spiritual values, compassion, and meaningful work can directly enhance teachers' performance levels.

The moderated regression analysis (MRA) further reveals that spiritual leadership moderates the relationship between organizational commitment and performance ($\beta = 0.018$, $t = 3.543$, $p = 0.001$). This interaction effect signifies that the positive impact of commitment on performance becomes stronger under higher levels of spiritual leadership. Additionally, spiritual leadership also moderates the relationship between work motivation and performance ($\beta = 0.015$, $t = 2.707$, $p = 0.008$), suggesting that motivation-driven performance is more sustainable and focused when guided by spiritual leadership. These findings confirm the reinforcing role of spiritual leadership in channeling both commitment and motivation toward higher and more meaningful performance outcomes.

Table 2. ANOVA Testing

Hypothesis	F value	Sig.	Result
Organizational Commitment on Performance	23,442	0,000	Accepted
Work Motivation on Performance	24,151	0,000	Accepted
Spiritual Leadership on Performance	14,230	0,000	Accepted

The ANOVA results (see Table 2) indicate that organizational commitment has a statistically significant effect on teacher performance ($F = 23.442$, $p < 0.001$). This demonstrates that variations in teachers' commitment levels contribute substantially to differences in performance outcomes, reinforcing the view that loyalty and identification with institutional values play a pivotal role in enhancing effectiveness at work. Similarly, work motivation has a significant influence on teacher performance ($F = 24.151$, $p < 0.001$), suggesting that motivated teachers, driven by recognition, job security, and meaningful engagement, tend to perform more productively. This result underscores the significance of psychological and intrinsic motivation as key factors in achieving superior performance in educational settings. Furthermore, spiritual leadership exerts a significant effect on teacher performance ($F = 14.230$, $p < 0.001$). This finding implies that leadership characterized by spiritual vision, compassion, and a sense of purpose fosters an environment that enhances teachers' dedication and work outcomes. Collectively, these results confirm that organizational commitment, motivation, and spiritual leadership are critical predictors of teacher performance within the Islamic Center Ar Rahmah Foundation.

Table 3. R Square

Hypothesis	R Square
Spiritual Leadership Performance	0,146
	0,324

The coefficient of determination (R^2) in Table 3 for spiritual leadership is 0.146, indicating that the predictors in the model explain approximately 14.6% of the variance in spiritual leadership. This suggests that while the model captures a meaningful portion of variance, other contextual or individual factors may also contribute to variations in spiritual leadership behavior within the

organization. Meanwhile, the R^2 value for teacher performance is 0.324, demonstrating that 32.4% of the variance in performance is explained by the independent variables included in the model, namely organizational commitment, work motivation, and spiritual leadership. This indicates a moderate level of explanatory power, implying that these factors collectively play a substantial role in shaping teacher performance, while the remaining variance may be attributed to other organizational, personal, or environmental influences not examined in this study.

The results of this study demonstrate that organizational commitment exerts a positive and significant influence on teacher performance at the Islamic Center Ar Rahmah Foundation in Lumajang. This finding suggests that teachers with higher levels of commitment, as reflected in loyalty, alignment with institutional values, and congruence between personal and organizational goals, tend to perform more effectively. Such evidence highlights the crucial role of internalized commitment in achieving optimal work outcomes. This aligns with Rochianti (2022), who emphasized that strong individual commitment enhances overall performance achievement within educational settings. Furthermore, work motivation was found to have a positive and significant effect on teacher performance.

Motivation in this context reflects key psychological needs, including recognition, job security, and workplace comfort, which collectively contribute to improved productivity. This result is consistent with Afandi (2020), who highlighted that motivation functions as a vital psychological driver for achieving superior work performance. The moderating effect of spiritual leadership on the relationship between organizational commitment and teacher performance indicates that this leadership dimension strengthens the positive association between the two constructs. Spiritual leadership, characterized by a transcendent vision, compassion, and the promotion of meaningful work, provides teachers with a deeper sense of purpose and a stronger sense of belonging. This finding supports Mulianti et al. (2019), who reported that workplace spirituality and commitment jointly enhance employee performance. Additionally, spiritual leadership also moderates the influence of work motivation on performance by directing individual motivation toward shared, long-term goals. Teachers' motivation becomes more sustainable and purposeful when guided by a sense of contribution to a greater organizational vision. This observation aligns with Praswastyaty (2019), who found that spiritual leadership effectively amplifies the motivational impact on performance outcomes.

Finally, the direct positive effect of spiritual leadership on teacher performance confirms its strategic importance within educational institutions. Beyond achieving organizational targets, spiritual leadership emphasizes moral integrity, compassion, and the humanization of work relationships. This leadership style encourages teachers to perceive their professional roles as part of a broader moral and spiritual mission, thereby fostering wholehearted dedication and superior performance. This finding corroborates Muttaqien et al. (2019), who established a significant linkage between spiritual leadership and employee performance across organizational contexts.

CONCLUSION

This study concludes that organizational commitment and work motivation have a significant impact on teacher performance. Teachers who demonstrate strong loyalty and attachment to their institution tend to achieve higher performance levels. Motivation driven by psychological fulfillment, such as recognition, security, and workplace comfort, further improves outcomes. Moreover, spiritual leadership plays a crucial moderating role by amplifying the positive effects of both commitment and motivation on performance. It channels teachers' intrinsic motivation toward meaningful and collective objectives, fostering a sense of purpose and compassion in their work. Beyond its moderating function, spiritual leadership exerts a direct and significant influence on teacher performance, as it nurtures spiritual values and meaningful engagement that inspire teachers to perform with dedication and integrity.

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