

THE INFLUENCE OF SPIRITUAL LEADERSHIP ON INDIVIDUAL PERFORMANCE: THE ROLE OF ORGANIZATIONAL CULTURE AS A MEDIATION

(Study at the Tanjung Pasir Al Awwabien Islamic Boarding School Jambi City)

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Abstract

This research aims to examine and analyze the influence of spiritual leadership on teacher performance mediated by organizational culture. The sample in this study was 47 teachers at the Tanjung Pasir Al Awwabien Islamic Boarding School, Jambi City. Data collection was carried out using the questionnaire method. The approach used in this research is to use a quantitative descriptive approach with the Partial Least Square (PLS) method. Data collection in this research is primary data. The results of this study indicate that spiritual leadership has a positive and significant effect on individual performance in teachers, spiritual leadership has a positive and significant effect on organizational culture, organizational culture has a positive and significant effect on individual performance in teachers, spiritual leadership has a positive and significant effect on individual performance which is mediated by organizational culture variables.

Keywords: Spiritual Leadership, Individual Performance, Organizational Culture

Introduction

The existence of teachers as professional staff in schools is very important in carrying out effective and efficient teaching and learning activities in order to improve the quality of education to produce superior, productive and competitive human resources (HR). In order to be able to achieve this, every school needs to first improve the performance of its teachers.

A person's performance is related to the quality of behavior that is task and work oriented. Likewise with teacher performance, it can be seen from their ability to provide the hopes and desires of all parties, especially the general public who have trusted schools and teachers in developing their students. (Nirvana 2020). Basically, teacher performance is the performance carried out by teachers in carrying out their duties as educators, determining the quality of learning in educational institutions and making contributions to the organization.

Many experts have stated about performance as stated by (Veithzal Rivai 2005) The word performance is a translation of the word performance which is defined as the result or overall level of success of a person during a certain period in carrying out a task. Meanwhile, according to (Susanto 2016) Teacher performance is the ability demonstrated by teachers in carrying out their duties or work.

In an organization, the performance of the organization's individuals greatly influences the goals the organization wants to achieve. Therefore, it is hoped that each individual organization can provide good performance for their organization. Performance is a multimedical construct that includes many factors that influence it. These factors include individual capabilities, effort expended, operational support (Mathis, R.L., & Jackson 2019). Factors from individual variables, organizational factors. Apart from the factors above, there are thirteen factors that influence performance, namely: (1) ability and expertise; (2) knowledge; (3) work design; (4) personality; (5) work motivation; (6) leadership; (7) leadership style; (8) organizational culture; (9) job satisfaction; (10) work environment; (11) loyalty; (12) commitment; and (13) work discipline (Cashmere 2016).

The Tanjung Pasir Al Awwabien Islamic Boarding School is one of the educational institutions in Jambi City which provides educational levels ranging from the Al-Qur'an Kindergarten (TKA) level to the Madrasah Tsanawiyah (MTs) level. The Tanjung Pasir Al Awwabien Islamic Boarding School, Jambi City, always strives to carry out learning and guidance effectively, so that it is hoped that students can develop optimally and actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills. needed by himself, society, nation and state. All of this cannot be separated from the performance of the teachers who teach at the Tanjung Pasir Al Awwabien Islamic Boarding School, Jambi City. Similar to other educational institutions, the Tanjung Pasir Al Awwabien Islamic Boarding School in Jambi City pays special attention to teachers regarding their performance. To produce graduates who meet the criteria of excellence, productivity and competitiveness.

To find out whether teacher performance is good or not, it is necessary to measure the organization. According to (Dharma 2012), The success of achieving the strategy needs to be measured, because measurement is a key aspect of performance management. The measurement results can be used to improve performance.

The organizational performance of the Tanjung Pasir Al Awwabien Islamic Boarding School in Jambi City can be seen in the following table:

Table 1. New Student Enrollment Rate at Tanjung Pasir Al Awwabien Islamic Boarding School, Jambi City

No	Educational Level	Number Of Registrations				Amount
		2020	2021	2022	2023	
1	Madrasah Tsanawiyah	-	18	30	48	96
2	Madin Awwaliyah	24	37	56	65	182
3	Al-Quran Education Park (TPQ)	15	17	20	26	78
4	Al-Qur'an Kindergarten (TKA)	25	35	25	38	128

(Source: initial observations at the Tanjung Pasir Al Awwabien Islamic Boarding School, Jambi City in 2023)

Based on table 1.1 above, it can be seen that the level of registration of new students at the Tanjung Pasir Al Awwabien Islamic Boarding School, Jambi City has increased every year, although not much increase has occurred, this shows that there is good performance in the organization, including the performance of teachers at the Tanjung Pasir Islamic Boarding School. Al Awwabien Jambi City.

There are several phenomena that occur at the Tanjung Pasir Al Awwabien Islamic Boarding School, Jambi City, which include the absence of teacher absenteeism, teacher delays in working, and the unavailability of archived school data. This can also be seen from initial observations of teacher performance carried out using a direct survey method. Tanjung Pasir Al Awwabien Islamic Boarding School, Jambi City with the following results:

Table 2. Initial Observations on the Performance

No	Statement	Agree	Don't Agree
1	Teachers complete work according to their assignments	√	-
2	Teachers complete work exceeding performance targets	-	√
3	Teachers understand and master their duties	√	-
4	Teachers are thorough in their work	√	-
5	Teachers are able to work individually	√	-
6	Teachers are able to collaborate with other people	√	-
7	Teachers complete assignments on time	-	√
8	Teachers arrive on time for work	-	√
9	Teachers are able to communicate well	√	-
10	Teachers are always present at work	√	-

(Source: initial observations at the Tanjung Pasir Al Awwabien Islamic Boarding School, Jambi City in 2023)

Based on the conclusions of Table 1.2 of initial observations of teacher performance, the majority of respondents agree with the first statement that teachers in Islamic boarding schools have carried out their work according to their duties and abilities well. This can be seen from the level of education of teachers in Islamic boarding schools according to what they do, the second statement does not agree. because there are no teachers who work beyond the targets that have been set, this statement is proven by the absence of work results that exceed the work targets set, the third statement agrees that every teacher at the Islamic boarding school already understands the work to be done but there are some teachers who have not mastered the task well enough that has been given, this is because there is a lack of teachers teaching at Islamic boarding schools so that existing teachers are required to be able to do tasks that they have not yet mastered, the fourth statement agrees because teachers at Islamic boarding schools have carried out their duties in teaching carefully, the fifth and sixth statements agree because teachers at the Islamic boarding school can work individually or in groups. This is based on observations made that every day teachers teach individually in class and work in groups during murojaah, exams, religious practices, musabaqoh and extracurricular activities, seventh statement disagree because the teachers at the Islamic boarding school have not been able to complete the work on time, this can be seen from the material being taught has not reached the desired target at the end of the lesson (semester), the eighth statement disagrees because the teachers at the Islamic boarding school have not been disciplined in their work It can be seen that there are still many teachers who are late for work and don't come home at the same time. The ninth statement agrees that teachers at Islamic boarding schools are very good at establishing communication both with fellow teachers and with students. The tenth statement agrees that teachers at Islamic boarding schools are always present at work. This can be seen from observations made in one month rarely mean teachers are absent from work.

So from these statements, there is performance that has not been optimal at the educational level at the Tanjung Pasir Al Awwabien Islamic Boarding School, Jambi City. This phenomenon has the potential to influence school performance and sustainability. For this reason, it is necessary to have factors that make

teacher performance increase, because the good and bad performance of teachers at the Tanjung Pasir Al Awwabien Islamic Boarding School, Jambi City is of course caused by several factors, including the Leadership factor.

This statement is supported by (Frana Agus Sugianto 2011) One of the good and bad aspects of an employee's performance is the way the leader leads his employees. The principal's leadership will help the image of the school he leads. The principal in leading the organization must be able to direct teachers and students, support the achievement of the vision and mission set by the school and create a conducive learning environment.

Effective leadership is not only limited to managerial abilities alone. Factors such as transformational leadership, values-based leadership, and leadership that includes spiritual dimensions have also received attention in educational contexts. Spiritual leadership, in this case, emphasizes the development of values and attitudes related to the spiritual dimension in creating a positive work climate and intrinsically motivating teachers. Spiritual leadership can be defined as a combination of attitudes, values and behavior that are intrinsically necessary to motivate oneself and others, so that leaders and other individuals consider leadership as a call to duty that has a spiritual dimension. (Fry 2003). Spiritual leadership includes values, attitudes and behavior that are treated to intrinsically motivate oneself and others so that they have a sense of survival. This shows that spiritual leadership is able to improve organizational performance in teachers (Nirvana 2020).

In order to improve teacher performance, it is important to consider various relevant leadership aspects, including spiritual aspects. Integrating leadership elements that focus on spiritual values can help create a balanced work environment, strengthen moral commitment, and enrich the educational experience. Therefore, leaders in education need to pay attention to the role of leadership in improving teacher performance as a step towards high quality education and having a positive impact on the country's progress.

To see the spiritual leadership at the Tanjung Pasir Al Awwabien Islamic Boarding School, Jambi City, it can be seen from the initial observations below:

Table 1. Initial Observations on the Spiritual Leadership

No	Statement	Agree	Don't Agree
1	Leaders can help teachers find their goals in their work	√	-
2	Leaders can make various changes to achieve Islamic boarding school goals	√	-
3	Leaders and teachers maintain good relationships with each other	√	-
4	Leaders and teachers respect each other	√	-
5	My leader has high ethical and moral values	√	-
6	My leader has the ability to help me find purpose and meaning in my work	√	-
7	My leader facilitates team members' personal and spiritual growth	√	-
8	My leader encourages creating emotional bonds and togetherness within the team	√	-
9	My leader encourages us to do good and serve people	√	-
10	My leader motivates in a way that is more spiritual than materialistic	√	-

(Source: initial observations at the Tanjung Pasir Al Awwabien Islamic Boarding School, Jambi City in 2023)

Based on preliminary observations of spiritual leadership in Table 1.3, it shows that the majority of respondents agree with the statement above that Islamic boarding school leaders have guided teachers to always be sincere in teaching and this has been done, before the teachers are entrusted to teach, Islamic boarding school leaders always hold meetings to evaluate performance. in the form of joint deliberation and providing solutions to achieve goals and agreements, leaders and teachers at the Islamic boarding school respect and maintain each other. This can be seen from the way the leadership gives awards in the form of bisyaroh (gifts) and teachers at the Islamic boarding school consider the leadership as their own baba (father). The leader also has excellent ethics and morals. This can be seen in the way the leader leads the boarding school by prioritizing religious values in every action and decision he takes, having the ability to understand and feel the feelings and needs of his students and subordinates and being a good example. in everyday life, whether in worship, morals, or social responsibility, leaders have become teachers for the teachers at the Islamic boarding school. This is proven by the existence of teacher taklim activities to broaden their knowledge, so that they can do good and the spiritual growth of teachers at the Islamic boarding school. From these observations it can be concluded that Spiritual Leadership at the Tanjung Pasir

Al Awwabien Islamic Boarding School, Jambi City has been carried out optimally, this shows that spiritual leadership can influence teacher performance.

Based on the results of previous research conducted (Nirvana 2020) "Spiritual leadership influences the performance of MAN 2 Kebumen teachers". This condition shows that spiritual leadership has a positive influence on teacher performance. Meanwhile, research results from (Kakiay 2017) obtained from hypothesis testing using multiple regression analysis techniques shows that there is no influence of spiritual leadership (X1) on teacher performance (Y).

Apart from leadership factors that can influence teacher performance, there are other factors that can determine teacher performance, including: organizational culture. Leadership and organizational culture both have a close relationship. In order to improve performance in an institution, good human resource management is very necessary, starting from leadership because leaders in an educational institution must be able to manage all resources ranging from energy, time and other things to support their performance. Each leader has different leadership characteristics, thus forming the culture of the organization. Apart from that, the organizational culture in an institution must remain able to control individual human resources. Because organizational culture is a pattern, belief and also values that must be adhered to by every individual in the organization (Duggio 2020).

The organizational culture within one school will be different from other schools, this difference is due to the environment that influences the organization differently, both the external and internal environment of the organization. Differences between one organization and another, especially internally, are formed by the leadership and members of the organization in achieving their goals, as well as changes in leadership, will influence the culture of an organization. Negative perceptions of organizational culture will create a less conducive school climate. The school climate is related to the working relationships between colleagues, between teachers and the principal, between teachers and other educational staff and between agencies in their environment.

These cultural differences in one organization and other organizations indicate that there are differences in working relationships in that organization, where these relationships can influence whether or not performance exists in the organization. This statement is in line with the results of previous research conducted by (Deasy Rachmawati Aziizah, Wirawan 2018) with the hypothesis that organizational culture has a significant effect on teacher performance is accepted.

Organizational culture in an organization is usually associated with the values, norms, attitudes and work ethics shared by each component of the organization. These elements are the basis for monitoring employee behavior, the way they think, work together and interact with their environment. If the organizational culture is good, it will be able to improve employee performance and will be able to contribute to success to the company (Nel Arianty 2014).

To see the organizational culture at the Tanjung Pasir Al Awwabien Islamic Boarding School, Jambi City, it can be seen from the initial observations below:

Table 2. Initial Observation of the Organizational Culture

No	Statement	Agree	No Agree
1	Organizational/school culture encourages members to be innovative and dare to take risks	√	-
2	Organizational/school culture encourages members to be careful in their work	√	-
3	School management focuses on results	√	-
4	Organizational/school management decisions take into account the effects of outcomes on people within the organization	√	-
5	Organizational work activities are carried out in the form of teams	√	-
6	Organizational/school culture encourages organizational members to be more aggressive and competitive in their work	√	-
7	Organizational/school activities focus on maintaining the status quo (existing conditions), rather than encouraging growth or innovation	-	√

(Source: initial observations at the Tanjung Pasir Al Awwabien Islamic Boarding School, Jambi City in 2023)

Based on the results from Table 1.4, initial observations of organizational culture show that the majority of respondents agree with the first and second statements that the organizational culture in Islamic boarding schools can encourage organizational members to be innovative, dare to take risks and be careful for the good of the organization such as murojaah activities before studying, dhikr, wirid and rotib, the third statement agrees that boarding school management focuses more on the results obtained by entrusting teachers to

educate in their own way in accordance with the Islamic law of Ahlussunah waljama'ah, the fourth statement agrees that the organization's management decisions really take into account and care about existing teachers by always providing deliberation forum in making decisions, the fifth statement agrees that it is true that organizational activities are carried out in a team form such as muroja'ah activities, evaluation, deliberation, rotib, wirid etc., the sixth statement agrees that organizational culture can make individual teachers feel like they are part of the Islamic boarding school so that it makes teachers are more concerned about the development and quality of their performance, in the seventh statement they agree that Islamic boarding schools do not focus on the current situation but rather look for solutions and innovations that will improve the progress of Islamic boarding schools.

So the conclusion from these observations states that the Organizational Culture at the Tanjung Pasir Al Awwabien Islamic Boarding School, Jambi City has been carried out optimally, this shows that organizational culture can influence teacher performance. However, there is another phenomenon related to organizational culture at the Tanjung Pasir Al Awwabien Islamic Boarding School, Jambi City, namely the lack of teacher involvement and participation in following the culture at the Islamic boarding school, because as good as it is, the culture in an organization cannot function well for the organization if the organizational culture is not carried out and followed by members of the organization.

So, with the existence of an organizational culture and teacher performance at school, teachers who work at the Tanjung Pasir Al Awwabien Islamic Boarding School, Jambi City can work together well so as to produce high quality students. Indirectly, they have the desire to advance their students. Even though educating children is not easy, they have high enthusiasm. Through an organizational culture, strong teacher performance can produce good teacher quality and achieve school goals. The quality of organizational culture and teacher performance can be seen from the collaboration between one teacher and another.

This statement is in line with the results of previous research conducted by (Deasy Rachmawati Aziizah, Wirawan 2018) with the hypothesis that organizational culture has a significant effect on teacher performance is accepted. This means that there is a positive influence of the organizational culture variable on teacher performance. Meanwhile, according to research (Mewahaini and Sidharta 2022) shows that organizational culture variables have no effect on employee performance.

Literature Review

Employee performance

Performance is important in achieving organizational goals. Good employee performance can bring a private company or government agency to achieving its expected goals. Likewise, teacher performance is the teacher's entire effort to deliver the learning process to achieve educational goals. Increasing teacher performance can be influenced by leadership in leading their subordinates to work well, and the organizational culture that exists in an organization.

Performance comes from the words job performance or actual performance, which means work performance or actual achievements achieved by someone. Performance is the result or output of a process (Nurlaila 2010). Performance is the quality and quantity of an individual or group's work output (output) in a particular activity which is caused by natural abilities or abilities obtained from the learning process and the desire to achieve better (Kurniawan 2011). According to (Sutrisno 2011) Performance is the work result achieved by a person from their work behavior in carrying out work activities.

Employee performance is understood as the relative level of employee productivity and performing specific work-related tasks, as well as personal motivation to achieve positive results or increase efficiency, which can be measured by the positive consequences of achieving goals for the individual, the organization, and the evaluation provided (Schuler 2005). Performance is the level of achievement in carrying out certain tasks within a certain period of time (Muzakki, M., Eliyana, A., & Muhtadi 2019). Performance is also the result of a process of implementing the results of work actions carried out by humans in carrying out their work within a certain period of time through action elements that are shown in an achievement that has been achieved. (Sulfemi, Wahyu Bagja & Desmiati 2018). Based on the definitions above, it can be concluded that performance is the result obtained by an individual, both from the quality and quantity of work carried out within a certain time in accordance with the responsibilities given by an organization.

Performance Goals and Objectives

The purpose of evaluating performance is to improve and increase organizational performance through increasing human resource performance, as well as teacher performance which must be continuously evaluated so that teachers can improve the quality of their education. Performance appraisal does not only assess physical results but the overall implementation of work involving various areas such as ability, craft, discipline, work relations or special matters in accordance with the field and task are all worthy of assessment.

Performance Appraisal Methods

Performance has an important meaning for employees, the existence of a performance appraisal means that the employee gets attention from superiors, besides that it will increase employee enthusiasm for work

because with this performance appraisal, employees who excel may be promoted, developed and rewarded for their achievements, whereas employees who do not perform well may be demoted. (Rusnelly et al. 2022).

In Law Number 14 of 2005 concerning teachers and lecturers, teacher performance assessment indicators are carried out on three learning activities in the classroom, namely: (1) planning learning activity programs; (2) implementation of learning activities; (3) learning evaluation/assessment. Teacher performance is the ability demonstrated by teachers in carrying out their duties or work (Susanto, 2016)(Indajang, Jufrizen, and Juliandi 2020). The measure of teacher performance can be seen from the sense of responsibility in carrying out their duties. Everything will be seen in obedience and loyalty in carrying out teacher duties in the classroom and educational duties outside the classroom.

Spiritual Leadership

Leadership is a process carried out to influence a group of members which is used to facilitate individuals in order to achieve common goals. However, effective leadership is not only limited to managerial abilities alone. Factors such as transformational leadership, values-based leadership, and leadership that includes a spiritual dimension have also received attention in educational contexts. Spiritual leadership, in this case, emphasizes the development of values and attitudes related to the spiritual dimension in creating a positive work climate and intrinsically motivating teachers.

According to (Mulyasa 2015), the principal's leadership is the efforts made and the results that can be achieved by the principal in implementing school management to realize educational goals effectively, efficiently, productively and accountably. Furthermore (Mulyasa 2015), explained that the principal's leadership is one of the factors that can encourage schools to realize the school's vision, mission, goals and objectives through programs that are implemented in a planned and gradual manner. According to (Kusumaningrum, Sumarsono, and Gunawan 2020), Spiritual leadership intrinsically motivates and inspires workers through hope/belief in a transcendent vision and a corporate culture based on altruistic values to meet the universal need for spiritual well-being through vocation and membership ultimately, maximizing staff commitment, productivity and satisfaction.

According to Janice (Zaneta 2023), Spiritual leaders try to bring the values that underlie spirituality, such as honesty, justice, compassion, and mutual respect, into the work culture of the organization. According to (Frana Agus Sugianto 2011) One of the good and bad aspects of an employee's performance is the way the leader leads his employees. According to (Rusnelly et al. 2022) Spiritual leadership is a leader who directs his subordinates by always upholding religious values which he believes to be a guide in his leadership.

Spiritual leadership is a relatively new theory by (Fry 2003) which states that it takes a set of values, attitudes and behavior to motivate oneself or others internally so that everyone has a strong sense of attachment to spirituality. Fry explained that the tasks of spiritual leadership include: (1) creating a vision where organizational members feel their calling, find purpose and make various changes; (2) Building a social/organizational culture based on altruistic attachment, where leaders and followers nurture, nurture and respect each other to create a sense of belonging, self-understanding and appreciation.

(Fry 2003) explains that the qualities of spiritual leadership are demonstrated by honesty, loyalty, empathy, humility, integrity. Spirituality is also a powerful source of motivation for followers.

Organizational Culture

Organizational culture is concerned with how employees perceive the characteristics of an organization's culture, not with whether they like the culture or not. This means that culture is a descriptive term. Organizational culture is a shared perception shared by all members of the organization. A good organizational culture creates a comfortable atmosphere at work and can encourage individual employees to work well in accordance with the organization's goals.

Organizational culture plays a very important role because culture is not only a value system shared by all employees and is an invisible force but offers strategic direction, guiding the organization in achieving goals through generally applicable norms and rules, so that it is able to mobilize internal energy and provide motivation and satisfaction for employees (Fajrian and Amin 2023).

(Robbins, S., & Coulter 2010), stated that, "organizational culture or organizational culture is a set of values, principles, traditions and ways of working that are shared together which influence the behavior and actions of organizational members". Whereas (Sutrisno 2011) defines organizational culture as a system of values, beliefs, assumptions, or norms that have long been in effect, agreed upon, and followed by members of an organization as guidelines for behavior and problem solving. organizational problems.

According to (Muzaki 2021), the role of organizational culture is able to accommodate all the values brought by each individual in the organization and of course the leader as the most influential individual is able to form an order in the organizational culture system.

Organizational culture in an organization is usually associated with the values, norms, attitudes and work ethics shared by each component of the organization. These elements are the basis for monitoring employee behavior, the way they think, work together and interact with their environment. If the organizational culture is good, it will be able to improve employee performance and will be able to contribute to success to the company (Nel Arianty 2014).

Methods

Research methods are the method or path taken in connection with the research carried out, which has systematic steps. (Sugiyono 2019) states that research methods can be interpreted as a scientific way to obtain valid data with the aim of finding, developing and proving certain knowledge so that it can be used to understand, solve and anticipate problems. Research methods include research procedures and techniques. Research methods are an important step in solving research problems.

This research is a hypothesis test which aims to analyze and determine the influence of spiritual leadership on teacher performance: Organizational culture as mediation at the Tanjung Pasir Al Awwabien Islamic boarding school, Jambi City using a quantitative descriptive approach with the Partial Least Square (PLS) method. Primary data collection techniques by exploring theories, scientific journals, books, documentation, and issues related to the theme.

In this study, the samples were teachers, obtaining data by distributing questionnaires. The independent variable in this research is spiritual leadership and the intervening variable in this research is organizational culture. Meanwhile, the dependent variable in this research is individual performance.

Data collection was carried out by distributing questionnaires on leaflets and analyzed using Partial Least Square (PLS). In line with this research, the author tries to measure objective facts not based on numerical figures but rather draws conclusions about current social conditions related to the decline in teacher performance.

Population is a collection of all objects to be studied. In other words, population is a generalized area consisting of subjects/objects that have the same characteristics determined by the researcher to be studied (Cooper and Schindler 2014). The population in this study were 47 teachers at the Tanjung Pasir Al Awwabien Islamic Boarding School, Jambi City.

Samples are elements part of the population (Cooper and Schindler 2014). In other words, the sample is part of the number and characteristics of the population. Meanwhile, according to (Nirvana 2020) The sample is part of the population that is investigated as the actual data source in a study.

While the population size in this study is not too large, the author used the census technique to determine the sample in this study. This means that the entire population in this study was used as a sample in the research, meaning that the sample in this study was 47 teachers.

The method used by the author in this research is descriptive and explanatory research. Where descriptive research according to (Sugiyono 2019) is a statistical method used to analyze data by describing or describing the data that has been collected as it is. The descriptive method in this study was used to obtain an overview regarding the research variable being studied, namely spiritual leadership through organizational culture on individual teacher performance.

Meanwhile, explanatory research is research conducted to explain the causal relationship between research variables through hypothesis testing (Cooper and Schindler 2014). The research approach used in this research is a quantitative approach. Quantitative methods are methods that place greater emphasis on aspects of objective measurement of social phenomena. To be able to carry out measurements, each social phenomenon is broken down into several problem components, variables and indicators. Each variable that is determined is measured by providing different number symbols according to the category of information related to that variable.

By using these number symbols, quantitative mathematical calculation techniques can be carried out so that they can produce a general conclusion regarding a parameter. The main goal of this methodology is to explain a problem but produce generalizations. Generalization is a fact of truth that occurs in a reality about a problem that is predicted to apply to a certain population.

This research is research that uses spiritual leadership as an exogenous variable on individual performance as an endogenous variable with organizational culture as an intervening variable that mediates the exogenous variable on endogenous variables. This research uses the Structural Equation Model (SEM) method, with data analysis techniques using Partial Least Square (PLS), this is a multivariate statistical technique that can handle many response variables and explanatory variables at once. This analysis is a good alternative to multiple regression analysis methods and principal component regression, because this method is more robust or invulnerable.

To answer all the hypotheses that have been prepared, researchers use a questionnaire as a tool to obtain information, then give responsibility to respondents to answer the questions that have been provided and provide responses to the questions asked.

Result and Discussion

The output results of this research hypothesis test using SmartPLS 4 data processing software. Hypothesis testing is carried out to find out whether the original variables ultimately have a statistical relationship or influence like the previously proposed hypothesis or whether it is possible to reject the hypothesis that has been proposed. The first step is testing the hypothesis using SmartPLS 4 software, the output display of which has undergone construct deletion can be seen in the following image:

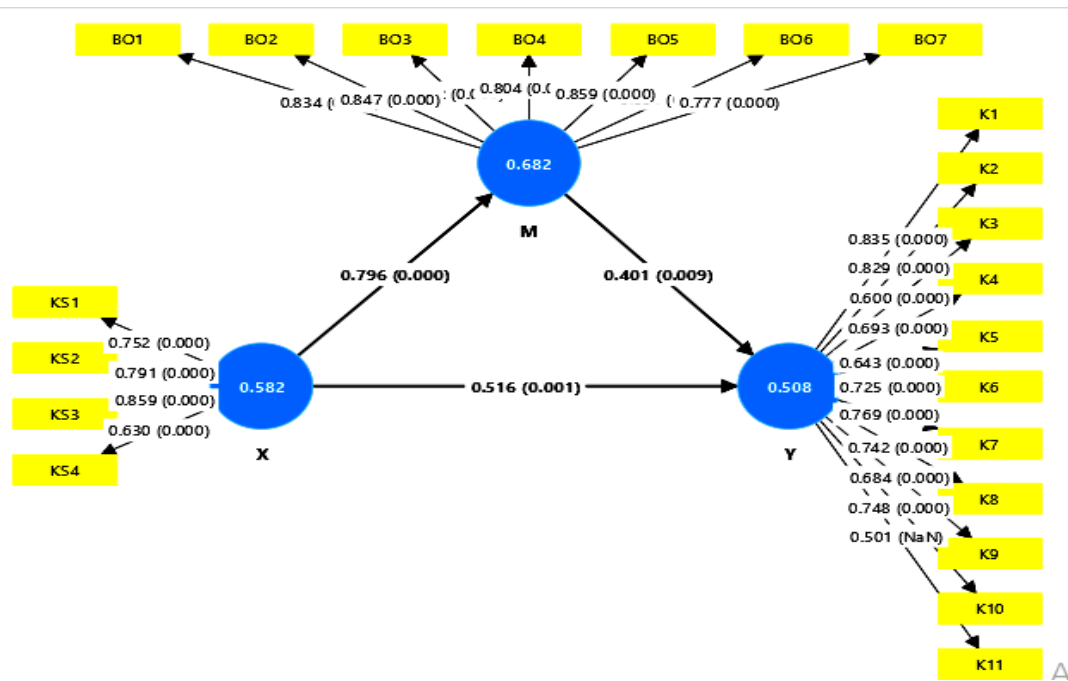


Figure 1. PLS Bootstrapping Output Display

This test aims to see significant parameters related to information regarding the relationship between the variables in the research (direct effect). The basis used in testing the hypothesis is the value contained in the output path coefficient (Path Coefficient). Table 5.11 provides the estimated output for testing the structural model.

Table 5. Path Coefficient

Hypothesis	Original Samples(O)	Sample Mean(M)	Standard Deviation(ST DEV)	T Statistics (O/STDEV)	P Values
Spiritual Leadership (X) -> Individual Performance (Y)	0.516	0.531	0.168	3,075	0.001
Spiritual Leadership (X) -> Organizational Culture (M)	0.796	0.804	0.049	16,326	0,000
Organizational Culture (M) -> Individual Performance (Y)	0.401	0.389	0.169	2,371	0.009

Source: Data Processing with PLS, 2024

In PLS, statistical testing of each relationship is carried out using simulation. In this case, the Bootstrapping method is used on the sample. Bootstrapping testing is also intended to minimize the problem of non-normality of research data. The test results with Bootstrapping from PLS analysis are as follows:

The results of hypothesis testing show that the relationship between the Spiritual Leadership variable and Individual Performance shows a path coefficient of 0.516. The P Values are 0.001 which is smaller than 0.05. So with these results it can be stated that the Leadership Influence variable has a positive and significant impact on Individual Performance. So H1 is accepted and H0 is rejected.

The results of hypothesis testing show that the relationship between the Spiritual Leadership variable and Organizational Culture shows a path coefficient of 0.796. The P Values are 0.000, which is smaller than 0.05. So with these results it can be stated that the Spiritual Leadership variable has a positive and significant impact on Organizational Culture. So H1 is accepted and H0 is rejected.

The results of hypothesis testing show that the relationship between the Organizational Culture variable and Individual Performance shows a path coefficient of 0.401. The P Values are 0.009 which is smaller than 0.05. So with these results it can be stated that the Organizational Culture variable has a positive and significant impact on Individual Performance. So H1 is accepted and H0 is rejected.

This test aims to see significant parameters related to information regarding the relationship between variables in the research through mediating variables (indirect effects). According to(Haryono 2016)Indirect effect aims to analyze how strong the influence of a variable is on other variables, both exogenous and endogenous. The results of testing the indirect effect of the partial least square structural model are as follows:

Table 5.1 Result For Inner Weight (indirect Effect)

Hypothesis	Original Samples(O)	Sample Mean(M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Spiritual Leadership (X) -> Organizational Culture (M) -> Individual Performance (Y)	0.319	0.311	0.135	2,370	0.009

Source: Data Processing with PLS, 2024

The results of hypothesis testing show that the relationship between the Spiritual Leadership variable and Individual Performance is mediated by Organizational Culture, showing a path coefficient of 0.319. The P Values are 0.009 which is smaller than 0.05. So with these results it can be stated that the Spiritual Leadership variable has a positive and significant effect on Individual Performance which is mediated by Organizational Culture. So H1 is accepted and H0 is rejected.

Discussion

The Influence of Spiritual Leadership on Individual Performance

Based on the test results, the Spiritual Leadership variable has a positive and significant effect on Individual Performance. Spiritual Leadership, which includes Creating a VISION and Building a Social/Organizational Culture, has a positive and significant influence on individuals in improving their performance. Spiritual leadership creates a vision and conveys a sense of calling to leaders and followers, who have purpose, meaning, and results in their lives. Effective spiritual leadership can provide guidance and inspiration to teachers, helping them develop pedagogical competence, strong personalities, and abilities. in building meaningful relationships with students

Spiritual leadership can also build a positive environment, motivate teachers, and encourage teachers' professional and spiritual growth. With strong spiritual leadership, a leader can create an environment that supports teachers' professional and spiritual growth, which creates opportunities for teachers to develop themselves holistically and provide quality educational services to students.

The respondents' responses to the Spiritual Leadership variable can positively influence the individual teacher performance variable at the Tanjung Pasir Al Awwabien Islamic Boarding School, Jambi City. This can be seen from the way the leadership instills spiritual values in individual teachers through ta'lim activities (recitation), dhikr and rotib and teacher deliberation activities.

The results of this study agree with research conducted by (Rofiqi M. 2017) regarding the influence of spiritual leadership on individual performance has a significant effect. From research conducted at the At-Taufiqiyah Islamic Boarding School Foundation, Sumenep, it was shown that spiritual leadership has a significant effect on employee performance. Other research by (M. Irfani Hendri, Rendi Permana 2021) also shows that spiritual leadership has a significant probability.

The Influence of Spiritual Leadership on Organizational Culture

Based on the test results, the Spiritual Leadership variable has a positive and significant effect on Organizational Culture. Spiritual leaders bring a new dimension to organizational culture by emphasizing values such as empathy, justice, integrity, and a sense of social responsibility. They create an environment where employees feel valued, supported, and have a greater purpose in their work. Spiritual leadership also encourages holistic employee development, including spiritual and emotional aspects, not just professional or technical aspects. This helps create stronger bonds between individuals and the organization, as well as increasing employee commitment and loyalty. Additionally, spiritual leaders often inspire innovation, creativity, and collaboration among organizational members. They create an environment where people feel encouraged to think outside conventional boundaries and to share ideas openly. Overall, spiritual leadership has a positive and significant impact on organizational culture by reinforcing values, promoting personal growth, enhancing employee well-being, and facilitating productive collaboration.

The respondents' responses to the Spiritual Leadership variable can have a positive influence on the Organizational Culture variable at the Tanjung Pasir Al Awwabien Islamic Boarding School, Jambi City. This can be seen from the daily activities of the Islamic boarding school in instilling its organizational culture as seen from daily life and leadership directions such as requiring the recitation of dhikr, wirid and ratib every time, holding a monthly ratib, reading the birthday every Friday night, reading sholawat nariyah 10,000 times every day, reading 1 juz 1 day and instilling ethical, caring and responsible ways in maintaining the organization.

The results of this research are in line with research conducted by (Rahmawaty 2016) The research results show that spiritual leadership has a positive and significant effect on organizational culture. Spiritual leadership can influence employee performance through organizational culture. Research at PT. Sharia Bank X shows that spiritual leadership and organizational culture together have a positive and significant effect on employee performance. Other research conducted by (Elman Nafidzi 2017) also shows that spiritual leadership influences employee performance through organizational culture.

The Influence of Organizational Culture on Individual Performance

Based on the test results, the Organizational Culture variable has a positive and significant effect on Individual Performance. Organizational culture which includes Innovation and risk taking, Attention to detail, Outcome orientation, People orientation, Team orientation, Aggressiveness and Stability (Stability). With the first assumption related to the aspect of innovation and risk taking, namely that organizational culture can make people in the organization able to be innovative and dare to take risks in an effort to achieve progress and improve quality.

Attention to detail, identifying that organizational culture can make people in the organization careful, analytical and attentive to details, with organizational culture that can make people in the organization careful, analytical and attentive to improve individual performance. Furthermore, the results orientation carried out by organizational culture can make management in the organization/school focus on the final results in improving individual performance. In an environment with this type of culture, management usually sets clear, measurable goals for employees. This helps in providing a clear direction for individuals to focus their efforts and direct their energy in a productive direction.

Then in the aspect of people orientation, identifying that organizational culture can make management decisions take into account the effect of the results on the people in the organization in improving individual performance. An organization has a people orientation, management decisions are not only based on achieving results, but also take into account the impact on employees and other members of the organization. In such a culture, management considers how their decisions will affect individual well-being, motivation, and performance. Furthermore, team orientation identifies that organizational culture can make people in the organization work together with the team in improving individual performance. Individuals in the organization are encouraged to work synergistically with other team members, support each other and complement each other in an effort to achieve the desired results. A team-oriented culture creates an environment where employees feel that the team's success is a top priority, and they have a shared responsibility for achieving common goals.

Then aggressiveness, identifying that organizational culture can make people in the organization/school show aggressiveness and competitiveness at work to encourage individual performance. Aggressiveness in organizational culture is often related to rewarding outstanding individual achievements. Employees may feel encouraged to win incentives, awards, or promotions by demonstrating excellent performance in their jobs. The drive to compete and achieve excellence in an aggressive culture can also create an environment where employees feel driven to continually improve their skills and performance. This can result in increased productivity and efficiency across the organization.

Lastly, Stability, identifies that the organization/school focuses on maintaining the status quo (current conditions) rather than encouraging growth or innovation in improving individual performance. In this environment, change is often viewed as a disruption or risk that must be minimized, rather than as an opportunity to improve individual or organizational performance.

The respondents' responses to the Organizational Culture variable can positively influence the Individual Performance variable at the Tanjung Pasir Al Awwabien Islamic Boarding School, Jambi City. This can be seen from the Islamic boarding school's organizational culture activities such as holding weekly deliberations and teacher evaluations, facilitating spiritual activities, embracing family culture and instilling ethical values and trust in others.

These results are in line with research conducted by (Wika Kurniadi Ahmad 2016) shows that organizational culture simultaneously has a significant influence on employee performance and (Deasy Rachmawati Aziizah and Wirawan 2018) with the hypothesis that organizational culture has a significant influence on teacher performance.

Spiritual Leadership on Individual Performance Mediated by Organizational Culture

Based on the test results, the Spiritual Leadership variable has a positive and significant impact on Individual Performance which is mediated by the Organizational Culture variable. In research, spiritual leadership does not directly influence individual performance, but through organizational culture. Organizational culture is an intervening variable that mediates the influence of spiritual leadership on individual performance. Spiritual leadership can build an organizational culture based on spiritual values, which produces a sense of comfort at work, which then influences individual performance. In this research, Spiritual Leadership has several aspects that can influence Individual Performance through Organizational Culture, namely in the aspects of Creating VISION and Building Social/Organizational Culture, with the explanation that leaders can determine the direction of the organization to find ways to achieve goals, as well as leaders who can do various things. organizational changes in improving quality and making organizational members maintain each other in relationships and support each other in education and respect each other to create a sense of belonging, self-understanding and appreciation so that it can be concluded that Spiritual Leadership has a positive and significant impact on Individual Performance mediated by Organizational Culture.

The respondents' responses regarding the Spiritual Leadership variable having a positive influence on Individual Performance which is mediated by the Organizational Culture variable at the Tanjung Pasir Al

Awwabien Islamic Boarding School, Jambi City can be seen from the way the leadership indirectly instills spiritual values into the organizational culture so that this culture can be followed by people existing within the organization to improve its performance.

The results of this research are in line with research conducted by (Muzaki 2021) shows that Spiritual Leadership indirectly has a positive effect on employee performance through organizational culture.

So the better Spiritual Leadership that exists in an organization can improve Individual Performance significantly, especially if it is supported by a strong and positive Organizational Culture so that it can create a performance environment that is conducive to improving individual performance.

Conclusion

Based on the results of the research and discussions that have been carried out, it can be concluded as follows: 1) the perception of respondents, namely teachers at the Tanjung Pasir Al Awwabien Islamic Boarding School, Jambi City, regarding the Spiritual Leadership variable in the Very Good category. Then the Individual Performance variable is in the Very Good category. And related to the Organizational Culture variable in the Very Good category; 2) spiritual Leadership has a positive and significant effect on the individual performance of teachers at the Tanjung Pasir Al Awwabien Islamic Boarding School, Jambi City; 3) spiritual Leadership has a positive and significant influence on Organizational Culture at the Tanjung Pasir Al Awwabien Islamic Boarding School, Jambi City; 4) organizational culture has a positive and significant effect on the individual performance of teachers at the Tanjung Pasir Al Awwabien Islamic Boarding School, Jambi City; 5) spiritual Leadership has a positive and significant effect on Individual Performance which is mediated by the Organizational Culture variable among teachers at the Tanjung Pasir Al Awwabien Islamic Boarding School, Jambi City

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