

The Effect of Spiritual Motivation and Job Satisfaction on Teacher Performance at the Al Ihsan Baron Islamic Boarding School Foundation

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Abstract. *The purpose of this study are: (1) analyze the direct effect of spiritual motivation and job satisfaction on teacher performance at Al Ihsan Baron Islamic Boarding School Foundation; and (2) analyze the indirect effect of spiritual motivation and job satisfaction on teacher performance at Pondok Pesantren Al Ihsan Baron Foundation, mediated by work engagement. This study employed a quantitative method with an explanatory research design. The data used were primary data collected through a Google Form questionnaire distributed to teachers at the Al Ihsan Baron Islamic Boarding School Foundation. The analytical technique applied was Structural Equation Modeling (SEM) based on Partial Least Squares (PLS), processed using SmartPLS software. The results of the study indicate that spiritual motivation and work engagement have a positive effect on teacher performance at the Al Ihsan Baron Islamic Boarding School Foundation. Spiritual motivation also has a positive effect on teacher performance when mediated by work engagement, indicating a partial mediation. Meanwhile, job satisfaction does not have a direct effect on teacher performance, but it has a significant positive effect when fully mediated by work engagement.*

Keywords: *Foundation; Equation; Performance; School.*

1. Introduction

Education can be understood as a system and mechanism designed to improve the standard of living in various aspects. Education serves as a primary source of hope in the development of individuals and society as a whole. The progress or decline of a nation is largely determined by the level of education attained. Therefore, it can be concluded that education is one of the primary instruments driving national progress and human empowerment.

A country will experience significant progress if its citizens possess reliable potential and are able to compete globally. To achieve this, improving the quality of education is necessary. This aligns with the national education goal of educating the nation and developing the intrinsic potential of individuals to acquire adequate knowledge and skills. One of the most

crucial human resources in the context of education or school institutions is teachers. As the frontline element interacting directly with students, teachers are fully responsible for the quality of education provided in schools.

Teachers play a strategic role in shaping a superior generation of the nation. As stipulated in Law of the Republic of Indonesia Number 20 of 2003 concerning the national education system, the position of teachers as educators is categorized as a professional position. This statement is reinforced by Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers, Article 1 paragraph 2, which stipulates three main duties of teachers: education, research, and community service. These three main duties are designed to realize the implementation of learning that aligns with the principles of professionalism, in order to ensure equal rights for every citizen to access quality education. Therefore, teacher performance is expected to continue to improve in line with the dynamics of the times, advances in science and technology.

All parties within the school environment expect optimal teacher performance to provide maximum contribution, so that the achieved results can meet the desired satisfaction standards. According to Supardi (2014), performance refers to the results of an individual's work within a certain period that is evaluated based on various parameters, such as predetermined target standards, objectives, or categories. Based on this definition, teacher performance can be interpreted as a teacher's capacity to carry out learning activities in schools. If a teacher succeeds in executing learning tasks effectively and on time, it can be said that the teacher demonstrates professional performance, which in turn can have a positive impact on improving the learning achievement of students under his guidance.

In the context of Indonesian education, teacher morality is a crucial concern because it is closely linked to the success of student character development. However, various moral issues that have emerged recently have raised some concern, as reported by various media and news sources, such as Kompasiana.com.¹ and Kumparan.com² It is known that the low quality of education in Indonesia is caused by, among other things, the low quality and caliber of teachers. To date, teachers are still found to have a low teaching ethic and competence, including relatively low attendance rates at school. This low teaching ethic can be caused, among other things, by financial problems. According to Kompas.id, in various regions in Indonesia, many honorary and private teachers still receive salaries lower than the regional minimum wage standard. This causes teachers to lack job satisfaction and have to look for additional work. This sometimes affects the teacher's performance while teaching, one example of which is absence from teaching, as previously explained.

¹Article title: Is it true that the quality of teachers in Indonesia is still low?. Accessed via <https://www.kompasiana.com/mitameriska/632ca02b08a8b520ef238812/benarkah-kualitas-guru-di-indonesia-masih-rendah>

²News title: "Condition of Teachers in Indonesia: Quantity and Quality" accessed via the page: <https://kumparan.com/muhammad-irfan-effendi/syarat-guru-di-indonesia-kuantitas-dan-kualitas-21fh2Df5Qt8/3>

Sennen's (2017) research highlights that significant obstacles remain in Indonesian education, namely a lack of professionalism and responsibility among educators in carrying out their duties. Some educators, despite having received certification and related allowances, have not demonstrated a serious commitment to preparing and executing their roles as teachers professionally. One illustration of this phenomenon is when teachers often convey moral values to students, but fail to reflect those values in their daily behavior. This is demonstrated by several phenomena that have occurred over the past few years, which media outlets such as Kumparan.com have reported.³ and detikNews⁴, reported that a number of teachers exhibited behavior that contradicted the moral norms that educators should uphold. Some frequently reported cases include sexual harassment of students, acts of violence against students, and other deviant behavior. This situation creates a gap between theoretical teachings and actual practice, negatively impacting student character development. This deficiency in responsibility and professionalism leads to a lack of self-control. Teachers equipped with strong self-control tend to carry out their duties appropriately, thereby fostering a strong teaching ethic and consistently implementing positive actions in the school environment.

Based on the series of phenomena above, it can be said that optimal teacher performance, besides being influenced by professional competence, must also be influenced by motivational factors and job satisfaction. One motivation relevant to the world of education is spiritual motivation. Spiritual motivation is an internal drive based on religious values and transcendence. Spiritual motivation is considered relevant because, in the context of education, it requires a balance between intellectual and moral aspects. A teacher's life must be based on spiritual motivation to optimally improve their performance, both at school and in their social environment. Spiritual motivation will encourage a teacher to carry out religious activities so that they have value that is beneficial to others. The results of a study by Rohana et al. (2024) explain that spiritual motivation has a positive effect on teacher performance. Teachers with high spiritual motivation tend to realize that their profession is not just a job, but also a form of worship. This finding aligns with the research of Adawiyah et al. (2020), which explains that spiritual motivation has a positive effect on teacher performance. With this internal drive in the form of motivation, they feel a great moral responsibility to educate the younger generation with good values. Furthermore, spiritual motivation also helps teachers maintain self-control and integrity. Teachers with strong spiritual motivation are better able to avoid harmful behavior, such as violence or ethical violations, because they are aware of the moral and spiritual consequences of such actions.

On the other hand, job satisfaction also plays a significant role in motivating teachers to give their best. Robbins, in Rohana et al. (2024), explains that job satisfaction is a person's general

³News Title: Teacher Ethics Violations in Gorontalo: Personal Approaches Undermine Education. Accessed via <https://kumparan.com/ilhamnurhandil2/pelanggaran-etika-guru-di-gorontalo-dekatatan-pribadi-merusak-pendidikan-23v7i45529q>

⁴ News title: Viral Video of Teacher Slapping Student, FSGI: Violation of Ethics and Threatened with Criminal Prosecution. Accessed via <https://news.detik.com/berita/d-3981278/viral-guru-tampar-murid-fsgi-langgar-etika-dan-terancam-pidana>

attitude toward their job, which also indicates the difference between the amount of rewards received and one's expectations. In short, job satisfaction reflects the extent to which a worker likes their job. Teachers who are highly satisfied with their jobs tend to have a higher commitment to managing the learning process and achieving optimal educational outcomes. Factors such as a conducive work environment, recognition for dedication, and a balance between workload and well-being are aspects that also influence a teacher's level of job satisfaction.

Al Ihsan Baron Islamic Boarding School is a private educational institution that plays a crucial role in shaping a young generation that excels in academics and possesses noble morals and strong religious insight. The foundation of this Islamic boarding school was established in 2012, which began with the establishment of Bina Insan Mandiri Middle School, which at that time only accommodated 35 students. However, over time, this Islamic boarding school has experienced significant growth and succeeded in opening several branches. Al Ihsan Baron Islamic Boarding School offers two educational programs, namely Junior High School (SMP) and Senior High School (SMA) levels. Based on an initial interview conducted with one of the administrators of Al Ihsan Baron Central Islamic Boarding School, currently there are five branches of Al Ihsan Baron Islamic Boarding School spread across the following areas:

- 1) Al Ihsan Baron 1 Islamic Boarding School (Center) in Nganjuk Regency, East Java;
- 2) Al Ihsan Baron 2 Islamic Boarding School in Bogor City, West Java;
- 3) Al Ihsan Baron 3 Islamic Boarding School in Kendari City, Southeast Sulawesi;
- 4) Al Ihsan Baron 4 Islamic Boarding School in Banjarbaru City, South Kalimantan;
- 5) Al Ihsan Baron 5 Islamic Boarding School in Pangkalanbun, West Kotawaringin Regency, Central Kalimantan.

Based on the results of initial interviews, at the central Islamic boarding school (Nganjuk Regency), there are approximately 13 teachers for the Senior High School (SMA) level and 14 teachers for the Junior High School (SMP) level in the regular program. Meanwhile, the number of students/santri at the Senior High School level at the central Islamic boarding school in 2024 is 256 students, each class level consisting of 3 study groups. Meanwhile, at the Junior High School level, there are 247 students divided into 3 class levels, where each level consists of 3 study groups. According to the administrators of the central Islamic boarding school, the number of teachers at other Islamic boarding school branches is estimated to have around 13-15 teachers per level of education, with the number of students ranging from 200 to 400 students at each level of education (SMP and SMA).

Teacher performance at the Al Ihsan Baron Islamic Boarding School Foundation can be seen from several indicators. Referring to Darmadi's opinion (2018, 37), teacher performance can be seen through several indicators such as: (1) the ability to plan and prepare for teaching; (2) a comprehensive understanding of the material to be delivered to students; (3) the ability

to manage the class; and (4) the ability to conduct assessments and evaluations. According to the results of interviews and reinforced by the evaluation report provided, at least indicators number one, two and three above have been achieved. The implementation of academic and non-academic activities in 2024 at the Al Ihsan Baron Islamic Boarding School Foundation Center (Nganjuk Regency) has been running well and according to plan. The student learning syllabus has been prepared and teachers have delivered learning materials according to the syllabus. In addition, student development programs and activities are also running according to schedule. One of the details of the implementation of activities and evaluations at the Al Ihsan Baron Islamic Boarding School Foundation Center in 2024 at the high school level is presented in Table below.

Table Report on the Implementation of Activities and Program Achievements in 2024

No.	Activity	Person responsible	Evaluation
1	Preparation for the new school year	Headmaster	It has been implemented and the concept and schedule are already running
2	MPLS	Ustadz Pengampu	It has been implemented and requires an (electronic) certificate
3	PIP Disbursement and Reports	Head of Administration	It has been implemented, has been given to the relevant person and coordinated with the foundation treasurer for those who have dependents.
4	Realization of BOS Phase 2 according to RKAS and reporting process	Principal and Head of Administration	It has been implemented, online reporting has been done
5	Selected class XII campuses and majors	Guidance and Counseling Teacher	It has been implemented, the data is already there
6	Online Teacher Training and Continuous Professional Development	Each teacher and the Principal	It has been implemented, some data has been entered (e-certificate evidence) but it has not been archived properly and neatly
7	Technical guidance, supervision and mentoring of the learning process for teachers	Headmaster	It has been implemented, but it is not yet optimal and has not been distributed evenly to all teachers. Coaching has been carried out in a general manner, not specifically.
8	OSIS/Organtri Reorganization Process	The Mudir and PJ Putri were assisted by the school	Implemented according to plan
9	Odd Semester PTS	Deputy Head of Curriculum	Implemented according to plan
10	Odd KTS	Ustadz Pengampu	Activities are running according to plan, the problem is the minimal budget.

11	Odd PAS	Ustadzah Pengampu	It has been implemented according to plan
12	Odd Cash	Ustadz Pengampu	It's been implemented, the proposal is late
13	Distribution of Odd Semester Report Cards	Headmaster	It has been implemented and is running smoothly, shared by each parent and sent via WA by the homeroom teacher to the Walisantri
14	Odd Semester Holiday	Headmaster	Coordinated by the school and boarding school team
15	SBMPTN Intensive	Curriculum Section	Implemented face-to-face and online for additional teacher rooms
16	Online Campus Expo	Ustadzah Pengampu	It has been implemented, but for sons it is not optimal.
17	Principal Performance Assessment (PKKS)	Headmaster	It has been implemented and the principal received a Good grade.
18	SBMPTN Try Out	Curriculum	Running and results received campus choices are still minimal
19	Diploma Photo	Ustadz Pengampu	Implemented with health protocols
20	Grade 12 Practical Exam	Ustadz Pengampu	Well executed
21	Even PTS	Ustadzah Pengampu	Executed well according to plan
22	KTS semester 2	Ustadz Pengampu	Sports activities are carried out in the boarding school
23	National Assessment (AN)	KS, Curriculum and Proctor	Implemented and smooth
24	Class XII homecoming	Headmaster	Coordinated by the pondok team
25	LHR and Semester 2 Holidays	Headmaster	Implemented
26	Preparation for competitions	Headmaster	Implemented by involving a 3rd party
27	PAS Even	Ustadzah Pengampu	Implemented according to plan
28	Even Cash	Ustadz Pengampu	Implemented with game/competition activities
29	Report Card & Grade Promotion	Principal and Curriculum	Implemented
30	Evaluation of academic activities and performance of teachers and ustadz/ustadzah	Headmaster	Implemented, the evaluation results show that academic activities are running according to plan, teacher attendance is almost full, teachers are able to deliver material according to the syllabus and learning activities in the classroom are conducive.

Source: Report of the Bina Insan Mandiri High School Education Unit, Al Ihsan Baron Islamic Boarding School Foundation, 2024

Table and interview results also indicate that all teachers have taught on time and have never been absent from class unless they have requested permission. This is evidenced by the nearly 100 percent attendance rate for high school teachers, as seen in Tables.

Table Recap of High School Teacher Attendance Rates for the 2022/2023 Odd Semester

No.	Teacher Code Description	Presence			Total (%)
		S	I	A	
1	Bina Insan Madiri High School Teacher – 01	0	5	0	99
2	Bina Insan Madiri High School Teacher – 02	1	5	0	99
3	Bina Insan Madiri High School Teacher – 03	0	7	0	98
4	Bina Insan Madiri High School Teacher – 04	0	6	0	99
5	Bina Insan Madiri High School Teacher – 05	0	4	0	99
6	Bina Insan Madiri High School Teacher – 06	1	10	0	97
7	Bina Insan Madiri High School Teacher – 07	3	6	0	98
8	Bina Insan Madiri High School Teacher – 08	6	4	0	98
9	Bina Insan Madiri High School Teacher – 09	1	2	0	99
10	Bina Insan Madiri High School Teacher – 10	4	3	0	98
11	Bina Insan Madiri High School Teacher – 11	3	3	0	99
12	Bina Insan Madiri High School Teacher – 12	8	4	0	97
13	Bina Insan Madiri High School Teacher – 13	0	2	0	99

Source: Evaluation Report for the 2022-2023 Academic Year of Bina Insan Mandiri High School, Al Ihsan Baron Islamic Boarding School Foundation

Table Recap of High School Teacher Attendance Rates for the 2022/2023 Even Semester

No.	Name	Presence			Total (%)
		S	I	A	
1	Bina Insan Madiri High School Teacher – 01	0	0	0	100
2	Bina Insan Madiri High School Teacher – 02	0	15	0	97
3	Bina Insan Madiri High School Teacher – 03	0	0	0	100
4	Bina Insan Madiri High School Teacher – 04	0	0	0	100
5	Bina Insan Madiri High School Teacher – 05	2	2	0	99
6	Bina Insan Madiri High School Teacher – 06	1	1	0	99
7	Bina Insan Madiri High School Teacher – 07	3	4	0	98
8	Bina Insan Madiri High School Teacher – 08	3	1	0	99
9	Bina Insan Madiri High School Teacher – 09	0	3	0	99
10	Bina Insan Madiri High School Teacher – 10	4	5	0	98
11	Bina Insan Madiri High School Teacher – 11	1	1	0	99
12	Bina Insan Madiri High School Teacher – 12	3	4	0	98
13	Bina Insan Madiri High School Teacher – 13	3	0	0	99

Source: Evaluation Report for the 2022-2023 Academic Year of Bina Insan Mandiri High School, Al Ihsan Baron Islamic Boarding School Foundation

Teachers' performance in educating their students can also be seen from the achievements of students, both those still in school and those who have graduated. Based on the evaluation report, at the junior high school level, in 2024 there were 45 types of champion achievements achieved by students in academic fields, and several achievements in the field of religious competitions. Meanwhile, at the senior high school level, from 2021 to 2022, there were at least 57 types of achievements achieved by high school students, ranging from district-level

competitions to international levels. In 2023 to 2024 there were 44 types of achievements achieved by high school students, which also ranged from district to international levels. The number of students accepted into state universities in 2023 was 51 students and this number increased in 2024 to 76 students. As stated at the beginning of the paragraph, although it is not the only influencing factor, the achievements that have been achieved by students at the Al Ihsan Baron Pusat Islamic Boarding School (Nganjuk Regency) cannot be separated from the results of the guidance and work of the teachers.

Based on the background that has been described, it can be concluded that the performance of teachers at the Al Ihsan Baron Islamic Boarding School in Central (Nganjuk Regency) has been quite satisfactory. However, based on the results of interviews, it was also obtained information that the performance of teachers at other branch Islamic boarding schools is not necessarily the same, even though they have similar facilities and curriculum conditions. This indicates that individual teacher factors such as motivation, pedagogical competence, job satisfaction, and leadership in each branch greatly influence the quality of teacher performance. Therefore, researchers are interested in examining whether the performance of teachers at the Al Ihsan Baron Islamic Boarding School in all branches is influenced by the spiritual motivation possessed by the existing teachers. This is because this educational institution is an educational institution with a strong religious insight, so it can be assumed that each teacher or instructor also applies spiritual values in carrying out their duties. In addition, the level of job satisfaction of each teacher or instructor at the Al Ihsan Baron Islamic Boarding School was also analyzed to see whether it influences teacher performance in educating, teaching, training and directing students or santri.

Previous research on the influence of spiritual motivation and job satisfaction on teacher performance has been conducted extensively. Kirana (2016), in a study involving 51 teachers, explained that spiritual motivation has a significant influence on teacher performance at the State Islamic Senior High School (MAN) in Sleman Regency, Yogyakarta. Pratikno (2012) also stated in his research that spiritual motivation impacts organizational culture, work ethic, consumption behavior, and teacher professional performance. The findings of both studies are in line with the studies of Adwiyah et al. (2020) and Wibisono (2002), which explain that religious motivation has a significant positive effect on employee performance. Meanwhile, regarding job satisfaction, Rahmahsari & Hastuti (2023: 41) in their research stated that job satisfaction shows a positive influence on teacher performance in Senior High Schools (SMA) and Vocational High Schools (SMK). Meanwhile, research by Rohana et al. (2024) explains that spiritual motivation and job satisfaction of teachers simultaneously have a positive influence on their performance. These various studies consistently state that spiritual motivation and job satisfaction have a direct influence on teacher performance.

As a novelty from previous studies, this study attempts to add an intervening (mediating) variable that explains the mechanism by which spiritual motivation and job satisfaction can indirectly influence teacher performance. This variable is work engagement. According to Britt & Rouet (2012), work engagement can be defined as an individual's feeling of

responsibility and full concern for their performance at work. According to Hafidzunnur (2021), work engagement can be observed when someone, as a resource in a corporate institution, feels suited to their work, is willing to devote their full potential to the company and has a high level of commitment. The more optimal work engagement, the better the performance achieved. This aligns with research by Mulyani & Kartadiharja (2023) regarding the relationship between work engagement and teacher performance at State Islamic Senior High Schools, which showed that work engagement is related to teacher performance. Research by Ferdiana et al. (2025) also showed that increased work engagement, as indicated by the statement item "I feel proud of my work," significantly improves teacher performance.

The addition of the work engagement variable as a novelty in this study is important because work engagement plays a role as a psychological factor that reflects a teacher's emotional, cognitive, and physical involvement in their work. While spiritual motivation and job satisfaction contribute to teacher performance, work engagement highlights the level of enthusiasm, dedication, and involvement of teachers in carrying out their duties. Both strong spiritual motivation and high job satisfaction contribute to increased work engagement, which plays a crucial role in encouraging teachers to be more enthusiastic, proactive, and resilient in facing challenges in the educational environment, which ultimately has a significant impact on the quality of learning and student achievement.

2. Research Methods

This study used a quantitative approach with an explanatory research approach. Explanatory research aims to explain the relationship between variables by testing hypotheses to predict the effect of one variable on another. This study also used statistical techniques to examine the relationships between variables in greater detail (Creswell, 2014). The primary reason for selecting this type of research was to test the established hypotheses. Therefore, the results of this study will explain the relationship and influence between the hypothesized independent and dependent variables. The types of data in this study are primary and secondary data. Primary data is data obtained directly from the original source, namely the subject or object being studied, without going through a third party (Sugiono, 2016). In this study, primary data was obtained directly from respondents, namely teachers or instructors working at the Al Ihsan Baron Islamic Boarding School Foundation through their answers in a questionnaire. Secondary data, on the other hand, is data obtained from other parties or from sources not collected directly by the researcher (Creswell, 2014)

3. Results and Discussion

3.1. Research result

1) General Overview of the Al Ihsan Baron Islamic Boarding School Foundation

The Al Ihsan Baron Islamic Boarding School Foundation is a modern Islamic boarding school that teaches a variety of general knowledge in addition to religious studies. The goal of this

boarding school is to develop a generation of young people who not only excel academically but also possess good morals and a deep understanding of religion. Students here study general knowledge from morning to afternoon, then in the afternoon and evening, they study Islamic studies under the guidance of competent teachers or ustadz/ustadzah.

Al Ihsan Baron Islamic Boarding School was founded in 2012, beginning with the establishment of Bina Insan Mandiri Junior High School. Over time, the boarding school has grown rapidly, with an increasing number of students. Furthermore, the boarding school has established several branches or networks in various regions across Indonesia. Currently, there are five branches of Al Ihsan Baron Islamic Boarding School spread across several regions:

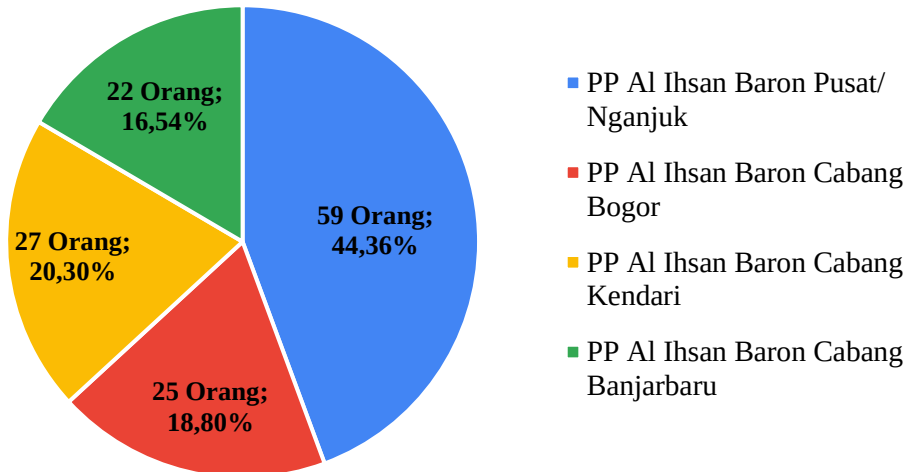
- 1) Al Ihsan Baron 1 Islamic Boarding School (Center) in Nganjuk Regency, East Java;
- 2) Al Ihsan Baron 2 Islamic Boarding School in Bogor City, West Java;
- 3) Al Ihsan Baron 3 Islamic Boarding School in Kendari City, Southeast Sulawesi;
- 4) Al Ihsan Baron 4 Islamic Boarding School in Banjarbaru City, South Kalimantan;
- 5) Al Ihsan Baron 5 Islamic Boarding School in Pangkalanbun, West Kotawaringin Regency, Central Kalimantan;

Al Ihsan Baron Islamic Boarding School has two main educational programs, namely Junior High School (SMP) and Senior High School (SMA). These SMP and SMA education programs are available in 4 (four) branches of the Islamic boarding school, namely Al Ihsan Baron Islamic Boarding School Branches 1 to 4. In some branches of the boarding school, there are additional educational programs in the form of Tahfizh Schools at the Kindergarten-KB and Elementary School levels. In this study, the teachers who became respondents were only teachers at the SMP and SMA levels, because there were branches that did not have Tahfizh School education programs (TK-KB and Elementary School). In addition, Al Ihsan Baron 5 Islamic Boarding School in Pangkalanbun was not included because it is still relatively new and still focuses on informal education.

2) Respondent Characteristics

This section explains the results of the descriptive analysis of the characteristics of the research respondents. The total number of respondents in this study was 133 people who came from 4 (four) branches of the Islamic boarding school and taught at the junior high and senior high school levels. Figure 4.1 explains that the largest number of respondents came from the Al Ihsan Baron 1 Islamic Boarding School (Central) in Nganjuk Regency, namely 59 people or 44 percent. This is because the Al Ihsan Baron 1 Islamic Boarding School (Central) has 3 (three) programs at each level of education (junior high and senior high), namely the Regular Program, the Tahfidzul Qur'an Program, and the Dirosah Khossoh Arabic Language and Tahfidz al-Qur'an Program. So the number of classes is also more compared to the Al Ihsan Baron Islamic Boarding School in other branches. The number of respondents from the

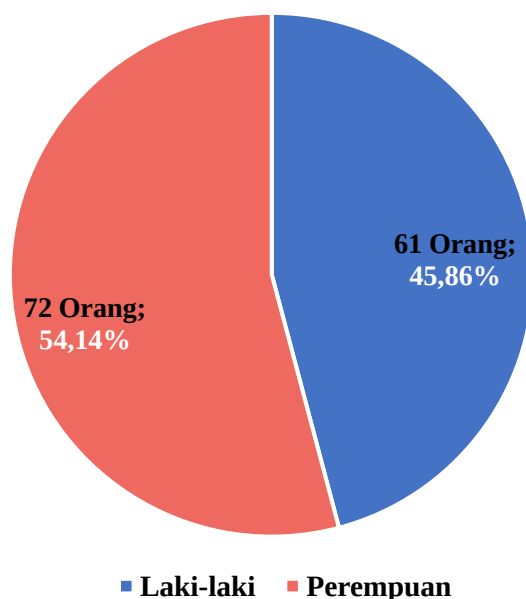
Al Ihsan Baron Islamic Boarding School branches in Bogor, Kendari, and Banjarbaru was 25 people, 27 people, and 22 people, respectively.



Source: Processed data, 2025

Figure Number of Respondents Based on Teaching Place

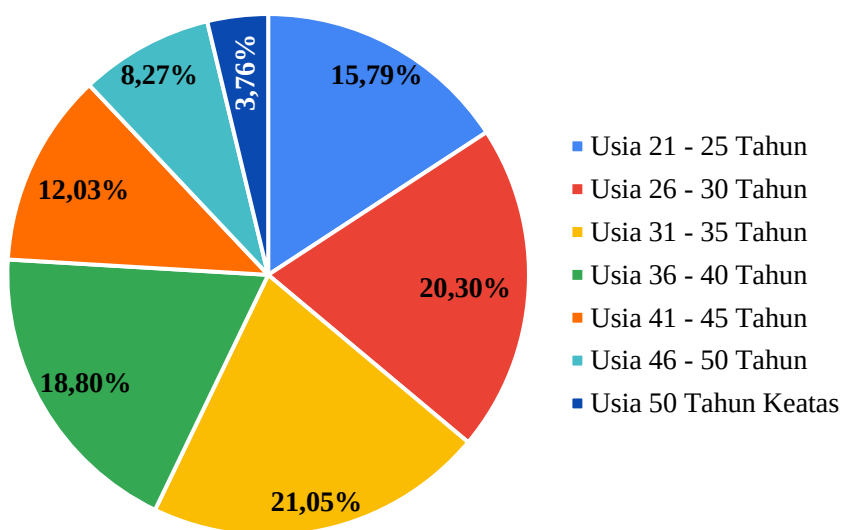
The next respondent characteristic is based on gender. Figure 4.2 shows that the majority of teachers or instructors at the Al Ihsan Baron Islamic Boarding School involved in this study were female, with a total of 72 (54.14 percent). Meanwhile, the number of male teachers who responded was 61 people, or 45.86 percent. Therefore, it can be concluded that based on the results of the descriptive analysis, the majority of teachers or instructors at the Al Ihsan Baron Islamic Boarding School who responded to this study were female.



Source: Processed data, 2025

Figure Respondent Gender

The third characteristic of respondents is based on age. Figure 4.3 shows that teachers or instructors at the Al Ihsan Baron Islamic Boarding School who were respondents to the study were teachers aged 31 to 35 years with a total of 28 people (21.05) and aged 26 to 30 years, namely 27 people (20.30 percent). Teacher respondents or instructors aged 21 to 25 years numbered 21 people (15.79 percent) and aged 36 to 40 years numbered 25 people (18.80 percent). Teacher respondents aged 41 to 45 years numbered 16 people (12.03 percent) and teachers aged 46 to 50 years numbered 11 people (8.27 percent). There were also teacher respondents or instructors aged 50 years and above, namely 5 people (3.76 percent). The results above explain that most of the teachers or instructors at the Al Ihsan Baron Islamic Boarding School which was the research sample were teachers or instructors aged 21 to 40 years.

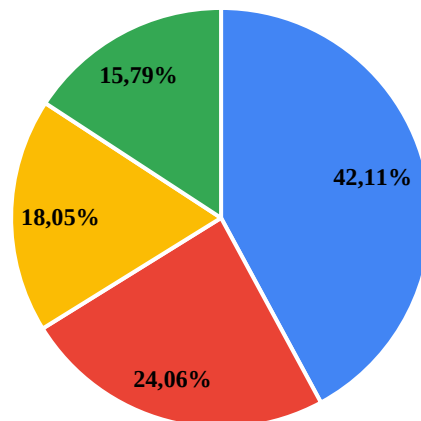


Source: Processed data, 2025

Figure Respondents' Age

The final respondent characteristic is based on the length of service of the respondents. The maximum length of service of teachers teaching at the Al Ihsan Baron Islamic Boarding School is 13 years, referring to the year the Islamic boarding school foundation was founded. Some teachers or instructors have undergone changes, but there are still teachers who have taught since the Islamic boarding school was first established. Figure 4.4 shows that the majority of teachers or instructors at the Al Ihsan Baron Islamic Boarding School involved in this study were employees who had worked for 1 to 3 years with a total of 56 people (42.11 percent). There were also teachers who had worked for 4 to 6 years as many as 32 people (24.06 percent). Teachers who had worked for 7 to 9 years at the Al Ihsan Baron Islamic Boarding

School were 24 people (18.05 percent). Meanwhile, teachers who had worked for more than 10 years (maximum 13 years) were 2 people (15.79 percent). Based on the results of this analysis, it can be explained that most of the research respondents were teachers who had worked for 1 to 3 years at the Al Ihsan Baron Islamic Boarding School.



■ 1 hingga 3 tahun ■ 4 hingga 6 tahun ■ 7 hingga 9 tahun ■ 10 hingga 13 tahun

Source: Processed data, 2025

Figure Respondents' work period

3) Description of Research Variables

Based on the data collection results, information was obtained regarding each research variable. This information was then analyzed descriptively for better understanding. The descriptive analysis used class intervals, dividing the variables into three categories: high, moderately high, and low. The descriptive analysis for each variable is explained below.

Table presents information regarding the distribution of respondents' answers regarding teacher performance at the Al Ihsan Baron Islamic Boarding School Foundation. It can be seen that all four statements have a mean score of more than 4 and can be categorized as good. Statement with item code KG2, an instrument for personality competency indicators, has the highest mean score of 4.61. This indicates that most teachers have a high level of awareness of the importance of integrity in carrying out their duties. Furthermore, aspects of honesty, discipline, and trustworthiness have become an inherent part of teachers' daily behavior, both in teaching and learning activities and in social interactions within the school environment.

Table Distribution of Respondents' Answers Regarding Teacher Performance

Item	Statement	Number of Respondents' Answers	Mean	Std Deviation
KG1	When teaching, I adjust my methods to	Strongly Agree (5)	71	4.44
		Agree (4)	51	

	appreciate the unique nature, talents, and character of each student as a gift from Allah SWT.	Quite Agree (3)	10		
		Disagree (2)	1		
		Strongly Disagree (1)	0		
KG2	I maintain integrity (honesty, discipline, trustworthiness) because I am aware that a teacher's example is judged before Allah SWT.	Strongly Agree (5)	87	4.61	0.57
		Agree (4)	40		
		Quite Agree (3)	6		
		Disagree (2)	0		
		Strongly Disagree (1)	0		
KG3	I communicate with students, parents, and fellow teachers politely as an implementation of the value of brotherhood.	Strongly Agree (5)	88	4.58	0.64
		Agree (4)	34		
		Quite Agree (3)	11		
		Disagree (2)	0		
		Strongly Disagree (1)	0		
KG4	I have mastered the competency standards of the subjects I teach.	Strongly Agree (5)	60	4.32	0.70
		Agree (4)	55		
		Quite Agree (3)	18		
		Disagree (2)	0		
		Strongly Disagree (1)	0		

Source: Processed data, 2025

Other statements included in the pedagogical competency (KG1), social competency (KG3), and professional competency (KG4) indicators also have high mean values, with average values above 4. However, it can be seen that the statement with item code KG4 (professional competency) has the lowest mean value compared to other indicators, namely 4.32. These findings indicate that teachers still face limitations in mastering the competency standards of the subjects they teach, despite having demonstrated good performance in aspects of attitude, social interaction, and learning implementation. This indicates that teachers tend to be stronger in aspects of behavior and social relations formed from personal experiences and values, while professional aspects that are academic and technical still require more structured and sustainable development support. Thus, the Al Ihsan Baron Islamic Boarding School Foundation needs to improve teacher professional competence through several activities such as ongoing training, academic mentoring, and school policies that support teacher scientific development. These efforts are expected to balance teacher strengths in personality and social aspects with mastery of subject competency standards as a major part of teacher professionalism.

Based on the respondents' answers, the overall level of teacher performance can then be determined. The review of teacher performance in this study was obtained through the calculation of class intervals arranged into three categories: low, moderately high, and high. The number of questions on this teacher performance variable is 4 (four) questions, with

answer value categories ranging from 1 (the lowest value) to 5 (the highest value). Thus, the teacher performance variable has a theoretically highest total score of 20 and a theoretically lowest total score of 4. This number is then used as the basis for calculating the class interval value, which has the following formula:

$$\text{Interval kelas} = \frac{\text{Total skor tertinggi} - \text{Total skor terendah}}{\text{Jumlah kategori}}$$

$$\text{Interval kelas} = \frac{20 - 4}{3}$$

$$\text{Interval kelas} = \frac{16}{3} = 5,33 = 5$$

There are two types of hypothesis testing in this study: the direct effect hypothesis and the indirect effect hypothesis, also known as mediation. To test a hypothesis, we look at the p-value. If the p-value is less than 0.05, the hypothesis is accepted. In this study, the results of the hypothesis testing obtained through the structural model (inner model) can be seen in Table 4.14 below.

Table Hypothesis Test Results

Hypothesis	Influence	Original Sample	T Statistics	P Values	Results
H1	Spiritual Motivation -> Teacher Performance	0.438	5,220	0,000	Accepted
H2	Job Satisfaction -> Teacher Performance	0.010	0.198	0.843	Rejected
H3	Spiritual Motivation -> Work Engagement	0.638	9,934	0,000	Accepted
H4	Job Satisfaction -> Work Engagement	0.238	3,999	0,000	Accepted
H5	Work Engagement-> Teacher Performance	0.440	6,116	0,000	Accepted
H6	Spiritual Motivation -> Work Engagement -> Teacher Performance	0.281	5,352	0,000	Accepted
H7	Job Satisfaction -> Work Engagement -> Teacher Performance	0.105	3,191	0.002	Accepted

Source: Processed data, 2025

Based on the results shown in Table 4.14, the explanation of the hypothesis test is detailed as follows:

- a. The spiritual motivation variable has a positive effect on teacher performance, as indicated by a p-value of 0.000 or less than alpha 5.00 percent, so the first hypothesis is accepted.

- b. The job satisfaction variable does not affect teacher performance as indicated by a p-value of 0.841 or more than alpha 5.00 percent, so the second hypothesis is rejected.
- c. The spiritual motivation variable has a positive influence on *work engagement* which is indicated by a p-value of 0.000 or less than alpha 5.00 percent, so the third hypothesis is accepted.
- d. Job satisfaction variables have a positive effect on *work engagement* which is indicated by a p-value of 0.000 or less than alpha 5.00 percent, so the fourth hypothesis is accepted.
- e. Variables *work engagement* has a positive impact on teacher performance which is indicated by a p-value of 0.000 or less than alpha 5 percent, so the fifth hypothesis is accepted.
- f. The spiritual motivation variable has a positive influence on teacher performance, mediated by the variable *work engagement*, which is indicated by a p-value of 0.000 or less than 5 percent alpha, so the sixth hypothesis is accepted. The type of mediation shown is partial mediation, because it does not go through *work engagement*, the spiritual motivation variable has a positive influence on teacher performance.
- g. Job satisfaction variables have a positive influence on teacher performance, mediated by the variable *work engagement*, which is indicated by a p-value of 0.002 or less than 5 percent alpha, so the seventh hypothesis is accepted. The type of mediation shown is full mediation, because it does not go through *work engagement*, job satisfaction variables do not have a positive influence on teacher performance.

3.2. Discussion

1) The Influence of Spiritual Motivation on Teacher Performance

The results of the descriptive analysis explain that the teachers at the Al Ihsan Baron Islamic Boarding School Foundation who were respondents mostly gave the opinion that they had high spiritual motivation. Spiritual motivation in this study was measured based on 3 (three) aspects, namely: a) faith motivation through the statement "I am motivated to work professionally because I believe that Allah always watches over my every action and will give a commensurate reward"; b) worship motivation through the statement "I am motivated to work and maintain good morals at school because I consider it part of worship to Allah"; and c) muamalat motivation through the statement "I treat students, colleagues, and superiors fairly and respectfully because of my Islamic values". Of the three aspects, the aspect of worship motivation has the highest score, meaning that teachers at the Al Ihsan Baron Islamic Boarding School Foundation interpret their duties and responsibilities more as part of worship to Allah so that this spiritual encouragement becomes their main foundation in working professionally, maintaining morals, and improving the quality of their performance.

Hypothesis testing revealed that spiritual motivation has a positive effect on teacher performance at the Al Ihsan Baron Islamic Boarding School Foundation. This finding aligns

with those of Rohana et al. (2024) and Adawiyah et al. (2020), both of which demonstrated that spiritual motivation has a significant positive effect on teacher performance. As explained in the literature review, spiritual motivation is a person's inner drive stemming from religious beliefs and values, not solely from external factors such as material goods or formal awards. A Muslim's spiritual motivation is generally characterized by three aspects: faith, worship, and muamalah. The faith aspect refers to the extent to which a Muslim believes in fundamental teachings. The worship aspect typically refers to faith, and when associated with work, work itself is a process of worship. The final aspect is muamalah, which is the result of worship. The muamalah aspect is the rules that govern how humans interact with others and how humans relate to objects or material things.

2) The Influence of Job Satisfaction on Teacher Performance

The results of the descriptive analysis show that teachers at the Al Ihsan Baron Islamic Boarding School Foundation who were respondents had varying levels of job satisfaction. In general, the level of job satisfaction of the teachers who were respondents was in the good category. However, there was still a small number of teachers who had low job satisfaction who needed more attention from the foundation, because low job satisfaction could impact several aspects, one of which was a decline in teacher performance. There were 4 (four) indicators used in this study to assess teacher job satisfaction. These indicators were: 1) Wages/salaries received through the statement "So far the salary given to me has been paid well and is commensurate with my abilities and educational background"; 2) Workload through the statement "The work given to teachers and employees is in accordance with their respective duties"; 3) Self-development through the statement "The foundation/school often provides workshops and training to improve soft skills and hard skills for teachers; and 4) Co-workers through the statement "The relationship and work environment at the foundation/school is harmonious and mutually supportive among fellow teachers and is not negatively competitive".

Referring to the four job satisfaction indicators above, the co-worker indicator received the highest score, indicating that a harmonious and supportive work climate among teachers can be an important factor in encouraging positive job satisfaction. Other indicators, such as workload and salary/wages, showed fairly good scores, meaning that teachers at the Al Ihsan Baron Islamic Boarding School Foundation generally felt that the tasks and responsibilities given were appropriate to their capacities and that the compensation received was commensurate with their workload and educational background. However, there were still several respondents who stated that wages/salaries and workload were still not appropriate to their abilities and responsibilities. Meanwhile, the self-development indicator received the lowest score, meaning that teachers at the foundation felt that their opportunities to improve their competencies, whether through training, workshops, or other professional development programs, were still limited. Based on this picture of job satisfaction, the foundation needs to conduct an evaluation so that existing programs or policies can better accommodate teachers' needs, especially in the aspect of self-development.

3) The Influence of Spiritual Motivation on Teachers' Work Engagement

In the previous discussion sub-chapter, it was explained that the spiritual motivation of teachers...Teachers at the Al Ihsan Baron Islamic Boarding School Foundation who were respondents were classified as having high spiritual motivation..The descriptive analysis results related to work engagement show that the majority of teachers at the Al Ihsan Baron Islamic Boarding School Foundation who were respondents responded that they had high work engagement. In theory, high motivation provides a strong foundation for someone to feel that their work is more than just routine, but rather as part of life's calling. This is in line with the results of the hypothesis test which showed that spiritual motivation has a positive effect on work engagement or work attachment of teachers at the Al Ihsan Baron Islamic Boarding School Foundation. From this finding, it can be interpreted that the higher the spiritual motivation of teachers, the more it will increase the dimensions of work engagement such as vigor (enthusiasm), dedication (dedication), and absorption (absorbed in work). Teachers who have high spiritual motivation do not just see their profession as a formal obligation, but also as a life calling to educate and serve the community.

4) The Influence of Job Satisfaction on Teacher Work Engagement

The results of the hypothesis test explain that teacher job satisfaction has a positive effect on teacher work engagement at the Al Ihsan Baron Islamic Boarding School Foundation. This shows that job satisfaction obtained by a teacher at the Al Ihsan Baron Islamic Boarding School Foundation, due to the existence of appropriate wages/salaries, appropriate workloads, and supportive environments and colleagues, will make someone feel happy or more enthusiastic in working, show a positive attitude towards teachers, have dedication, initiative, a sense of caring, tenacity, responsibility, and feel interested and involved in their work as a teacher. These feelings will ultimately be connected physically, mentally, and emotionally, which then relate to satisfaction in working, in achieving the goals set by the Islamic boarding school foundation.

5) The Influence of Work Engagement on Teacher Performance

Teacher performance has a significant impact on efforts to achieve national education goals. Optimal teacher performance is influenced by many factors, some of which have been discussed previously in this study, namely motivation and job satisfaction. In addition to the two factors discussed above, another determinant that can influence teacher performance is work engagement. According to Bakker & Leiter (2010), work engagement, also known as work attachment, is one of several important aspects that can improve teacher performance. The stronger a person's sense of attachment to their work, the better their performance.

The results of the descriptive analysis show that the majority of teachers at the Al Ihsan Baron Islamic Boarding School Foundation who were respondents stated that they had high work engagement. Work engagement in this study was measured based on three aspects:(1) Vigor; (2) Dedication; and (3) Absorption. Of these three aspects, the dedication aspect received the

highest score. The dedication aspect in this study is formulated in the statements "I feel proud while carrying out my duties as a teacher" and "I work wholeheartedly to benefit and inspire my students." This means that teachers in The Al Ihsan Baron Islamic Boarding School Foundation has a strong emotional attachment and commitment to its duties and responsibilities as educators. They not only carry out their work routinely, but also demonstrate a sense of pride, enthusiasm, and deep appreciation for the learning process. Next, the following aspects: absorption also received a high score. This can be interpreted as meaning that the teachers who teach in The Al Ihsan Baron Islamic Boarding School Foundation deeply appreciate their work. Teachers are able to work well and focused because they view teaching as a form of devotion to Allah SWT. With a strong sense of appreciation, teachers enjoy their work to the point where they find it difficult to detach themselves from it. The aspect with the lowest score was vigor, but this score is still considered high. The high level of teacher work engagement at the Al Ihsan Baron Islamic Boarding School Foundation reflects teachers' full involvement in their work, which is expected to positively impact their performance.

6) The Influence of Spiritual Motivation on Teacher Performance Mediated by Work Engagement

The previous sub-chapter discussed the influence of spiritual motivation on teacher performance at the AL Ihsan Baron Islamic Boarding School Foundation. The findings of this study indicate that spiritual motivation positively influences teacher performance. Spiritually motivated teachers tend to pay more attention to moral aspects, devotion, and human relationships in their duties, rather than solely material aspects. Starting from things like this motivation, internal commitment and awareness of values emerge, which in turn triggers work engagement or a strong sense of commitment within a teacher.

Work engagement Work engagement is an employee's emotional commitment to an institution, reflecting their commitment to their duties and responsibilities within the institution (Ali, 2022). Schiemann (2011) defines work engagement as the positive enthusiasm and motivation possessed by employees, which is beneficial in supporting the company in achieving its goals. In this discussion, work engagement functions as an intermediary or mediating mechanism that explains how spiritual motivation can be translated into an individual's actual performance. This means that spiritual motivation first increases teacher work engagement, and then, from this high sense of engagement, better teacher performance is created.

The descriptive analysis results show that the teachers who participated in the survey have a high level of work engagement. The statements "I work wholeheartedly to benefit and inspire my students" and "I feel a sense of pride while carrying out my duties as a teacher" received the highest scores. Both statements represent dimensions or aspects of dedication. The lowest score was found in the statement "I am willing to make efforts/efforts beyond what the foundation expects" which comes from the Vigor aspect or dimension. This indicates that

many teachers feel pride in carrying out their duties as teachers and always work wholeheartedly and behave well, thus being able to serve as examples for their students. However, in terms of commitment to give extra effort when facing difficulties, it is still inadequate or optimal, especially in terms of willingness to make efforts beyond what is expected by the foundation. This is quite understandable, considering that the majority of respondents in this study were female teachers (54.14 percent) who also have a significant workload at home.

7) The Influence of Job Satisfaction on Teacher Performance Mediated by Work Engagement

Teacher job satisfaction refers to an emotional state that describes the extent to which a teacher feels satisfied or dissatisfied with their work. This satisfaction encompasses teachers' feelings about their working conditions, including wages/salaries, work environment, relationships with colleagues and superiors, potential for self-development, and other aspects. In theory, when someone is satisfied with their job, they will feel more comfortable, valued, and motivated in carrying out their duties. The previous sub-chapter discussed the effect of job satisfaction on teacher performance at the AL Ihsan Baron Islamic Boarding School Foundation. The results showed that job satisfaction does not have a direct impact on teacher performance. Referring to research by Murwaningsih (2022), there are several reasons why job satisfaction does not affect teacher performance, one of which is teachers' strong sense of dedication. This strong sense of dedication encourages them to continue to strive to carry out their duties optimally and professionally without relying entirely on their perceived level of job satisfaction. In other words, a strong sense of dedication can be a key driver of teacher performance, even when aspects of job satisfaction do not directly influence it.

A strong sense of dedication in teachers, typically born from the spiritual and moral values they embrace, leads them to view their work not merely as an obligation and a source of income, but as a form of worship and a contribution to educating the younger generation. Because their work is considered meaningful and a form of worship, teachers with a strong sense of dedication are also more likely to feel inner satisfaction and pride in their daily activities. This inner satisfaction and pride then become the foundation for the emergence of work engagement in a teacher. Therefore, work engagement is introduced in this discussion and serves as an intermediary or mediating variable explaining how a teacher's satisfaction with their work can influence their performance.

4. Conclusion

The results of this study explain that teacher performance at the Al Ihsan Baron Islamic Boarding School Foundation is strongly influenced by spiritual motivation and work engagement possessed by teachers. Job satisfaction, although it does not have a direct influence on teacher performance, when fully mediated by work engagement shows a significant positive influence on teacher performance. Meanwhile, spiritual motivation shows

a direct influence on teacher performance as well as through partial mediation by work engagement. The findings of this study clarify that although there is no direct influence of job satisfaction on teacher performance, attention to teacher welfare through job satisfaction is still very important to consider, because the role of job satisfaction is needed to maximize work engagement to improve teacher performance at the Al Ihsan Baron Islamic Boarding School Foundation.

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