



Islamic Spirituality and Job Satisfaction on Teachers' Performance at Madrasah Tsanawiyah Negeri in Southeast Sulawesi

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Abstract

This study analyzes the influence of Islamic spirituality and job satisfaction on teachers' performance. The primary focus is to examine how these two variables shape teacher performance within Islamic-based educational environments. A quantitative approach was employed using the Partial Least Squares Structural Equation Modeling (PLS-SEM) method. The sample consisted of 165 teachers from state Islamic junior high schools (Madrasah Tsanawiyah Negeri) across Southeast Sulawesi Province. Data were collected through a structured questionnaire, with validity and reliability tests conducted on the research instruments. The results indicate that Islamic spirituality and job satisfaction positively and significantly affect teacher performance. These findings suggest that spiritual values and job satisfaction play a crucial role in enhancing the quality of teacher performance. The study recommends strengthening spiritual aspects and workplace well-being as part of broader strategies to improve educational quality.

Keywords: Islamic Spirituality, Job Satisfaction, Teacher Performance

Introduction

Islamic spirituality is crucial in enhancing teacher performance, especially in educational institutions that emphasize Islamic values (Chanifah et al., 2021; Moslimany et al., 2024; Zuhaeriah et al., 2020). The integration of spiritual concepts influences teachers' motivation and commitment, which in turn impacts pedagogical effectiveness and student engagement. The spiritual values being taught help shape teacher character and improve the quality of instruction, creating a more supportive environment for both students and teachers.

Research has shown that teachers' spiritual competence can improve their performance in Islamic educational contexts. For example, Samad et al. (2023) revealed that sincerity and dedication driven by spiritual values are directly linked to improved teaching quality and student enthusiasm. This is further supported by Surbakti et al. (2024) who emphasized the importance of spiritual education practices in shaping a generation with strong character and moral resilience in facing modern challenges. These findings underscore how teachers grounded in Islamic spirituality can contribute to improved educational outcomes (Kotten et al., 2025; Mala & Hunaida, 2023; Memon et al., 2024).

The relevance of Islamic spirituality and its influence on teacher performance is increasingly recognized in today's educational landscape (Anggraeni et al., 2025; Elihami et al., 2024). Several variables, such as spiritual commitment, organizational culture, and job satisfaction, significantly impact teacher performance, particularly in Islamic-based schools (Aprisella & Mas' ud, 2023; Dwiyantri et al., 2025; Kartiwi, 2024). Research shows that a

teacher's spiritual commitment can enhance job satisfaction, which in turn contributes to more effective teaching. As noted by Samad et al. (2023), the moral and ethical dimensions embedded in teachers' spiritual values provide greater motivation to stay committed to the profession, ultimately leading to improved classroom performance (Granjo et al., 2021; Wang et al., 2021).

Furthermore, workplace spirituality also affects job satisfaction and teacher performance. Studies by Sonia et al. (2024) and Fasieh et al. (2023) show that creating a work environment that integrates Islamic spirituality boosts teacher performance and positively influences organizational citizenship behaviors. This reflects a growing recognition of the need to nurture teachers' spiritual well-being alongside their professional competencies to improve holistic educational outcomes (Kotten et al., 2025). As a result, these insights are increasingly being integrated into teacher training programs to develop more well-rounded educators who can prioritize both academic success and moral development.

While the role of Islamic spirituality in enhancing teacher performance has been widely discussed, significant gaps remain in understanding the specific mechanisms that link spiritual competence to various aspects of teacher performance (Pamuji, 2023), especially in diverse contexts. Many studies focus on the direct relationship between spirituality and teaching effectiveness, but few explore the specific pathways through which spiritual competence contributes to classroom dynamics, student engagement, and learning outcomes. Additionally, much of the existing literature tends to emphasize the theoretical aspects of Islamic spirituality without delving deeply into how these concepts can be practically applied in teacher training programs. (Supriatna, 2025)

Moreover, there is a lack of research examining the interaction between teachers' personal spiritual beliefs and the organizational environments in which they work. While some studies, such as those by Pariyanti et al. (2022) address the influence of Islamic values on teacher behavior, they often fall short in exploring how organizational factors like leadership style and institutional culture may mediate the relationship between teacher spirituality and job satisfaction (Khan et al., 2020). Addressing this gap could provide deeper insights into how Islamic spirituality affects individual teacher performance and the broader educational environment.

To bridge these research gaps, further exploration is needed into the mechanisms that link Islamic spirituality to teacher performance. One promising approach is to examine how specific spiritual practices, such as religious reflection or worship, contribute to teachers' emotional well-being and pedagogical effectiveness. Integrating such practices into professional development programs could equip teachers with tools to enhance their personal spirituality while also sharpening their professional competencies. Studies by Rahman (2023) support the idea that teachers who actively engage in spiritual practices are better equipped to manage the emotional demands of teaching and to create positive classroom environments that foster student engagement and moral development.

Additionally, by focusing on the organizational contexts in which teachers operate, we can better understand how spiritual leadership and supportive school cultures contribute to improved teacher performance. Research by Purnomo (2022) and Sonia et al. (2024) demonstrates that Islamic leadership and workplace spirituality play a key role in shaping job satisfaction, which in turn impacts performance. By adopting a model that integrates individual

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spiritual competence and organizational support, educational institutions can create environments that allow teachers to thrive and ultimately enhance student learning outcomes. This holistic approach aligns with broader trends toward integrating Islamic values across all aspects of the educational process.

This study aims to examine the impact of Islamic spirituality and job satisfaction on teacher performance, particularly in State Islamic Junior High Schools (Madrasah Tsanawiyah Negeri) in Southeast Sulawesi. Through this research, we aim to contribute to the broader discourse on integrating spirituality into educational practice, offering theoretical insights and practical recommendations for improving teacher performance in Islamic educational institutions. By understanding the mechanisms through which Islamic spirituality and job satisfaction influence teacher performance, this study will provide valuable guidance for educators, policymakers, and leaders of Islamic schools seeking to enhance education quality and implement a holistic approach to teacher development.

Literature Review

Islamic spirituality plays a vital role in shaping educational environments within Islamic contexts, deeply influencing both educators and students. According to Mashudi and Hilman (2024), a hybrid approach that combines digital resources with traditional reflective practices can enrich Islamic Religious Education (PAI), enhancing student engagement and spiritual understanding. Moreover, educators play a key role in integrating spiritual knowledge into their pedagogical approaches, particularly in early childhood education, where establishing strong moral and ethical foundations is essential. Integrating Islamic spirituality into teacher training programs to ensure that educators not only deliver academic content but also embody the spiritual values they teach, thereby fostering an environment that supports students' moral development. Embedding spiritual values in education helps build students' resilience and moral character, equipping them to face contemporary challenges with steadfast faith (Surbakti et al., 2024).

Job Satisfaction

Job satisfaction refers to the level of contentment and fulfillment an employee feels toward their work and work environment (Mahmood Aziz et al., 2021). It is a multifaceted concept that includes satisfaction with job tasks, relationships with colleagues and supervisors, compensation, and opportunities for professional growth (McNaughtan et al., 2019). Job satisfaction significantly affects employee motivation, performance, and retention (Ali & Anwar, 2021; Biason, 2020; Riyanto et al., 2021). Job satisfaction reflects an individual's attitudes toward various job aspects, including promotion, benefits, working conditions, and job security (Irabor & Okolie, 2019).

Teachers' Performance

Teacher performance is a critical indicator of educational effectiveness, encompassing the ability to manage classrooms, deliver content, and foster students' character development (Franklin & Harrington, 2019). Research indicates that teacher performance is influenced by various factors, including effective leadership, organizational support, and personal motivation (Bunteng, 2022; Sirait et al., 2022). Transformational leadership and a supportive school

culture can enhance performance by creating a positive working environment. Additionally, factors such as self-efficacy and involvement in instructional practices significantly impact a teacher's effectiveness (Woodcock et al., 2022). The integration of spiritual values, especially within Islamic educational settings, also strengthens teachers' competencies in fulfilling their roles, ultimately contributing to improved educational outcomes and student achievement. (Noer, 2023)

Research Method

This study employs a quantitative approach using the Partial Least Squares Structural Equation Modeling (PLS-SEM) method to examine the relationships among Islamic spirituality, job satisfaction, and teacher performance. The respondents consisted of 165 teachers from State Islamic Junior High Schools (Madrasah Tsanawiyah Negeri) in Southeast Sulawesi Province. Data were collected through a Likert-scale questionnaire ranging from 1 to 5, where a score of 1 indicated very low agreement and a score of 5 indicated very high agreement with the provided statements. The variable Islamic Spirituality was measured using four indicators: (1) religious practices help in performing work properly and ethically; (2) belief that Allah provides guidance in work when it begins with prayer; (3) working sincerely for the sake of Allah's approval; and (4) following Islamic law (muamalah) in workplace interactions (Asutay et al., 2021). The Job Satisfaction variable was assessed through indicators such as promotion opportunities, satisfaction with promotion processes, career advancement opportunities, and satisfaction with the nature of the job (Asutay et al., 2021). The Teacher Performance variable was measured using four main indicators: learning plan development, implementation of learning strategies, creation of a learning culture environment, and development of professional communication (Hermanto & Srimulyani, 2022).

Result and Discussion

Table 1. Measurement items and Constructs

Variables	Items	Loading Factor	Cronbach's alpha	Composite reliability	Average variance extracted
Islamic _Spirituality	X1.1	0,929	0,907	0,919	0,844
	X1.2	0,887			
	X1.3	0,939			
Job _Satisfaction	X2.1	0,910	0,921	0,929	0,863
	X2.2	0,957			
	X2.3	0,920			
Teachers' _Performance	Y2.1	0,916	0,935	0,937	0,837
	Y2.2	0,920			
	Y2.3	0,899			
	Y2.4	0,926			

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Based on the results of the analysis, Islamic Spirituality, Job Satisfaction, and Teachers' Performance constructs in this study demonstrated excellent validity and reliability. This is evidenced by the factor loading values for all items, which exceeded 0.87, indicating that each indicator strongly represents its respective construct. Furthermore, the Cronbach's alpha and composite reliability values for each construct were above 0.90, reflecting high internal consistency and strong construct reliability. Convergent validity was also achieved, with Average Variance Extracted (AVE) values exceeding 0.83, indicating that the indicators of each construct explain the majority of variance. These findings confirm that the instruments used in this study are valid and reliable measures of the concepts under investigation.

Table 2. Discriminant validity (Heterotrait-Monotrait Ratio Of Correlations)

	Islamic _Spirituality	Job _Satisfaction	Teachers' _performance
Islamic _Spirituality			
Job _Satisfaction	0,856		
Teachers' _Performance	0,739	0,757	

The results of the discriminant validity test using the Heterotrait-Monotrait Ratio (HTMT) method indicate that all values between constructs were below the threshold of 0.90 specifically, 0.856 between Islamic Spirituality and Job Satisfaction, 0.739 between Islamic Spirituality and Teachers' Performance, and 0.757 between Job Satisfaction and Teachers' Performance. These values suggest that each construct in the model is clearly distinct and does not overlap, thereby meeting the criteria for discriminant validity. Accordingly, it can be concluded that each construct accurately measures a different concept as intended in this study.

Table 3. R-square and Q²predict

	R-square	Q²predict
Teachers' _Performance	0,543	0,517

Based on the analysis results presented in Table 3, the R-square value for the Teachers' Performance variable is 0.543, indicating that 54.3% of the variation in teacher performance can be explained by the two independent variables: Islamic Spirituality and Job Satisfaction. This reflects a reasonably strong relationship within the model. Additionally, the Q²predict value of 0.517 suggests that the model has good predictive capability, as a positive Q² value greater than 0.35 is generally considered indicative of strong predictive relevance. Therefore, it can be concluded that Islamic Spirituality and Job Satisfaction together make a significant and reliable contribution to predicting teacher performance.

Table 4. Hypotheses Testing

	Original sample	P values
Islamic _Spirituality -> Teachers' _Performance	0,345	0,025
Job _Satisfaction -> Teachers' _Performance	0,434	0,004

The hypothesis testing results in Table 4 indicate that both independent variables, Islamic Spirituality and Job Satisfaction, significantly influence Teachers' Performance. The path coefficient for the effect of Islamic Spirituality on teacher performance is 0.345 with a p-value of 0.025. Since $p < 0.05$, this effect is statistically significant, suggesting that the higher the level of Islamic spirituality a teacher possesses, the better their performance. This reflects how spiritual values can provide moral encouragement and intrinsic motivation that positively impact work performance.

Meanwhile, the effect of Job Satisfaction on Teachers' Performance shows a higher path coefficient of 0.434, with a p-value of 0.004, which is also statistically significant. This indicates that job satisfaction contributes more significantly to enhancing teacher performance than Islamic spirituality. When teachers feel satisfied with their work, whether through their work environment, managerial support, or recognition, they are more likely to perform optimally. These findings confirm that both variables play crucial roles in shaping teacher performance, with spiritual and psychological factors within the work environment working in tandem.

This study reveals that Islamic spirituality has a positive influence on teacher performance. Teachers with higher levels of spirituality tend to demonstrate greater sincerity, responsibility, and discipline in fulfilling their duties. Religious values such as trustworthiness (amanah), honesty, and a sense of accountability to God serve as a moral foundation that strengthens professional integrity. These findings show that spirituality is not limited to personal life; it also enhances a strong work ethic in the professional setting, including within the educational sphere.

In addition, job satisfaction emerges as a key factor in improving teacher performance. When teachers feel appreciated, supported by a positive work environment, and maintain good relationships with colleagues and leadership, they become more motivated to perform their duties. Job satisfaction fosters a psychologically conducive atmosphere, allowing teachers to work with greater focus, enthusiasm, and productivity. These findings underscore that improving teacher performance goes beyond technical skills and competencies—it is also influenced by emotional and spiritual factors that holistically shape attitudes and work motivation.

Conclusion

Based on the findings of this study, it can be concluded that Islamic spirituality and job satisfaction play significant roles in enhancing teacher performance. Spiritual values encourage teachers to work with integrity, sincerity, and a strong sense of responsibility, while job satisfaction provides emotional motivation that supports optimal performance. Therefore, strategies to improve teacher performance should not be limited to enhancing technical

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competencies but should also incorporate spiritual development and psychological well-being. These findings highlight that successful teacher performance is largely influenced by internal conditions shaped by both belief systems and positive work experiences. However, this study has several limitations. The scope was limited to a specific region and institutional context, which may restrict the generalizability of the results to broader settings. Additionally, the quantitative approach used in this research may not fully capture the depth of teachers' subjective experiences regarding spirituality and job satisfaction. Future research is recommended to adopt qualitative or mixed-method approaches to explore these dynamics more deeply. Subsequent studies may also consider other variables, such as organizational culture, leadership style, or social support, to better understand the factors influencing teacher performance.

Declaration of Conflicting Interest

As a researcher, I affirm that in the writing of this article, I have no affiliation with any interests or conflicts, whether in the professional, personal, or financial domain, that could influence the objectivity of the research results. The entire research process was carried out independently, upholding the principles of academic honesty and scientific integrity. The main objective of this study is to make a meaningful contribution to the development of the field of education, particularly by enriching perspectives and opening new horizons for educators, academics, and relevant stakeholders. I hope that the findings of this research will not only serve as a scientific reference but also inspire positive changes in educational practices across various settings.

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