The impact of spiritual leadership and organizational citizenship behavior on religious education performance

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The Impact of Spiritual Leadership and Motivational Leadership on Organizational Citizenship Behavior and Religious Performance: Evidence from Indonesian Islamic Schools

Abstract

Integrated Islamic Kindergartens and Elementary Schools in Indonesia are highly influenced by Islam. However, some schools that aim to enhance religious performance and management still need to comprehend the role of Organizational Citizenship Behavior (OCB). In addition, there has been scare research examining the interplay among spiritual leadership, motivational leadership, religious performance, and OCB in Islamic education context. Hence, this research focuses on the effect of OCB, spiritual leadership, and spiritual motivation on religious performance. The study uses a quantitative method through survey, and a proportional random sampling technique is applied to select 203 respondents, consisting of teachers and staffs. An online questionnaire measured using five-point likert scale is employed to elicit the required data. Path analysis multiple linear regression using SPSS program is further used to interpret the data. The results of data analysis indicate that spiritual motivation and leadership have a significant effect on OCB. Furthermore, spiritual motivation and leadership also significantly affect religious performance. The analysis suggests that an increase in spiritual motivation and leadership encourages OCB and leads to better religious performance in the long run. In a broader view, this research offers fruitful insights for Islamic schools in Indonesia to enhance teachers' and staffs' religious working performance.

Keywords: organizational citizenship behavior; religious performance; Indonesian Islamic schools

Introduction

In the present era, organizations acknowledge the significance of humans as social beings and offer extensive guidance for their future. The success or failure of an organization relies on the individual performances within it. Performance stands as the primary determinant of the organization's operational effectiveness and quality, both in terms of qualitative and quantitative aspects (Andriani et al., 2018). Quality can be evaluated through various measures, such as the service rendered, employee attitudes and behaviors, and quantitatively or materially via the output generated, as suggested by Contreras (2016). Employee performance extends beyond the completion of assigned tasks and encompasses additional responsibilities not explicitly outlined in the job description. Ghasemy et al. (2022) conducted a study focusing on Islamic boarding schools, and their findings emphasized the indispensability of a robust quality assurance system for achieving organizational

performance, including graduate quality, process effectiveness, attainment of minimum standards, and effective management.

According to Maryati et al. (2019), spirituality is the most significant and valuable source of happiness for humans. Meeting spiritual needs is crucial for human perfection and individual maturity, and it can serve as a motivation for individuals. Mohammed and Elashram (2022) suggest that performance comprises two fundamental aspects: organizational-mandated performance and innovative spontaneous work behavior. Organizational citizenship behavior (OCB) is a form of extra behavior in organizations that can be influenced by various internal and external factors, including self-motivation (Molines et al., 2022). While motivation drives people to take action, meaningful motivation inspires individuals to put in more effort and energy into what they do (Muafi, 2003). These desires stem from individuals' drive to achieve their goals by performing optimally.

Surakarta, a city located in central java province of Indonesia, has experiencing significant development in the recent years. With numerous schools and frequent exchanges of education and housing, Surakarta has become a popular destination for parents searching for the best education opportunities for their children. This led to the selection of Surakarta as the research area for this study. The study focuses on integrated Islamic schools (including *Pesantren)* because they provide a comprehensive education system that integrates all components of the system into a complete and complementary unit. This system helps individuals achieve balance in their lives in both worldly and spiritual dimensions (Pio, 2022). This research targeted several Islamic kindergartens and elementary schools around the Surakarta city, all of which are well-known for their integrated Islamic education and excellent management, as evidenced by their accreditation status.

Islamic education context in Surakarta municipality has several issues and challenges. Similar to the other regions in Indonesia, Surakarta encounters several issues and challenges in implementing Islamic education, one of which is globalization. When globalization is confronted with Islamic education, two implications arise simultaneously: opportunities and challenges. As an opportunity, globalization, on one hand, will facilitate access to various information for Islamic education rapidly. It will also ease the dissemination of scholarly products that benefit society. On the other hand, as a challenge, globalization not only affects the overall order of life but also alters the micro-level structure, particularly the social bonds of the community. Globalization triggers the phenomenon of social disintegration, the loss of traditional values, customs, etiquette, and other social deviations. This is also evident in Islamic education within the city of Surakarta. In the face of this situation, Islamic educational institutions are required to possess adaptive capabilities in this era of globalization. Therefore, researching the performance of teachers in Islamic educational institutions is crucial and must be undertaken.

In Indonesia, a number of Islamic kindergartens and elementary schools are heavily influenced by religious teachings. However, many schools that focus on spiritual motivation, leadership, religious performance, and management have not fully understood the role of organizational citizenship behavior (OCB). Therefore, this study proposes a comprehensive investigation into the contribution of spiritual motivation, spiritual leadership, and OCB to religious working performance. Teachers believe that by helping others, they will receive additional values from God, which motivates them to continue working in schools (Aryadi & Rahmawati., 2019). Teacher performance depends on the individual abilities of each teacher, and expert guidance from a leader is necessary to achieve organizational goals (Djaelani et al., 2021). In a spiritual context, a leader should be someone who trusts and nurtures every

employee to achieve the goals of an Islamic-based organization (Chen & Yang, 2012). Although OCB is important for organizations, many school managements have not fully grasped its significance. To understand the positive impact of OCB on the organization, it must identify the causes of OCB. Research has shown that personality traits, such as upholding the value of togetherness, prioritizing the interests of others, and valuing taste, have a significant influence on OCB among Indonesian employees (Karadag, 2020).

Studies on organizational citizenship behavior (OCB) and religious performance in the context of education, focusing on the impact of spiritual motivation and spiritual leadership, have been investigated. Chen and Yang (2012) analyzed the effect of spiritual attitudes and spiritual intelligence on OCB, finding that both can positively influence OCB. Gocen and Sen (2021) used structural equation modeling (SEM) to examine the role of spiritual intelligence and OCB on religious performance, and found that OCB is the most significant factor in shaping religious performance. However, religious performance does not necessarily reflect OCB. Hadjri et al. (2022) argue that spiritual motivation and spiritual leadership strongly support OCB in educational institutions. In addition, Zhu et al. (2022) explored the impact of motivation and spiritual leadership on employee job performance, finding that spiritual leadership has a positive impact on employee performance and controls employee innovation behavior. Moral leadership was also found to be important in this regard.

The prevailing trend in educational institutions is currently shifting towards the advancement of spiritual development. The spiritual framework within the workplace exerts a comprehensive influence on both organizational commitment and spiritual leadership (Gullen et al., 2015). Valuable insights into the spiritual requirements of employees, which are stimulated by leadership attention, have been provided by Gullen et al. (2015) in the realm of organizational theory. However, Aryadi & Rahmawati (2019) highlight that the absence of spiritual motivation among employees diminishes their performance, and this aspect has become an ingrained characteristic and cultural element within the organization. Hussein et al. (2022) illustrate spiritual motivation as a propelling force that generates behavior and directs it towards a goal. This motivation is fueled by spiritual strength and the capacity to mobilize human potential under the guidance of religion. In the meantime, Shahzadi and Raja (2021) state that spiritual motivation encompasses three dimensions of motivational sources, namely faith motivation, worship motivation, and muamalat motivation.

According to Supriyanto et al. (2020), spiritual leadership entails the inspiration, influence, and motivation of others through exemplar service and compassion. It encompasses values, attitudes, and behaviors that intrinsically motivate oneself and others, providing a sense of spiritual purpose and fulfillment within one's occupation and group membership. Furthermore, Contreras (2016) introduced the spiritual leadership theory (SLT), which integrates intrinsic motivation with vision, faith, altruistic love, meaning, and membership, forming a leadership model. SLT is one of several theories evolving in the realm of spiritual leadership. In alignment with the concept of spiritual leadership, organizational citizenship behavior (OCB) plays a vital role in advancing organizational goals. OCB, as described by Widarko and Anwarodini (2022), refers to discretionary actions by employees that go beyond their formal job requirements. Djaelani et al. (2021) define OCB as additional contributions made by employees that enhance the overall performance of the organization, extending beyond their specific tasks. Engaging in activities beyond formal job responsibilities proves to be an effective means of enhancing organizational functioning. Moreover, Gocen

and Sen (2021) describe OCB using five dimensions: altruism, conscientiousness, fair play, courtesy, and civic virtue, which aid in identifying the traits of employees who exhibit OCB.

Meanwhile, in terms Islamic education, religious performance is a measure of teacher's success from the religion perspective. The combination of knowledge, technology, and spirituality sets apart employees who display religious performance from their ordinary counterparts. Hadjri et al. (2022) and Liu et al. (2022) identify four key dimensions of religious performance: religious, physiological, religious-psychological performance, and religious performance. These dimensions serve as fundamental aspects that contribute to an employee's religious performance.

Having reviewed the previous studies, several research gaps are observable. First, most of educational institutions concerning on spiritual motivation, leadership, religious performance, and school management have not fully understood the role of organizational citizenship behavior (OCB). This is due to most of Islamic educational institutions in Indonesia are concerning on religious teachings, so the integration of science and technology in school development seems to be put aside (Prasetyo & Fadhillah, 2022). As a result, the majority of teachers does not meet the indicator of good religious performance, which include a balance mastery of science, technology, and spiritual principles. Hence, examining the role of OCB in enhancing religious performance of Indonesian Islamic-based schools teachers becomes a crucial inquiry. Second, research on the causal relationship among motivation, leadership, performance, and OCB in the context of Islamic-based educational institutions still requires more paucity of empirical evidence, particularly in Indonesian Islamic-based schools. Thus, it is a worthy inquiry to include OCB in the discourse of the interplay among leadership, performance, motivation and management of Islamic-based educational institutions.

Therefore, the present study aims to find out the impact of spiritual leadership and spiritual motivation on OCB and religious performance of teachers and staffs at Islamic schools in Surakarta Indonesia. Specifically, this study investigates the interplay among these variables in the context of Islamic education practice in Indonesia. In detail, it looks at the effect of spiritual leadership and spiritual motivation on OCB, as well as on religious working performance. This study has potential contribution both theoretically and practically. In theoretical practice, this study contributes to the literature enhancement about implementation of managerial practice at Islamic educational institutions. Practically, the results of this study offer fruitful insights for education institution stakeholders to enhance the quality of employees' religious performance and foster the organizational citizenship behavior in order to accelerate the achievement of organization goals.

Literature Review and Hypotheses Development

To understand spiritual leadership, it is important to consider the cultural context, as spiritual dimensions are often intertwined with behavior, morality, personal expectations, and social rewards (Ali et al., 2022; Karim et al., 2022). Prior research on spirituality has focused on self-actualization, interpersonal relationships, and the search for meaning, purpose, and hope (Karsono et al., 2022; Liu et al., 2022; Pio, 2022; Zhu et al., 2022). Spiritually healthy individuals tend to have intrinsic motivations, hope, firm beliefs, and a dedication to meaningful work and goals (Arar & Oplatka, 2022). Meanwhile, leadership studies have also explored spirituality, with early research examining the spiritual qualities of effective leaders, such as intrinsic beliefs, intellectual abilities, and the ability to empower others (Srivastava et

al., 2022). Further studies have identified universal spiritual qualities and behaviors of successful leaders, including integrity, honesty, respect, fairness, love, care, recognition of contributions, listening, response, and self-reflection (Djaelani et al., 2021; Karadag et al., 2020).

The theory of spiritual leadership (SLT) merges motivation-centered perspectives from earlier leadership theories, such as the focus on intrinsic motivation in transformational and charismatic leadership, with religious-based, ethic-based, and value-based perspectives (Contreras, 2016; Yang et al., 2020). For instance, religions and spirituality emphasize the importance of caring for and loving others, while ethical leaders prioritize serving stakeholders and customers with a responsible attitude (Smith et al., 2018). In addition, value-based leaders strive to create an organizational culture that values friendly interpersonal relationships and employees' sense of meaning in their work. According to SLT, spiritual leadership encompasses the values, attitudes, and behaviors that motivate individuals intrinsically and lead to a sense of spiritual survival through calling and membership (Fry, 2003). Leaders who subscribe to this theory establish a vision that instills intrinsic self-significance and self-value in employees, making them feel that their tasks are meaningful and special (Samul, 2019; Zhang & Yang, 2021). The leader demonstrates a confident attitude that the vision is achievable, inspiring employees to have confidence in the vision as well (Hunsaker, 2022).

Meanwhile, Organizational citizenship behavior pertains to self-directed actions of an individual that contribute to the effective functioning of an organization (Lavy et al., 2017). Qiu and Dooley (2022) and Vu et al. (2022) observed that when leaders exhibit caring behaviors towards their employees, it fosters an emotional connection between employees and the organization, resulting in increased willingness to remain with the organization. Hence, this study makes an empirical claim that the higher the level of spiritual leadership performed by school leaders, the better the OCB performance done by teachers and staffs in the schools. Accordingly, a hypothesis is postulated as follows:
H1: Spiritual leadership possesses positive effect on organizational citizenship behavior

Teachers' motivation arises from their attitude towards work situations within the working environment (Andriani et al., 2018). Motivation is a state or force that propels teachers towards achieving the organization's goals (Santisi et al., 2014). When employees have a positive and proactive mindset towards work situations, it strengthens their motivation to perform at their highest potential (Gusriani et al., 2022; Suprihatin et al., 2022). Furthermore, the term spiritual motivation is closely related to religiosity. Spiritual motivation is an intangible force or energy that transcends the physical realm and is rooted in knowledge, encouragement, and enthusiasm. It encompasses the drives that inspire human behavior to fulfill spiritual needs (Gullen et al., 2015). The spiritual motivation of teachers in a school serves as a catalyst for their performance, providing support for personal development through positive values that enable them to effectively address and resolve problems, and engage in meaningful behaviors that enhance the quality of human life (Wiyono & Wu, 2022). Spiritual motivation acts as a resource that empowers individuals to surmount challenges encountered in the work environment (Shahzadi & Raja, 2021).

In the context of this study, it is interesting to see the potential causal-effect relationship between spiritual motivation and OCB as performed by teachers and staffs in Islamic education institution. It is assumed that the higher the spiritual motivation of a teacher, the more positively it will impact the improvement of their Organizational Citizenship

Behavior (OCB). Previous research has shown that Organizational citizenship behavior is affected by work motivation (Ghasemy & Elwood, 2022; Molines et al., 2022). When teachers are highly motivated, they are more inclined to exhibit behaviors that benefit the organization, thereby demonstrating higher levels of organizational citizenship behavior (Widarko & Anwarodin, 2022). This is also in line with Kurniasih et al. (2022) that organizational citizenship behavior naturally emerges when employees have their motivational needs met, resulting in increased creativity and adaptability in expressing themselves within the work environment. Therefore, the hypothesis below is formulated:
H2: Spiritual motivation possesses positive effect on organizational citizenship behavior

Karim et al. (2022) further suggest that in the face of a rapidly changing 21st-century organizational environment, the notion of spiritual leadership has become essential. It comprises a set of fundamental values, attitudes, and behaviors that can internally motivate oneself and others, generating a sense of spiritual resilience through a shared sense of purpose and belonging (Mohammed & Elashram, 2022). The concept of spiritual leadership is crucial in promoting the welfare of individuals in terms of spiritual and personal-organizational performance (Pio, 2022). By establishing a shared vision and belief in the progress of culture, spiritual leadership can improve the well-being and physical health of workers, and subsequently optimize the organizational performance (Rahmatika et al., 2022). Studies have shown that spiritual leadership is a key driver of productivity and positively impacts various unit-level outcomes, including measures of performance (Maryati et al., 2019; Supriyanto et al., 2020). Additionally, spiritual leadership fosters workplace spirituality, which enhances environmental passion and intrinsic motivation (Yang et al., 2019). According to the results of previous studies, this research further hypothesizes that the higher the spiritual leadership of school leaders, the more positive the impact it will have on improving the working performance of the teachers.
H3: Spiritual leadership possesses positive effect on working performance

Spiritual motivation, consisting of aqidah motivation, worship motivation, and muamalah motivation, can also influence religious performance of workers. Several studies have investigated the impact of spiritual motivation on religious performance, but the number of studies conducted in this area is still limited. For instance, Wibisono (2002) conducted research on the relationship between spiritual motivation and religious performance among employees in the industrial sub-sector of manufacturing in Batam, Indonesia. The findings showed that spiritual motivation had a positive impact on religious performance, particularly on aqidah and muamalah motivation, while religious motivation had a negative effect on religious performance. Similarly, Muafi (2003) investigated the effect of spiritual motivation on religious performance in the industrial area of Rungkut Surabaya, Indonesia, and found that aqidah motivation, worship motivation, and muamalah motivation significantly influenced the religious performance of employees. Another recent studies by Shofwa (2013) and Aryadi et al. (2019) examined the relationship between spiritual motivation and the religious performance of lecturers and staff at an Islamic university in Indonesia, revealing that spiritual motivation significantly influenced religious performance. From the previous studies, we are well-informed that research on the effect of spiritual motivation on religious performance still requires more paucity of evidence, especially in the context of Islamic education institutions. Thus, this study formulates the following hypothesis.
H4: Spiritual motivation possesses positive effect on religious performance

According to the previous studies and literature reviews, research has shown that spiritual and leadership motivation has a positive impact on the OCB and working performance. However, research on the interplay among these variables in the context of Islamic education institutions still remains more paucity evidence, particularly in Indonesian context. Therefore, this research offers a novel concept by proposing the fourth above-mentioned hypotheses. In addition, Figure 1 shows the framework of this study.
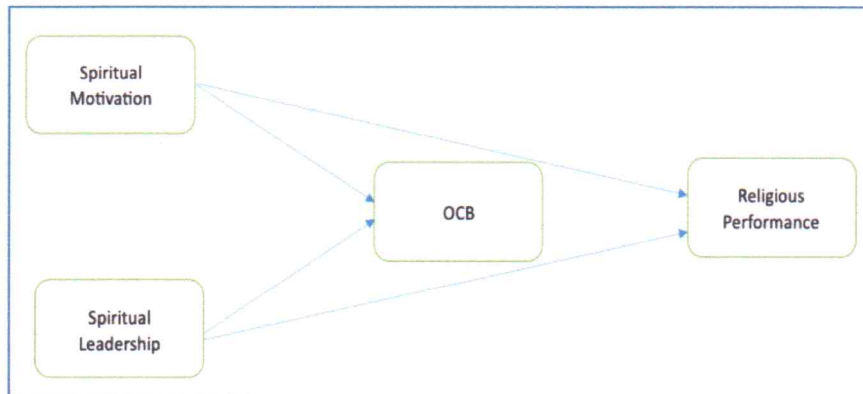

Figure 1. The framework of this research

Method

Research Design and Participants

This study aims to scrutinize the impact of spiritual motivation, spiritual leadership, and organization citizenship behavior on religious performance. To achieve this objective, survey research was employed. Survey research is the process of collecting data from a predefined group with the ultimate goal of uncovering insights about particular knowledge or phenomenon (Fowler, 2013). As shown in Figure 2, survey research has some several stages, including selecting the construct of the research, framing the questionnaire, evaluating validity and reliability, choosing sampling methodology, conducting survey, and evaluating the survey (Fowler, 2013). In the context of this study, the survey was conducted in Surakarta city Indonesia involving 203 teachers and staffs working in several Islamic educational institutions (Kindergardens and elementary schools). Proportional random sampling was applied to obtain the balance of the sample size of each school. Afterwards, simple random sampling technique was used to select the participants who joined this study. The participants were classified as permanent employees (teachers and staffs) with official certification based on their expertise. We also chose the participants based on their teaching participants for at least three years.
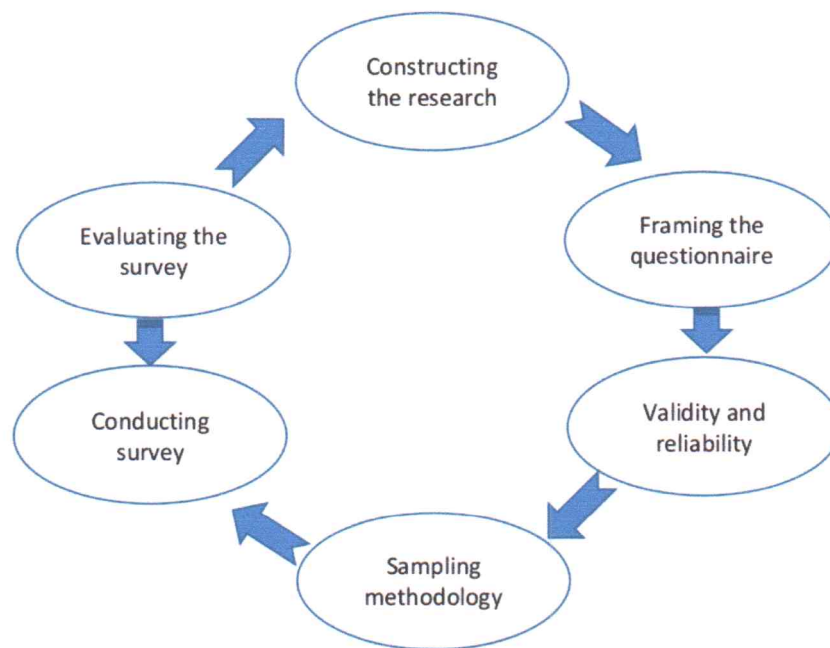
Figure 2. Stages in survey research

Instrument

An online questionnaire was utilized to elicit the required data. The questionnaire items comprise the four variables examined in this study. The questionnaire was adapted from several previous studies, i.e. spiritual leadership (Gocen & Sen, 2021), spiritual motivation (Hussein et al., 2022), organizational citizenship behavior (Chen & Yang, 2012), and religious performance (Hadjri et al., 2022). A total of 82 items were included in the questionnaire, and were measured using five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). A pilot study involving 30 respondents had been conducted before the questionnaire was distributed to the target respondents. Reliability and validity test have been administered, resulting the Cronbach alpha above 0.7 for all items and the coefficient value 0.361. It means that all items in the questionnaire were valid and reliable, and could be further used to gather the data.

Data Collection Procedure

As presented in Figure 3, after conducting the pilot study, the questionnaire was further distributed to the respondents using an online platform (Google forms). The use of online platform was chosen to simplify the data collection process. However, challenges and problems were still encountered by the researcher during the process of data gathering, such as lack of attention from the participants to fill out the survey, time and cost consuming, and limited access to provide socialization about the research purpose. Albeit, the link of the online questionnaire had been sent to the potential respondents, the researcher should regularly do a follow up reminder to ensure that they finished the questionnaire. This is one

of the researcher's efforts to ensure that they were willing to fill out the questionnaire. The data collection took about three months from September to November 2022. Finally, a total of 203 responses were used as the data for this study.

Figure 3. Data collection procedure

Data Analysis

The collected data from the questionnaire were further analyzed by following several steps. The data analysis procedure is demonstrated in Figure 4. First, data tabulation was done. The respondents' responses were tabulated using Microsoft Excel in terms of the four variables according to the score obtained based on the Likert scale. Second, validity and reliability test were administered to ensure the trustworthiness of the data. Third, multiple linear regression test was run to examine the interplay among the four variables, as well as to seek the answers of the hypotheses testing, with cut of value 0.05, meaning that if the p-value is lower than 0.05 the alternative hypothesis was accepted. Lastly, the results of data analysis were presented as the findings along with comprehensive discussion.

Figure 4. Data analysis procedure

Results

Respondents' Demographic Information

At the final stage of this research, a total of 203 respondents, consisting of teachers and staffs from several Islamic schools in Surakarta city, were participated for this study. The demographic information about the respondents is presented in Table 1. As shown in Table 1, the majority of the respondents were those whose age was from 41 to 45 years old (N: 69; 33.99%), following by 31 to 35 years old (N: 51; 25.12%), 25 to 30 years old (N: 36; 17.72%), above 45 years old (N: 28; 13.79%), and 36 to 40 years old (N: 19; 9.35%). In terms of gender, female respondents outnumbered male respondents, i.e., 106 (52.23%) and 97 (47.78%), respectively.

Table 1. Respondents' profile

	Description	N	Percentage (%)
Age	25 – 30 years old	36	17.73
	31 – 35 years old	51	25.12
	36 – 40 years old	19	9.35
	41 – 45 years old	69	33.99

	Above 45 years old	28	13.79
Total		**203**	**100**
Gender	Male	97	47.78
	Female	106	52.23
Total		**203**	**100**
Working Experience	3 – 5 years	98	48.27
	6 – 8 years	31	15.27
	9 – 11 years	29	14.28
	12 – 14 years	23	11.33
	Above 14 years	22	10.83
Total		**203**	**100**
Education	Bachelor	167	82.26
	Master	36	17.74
	Ph.D	-	-
Total		**203**	**100**

With regards to the working experience, Table 1 further demonstrates that most of the respondents were having 3 to 5 years (N: 98; 48.27%) of experiences working as teacher or staff in an Islamic school at Surakarta city. Moreover, the respondents who had working experiences of 6 – 8 years, 9 – 11 years, 12 – 14 years, and above 14 years were mostly equal in number which were 31 (15.27%), 29 (14.28%), 23 (11.33%), and 22 (10.83%), respectively. Lastly, in terms of educational background, the respondents were dominated by those holding bachelor degree (N: 167; 82.26%), following by master degree (N: 27; 13.30%), and Ph.D degree (N: 9; 4.43%).

Hypotheses Testing Results

To seek the answers of this study's research question, multiple linear regression was conducted to examine the causal-effect relationship between spiritual motivation and spiritual leadership and organizational citizenship behavior and religious working performance. Table 2 depicts the results of hypotheses testing of H1 and H2. According to Table 2, there was a significant positive effect of spiritual leadership and spiritual motivation on organizational citizenship behavior of teachers and staff at Islamic schools in Surakarta city Indonesia, with p-value 0.021 and 0.006 (<0.05), respectively. This finding suggests that the higher the level of spiritual leadership performed by school leaders, the better the OCB performance done by teachers and staffs in the schools (H1 is accepted). In addition, this finding also indicates that the higher the spiritual motivation of a teacher, the more positively it will impact the improvement of their Organizational Citizenship Behavior (H2 is accepted).

Table 2. Multiple linear regression (H1 and H2)

	Coefficients^a				
Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
	B	**Std. Error**	**Beta**		
(Constant)	.220	.022		10.170	.000
Spiritual Leadership	.036	.080	.057	4.37	.021

Spiritual Motivation	.042	.091	.052	3.51	.006
a. Dependent variable: Organizational Citizenship Behavior					

Moreover, Table 3 portrays the result of hypotheses testing of H3 and H4, which investigate the potential effect of spiritual leadership and spiritual motivation on religious working performance. The results depicted that both spiritual leadership and spiritual motivation were empirically proven to have positive significant effect on the respondents' religious working performance, with p-value 0.000 and 0.001 (<0.05), respectively. It means that the higher the spiritual leadership of school leaders, the more positive the impact it will have on improving the working performance of the teachers and the staffs (H3 is accepted). It can also be interpreted that the higher the level of spiritual motivation, the more positive it will affect the teachers' and staffs' religious working performance (H4 is accepted).

Table 3. Multiple linear regression (H3 and H4)

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.340	.021		8.421	.000
Spiritual Leadership	.075	.094	.063	4.98	.000
Spiritual Motivation	.053	.098	.076	3.21	.001
a. Dependent variable: Religious Working Performance					

Discussion

The outcomes of the hypothesis testing exhibited a correlation between spiritual leadership and Organizational Citizenship Behavior (OCB) within Islamic schools situated in Surakarta city, Indonesia. This discovery aligns with Fry's (2003) contention that employees who perceive their work as purposeful are inclined to exhibit gratitude towards their organization by actively contributing to it. Naoralizad et al. (2011) propose that spiritual leadership establishes a distinct workplace environment that nurtures a sense of coherence between leaders and employees, thereby fostering a more positive work atmosphere. Additionally, Karadag et al. (2020) suggest that employees who share a common vision with their workplace and experience a strong internal bond are more prone to demonstrating elevated levels of Organizational Citizenship Behavior. The findings of this study corroborate the outcomes of prior research conducted by Chen and Yang (2012) and Smith et al. (2018), which propose a high correlation between Spiritual Leadership and Organizational Citizenship Behavior.

Regarding to the second hypothesis, the result of this study supports the findings of previous studies (Karim et al., 2022; Liu et al., 2022) that spiritual leadership has a direct impact on religious performance because a stronger influence of spiritual leadership leads to a higher level of religious performance among lecturers. It implies that the higher the spiritual leadership of school leaders, the more positive the impact it has on improving the working performance of the teachers of Islamic schools in Surakarta city. Moreover, workplace

spirituality is nurtured by spiritual leadership, which amplifies intrinsic motivation and environmental passion (Yang et al., 2019); hence, it will enhance the religious working performance of the teachers.

Furthermore, this investigation unveils a positive influence of spiritual motivation on Organizational Citizenship Behavior (OCB). This outcome signifies that when teachers possess high levels of motivation, they are more inclined to exhibit behaviors that contribute to the betterment of the organization, thereby showcasing heightened levels of organizational citizenship behavior. This finding aligns with the conclusions drawn by Widarko and Anwarodin (2022), suggesting that organizational citizenship behavior emerges naturally when individuals' motivational needs are fulfilled, enhancing workers' creativity and adaptability in expressing themselves within their work. Kurniasih et al. (2022) also support this discovery, highlighting that meeting employees' motivational needs results in the emergence of organizational citizenship behavior, subsequently enhancing employees' creativity and adaptability within the work environment.

This study's results further showed a positive and significant correlation between spiritual motivation and religious performance. In the Islamic faith, the purpose of life is to worship God, and motivation plays a crucial role in driving human actions. Within Islam, motivation is referred to as intention and worship, with intention serving as a key motivator for acts of charity or deeds, and worship being the ultimate goal of human actions. This finding is relevant to the results of previous studies (Gullen et al., 2015; Hadjri et al., 2022; Hussein et al., 2022). In line with this, Wibowo and Nuridin (2021) argue that motivation is a multi-step process that involves stimulating, directing, and maintaining human behavior towards achieving specific goals. Aryadi et al. (2019) suggests that motivation refers to a person's impulses, desires, needs, and strengths. Companies often strive to motivate their employees by fulfilling their needs, desires, and motives, with the ultimate goal of having their employees take actions that align with the company's objectives.

This research implies that the current era of globalization has significantly transformed the orientation of Islamic religious education. Therefore, there is a need for a substantial optimization through various strategic efforts to strengthen the resources of the Muslim community in multiple aspects. When globalization occurs, Islamic education should be enhanced, and at least religious values, morals, and ethics should be instilled instead of diminishing or even disappearing. The findings of this research indicate that human resources (teachers and staffs) play an active role in advancing the Islamic education system. Therefore, this research provides a clear understanding for Islamic educational institutions in Indonesia to enhance the capacity of human resources, enabling them to achieve a good level of working performance and organizational citizenship behavior.

Conclusion

In conclusion, this study has demonstrated a positive effect of spiritual motivation and spiritual leadership on organization citizenship behavior (OCB) and religious working performance. The results of data analysis using multiple linear regression demonstrate that spiritual motivation and spiritual leadership possess positive effect on OCB and religious performance of teachers and staffs at Islamic schools in Surakarta city Indonesia. The results of this study suggest that Islamic schools (especially Kindergarden and elementary schools) should enhance the quality of spiritual leadership and motivation in order to reach the better

working performance and organizational citizenship behaviors. As a result, the organization's goals can be effectively achieved.

This study further suggests that to ensure the continuity of research in the field of religious performance, it is essential to take into account various factors that impact the atmosphere in OCB and religious practices. This involves going beyond spiritual motivation and leadership and focusing on breakthrough concepts that enhance religious performance while also considering OCB-related dimensions. Improving the educational curriculum through the efforts of Islamic school teachers can significantly contribute to the reputation of educational institutions that promote Islamic values and tolerance. Moreover, there are several exciting avenues for future research on religious performance that can be explored.

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