

Research Article

Enhancing Teacher Performance Through Professional Competency and Workplace Spirituality

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ORCIDBambang Supriadi: <https://orcid.org/0000-0002-3377-7065>**Abstract.**

This research aimed to analyze the influence of teacher professional competence on teacher performance, and workplace spirituality. The sample consisted of 182 high school teachers in Malang City, with a standard error of 7%. The analysis tool used was Intelligent PLS. This research shows that professional competence can facilitate teacher mastery of teaching materials and a spiritual attitude that supports the learning process. The results of this research can inform education managers about how to improve teachers' abilities in teaching and learning process activities and mastery of teaching materials. They can also be a policy consideration for the education department to develop teacher performance in Malang City.

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1. Introduction

Teacher professional competence is a set of knowledge, skills, values and attitudes that exist as potential within individual teachers [1]. Therefore, a teacher's professional competence is essential in improving the learning process to motivate students to learn and achieve. Teachers with professional competence have great potential to design and implement learning strategies with appropriate material and are oriented towards the future development process of students [2]. The research findings [3] have proven that there is a relevant influence between teacher professional competence and teacher performance. These research findings mean that teacher professional competence is included in the factors determining teacher success when performing, starting from planning, implementing, and evaluating learning. However, research conducted [4] states that things are not the same, namely that it is proven that teacher professional



competence does not significantly influence teacher performance. This is because even though a teacher has sufficient competence, incentives are not by the level of competence they have, so the teacher does not have great enthusiasm for their activities. As a result, this can limit their performance.

Teachers act as a critical element in the education system, especially in schools at all levels of education. This is why the role of teachers is so essential when transforming knowledge in education, and most experts state that in schools, there will be only change or improvement in quality with changes and improvements in teacher performance [5]. From this statement, a good level of teacher performance can have full potential in encouraging the achievement of the goals targeted by educational institutions. Considering the importance of education to the future of a nation, the performance of teaching staff is always a big concern for researchers or academics.

Education experts in the United States first developed the concept of teacher performance in the 1980s. At that time, there was increasing interest in assessing teacher performance to improve the quality of education. One of the educational experts who played an essential role in developing the concept of teacher performance was John Goodlad. Teacher performance is a term used to describe a teacher's ability to carry out their duties and responsibilities as an educator. Teacher performance can be interpreted as work performance, work implementation, work achievements, work results or performance. The Ministry of National Education defines teacher performance as the teacher's ability to implement the various skills and competencies they possess. Then, the concept and development of workplace spirituality presents a new perspective in research related to teacher performance. Unfortunately, there is still not much research related to this topic, so further investigation is needed to strengthen the existing empirical basis of the construct.

Likewise, literature reviews on studies related to the influence of Workplace Spirituality on teacher performance still need to be expanded [5-7]. Spirituality is a relatively new idea in the workplace and education system, but spirituality is undoubtedly a familiar idea about human experience. This newness has resulted in topics related to spirituality in the workplace becoming topics that still need to be famous to be studied more thoroughly, especially research conducted in Indonesia. However, recently, several researchers have raised the topic of research on workplace spirituality, which is linked to teacher performance [6].

Previous research focused more on the company scope, with the subjects or respondents being company employees. As for research at the school level, especially about teacher performance, it feels minimal. This is a strong signal for research at the school level, mainly because schools are producers of human resources for the future. This critical role certainly requires the support of high levels of workplace spirituality. Teachers have a vital role in educational success in academic, social and moral aspects. Based on a survey conducted by the Central Statistics Agency (BPS) in 2021, 67.8% of teachers in Indonesia felt stressed at work. The highest teacher work pressure is felt by teachers in private schools, namely 71.8%. Teacher work pressure can hurt teacher performance, both in academic and non-academic aspects. Teachers who are stressed tend to experience decreased work motivation and productivity.

Studies on workplace spirituality were first carried out in European and American countries [8] put forward a three-dimensional concept of spirituality in the workplace and argue that workplace spirituality is a sense of heart experience that results from an employee after they identify and integrate work, group and organizational values beyond their own. Teacher performance is also a crucial point that impacts students' achievement and quality of learning during learning activities. The performance criteria for teachers who can achieve their work performance are more directed at teacher competence as stated in the explanation of Government Regulation No. 19 of 2005 concerning National Education Standards. In this case, teacher competence includes four competencies: pedagogical competence, personality competence, professional competence, and social competence [9].

A person with high spiritual power is synonymous with a tendency to play a role or work dedicatedly at work, which applies in all work areas [10]. A case study by Latiff [7] explains empirical explanations regarding how the power of spirituality in the workplace is very relevant to improving teacher performance. These findings also receive support from research conducted by Evalyna and Wibawa [5], which proves that the level of spirituality in the workplace has a significant impact on improving teacher performance in schools.

The discussion about the importance of spirituality in the workplace was initiated by Maslow [11], who proposed the meaning of life in the world of work. Spirituality in the workplace then becomes a concept in management and organizational culture. This concept is usually explained as workplace spirituality or spirituality in the workplace. Milliman et al. [12] found that the components of spirituality in the workplace (meaningful work, feeling connected to the community, and upholding one's values contribute

significantly to the components of the individual's work behaviour construct. Similar research has also been conducted by Biswakarma [13].

This paper presents an empirical study regarding the influence of teacher professional competence on teacher performance through Workplace Spirituality as a mediating variable. The findings resulting from this research will be important recommendations for improving teacher professional competence and Workplace Spirituality.

This paper presents an empirical study regarding the influence of professional competence on teacher performance through Workplace Spirituality as a mediating variable, which has yet to be widely studied by previous researchers, especially regarding the Workplace Spirituality variable for teachers in Indonesia. The findings resulting from this research will be important recommendations for improving teachers' professional competence and workplace spirituality. The originality of this research is the development of previous research from Abdurohim and Purwoko [14] regarding the influence of professional competence, motivation and work discipline on the performance of high school teachers. However, this research has not fully examined aspects of professional competence influence on teacher performance through Workplace Spirituality especially among teachers in Indonesia.

2. Conceptual Foundation and Hypothesis

Since the 1920s, the issue of teacher qualifications, which can guarantee their effectiveness, has been of concern to the science of Pedagogy and those responsible for providing schools with qualified professionals. In connection with this problem, modern research has revealed that the way a teacher carries out his work is determined by a combination of personality traits and the knowledge he possesses. The professional competency category includes competencies related to teacher skills in the learning process. Teacher professional competence is essential for realizing quality education. Professional teachers can provide effective and efficient learning so students can achieve educational goals. Article 28, paragraph (3) point c of the National Education Standards explains that professional competence is the ability to master learning material thoroughly and in-depth to enable students to meet the competency standards set out in the National Education Standards [15].

Establishing good teacher professional competence will inevitably have a good impact on improving teacher performance. In general, teacher performance can be

interpreted as the work results achieved by a teacher in order to achieve educational goals. Teacher performance is a manifestation of ability in the form of actual work, work results and responsibility in carrying out the mandate, their profession, and their morals. Likewise, the opinion of Sitompul et al. [16] defines teacher performance as a condition that shows a teacher's ability.

Forming professional competence can also influence the level of spirituality in the school environment. Spirituality in the workplace has developed in various aspects of organizations, one of which has entered educational organizations. Spirituality in the work environment can encourage people who work for companies to work more than work—making money and seeing work as a way to advance and achieve more significant goals [7]. Workplace spirituality reflects an intrinsic awareness, a positive psychological state of an individual that supports work performance significantly and allows the individual to give all his abilities to obtain career satisfaction.

According to Milliman et al. [12], the three dimensions of workplace spirituality influence commitment differently. According to Herzberg's theory, workplace spirituality is a self-fulfilling need. Work that aligns with a sense of liking, belonging to a group, and consistency with organizational values can encourage a person to increase self-efficacy and work actively.

Therefore, individuals with high workplace spirituality believe that their work is essential, so they are willing to contribute more by improving performance and professional competence to achieve school targets. Based on this description, the conceptual framework of this research can be described as follows (see Fig. 1):

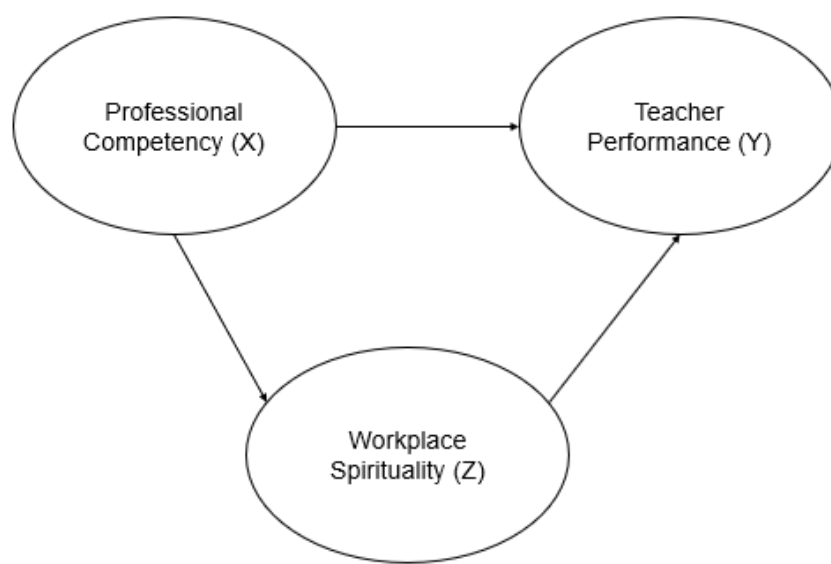


Figure 1: Research conceptual framework.

Furthermore, based on the conceptual framework above, the hypothesis of this research is as follows:

Teacher professional competence includes the knowledge, skills and attitudes needed to carry out duties and responsibilities as a teacher. The increase in teacher professional competence can be seen through various indicators, including mastery of competency standards and essential competencies, material development, self-development and use of Information and Communication Technology. Teachers with high professional competence will better carry out their duties and responsibilities satisfactorily. Not only that, the high professional competence of teachers can have an impact on improving teacher performance levels, such as in terms of teaching ability, class management ability and self-development ability.

H1: Teacher professional competence has a positive effect on teacher performance.

Appropriate teacher professional competence can have an influence on the level of Workplace Spirituality because teachers who have good professional competence will be able to create a conducive, creative, effective and enjoyable school environment. Such a school environment will provide opportunities for students to develop their spirituality. Teachers' professional competence can also be critical in improving Workplace Spirituality. This is because competent teachers play a role in transmitting knowledge and forming positive values, ethics and school culture. Through their practices and behaviour, teachers can shape an environment that supports students' spiritual development and creates a more meaningful learning atmosphere.

H2: Teacher professional competence has a positive effect on Workplace Spirituality.

Workplace Spirituality can be an important supporting factor for teacher performance. Understanding and applying spiritual values in education can help teachers to be more effective in teaching and educating students. This is because spiritual values can motivate, inspire, and strengthen teachers in carrying out their duties. The school's spiritual environment can influence teacher performance in various ways because spirituality in the educational context includes values, beliefs and culture that can influence teacher perceptions, attitudes and actions. Therefore, schools need to create a spiritual school environment to improve teacher performance and the quality of education. So, hypothesis III can be formulated as follows:

H3: Workplace Spirituality influences teacher performance.

In theory, as spiritual beings, individuals need nurturing at work with all the values within them. Who have goals and feelings of meaning in their work and also experience

feelings of connection with other people and the community where they work. Workplace Spirituality is vital in making teachers productive and have performance that meets school needs. When teachers have good competencies in teaching and interpersonal relationships, they can be more effective in directing, inspiring, and shaping a school culture centred on spiritual values, ultimately positively influencing teacher performance and student learning experiences. So, hypothesis IV can be formulated as follows:

H4: Teacher professional competence influences teacher performance through Workplace Spirituality

3. Research Methods

This quantitative research examines the causal association between teacher professional competence and performance through the mediation variable Workplace Spirituality in the subject group of high school teachers in Malang City, East Java Province, as many 182 respondents were involved. Sample determination was conducted using convenience sampling techniques; data collection was conducted online via Google Forms. The questionnaire was prepared with locked answer choices, namely on a 1-5 Likert scale, with details, namely (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree.

Before core data collection was carried out, the questionnaire was first tested for instrument validity (Pearson correlation) and reliability (Cronbach's alpha), and it was confirmed that all questionnaire items were valid (count > table 0.361) and reliable (> 0.6). Next, data analysis was carried out using the PLS (Partial et al.) analysis method with the help of the SmartPLS 3.0 program. Decision-making for hypothesis testing is based on a fundamental level (α) of 0.01 or 1%. Furthermore, regarding variable assessment indicators, professional competence is analyzed by adopting the research conducted that teacher professional competence includes five competencies: mastery of material, mastery of competency standards and essential competencies, material development, self-development and use of ICT. Furthermore, teacher performance was also analyzed by adopting those developed by Immah et al. [17] namely planning, implementing, and implementing learning evaluation. Meanwhile, workplace spirituality was analyzed by adopting the three-dimensional workplace spirituality scale developed by Ashmos and Duchon [18], which includes the meaning of work, a sense of community (feeling of being part of a community) and conformity with cultural values (value harmony).

4. Research Result

First of all, the findings in the field are explained regarding the characteristics of the research sample. Of the total questionnaires distributed, 183 copies were returned, and 182 were valid for further data processing, where the effective response reached 99.6%. From this valid sample, the frequency distribution of respondents can be described as follows:

TABLE 1: Frequency distribution of respondents based on demographic factors.

No	Information	Percentage
Gender		
1.	Man	49.79%
2.	Woman	50.21%
Age		
1.	21 - 30 years old	20.08%
2.	31 – 40 years	28.45%
3.	41 – 50 years	28.87%
4.	51 – 60 years	20.92%
5.	> 60 years	1.67%

Table 1 explains that the respondents in this study were almost equal between men and women, with the dominance of age groups in the range of 41-50 years and 31-40 years. Furthermore, the descriptive analysis of demographic data and research variables is explained through the presentation of the analysis results in Table 2.

TABLE 2: Average and standard deviation of research data.

	N	Mean	Elementary School
Professional competence	182	4.6168	0.88066
Teacher performance	182	5.2703	1.02428
Workplace spirituality	182	5.3203	1.20837

Table 2 shows the results of calculating all variables' average value and standard deviation. Based on the results of the descriptive analysis, it is known that all research variables have a standard deviation value that is smaller than the mean value, which indicates that the distribution of the data variables is small or that there is no large enough gap in the data of each study. Furthermore, Table 3 shows that the direct association between variables and their dimensions, including the dimensions of teacher

professional competence and teacher performance, is proven to be positively and significantly correlated ($p < 0.01$). A positive and significant correlation was also found between teacher professional competence and Workplace Spirituality ($p < 0.01$). The relationship between the mediator and the variables of professional competence and teacher performance were also all proven to be significant ($p < 0.01$).

TABLE 3: Correlation analysis between variables.

	1	2	3	4	5	6
Teacher professional competence	1					
Mastery of material	,863**	1				
Mastery of competency standards essential competencies	,913**	,681**	1			
Material development	,927**	,758**	,654**	1		
Self-development	,908**	,662**	,762**	,693**	1	
Utilization of ICT	,807**	,704**	,625**	,638**	,617**	1
Teacher Performance	1					
Learning planning	,619**	1				
Implementation of learning	,603**	,728**	1			
Implementation of learning evaluation	,613**	,584**	,765**	1		
Spirituality of the school environment	1					
Meaning of work	,561**	1				
The feeling of being part of a community	,487**	,447**	1			
Value alignment	,660**	,658**	,602**	1		

Note: N = 182; ** P = 0.01; *P = 0.05.
Source: Processed research data (2023)

The results of the PLS analysis are the most crucial final analysis point because they are related to hypothesis testing. With the help of the SmartPLS 3.0 program, structural relationships between latent variables were verified. The results in Table 3 show that this research model is acceptable. In other words, Workplace Spirituality contributes significantly to mediating the influence between teacher professional competence and teacher performance. Figure 2 explains the final model resulting from the conceptual framework of this research. Based on the structural equation model results, the coefficient of teacher professional competence and teacher performance reached a score of 0.49 with a significance value (p-value) smaller than α 0.001. The coefficient of teacher professional competence and Workplace Spirituality reached a

score of 0.49 with a p-value <0.001. In line with this, The coefficient for Workplace Spirituality and teacher performance also obtained a score of 0.35 with a p-value <0.001. The presentation of the results of this research concludes with empirical evidence that Workplace Spirituality is proven to mediate the influence between teacher professional competence and teacher performance. Thus, it can be underlined that the conjectures H1, H2, H3, and H4 are all “accepted”. Table 4 clearly shows that the association of the three variables, both directly and indirectly, is significant and positive. This means that the higher a teacher’s professional competence will be followed by an increase in Workplace Spirituality, ultimately improving teacher performance. The presentation of the results of this research concludes with empirical evidence that Workplace Spirituality is proven to mediate the influence between teacher professional competence and teacher performance. Thus, it can be underlined that the conjectures H1, H2, H3, and H4 are all “accepted”. Table 4 clearly shows that the association of the three variables, both directly and indirectly, is significant and positive. This means that the higher a teacher’s professional competence will be followed by an increase in Workplace Spirituality, ultimately improving teacher performance. The presentation of the results of this research concludes with empirical evidence that Workplace Spirituality is proven to mediate the influence between teacher professional competence and teacher performance. Thus, it can be underlined that the conjectures H1, H2, H3, and H4 are all “accepted”. Table 4 clearly shows that the association of the three variables, both directly and indirectly, is significant and positive. This means that the higher a teacher’s professional competence will be followed by an increase in Workplace Spirituality, thereby ultimately improving teacher performance. It is significant and positive. This means that the higher a teacher’s professional competence will be followed by an increase in Workplace Spirituality, ultimately improving teacher performance. It is significant and positive. This means that the higher a teacher’s professional competence will be followed by an increase in Workplace Spirituality, ultimately improving teacher performance. It is significant and positive. This means that the higher a teacher’s professional competence will be followed by an increase in Workplace Spirituality, ultimately improving teacher performance (see Tables 4 and 5).

TABLE 4: Model feasibility test (Goodness of Fit Index).

X²	df	X²/df	RMR	GFI	CFI	IFI	RMSEA
44,127	24	1,839	0.121	,939	,936	,938	0.059

Source: Processed research data (2023)

TABLE 5: Model and relationship coefficients.

	Estimate	S.E.	C.R.	P
Workplace spirituality ← Professional competence	,283	,094	3,007	0.003
Teacher performance ← Professional competence	,386	,086	4,503	0,000
Teacher performance ← Workplace spirituality	,254	,100	2,540	0.011

Source: Processed research data (2023)

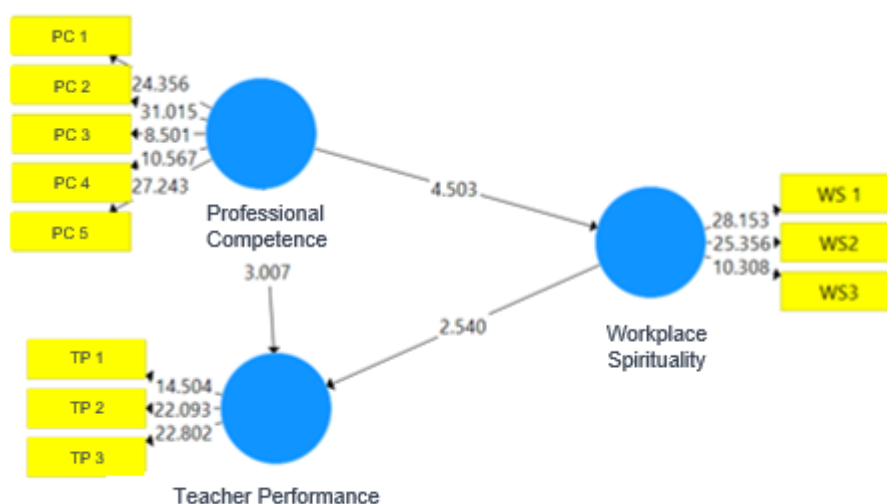


Figure 2: Structural equation model.

5. Discussion

In recent times, academics have become increasingly aware of the importance of teacher professional competency variables. Researchers study concepts and dimensions and their antecedents and correlations with other variables. This research redefines the concept of teacher professional competence and teacher performance by examining the mechanisms for the formation and role of spirituality in the teacher's work environment (school). Apart from that, this research has also completed the shortcomings of previous studies. This research chose high school teachers as the object of study and antecedents of workplace spirituality. Teachers are a particular group who, in their work, face pressure from the obligation to carry out teaching and learning activities well, maintain interpersonal relationships with colleagues and superiors, guide many students from various levels, and solve other problems. Meanwhile, many schools (or, more precisely, companies, in general) use teacher performance factors as indicators for assessing employee (teacher) behaviour and as a basis for evaluation to improve the

performance of educational institutions and companies. High school schools pay great attention to the development of scientific research and the innovative performance of each teacher.

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This research has successfully explained the association between teacher professional competence and teacher performance. Indirectly, this explains how aspects of Workplace Spirituality play a role in shaping teacher professional performance and competence. Teachers with high professional competence will be enthusiastic in carrying out teaching and learning activities and carrying out teaching duties optimally. This condition has a broad impact globally because it concerns the quality of references and generations. Next, the school's task is to improve Workplace Spirituality, for example, through meaningful work, a sense of community, and adapting the value of human resources to the culture or school environment.

Based on the research findings that have been carried out, this research provides an empirical contribution regarding the influence of teacher professional competence on teacher performance. It supports the opinion [3] that professional competence and teacher performance are interrelated. The results of this research support research conducted by Marques et al. [19] which explains how the strength of professional competence is very relevant to teacher performance.

According to research findings, Workplace Spirituality is an essential factor that needs to be considered to improve teacher performance. Workplace Spirituality has been

proven to increase teacher professional competence's influence on teacher performance. Workplace Spirituality that is getting better tends to significantly invest in work [20]. The results of this research support Herzberg's theory, which states that workplace spirituality is a self-fulfilling need. High environmental spirituality encourages a person to increase self-efficacy and work actively. This will encourage teachers to develop a love of work and a willingness to continue to be involved in their profession, or other words, have a high level of workplace spirituality.

Despite the findings being necessary for research development, this study has several limitations that must be acknowledged. At least regarding the method, the measurement method can be further developed by future researchers. Some of the scales in this research were adopted directly from overseas research, so they have the potential for deviations in measurement results due to differences in population characteristics and scope, and the overall reliability of the scale is more than 0.6. Regarding this, future researchers can use a higher reliability limit, for example, 0.8. Regarding sample representation, the research succeeded in collecting 182 samples with complete data filling for data analysis. This amount is considered sufficient, but it can be reproduced further to obtain more representative results. The study of variable associations can also be expanded by linking other variables not studied in this research.

6. Research Implications

6.1. Practical implications

Schools realize the importance of teachers as one of their human resources and are one of the most influential resources in producing quality school graduates, so they always pay attention and strive to improve teacher performance. Based on research results that show the influence of teacher professional competence on teacher performance, schools must be able to manage the resources they have in order to obtain optimal performance by paying attention to teacher professional competence. A teacher with high professional competence and career expectations is likely to invest significantly in the job and is willing to dedicate whatever effort is necessary to achieve career goals.

Workplace Spirituality is another factor that is no less important for improvement efforts in teacher performance, which reflects an intrinsic awareness that supports work performance and enables individuals to give all their abilities to obtain career satisfaction. Work that aligns with a sense of liking, belonging to a group, and consistency

with organizational values can encourage a person to increase self-efficacy and work actively. A positive spiritual environment will encourage teachers to develop a love of work and a willingness to continue to be involved in their profession, or other words, have high professional competence so that this will impact enhanced performance.

7. Conclusion

In short, this research confirms that teacher professional competence is positively associated with teacher performance, in which case Workplace Spirituality is proven to act as a mediating variable. Spiritual values are believed to be the basis for the obligation to provide maximum work dedication as a form of responsibility for work. For this reason, schools must build intense spirituality through various strategies that can be applied in their respective environments.

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