

THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP AND WORKPLACE SPIRITUALITY ON TEACHER PERFORMANCE WITH WORK MOTIVATION AS A MEDIATOR AT XYZ ELEMENTARY SCHOOL IN KUPANG CITY

[PENGARUH KEPEMIMPINAN TRANSFORMASIONAL DAN SPIRITUALITAS KERJA TERHADAP KINERJA GURU DENGAN MOTIVASI KERJA SEBAGAI MEDIATOR DI SEKOLAH DASAR DI KOTA KUPANG]

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Abstract

This research is a quantitative study aimed at examining the influence of transformational leadership and workplace spirituality on teacher performance with work motivation as a mediator at XYZ Elementary School in Kupang City. This study involved 35 teachers working at the school, with data collected through an online questionnaire that had been tested for validity and reliability. Data analysis was conducted using the statistical method Partial Least Square-Structural Equation Modeling (PLS-SEM), including path analysis and mediation effect testing. The results of the study indicate that 1) there is no positive and significant influence of

transformational leadership on teacher performance, 2) there is no positive and significant influence of transformational leadership on work motivation, 3) there is a positive and significant influence of workplace spirituality on teacher performance, 4) there is a positive and significant influence of workplace spirituality on work motivation, 5) there is a positive and significant influence of work motivation on teacher performance, 6) there is no positive and significant influence of transformational leadership on teacher performance mediated by work motivation, and 7) there is no positive and significant influence of workplace spirituality on teacher performance mediated by work motivation.

Keywords: Transformational leadership; workplace spirituality; work motivation; teacher performance

Abstrak

Penelitian ini merupakan penelitian kuantitatif yang bertujuan mengkaji pengaruh kepemimpinan transformasional dan *workplace spirituality* terhadap kinerja guru dengan motivasi kerja sebagai mediator di SD XYZ Kota Kupang. Penelitian ini melibatkan 35 guru yang bekerja di sekolah tersebut, dengan data dikumpulkan melalui kuesioner yang dibagikan secara *online* dan telah diuji validitas dan reliabilitasnya. Analisis data dilakukan menggunakan metode statistik *Partial Least Square-Structural Equation Modeling* (PLS-SEM), yaitu analisis jalur dan uji efek mediasi. Hasil penelitian menunjukkan bahwa 1) tidak terdapat pengaruh positif dan signifikan kepemimpinan transformasional terhadap kinerja guru, 2) tidak terdapat pengaruh positif dan signifikan kepemimpinan transformasional terhadap motivasi kerja, 3) terdapat pengaruh positif dan signifikan *workplace spirituality* terhadap kinerja guru, 4) terdapat pengaruh positif dan signifikan *workplace spirituality* terhadap

motivasi kerja, 5) terdapat pengaruh positif dan signifikan motivasi kerja terhadap kinerja guru, 6) tidak terdapat pengaruh positif dan signifikan kepemimpinan transformasional terhadap kinerja guru yang dimediasi oleh motivasi kerja, dan 7) tidak terdapat pengaruh positif dan signifikan *workplace spirituality* terhadap kinerja guru yang dimediasi oleh motivasi kerja.

Kata Kunci: Kepemimpinan transformasional; *workplace spirituality*; motivasi kerja; kinerja guru

Introduction

Education in Indonesia currently faces increasingly complex challenges related to improving the quality and distribution of human resources. The 2022 Programme for International Student Assessment (PISA), which evaluates the knowledge and skills of 15-year-old students in mathematics, reading, and science, showed that Indonesian students scored 366 points in mathematics compared to the OECD countries' average of 472 points, 359 points in reading compared to the average of 476 points, and 383 points in science compared to the average of 485 points (OECD, 2023). Overall, the 2022 results are among the lowest ever measured by PISA in all three subjects, comparable to the results observed in 2003 in reading and mathematics, and in 2006 in science. Almost no students in Indonesia reached the highest score categories in mathematics, reading, and science.

On the other hand, Christian education in Indonesia is facing various challenges. The Christian Education Council (MPK) in Indonesia, which oversees more than 400 foundations and over 6.000 schools across the country, from kindergarten/pre-school, elementary, middle, to high school/vocational levels, categorizes Christian schools into five grades based on the average annual student enrollment growth rate: grades A, B, C, D, and E (Djuwadi, 2023). A specific study conducted by MPK in 2023 revealed that approximately forty percent (40%) of Christian schools in Indonesia, out of the total number of MPK member schools, fall into grades D and E, indicating a high likelihood of closure between 2023 and 2030 (Djuwadi, 2023).

This has been confirmed by the Education Development Department of the Christian Evangelical Church in Timor (GMIT) Synod in the East Nusa Tenggara (NTT) region. The GMIT Synod established the Christian Education Foundation (Yapenkris) in 1966 as part of its participation in sustaining education in NTT. The nearly 600 GMIT schools are currently facing serious challenges in school leadership and human resource management, which affect the low quality of teachers. Additionally, they face challenges in providing learning resources, curriculum development, and education fund management (Bidang Pengembangan Pendidikan GMIT, 2023).

XYZ School, a member of Yapenkris, has expressed the same concerns. The limitations in improving the quality of education due to being caught in a complex web of issues have led the management to currently focus on enhancing teacher quality, school leadership, and school culture or climate.

The low performance of teachers is a significant issue that is the focus of this study, as teachers are key figures in determining the quality of education. The performance of teachers at XYZ Elementary School in Kupang City can be improved to support the quality of education by utilizing the influencing variables. These three variables are transformational leadership, workplace spirituality, and work motivation.

The research questions to be addressed in this study are formulated as follows:

- 1) Does transformational leadership have a positive and significant effect on teacher performance?
- 2) Does transformational leadership have a positive and significant effect on work motivation?
- 3) Does workplace spirituality have a positive and significant effect on teacher performance?
- 4) Does workplace spirituality have a positive and significant effect on work motivation?
- 5) Does work motivation have a positive and significant effect on teacher performance?

- 6) Does transformational leadership have a positive and significant effect on teacher performance when mediated by work motivation?
- 7) Does workplace spirituality have a positive and significant effect on teacher performance when mediated by work motivation?

The objectives of this research are:

- 1) To analyze the effect of transformational leadership on teacher performance.
- 2) To analyze the effect of transformational leadership on work motivation.
- 3) To analyze the effect of workplace spirituality on teacher performance.
- 4) To analyze the effect of workplace spirituality on work motivation.
- 5) To analyze the effect of work motivation on teacher performance.
- 6) To analyze the effect of transformational leadership on teacher performance when mediated by work motivation.
- 7) To analyze the effect of workplace spirituality on teacher performance when mediated by work motivation.

Teacher Performance

Improving the quality of education can begin with enhancing teacher quality (Joen et al., 2022). A quality teacher can be assessed by their performance (Wyatt-Smith et al., 2022). Performance is depicted as a multidimensional concept involving individual behavior, achievement, and job requirements (Chu & Lai, 2011; Rivaldo & Nabella, 2023; Vo-Thanh et al., 2020). Performance can be described as the positive or negative behavior of employees that affects organizational effectiveness, both directly and indirectly (Chi et al., 2023).

Teacher performance is the result of a teacher's work manifested in their knowledge, skills, values, and attitudes in carrying out their duties and functions. This is demonstrated through their appearance, actions, and work achievements, encompassing both the quality and quantity of results (Byars & Rue, 2011; Joen et al., 2022). Teacher performance assessment involves evaluating each of the teacher's primary tasks, including educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education, basic

education, and secondary education, as well as additional tasks relevant to the functions of the school or madrasa (Peraturan Menteri Pendayagunaan Aparatur Negara Dan Reformasi Birokrasi Nomor 16 Tahun 2009 Tentang Jabatan Fungsional Guru dan Angka Kreditnya, 2009).

Teacher performance is influenced by both internal and external factors that interact with each other. Internal factors include ability and work motivation, which can be affected by external factors such as school leadership, culture, and climate (Madjid, 2016; Mathis et al., 2017).

Performance is significantly influenced by organizational leadership (Donkor et al., 2022; Khassawneh & Elrehail, 2022; Maqbool et al., 2023). Effective school leadership has a positive and sustained impact on organizational performance and significantly influences both teaching and learning outcomes (Harris & Jones, 2018).

Transformational Leadership

Transformational leadership has a positive impact on many important outcomes in the workplace, including effectiveness, performance, creativity, innovation, satisfaction, commitment, motivation, organizational culture, and other results, at individual, team, and organizational levels (Bass & Riggio, 2006; Deng et al. 2023). Transformational leadership is a process in which an individual interacts with others and forms connections that enhance motivation and morale, both for themselves and their followers (Northouse, 2021). This leadership style has a comprehensive concept and is highly relevant when applied in conditions facing various changes (Wiltshire et al., 2018).

A transformational leader is one who stimulates and inspires followers to achieve peak performance while simultaneously developing their own leadership capacities (Bass & Riggio, 2006). The school principal plays a role in supporting and motivating teachers to achieve institutional goals through genuine and effective leadership (Mulyono 2017; Sarwar, Tariq, & Yong, 2022) leading to improvements in the classroom, school, and system (Harris & Jones, 2023). The indicators of transformational leadership are idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass 1985; Bass & Riggio, 2006; Burns, 1978).

Workplace Spirituality

Teacher performance is also influenced by workplace spirituality (Labetubun & Dewi, 2022; Mousa, 2020). Workplace spirituality can enhance teacher performance because an ethical organizational climate can foster a sense of compassion that helps educators manage students effectively (Paul et al., 2020); promote employee happiness, satisfaction, and creativity (Olalere, 2018); encourage innovative work behavior (Garg, 2017); increase employee commitment and productivity, while reducing turnover and absenteeism (Gupta & Singh, 2016). This positive and significant impact indicates that higher workplace spirituality is associated with higher levels of teacher performance (Evalyna & Wibawa, 2020).

Literature on workplace spirituality emphasizes that spirituality is not synonymous with religion or an individual's belief system (Ashmos & Duchon, 2000; Lee et al., 2010). Spirituality pertains to the general condition of human life related to fundamental nature, intrinsic values, and positive motivation (Mitroff & Denton, 1999). The concept of workplace spirituality refers to the application of spiritual principles (community, interconnectedness, belonging, purpose, altruism, and virtue) to work activities, where these spiritual principles are inherent in individuals and reflected in their behavior and work activities (Hilton et al., 2024; Krishnani, 2023). Workplace spirituality is experienced in a work environment that acknowledges that humans have minds and souls, seeks to find meaning in their work, and desires to connect with others, which leads to beneficial consequences for both individuals and organizations (Belwalkar et al., 2018; Milliman et al., 2003).

The dimensions of workplace spirituality are summarized into three, meaningful work, sense of community, and alignment with organizational values (Milliman et al., 2003). Meaningful work refers to a deep sense of meaning and purpose in one's job, reflecting how employees interact with their daily work on an individual level, and involves the assumption that everyone has the motivation, truth, and desire to engage in activities that provide greater meaning to their own lives and the lives of others (Ashmos & Duchon, 2000). Indicators of meaningful work include enjoying work, being energized by work, and the work giving personal meaning and purpose (Milliman et al., 2003). Sense of community

involves the interaction between employees and their colleagues based on the belief that people see themselves as connected to each other, with this connectedness involving deeper feelings, including support, freedom of expression, and genuine care (Ashmos & Duchon, 2000). Indicators of sense of community are a sense of connection with co-workers, employees supporting each other, and linking with a common purpose (Milliman et al., 2003). Alignment with organizational values is the state where individuals experience a strong sense of connection between their personal values and the organization's mission and goals, leading individuals to believe they should contribute to others or society, and that managers and employees in their organization share similar values, have a strong conscience, and care about the well-being of employees and the community (Ashmos & Duchon, 2000). Indicators of alignment with organizational values include feeling connected to the organization's goals, identifying with the organization's mission and values, and the organization caring about its employees (Milliman et al., 2003).

Work Motivation

Motivation directly affects teacher performance, serving as a core element of teacher professionalism that supports the learning process due to its implications for student learning outcomes (Aljumah, 2023; Pekrun, 2021; Thommen et al., 2021). Motivation is represented as the desire to complete a task accompanied by an enthusiastic attitude, which acts as a driving force that encourages individuals to take proactive steps (Bandhu et al., 2024; Huo, 2023). Work motivation is the basis for individual self-actualization and organizational achievement (Vo et al., 2022). Motivation is divided into two types: intrinsic motivation and extrinsic motivation. The term "intrinsic" refers to motivation that originates from within an individual in the form of interest and goals, while "extrinsic" refers to motivation triggered by external variables such as incentives and punishments (Bandhu et al., 2024; Liaquat et al., 2024; Miner, 2005; Rogers, 2010).

Self-Determination Theory (SDT) formulates a meta-theory to frame studies of motivation, a formal theory that defines sources of intrinsic motivation and various sources of extrinsic motivation, as well as describing the role of each type of intrinsic and extrinsic motivation in cognitive and social development and individual differences (Deci & Ryan,

1985). SDT posits that there are three basic psychological needs: autonomy, competence, and relatedness (Ryan & Deci, 2017). SDT is multidimensional and operates on a spectrum of self-determination, encompassing six forms of regulation ranging from high autonomy, which is intrinsic motivation (intrinsic regulation), to intermediate levels of extrinsic motivation (external regulation, introjected regulation, identified regulation, integrated regulation), and down to low autonomy, which is amotivation (Deci & Ryan, 1985).

Intrinsic motivation and extrinsic motivation (identified regulation, integrated regulation) are necessary for teachers to enhance their performance (Worthington, 2020). Teachers who can maintain their motivation will be able to handle difficult situations and even be willing to participate in school development (Näkk & Timoštšuk, 2021). Teacher motivation can be developed through continuous performance feedback (Giamos et al., 2023), creating a conducive work climate (Li et al., 2023), implementing workplace spirituality (Afsar, Badir, & Kiani, 2016; Garg, 2017; Pandey, Gupta, & Kumar, 2016; Ryan & Deci, 2000; Sapta et al., 2021), and transformational leadership (Bass & Riggio, 2006).

Previous Research

Some previous studies related to the variables in this research are:

- 1) Deng, C., Gulseren, D., Isola, C., Grocutt, K., & Turner, N. (2023). Transformational leadership effectiveness: An evidence-based primer. *Human Resource Development International*, 26(5), 627–641. <https://doi.org/10.1080/13678868.2022.2135938>

This study reviews major leadership models, highlighting empirical evidence of redundancy between new leadership models (authentic, ethical, and servant leadership) and transformational leadership. The review results indicate that new leadership models provide little additional validity in predicting various leadership outcomes, while transformational leadership shows moderate to large effect sizes on various individual, team, and organizational outcomes. Overall, these findings suggest that organizations would benefit by focusing their resources on developing transformational leadership rather than the latest leadership trends.

- 2) Chi, H., Vu, T., Nguyen, H. V., & Truong, T. H. (2023). How financial and non-financial rewards moderate the relationships between transformational leadership, job satisfaction, and job performance. *Cogent Business and Management*, 10(1), 1–18. <https://doi.org/10.1080/23311975.2023.2173850>

This study shows that transformational leadership significantly affects job satisfaction, which in turn is strongly related to job performance. Job satisfaction also has a mediating effect on the relationship between transformational leadership and job performance.

- 3) Donkor, F., Sekyere, I., & Oduro, F. A. (2022). Transformational and transactional leadership styles and employee performance in public sector organizations in Africa: A comprehensive analysis in Ghana. *Journal of African Business*, 23(4), 945–963. <https://doi.org/10.1080/15228916.2021.1969191>

The results of the study show that organizational commitment positively moderates transformational leadership, while transactional leadership does not. When transformational leadership is high, organizational commitment increases, thereby improving employee performance. On the other hand, when transactional leadership increases, organizational commitment decreases, leading to reduced employee performance.

- 4) Jena, L. K. (2022). Does workplace spirituality lead to raising employee performance? The role of citizenship behavior and emotional intelligence. *International Journal of Organizational Analysis*, 30(6), 1309–1334. <https://doi.org/10.1108/IJOA-06-2020-2279>

This study was conducted using a descriptive and analytical cross-sectional approach. Data were collected in two rounds. In total, 761 responses (416 offline and 345 online) were analyzed. The results found that workplace spirituality has a positive relationship with employee performance. Organizational citizenship behavior also has a positive relationship with workplace spirituality and employee performance. Mediation analysis shows that organizational citizenship behavior significantly strengthens the relationship between workplace spirituality and employee performance.

- 5) Vo, T. T. D., Tuliao, K. V., & Chen, C. W. (2022). Work motivation: The roles of individual needs and social conditions. *Behavioral Sciences*, 12(49), 1–19. <https://doi.org/10.3390/bs12020049>

This study examines the impact of individual competence, autonomy, and social connectedness on work motivation, as well as the moderating factors at the country level on the individual-level associations. Hierarchical Linear Modeling (HLM) was used to analyze data from 32,614 individuals across 25 countries obtained from the World Values Survey (WVS). The findings show that autonomy and social connectedness positively impact work motivation, while competence negatively impacts work motivation. Additionally, the individual-level associations are moderated by country-level factors such as religious affiliation, political participation, human orientation, and group collectivism.

- 6) Ryan, R. M., & Deci, E. L. (2000a). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54–67. <https://doi.org/https://doi.org/10.1006/ceps.1999.1020>

Intrinsic and extrinsic motivation have a significant impact on performance enhancement. Intrinsic motivation, which is driven by personal interest and satisfaction derived from engaging in a task, tends to increase involvement, focus, and creativity, thereby positively influencing performance outcomes. Conversely, extrinsic motivation that is more autonomous, meaning it is internalized and aligned with personal values, can also contribute to improved performance, as individuals are more likely to be engaged and committed. In contrast, less autonomous extrinsic motivation, which is influenced by external pressures, may not be as effective over the long term. Addressing basic human needs for autonomy, competence, and relatedness within educational or organizational settings is crucial for fostering motivation and, consequently, enhancing overall performance.

Research Hypotheses

The research hypotheses proposed are as follows:

- 1) H₁: There is a positive and significant effect of transformational leadership on teacher performance.
- 2) H₂: There is a positive and significant effect of transformational leadership on work motivation.
- 3) H₃: There is a positive and significant effect of workplace spirituality on teacher performance.
- 4) H₄: There is a positive and significant effect of workplace spirituality on work motivation.
- 5) H₅: There is a positive and significant effect of work motivation on teacher performance.
- 6) H₆: There is a positive and significant effect of transformational leadership on teacher performance mediated by work motivation.
- 7) H₇: There is a positive and significant effect of workplace spirituality on teacher performance mediated by work motivation.

Research Method

The research methodology to be used is correlational research, which measures the degree of association or relationship between two or more variables expressed in the form of correlation coefficients (Arikunto, 2014). The study will be conducted in three elementary schools that are members of the Christian Education Foundation (Yapenkris) Prisqila in Kupang City, East Nusa Tenggara Province, from January to May 2024.

Population refers to a group of subjects or objects that possess certain qualities and characteristics defined by the researcher for study and subsequent conclusion drawing (Arikunto, 2014; Creswell & Guetterman, 2018; Sugiyono, 2013). The population in this study consists of all elementary school teachers teaching at three XYZ Elementary Schools in Kupang City, under the jurisdiction of Yapenkris Priqila, totaling 45 teachers. The sampling technique employed is nonprobability sampling, specifically purposive sampling. Purposive sampling is a technique selected when the researcher has a specific objective in choosing the sample for the study, so that the sample can represent the characteristics of the population and address the research objectives (Sugiyono, 2013). The research sample will consist of 35 teachers who meet the inclusion criteria, namely full-time elementary school teachers

who are Christian, and the exclusion criteria, namely part-time teachers, non-Christian teachers, and teachers currently experiencing health conditions that do not support participation.

This aims to focus the research on specific characteristics related to the independent variables, namely transformational leadership and workplace spirituality, as well as the mediator variable, work motivation. Additionally, these inclusion criteria aim to ensure that the selected sample reflects the specific contextual conditions of XYZ Elementary School in Kupang City, which is a private Christian school, so that the research results are relevant to the examined contextual framework.

Data will be collected through an online survey method using a questionnaire as the measurement tool. The analysis employed will be Structural Equation Modeling Partial Least Squares (SEM-PLS). SEM-PLS is a multivariate analysis method used to estimate the effects between variables simultaneously, with the primary aim being predictive studies (Hair et al., 2022). PLS-SEM is effective for use with small sample sizes and complex models because it does not require distributional assumptions (non-parametric), and it can handle both reflective and formative measurement models, as well as single-item constructs, without encountering identification issues (Hair et al., 2022).

The data analysis techniques used will include inferential statistics (inner model and outer model), Importance Performance Matrix Analysis (IPMA), and Multi-Group Analysis (MGA). Data processing will be carried out using Smart Partial Least Square software (Smart PLS 4).

Table 1. Variables and Indicators of the Study

No.	Variables	Dimensions/Indicators
1.	Transformational Leadership (Bass & Riggio, 2006)	Idealized influence, inspirational motivation, intellectual stimulation, individualized consideration
2.	Workplace Spirituality (Ashmos & Duchon, 2000; Milliman et al., 2003)	Meaningful work, sense of community, alignment with organization values
3.	Work Motivation	Integrated regulation: congruence, awareness, synthesis with self

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	(Bandhu et al., 2024; Ryan & Deci, 2017)	Intrinsic regulation: interest, enjoyment, inherent satisfaction
4.	Teacher Performance (Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru Dan Dosen 2005)	Educating, teaching, guiding, training, directing, assessing and evaluating

Analysis

Convergent validity testing in PLS analysis uses outer loading and Average Variance Extracted (AVE) as measures. Outer loading is a statistical measure that examines how well an indicator reflects the measurement of a variable or how valid an indicator is in measuring the variable (Hair et al., 2022). The minimum outer loading value used in this study is 0,60 (Chin, 1998).

Table 2. Results of Convergent Validity Testing with Outer Loadings

Variable	Item	Outer Loadings	Description
Transformational Leadership (KTR)	Idealized influence	0,92	Valid
	Inspirational motivation	0,922	Valid
	Intellectual stimulation	0,963	Valid
	Individualized consideration	0,927	Valid
Workplace Spirituality (WPS)	Meaningful work	0,892	Valid
	Sense of community	0,895	Valid
	Alignment with organization values	0,919	Valid
Work Motivation (MTV)	Integrated regulation	0,943	Valid
	Intrinsic regulation	0,815	Valid
Teacher Performance (KRJ)	DIDIK1	0,822	Valid
	DIDIK2	0,806	Valid
	DIDIK3	0,777	Valid
	AJAR1	0,848	Valid
	AJAR2	0,771	Valid
	AJAR3	0,706	Valid
	BIMB1	0,856	Valid
	BIMB2	0,801	Valid
	BIMB3	0,666	Valid
	LAT1	0,724	Valid
	LAT2	0,722	Valid
	NILAI1	0,705	Valid
NILAI2	0,75	Valid	

Source: Results of Data Processing from the Research (2024)

All items measuring the variables show outer loadings above 0,60, indicating that all items are valid. Similarly, the results of convergent validity evaluation using AVE show that all variables involved in this study have AVE values exceeding 0,50. This indicates that the research variables have met the criteria required for convergent validity testing. The model results of the convergent validity test conducted using SmartPLS 4 can be seen in the figure below.

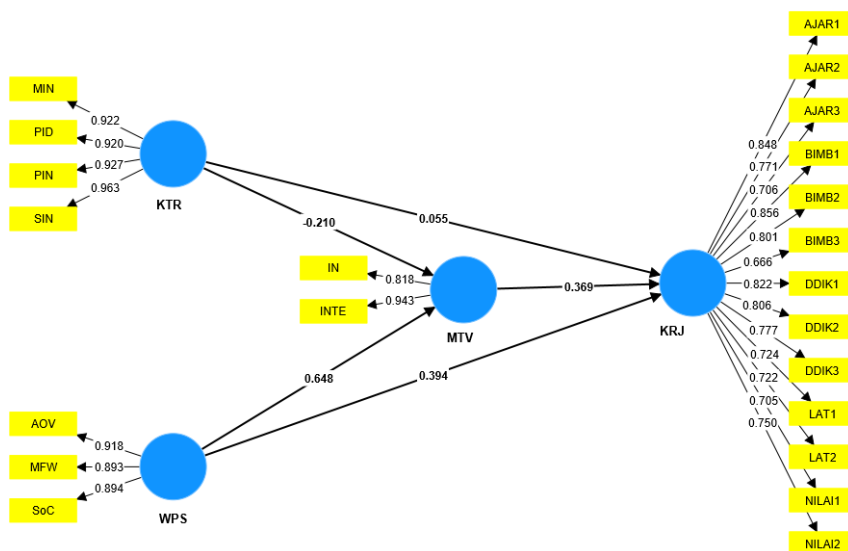


Figure 1. Model Results of Convergent Validity Test at the Variable Level
Source: Results of Data Processing from the Research (2024)

This study uses HTMT (Heterotrait-Monotrait Ratio) because this measure of discriminant validity is considered more sensitive or accurate in detecting discriminant validity (Hair et al., 2022). The recommended value is below 0.90 (Hair et al., 2022).

Table 3. Results of Discriminant Validity Testing with HTMT

Variable	KRJ	KTR	MTV	WPS
KRJ				
KTR	0,467			
MTV	0,640	0,336		
WPS	0,638	0,820	0,533	

Source: Results of Data Processing from the Research (2024)

The test results reveal that the HTMT values for variable pairs are below 0.90, confirming the achievement of discriminant validity. This means that the variable explains a greater proportion of the variation in its measurement items compared to the variation in items associated with other variables.

Table 4. Results of Reliability Testing with Cronbach's Alpha and Composite Reliability

Variable	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
KRJ	0,942	0,951	0,949	0,59
KTR	0,95	0,956	0,964	0,871
MTV	0,734	0,889	0,875	0,779
WPS	0,887	0,932	0,929	0,813

Source: Results of Data Processing from the Research (2024)

The composite reliability and Cronbach's alpha values for all research variables are above 0,70, indicating that all research variables have good reliability.

Testing of the inner model will be conducted by analyzing the Variance Inflation Factor (VIF), path coefficients, R-Square, F-Square, and predictive relevance test Q-Square.

Table 5. Structural Model Evaluation Criteria

Inner Model	Parameter	Rule
Multicollinearity Test	VIF	$VIF < 5$ (Hair et al., 2022)
Path Coefficient Test	<i>Coefficient</i>	$\rho > 0 =$ Hypothesis (H_0) Rejected $T \text{ statistics} > 1,65$ $P \text{ value} < 0,05$ (Hair et al., 2022)
Coefficient of Determination Test	<i>R-square</i>	$0 < R^2 < 1$ $0,19 \leq R^2 < 0,33$ weak model $0,33 \leq R^2 < 0,67$ moderate model $0,67 \leq R^2 < 1,00$ strong model (Chin, 1998)
Direct Effect Size Test	<i>F-square</i>	$F^2 \geq 0,02$

		$0,02 \leq F^2 < 0,15$ small effect $0,15 \leq F^2 < 0,35$ medium effect $F^2 \geq 0,35$ large effect (Hair et al., 2022)
Mediation Effect Size Test	Upsilon (V)	$V > 0,01$ $0,01 < V \leq 0,075$ small effect $0,075 < V \leq 0,175$ medium effect $V > 0,175$ large effect (Ogbeibu et al., 2021)
Predictive Relevance Test	<i>Q-square Predictive Relevance</i>	$Q^2 > 0$ $0 < Q^2 \leq 0,25$ weak model $0,25 < Q^2 \leq 0,50$ moderate model $> 0,50$ strong model (Hair et al. 2022)

Source: Chin (1998); Hair et al. (2022); Ogbeibu et al. (2021)

Table 6. Results of Multicollinearity Testing

	VIF
Transformational Leadership -> Teacher Performance	2,406
Transformational Leadership -> Work Motivation	2,348
Work Motivation -> Teacher Performance	1,348
Workplace Spirituality -> Teacher Performance	2,912
Workplace Spirituality -> Work Motivation	2,348

Source: Results of Data Processing from the Research (2024)

The results of the multicollinearity test to examine the relationships among research variables show that all variable relationships are below 5.00. This indicates that there is no multicollinearity among the variables in this study.

The following table displays the path coefficients, T statistics, and p-values based on data processing using the SmartPLS 4 application. From these test results, the strength of the relationships between latent variables within the research model can be observed.

Table 7. Path Coefficients (β) and Specific Indirect Effects

Path	Hypothesis	β values	T statistics	P values	Results
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KTR → KRJ	H ₁ 1: There is a positive and significant effect of transformational leadership on teacher performance	0,055	0,283	0,389	Rejected
KTR → MTV	H ₁ 2: There is a positive and significant effect of transformational leadership on work motivation	-0,21	0,822	0,205	Rejected
WPS → KRJ	H ₁ 3: There is a positive and significant effect of workplace spirituality on teacher performance	0,394	1,671	0,047	Accepted
WPS → MTV	H ₁ 4: There is a positive and significant effect of workplace spirituality on work motivation	0,648	3,641	0,000	Accepted
MTV → KRJ	H ₁ 5: There is a positive and significant effect of work motivation on teacher performance	0,369	1,729	0,042	Accepted
Path	Hypothesis	<i>Specific indirect effects</i>	<i>T statistics</i>	<i>P values</i>	Results
KT → MTV → KRJ	H ₁ 6: There is a positive and significant effect of transformational leadership on teacher performance mediated by work motivation	-0,078	0,646	0,259	Rejected
WPS → MTV → KRJ	H ₁ 7: There is a positive and significant effect of workplace spirituality on teacher performance mediated by work motivation	0,239	1,4	0,081	Rejected

Source: Results of Data Processing from the Research (2024)

Explanation:

KTR : Transformational Leadership

WPS : Workplace Sprituality

MTV : Work Motivation

KRJ : Teacher Performance

Hypothesis 1: There is a positive and significant effect of transformational leadership on teacher performance

The path coefficient (β) of transformational leadership on teacher performance is greater than zero, specifically 0,055 ($0,055 > 0$). The T statistics is less than the critical T value, which is 0,283 ($0,283 < 1,65$), and the p-value is greater than 0,05, which is 0,389 ($0,389 > 0,05$). These values indicate that the effect is not significant at the 5% significance level or 95% confidence level. Therefore, H₁ is rejected and H₀ is accepted, concluding that there is no positive and significant effect of transformational leadership on teacher performance.

Hypothesis 2: There is a positive and significant effect of transformational leadership on work motivation

The hypothesis test results show that the path coefficient (β) of transformational leadership on work motivation is -0,210, which is negative ($-0,210 < 0$). The T statistics is less than the critical T value ($0,822 < 1,65$), and the p-value is greater than 0,05 ($0,205 > 0,05$). Therefore, H_1 is rejected and H_0 is accepted, concluding that there is no positive and significant effect of transformational leadership on work motivation.

Hypothesis 3: There is a positive and significant effect of workplace spirituality on teacher performance

The path coefficient (β) is greater than zero, specifically 0,394 ($0,394 > 0$). The T statistics is greater than the critical T value, at 1,671 ($1,671 > 1,65$), and the p-value is less than 0,05, at 0,047 ($0,047 < 0,05$). Based on these path coefficient results, it can be concluded that H_1 is accepted and H_0 is rejected, indicating that there is a positive and significant effect of workplace spirituality on teacher performance in this research context.

Hypothesis 4: There is a positive and significant effect of workplace spirituality on work motivation

The path coefficient (β) for this hypothesis is 0,648. This positive value indicates that workplace spirituality has a positive effect on work motivation. This effect is significant because the T statistics is greater than the critical T value, at 3,641 ($3,641 > 1,65$), and the p-value is less than 0,05, at 0,000 ($0,000 < 0,05$). Based on this information, it can be concluded that H_1 is accepted and H_0 is rejected, indicating a positive and significant effect of workplace spirituality on work motivation in this research.

Hypothesis 5: There is a positive and significant effect of work motivation on teacher performance

The analysis results show that the path coefficient (β) is 0,369, which is greater than zero ($0,369 > 0$), indicating a positive effect of work

motivation on teacher performance. Additionally, the T statistics is greater than the critical T value, at 1,729 ($1,729 > 1,65$), and the p-value is less than 0,05, at 0,042 ($0,042 < 0,05$), indicating that the effect is significant. Based on these path coefficient results, it can be concluded that H_1 is accepted and H_0 is rejected, suggesting a positive and significant effect of work motivation on teacher performance in this research context.

Hypothesis 6: There is a positive and significant effect of transformational leadership on teacher performance mediated by work motivation

The mediation analysis results show that the specific indirect effect of transformational leadership on teacher performance through work motivation is negative, with a value of -0,078 ($-0,078 < 0$). The T statistics is less than the critical T value, at 0,646 ($0,646 < 1,65$), and the p-value is greater than 0,05, at 0,259 ($0,259 > 0,05$). This indicates a negative and non-significant effect. Therefore, it can be concluded that H_1 is rejected and H_0 is accepted, meaning there is no positive and significant effect of transformational leadership on teacher performance mediated by work motivation.

Hypothesis 7: There is a positive and significant effect of workplace spirituality on teacher performance mediated by work motivation

The statistical test for mediation shows that the specific indirect effect of workplace spirituality on teacher performance through work motivation is positive, with a value of 0,239 ($0,239 > 0$). However, since the T statistics is less than the critical T value, at 1,400 ($1,400 < 1,65$), and the p-value is slightly greater than 0,05, at 0,082 ($0,082 > 0,05$), the effect is not significant. Therefore, it can be concluded that H_1 is rejected and H_0 is accepted, indicating that there is no positive and significant effect of workplace spirituality on teacher performance mediated by work motivation in this research.

Table 8. Results of the Coefficient of Determination

Variable	R-square	R-square adjusted	Description
KRJ	0,481	0,431	Moderate effect
MTV	0,258	0,211	Low effect

Source: Results of Data Processing from the Research (2024)

The results in the table show an R-square (R^2) value of 0,481 for teacher performance. This indicates that the combined effect of transformational leadership, workplace spirituality, and work motivation on teacher performance is 0,481 or 48,1%, suggesting that these three variables have a moderate to high effect in predicting teacher performance. The effect of transformational leadership and workplace spirituality on work motivation is 0,258 or 25,8%, indicating that these two variables have a low to moderate effect in predicting work motivation.

Table 9. Results of the Effect Size F-square (F^2)

Path	F-square (F^2)	Description
KTR -> KRJ	0,002	No effect
KTR -> MTV	0,025	Small effect
WPS -> KRJ	0,102	Small effect
WPS -> MTV	0,241	Medium effect
MTV -> KRJ	0,195	Medium effect

Source: Results of Data Processing from the Research (2024)

The F^2 values indicate that transformational leadership has no measurable effect on teacher performance (0,002) and a small effect on work motivation (0,025). Workplace spirituality shows a small effect on teacher performance (0,102) and a medium effect on work motivation (0,241). Work motivation has a medium effect on teacher performance (0,195).

To calculate the effect size of the mediation relationship, the formula used will be mediation epsilon $V = \beta^2_{MX} \beta^2_{YMX}$.

Table 10. Results of the Mediation Effect Size Upsilon (V) Test

Mediation Path	Upsilon (V) Statistic	Description
KTR -> MTV -> KRJ	$(-0,210)^2 \times (0,369)^2 = 0,006$	No effect
WPS -> MTV -> KRJ	$(0,648)^2 \times (0,369)^2 = 0,057$	Small effect

Source: Results of Data Processing from the Research (2024)

In the mediation analysis, work motivation (MTV) has a very small mediating effect on the relationship between transformational leadership (KTR) and performance (KRJ), with Upsilon V = 0,006. Meanwhile, in the relationship between workplace spirituality (WPS) and performance (KRJ), MTV shows a small and positive mediating effect with Upsilon V = 0,057.

Table 11. Results of the Predictive Relevance Test (Q²)

Variable	SSO	SSE	Q ² (=1-SSE/SSO)	Description
KRJ	455	342,095	0,248	Weak model
MTV	70	58,97	0,158	Weak model

Source: Results of Data Processing from the Research (2024)

The Q² value for teacher performance (KRJ) is 0,248. This indicates that the model has a 24,8% ability to predict the teacher performance variable, signifying a prediction accuracy that is weak to moderate. Furthermore, the Q² value for work motivation (MTV) is 0,158. This means that the model has a 15,8% ability to predict the work motivation variable, categorizing it as having weak prediction accuracy.

The Importance-Performance Matrix Analysis (IPMA) was conducted on the teacher performance and motivation variables.

Table 12. Results of the IPMA Test for Teacher Performance Variables

	<i>Importance</i>	<i>Performance</i>
AOV	0,293	32,798
IN	0,151	34,107
INTE	0,261	30,180
MFW	0,206	33,086
MIN	-0,006	36,998
PID	-0,006	32,959
PIN	-0,006	35,121
SIN	-0,007	29,143
SoC	0,201	32,973
<i>Mean</i>	0,121	33,041

Source: Results of Data Processing from the Research (2024)

The IPMA results for the teacher performance in the table above show that the average importance level of the indicators is 0,121, and the

average performance level of the indicators is 33,041. Based on these average values, a quadrant graph can be constructed as follows.

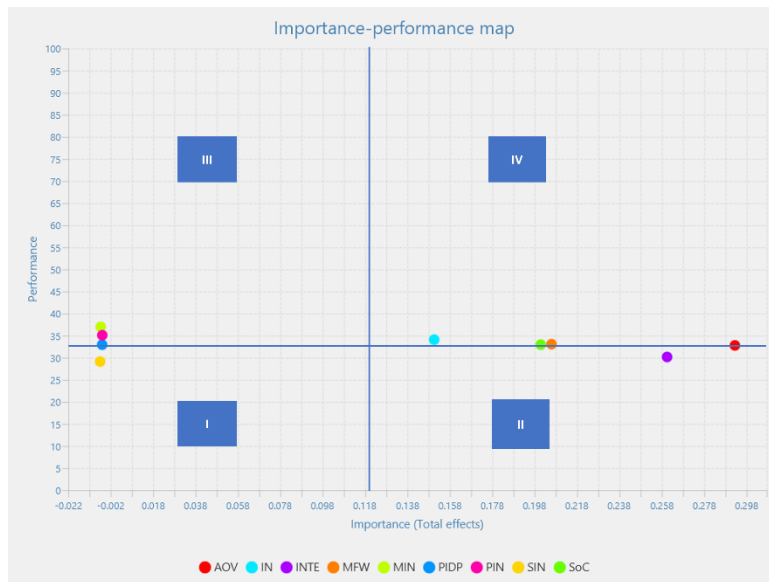


Figure 2. IPMA Results for Teacher Performance (Indicators Level)
Source: Results of Data Processing from the Research (2024)

Based on the IPMA analysis conducted, the indicators can be categorized according to their levels of importance and performance. Indicators with high importance and high performance include Alignment with Organization Values (AOV), Intrinsic Regulation (IN), Meaningful Work (MFW), and Sense of Community (SoC). These indicators are crucial and have demonstrated good performance in influencing teacher performance. In contrast, variables such as Inspirational Motivation (MIN), Idealized Influence (PID), Individual Consideration (PIN), and Intellectual Stimulation (SIN) show low importance and unsatisfactory performance levels. The Integrated Regulation (INTE) indicator has a high level of importance, but its performance still needs improvement.

This analysis provides guidance for management to focus on improving the indicators MIN, PID, PIN, and SIN, which are all indicators of transformational leadership, to strengthen their impact on teacher performance. Evaluation steps need to be taken promptly to ensure that

the implementation of leadership styles at SD XYZ in Kota Kupang can have a positive impact on teacher performance.

Table 13. Results of the IPMA Test for Work Motivation Variables

	<i>Importance</i>	<i>Performance</i>
AOV	0,300	32,798
MFW	0,211	33,086
MIN	-0,059	36,998
PID	-0,053	32,959
PIN	-0,052	35,121
SIN	-0,061	29,143
SoC	0,206	32,973
<i>Mean</i>	0,070	33,297

Source: Results of Data Processing from the Research (2024)

The IPMA test results in the table above indicate that the average importance level of the indicators is 0,070, while the average performance level of the indicators is 33,297. Based on these average values, a quadrant graph can be constructed as follows.

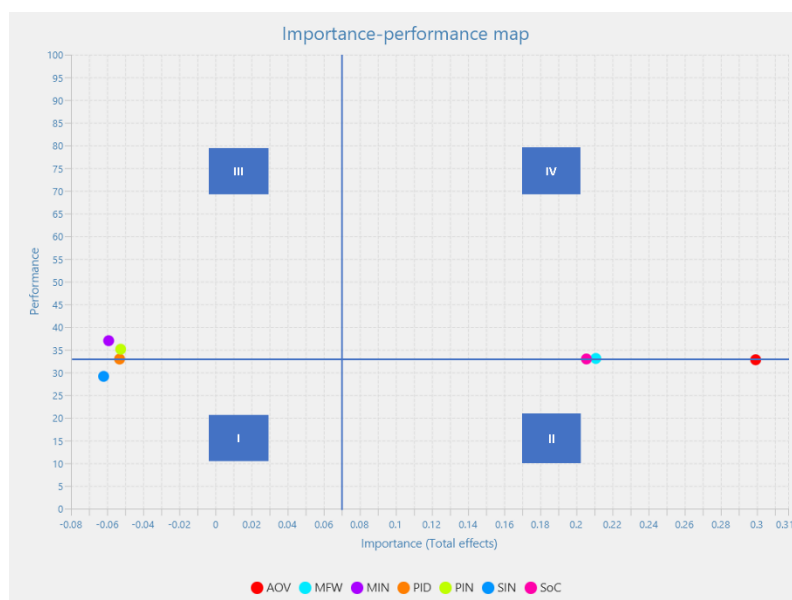


Figure 3. IPMA Results for Work Motivation (Indicators Level)

Source: Results of Data Processing from the Research (2024)

Based on the IPMA results for work motivation as a mediator variable, it was found that Alignment with Organization Values (AOV) has high importance (0,300) but low performance (32,798), indicating potential areas for improvement in supporting work motivation. Meaningful Work (MFW) shows moderate importance (0,211) with good performance (33,086) and can be further enhanced. Sense of Community (SoC) has moderate importance (0,206) with fairly good performance (32,973), suggesting that fostering a sense of community can enhance work motivation. However, Inspirational Motivation (MIN), Idealized Influence (PID), Individual Consideration (PIN), and Intellectual Stimulation (SIN) contribute little to work motivation.

Table 14. Multi Group Analysis (MGA) Results Based on Years of Service

Path	Difference Group A-B	1-tailed Group A vs B	Group A		Group B	
			5%	95%	5%	95%
KTR -> KRJ	-0.046	0.573	-0.613	0.591	-0.434	1.163
KTR -> MTV	-0.756	0.883	-1.135	0.053	-0.682	1.023
WPS -> KRJ	-0.263	0.636	-0.619	0.791	-0.678	1.114
WPS -> MTV	0.196	0.311	-0.709	1.204	-0.499	1.128
MTV -> KRJ	0.220	0.331	-0.290	0.893	-0.533	1.202
KTR -> MTV -> KRJ	-0.338	0.821	-0.800	0.047	-0.222	0.540
WPS -> MTV -> KRJ	0.235	0.312	-0.451	0.963	-0.143	1.291

Source: Results of Data Processing from the Research (2024)

Path analysis (β) shows no significant differences based on years of service between the two groups of teachers. For KTR -> KRJ, $\beta = -0,046$ ($p = 0,573$) indicates no significant difference, with the 95% confidence interval including zero. Other paths also show no significant differences, as their confidence intervals include zero.

These results indicate no significant differences between the two groups based on years of service, namely Group A (0-5 years) and Group B (more than 5 years), regarding the influence of transformational leadership, workplace spirituality, or work motivation on teacher performance, both in direct and mediated effects.

The MGA results in the table below show no significant differences between Group A and Group B based on school location for all tested paths, with the 95% confidence intervals including zero. This indicates that the influence of Transformational Leadership (KTR) and Workplace Spirituality (WPS) on teacher performance (KRJ) and work motivation (MTV), as well as the mediating effect of MTV on the relationship between KTR and WPS on KRJ, does not differ significantly between Group A (teachers in schools 1 and 2) and Group B (teachers in school 3).

Table 15. Multi Group Analysis (MGA) Results Based on School Location

	Difference Group A-B	1-tailed Group A vs B	Group A		Group B	
			5%	95%	5%	95%
	Coefficient	p value				
KTR -> KRJ	-0.802	0.943	-0.767	0.357	0.274	1.021
KTR -> MTV	-0.774	0.945	-1.129	-0.027	-0.244	0.673
WPS -> KRJ	0.022	0.458	-0.335	1.16	0.028	0.799
WPS -> MTV	0.239	0.227	0.336	1.26	0.071	0.967
MTV -> KRJ	0.519	0.102	-0.376	0.808	-0.544	0.23
KTR -> MTV -> KRJ	-0.22	0.794	-0.656	0.103	-0.261	0.04
WPS -> MTV -> KRJ	0.415	0.128	-0.291	0.83	-0.546	0.115

Source: Results of Data Processing from the Research (2024)

Discussion

The results of the first hypothesis test show that transformational leadership does not have a positive and significant impact on teacher performance at SD XYZ in Kupang City. The IPMA results consistently indicate that the importance level of transformational leadership is low, even negative, while the performance level is above average or high (Quadrant III). This suggests that the application of transformational leadership by the school principal does not lead to improvements in teacher performance, as the transformational leadership variable lacks the necessary level of importance

Several previous studies suggest that transformational leadership may be less effective in enhancing performance due to factors such as

geographical influences, cultural differences, and gender labels (Chaplin-Cheyne, 2021; Eisenberg et al., 2019). The tendency to deplete leaders' resources, especially when the behavior is directed at followers with low awareness and competence, also contributes to this issue (Lin et al., 2019).

The MGA results in this study indicate that differences in years of service and school location do not significantly affect the relationship between transformational leadership and teacher performance. This suggests that there are other factors influencing teacher performance at this school beyond transformational leadership.

The results of the second hypothesis demonstrate that transformational leadership does not exert a positive and significant effect on work motivation. While transformational leadership places a strong emphasis on emotional and inspirational influence, not all individuals respond favorably to this approach, as some may require more practical support or recognition of their achievements rather than purely emotional encouragement (Dumdum et al., 2013).

The effectiveness of transformational leadership can also be influenced by contextual factors such as organizational culture, hierarchical structure, and employee engagement (Bass, 1985). Transformational leadership requires adequate resources to implement inspirational and visionary changes (Harris & Jones, 2018). A lack of resources and support can hinder the application of transformational leadership strategies, ultimately affecting teacher motivation (Fullan, 2023). If teachers face economic pressures or job insecurity, the transformational efforts of school principals may be insufficient to significantly enhance their motivation (Ryan & Deci, 2000a).

The results of the third hypothesis reveal that workplace spirituality has a positive and significant impact on teacher performance. This is because teaching activities are closely related to the alignment between personal values and organizational values (Jena, 2022; Mousa, 2020). Teachers who feel spiritually connected with their colleagues and work environment are better able to collaborate, share knowledge, and support one another, all of which contribute to improved collective

performance (Afsar et al., 2016; Giacalone & Jurkiewicz, 2010; Rego & Cunha, 2008).

The fourth hypothesis shows that workplace spirituality has a positive and significant impact on work motivation. Workplace spirituality enhances employee loyalty and commitment to the organization (Garg, 2017; Kinjerski & Skrypnek, 2004; Pandey, Gupta, & Kumar, 2016; Sapta et al., 2021), fosters a sense of ownership, shared power, flexibility, and trust (Afsar et al., 2016), and motivates individuals with the understanding that they can effect change, are understood, and are valued, leading to heartfelt behavior and actions (Fry, 2003). Through a sense of calling and belonging, individuals are drawn to and enjoy their work, feel skilled or capable of completing tasks, meet higher-level needs, and experience an internal locus of causality (Ryan & Deci, 2000a).

The fifth hypothesis suggests that work motivation has a positive and significant effect on teacher performance. This finding is consistent with previous research that shows both intrinsic and extrinsic motivation can enhance teacher productivity and work efficiency (Ryan & Deci, 2000b; Smith, Mackie, & Claypool, 2015). Intrinsic motivation can strongly support individuals in performing tasks with deep, creative, meaningful, and transformative thinking, as individuals enjoy and find satisfaction in the activity or task (Ryan & Deci, 2000a). High intrinsic motivation can enhance flexibility in thinking, active information processing, and a tendency to learn in a contextual manner (Worthington, 2020). In addition to intrinsic motivation, teaching tasks also require support from extrinsic motivation. These tasks are important to complete even if they are not of interest. The necessary form of extrinsic motivation is integrated regulation, as it involves creative and deep thinking. The indicators are congruence, awareness, and synthesis with self (Ryan & Deci, 2000b).

The results of the sixth hypothesis test indicate that transformational leadership does not have a positive and significant effect on teacher performance when mediated by work motivation. Although transformational leadership has the potential to enhance performance through increased work motivation, there are specific conditions under which this effect does not occur or may even be reversed (Bass & Riggio, 2006). The relationship between

transformational leadership and teacher performance is complex, and the effectiveness of transformational leadership can vary depending on specific situations and other contextual factors (Deci & Ryan, 2000; Yukl & Gardner, 2019). Further research is needed to understand the contexts and mechanisms underlying this relationship.

The results of the seventh hypothesis test show that workplace spirituality has a positive but not significant effect on teacher performance when mediated by work motivation. Workplace spirituality can enhance employee well-being and motivation; however, its impact on employee performance is often indirect and influenced by various factors (Milliman et al., 2003). In the context of this study, workplace spirituality has the potential to enhance performance through increased work motivation, highlighting the importance of developing a work environment that supports both spirituality and motivation (intrinsic regulation and integrated regulation) as part of a sustainable strategy for performance improvement.

Conclusion and Recommendation

Based on the findings and analysis of this study, which includes the variables of transformational leadership, workplace spirituality, work motivation, and teacher performance, the following conclusions can be drawn:

- 1) There is no positive and significant effect of transformational leadership on teacher performance ($\beta = 0,055$, $T = 0,283$, $P = 0,389$).
- 2) There is no positive and significant effect of transformational leadership on work motivation ($\beta = -0,210$, $T = 0,822$, $P = 0,205$).
- 3) There is a positive and significant effect of workplace spirituality on teacher performance ($\beta = 0,394$, $T = 1,671$, $P = 0,047$).
- 4) There is a positive and significant effect of workplace spirituality on work motivation ($\beta = 0,648$, $T = 3,641$, $P = 0,000$).
- 5) There is a positive and significant effect of work motivation on teacher performance ($\beta = 0,369$, $T = 1,729$, $P = 0,042$).
- 6) There is no positive and significant effect of transformational leadership on teacher performance when mediated by work motivation (Specific indirect effects = $-0,078$, $T = 0,646$, $P = 0,259$).

- 7) There is no positive and significant effect of workplace spirituality on teacher performance when mediated by work motivation (Specific indirect effects = 0,239, T = 1,400, P = 0,081).

The study shows that the combined variables explain 48,1% of the variance in teacher performance and 25,8% in work motivation. Transformational leadership has a minimal effect on teacher performance (F-square = 0,002), while workplace spirituality and work motivation have moderate effects (F-square = 0,241 and 0,195, respectively). Additionally, there are no significant differences in the impact of these variables on teacher performance based on tenure or school location, indicating that these effects are consistent across different contexts.

Based on the research findings, the following recommendations are suggested for improving school quality and guiding future research:

- 1) The primary focus for enhancing teacher performance at SD XYZ in Kupang City should be on work motivation (MTV) and workplace spirituality (WPS), as these constructs have high importance and still require improvement according to the IPMA results. Transformational leadership does not significantly impact teacher performance enhancement.
- 2) SD XYZ should integrate dimensions of workplace spirituality to boost teacher motivation and performance by facilitating time for prayer, spiritual reflection, and Christian character development. This support will strengthen the overall school community and potentially create a lasting positive impact on teaching and learning in the classroom.
- 3) Transformational leadership does not have a significant effect on teacher performance in this study, suggesting that other variables may influence teacher performance. Future research could explore the effects of additional factors on teacher performance to provide further insights into educational practices.
- 4) This study used work motivation as a mediator. Future research could incorporate other variables to expand and enrich findings in similar studies.

Further research with a larger sample size is needed to validate and compare the results obtained in this study.

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