Rule of Organizational Culture and Organizational Climate in Improving Teacher Performance During the Covid-19 Pandemic

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This study examines the direct and indirect effects of organizational culture and organizational climate on teacher performance (TP) through spiritual work motivation (SWM). Designed as an explanatory research which aims to provide an explanation of the causal relationship between variables through hypothesis testing and aims to obtain appropriate testing in drawing causal conclusions. The sample of this research is 180 respondents of Islamic boarding school teachers in Madura Regency using stratified random sampling. This study uses PLS analysis (Partial Least Squares regression) with the SmartPLS version 3.0 program resulting that organizational culture and organizational climate do not directly affect TP but indirectly affect TP through SWM. The results of this study found that organizational culture and organizational climate directly did not significantly affect TP. Meanwhile, indirectly, organizational culture and organizational climate affect TP through SWM. This shows that SWM is able to bridge the influence of organizational culture and organizational climate on TP, which can be interpreted that organizational culture and organizational climate can have a good effect on TP when accompanied by SWM owned by Islamic boarding school teachers in the Madura area.

Key words: *Organizational Culture, Organizational Climate, Spiritual Work Motivation, Teacher Performance*

1. INTRODUCTION

During the covid-19 pandemic, the important role of Islamic boarding schools that are present as educational institutions to provide education is very much needed to control the spread of the covid-19 virus because the exclusive boarding school education model does not blend in with the surrounding community. For this reason, Islamic boarding schools are required to have a strong organizational culture (Gochhayat et al., 2017) or in accordance with organizational strategy and have the ability to improve TP so as to make a good learning organization (Theresia et al., 2018). Teachers who apply organizational culture and climate will be reflected in good behaviors which will ultimately increase the achievement of organizational goals. In addition, teachers can build cohesiveness, loyalty and commitment to the organization which in turn can reduce organizational risk (Robbins and Judge, 2013).

In addition, teaching teachers are also required to have high work motivation in Islamic boarding schools. The need for teacher work motivation in providing the best teaching will be able to show maximum performance improvement (Laseinde et al., 2019). In this study, work motivation is based on the spiritual side or what researchers call SWM. This study is a research gap that is formed on the motivation and the theories of spirituality. Spirituality was chosen because it was motivated by indications that people's behavior during the COVID-19 pandemic was in a spiritual void which was disappointing and affected their performance (Do, 2018).

2. LITERATURE REVIEW

2.1. Organizational Culture Affects TP

Organizational culture is the beliefs, norms, and shared values (Schein, 2010; Janka, et al., 2019; Gochhayat et al., 2017; Korner, et al., 2015) that are instilled in organizational members. Shared values have an influence on the behavior (Al-Saifi, 2015; Meng and Berger, 2019; Tang & Zhang, 2016) of organizational members which are then used to guide their decisions and behavior, which in turn has an impact on organizational effectiveness.

Research which states that there is a relationship between the influence of organizational culture on TP was carried out by Purnama (2013), Arifin et al., (2014), Gochhayat et al., (2017), Liklilwatil (2017), Meng and Berger (2018), Rahmah and Fatmah (2018), Theresia et al., (2018), and Nurviza and Usman (2019). The results showed that organizational culture has a strong and positive relationship to TP. Therefore, the research hypothesis is as follows:

    H1: Organizational Culture has a significant effect on TP.

2.2. Organizational Culture has an effect on SWM.

If we look at many organizations, they have a uniqueness that differs from one company to another. Even though they have a difference, that difference is the value or symbol of an organization. These values or symbols form an organizational culture. One of the values that can be developed in the company in an effort to improve its performance is to develop Islamic values as an organizational culture. In other words, organizations can form an Islamic organizational culture to improve their performance.

The basic concept that forms the basis of Islamic economics can be used as the basis for work culture as an Islamic organizational culture. The Islamic organizational culture, among others, is based on three fundamental concepts, namely divinity, leadership, and justice. The results show that the three fundamental concepts have a significant influence on employee performance, which in turn will improve organizational performance. Organizational culture has a significant influence on employee work motivation. Suripto (2016) states that basically Islamic work motivation is the feeling or desire of someone who is and works in an effort to fulfill material needs or a living based on the Qur'an and Hadith.

Research conducted by Al-Musadieq et al. (2018), Zamzami and Usman (2018), and Patnaik (2011) show the results that organizational culture variables have aeffect highly significant effect on work motivation. Thus, we formulate the following hypothesis:

H2: Organizational Culture has a significant effect on SWM.

2.3. Organizational Climate Affects TP

Organizational climate is one of the variables that affect employee performance. It is stated by Berberoglu (2018) that organizational climate has a significant impact on employee welfare and has a direct influence on the quality and quantity of work performed within the organization. Organizational climate perceived by employees affects employee motivation and this motivation will result in higher productivity so that a positive climate can be said to encourage employee productivity and reduce turnover. Research which states that there is a relationship between organizational climate variables and TP is carried out by Albrecht et al. (2018), Do (2018), Safitri (2018), Kundu et al. (2019) and Al-Kurdi et al. (2020). Based on the results of the study indicate that the organizational climate has a positive effect on TP. Thus, the following hypothesis can be formulated:

H3: Organizational climate has a significant effect on TP.

2.4. Organizational Climate SWM

AffectsResearch conducted by Tanrere et al. (2020) using emotional intelligence variables. The results showed that the organizational climate had a positive and significant influence on the emotional intelligence of teachers. While Razaque (2017), Fletcher and Kanfer (2019), Hadiyanto et al. (2018), and Nurwidyanti et al. (2015) conducted a study which resulted in the finding that organizational climate directly has a significant effect on increasing employee motivation. Furthermore, research using organizational climate variables on work motivation is still rare and difficult to find. This is a gap for researchers to review and prove the influence of organizational climate on the level of work motivation. There are differences in the respondents to be studied. The study examined employees, while in this study the respondents were teachers of Islamic boarding schools, especially in the Madura area. Based on the description above, the hypothesis developed in this study is formulated as follows:

H4: Organizational climate has a significant effect on SWM.

2.5. SWM has an effect on TP.

SWM is formed from work motivation and theories of spirituality. SWM must be based on the concept of ihsan (kindness) and teachings that direct humans in the context of work independence. In this study, SWM is based on the basic principles of Islamic boarding schools which include: sincerity, simplicity, independence, ukhuwah Islamiyah, and freedom. SWM is the development of spiritual motivation. The research relevant to spiritual motivation includes: Dewi and Sholahuddin (2016), Mujib et al. (2016), Do (2018) and Purnama et al. (2021). Based on this, the second hypothesis developed in this study can be formulated as follows:

H5: SWM has a significant effect on TP.

2.6. SWM Mediates the influence of Organizational Culture on TP

Research conducted by Pujianto (2018) and Nainggolan (2018) shows the results of research that organizational culture through Islamic work motivation has a positive and significant impact on employee Islamic performance, meaning that organizational culture through Islamic work motivation increases, the Islamic performance of employees also increases. The variable of Islamic work motivation is proven as an intervening variable with the mediation of Islamic organizational culture. Based on the description above, the hypothesis developed in this study is formulated as follows:

H6: SWM is able to mediate the influence of organizational culture on TP.

2.7. SWM Mediates the influence of Organizational Climate on TP

An empirical study that discusses the relationship between organizational climate variables and TP through SWM was conducted by Masaong (2019). The results of the study stated that there was a positive and significant relationship between intellectual intelligence, emotional intelligence, and spiritual intelligence of the principal with the school climate in secondary education in Gorontalo City and there was also a significant direct relationship between school climate and school performance in secondary education in Gorontalo City. Based on the description above, the hypothesis developed in this study is formulated as follows:

H7: SWM is able to mediate the influence of organizational climate on TP.

3. RESEARCH METHODS

Based on Sugiyono (2017) this study was designed as an explanatory research that aims to provide an explanation of the relationship between organizational culture, organizational climate, SWM and TP through hypothesis testing and aims to obtain appropriate testing in drawing conclusions that causality.

The population in this study is divided into two, namely the target population and the target population. The target population in this study were all teachers in Islamic boarding schools in the Madura region. The target population is teachers who serve as homeroom teachers (supervisors), caregivers and supervisors in Islamic boarding schools in Madura. The three positions are considered to have understood the organization of the Islamic boarding school where they work.

Determination of the sample size of respondents as in the statistical methods used to estimate the sampling error. According to Ferdinand (2014: 47) the appropriate sample size of respondents in the PLS analysis is around 100 - 200, furthermore, it is recommended that the sample size of respondents be at least 5 to 10 times the number of indicators in the latent variable. While the sample of respondents in this study was 18 indicators multiplied by 10 totaling 180 respondents. The number of samples was taken by using stratified random sampling technique. The analysis technique uses PLS with the SmartPLS version 3.0 program

4. RESULTS

4.1. Test Results Outer Model

outer model shows how the manifest or observed variables represent the latent variables to be measured. In the analysis of this model, it specifies the relationship between latent variables and their indicators.

Validity Test Results In conducting research, this test is a measurement of whether each question presented in the form of a questionnaire is able to represent the variables studied and the results of the analysis that have been carried out in table 1 are:

Table 1. Test Results Convergent Validity

Variable	Indicator	Loading Factor	Description
Organizational Climate	Discipline	0,629	Valid
	Result Orientation	0,676	Valid
	Team Orientation	0,722	Valid
	Aggressiveness	0,706	Valid
	Stability	0,733	Valid
	Divinity	0,733	Valid
	Deliberation	0,741	Valid
Organizational Climate	Structure	0,683	Valid
	Reward	0,686	Valid
	Warmth	0,722	Valid
	Support	0,656	Valid
	Conflict	0,697	Valid
	Identity	0,657	Valid
SWM	Sincerity	0,729	Valid
	Simplicity	0,799	Valid
	Indeoendent	0,605	Valid
	Harmony	0,646	Valid
	Freedom	0,604	Valid
TP	Learning Activity Planning	0,593	Valid
	Implementation of Learning	0,808	Valid
	Evaluation Assessment of Learning	0,727	Valid

Source: data processing

Based on table 1, it is one of the validity tests used to analyze with Smart PLS. Convergent validity is seen by the loading factor. The stage of determining the value carried out by looking at the measurement scale for the loading value > 0.5 is considered sufficient, which means it meets the requirements. The findings in table 1. above show that the 4 variables used in this study such as organizational culture, organizational climate, SWM and TP with questions representing each variable having a loading factor value > 0.5, it can be stated that the question representing each variable qualified to be studied.

Table 2. Test Results Discriminant Validity, Composite Reliability and Cronbach's Alpha

Variable	Composite Reliability	Cronbach's Alpha	Average Variance Extracted (AVE)
Organizational Climate	0,911	0,891	0,507
Organizational Climate	0,923	0,909	0,501
SWM	0,939	0,929	0,525
TP	0,882	0,838	0,559

Source: Processed data

Based on table 2, the measurement of discriminant validity uses the cross loading value and the average variance extracted (AVE) value. The findings in this test with average variance extracted (AVE) show that the AVE value generated by each variable used is greater than 0.5, so it can be said to be eligible.

The variable is said to be reliable if the composite reliability of each variable is > 0.70 and Cronbach's alpha variable is said to be reliable if the Cronbach's alpha on each variable is > 0.70. The value of composite reliability and Cronbach alpha generated on each variable of organizational culture, organizational climate, SWM and TP > 0.7, it can be stated that the respondents' answers are consistent.

4.2. Test Results Inner Model

Evaluation of the inner model is a measurement to evaluate the level of accuracy of the model in the research as a whole by being formed through several variables and their indicators. Goodness of fit models which means an index and a measure of the goodness of the relationship between latent variables that are constructed within a research concept framework. Goodness of fit models in the PLS analysis were carried out using R-square and Q-square predictive relevance. The results of the goodness of fit model have been summarized in the following table:

Table 3. Test Results R-Square and Q-Square Predictive Relevance

Variable	R-Square	Q-Square Presictive Relevance
TP	0,679	0,519
SWM	0,685	0,664

Source: Processed data

Based on table 3, the R-square value of TP is 0.679 or 67.9%. These results indicate that the diversity of TP variables can be explained by organizational culture, organizational climate, Islamic work ethic, and SWM of 67.9%. In other words, the contribution of organizational culture, organizational climate and SWM to serve TP is 67.9%, while the remaining 32.1% is a contribution from other variables not discussed in this study. The R-square value on thevariable SWM is 0.685 or 68.5%. These results indicate that the diversity ofvariables SWM can be explained by organizational culture and organizational climate by 68.5%. In other

words, the contribution of organizational culture and organizational climate is 68.5% while the remaining 31.5% is the contribution of other variables not discussed in this study.

In the value of Q-square predictive relevance, the TP variable has a value of 0.519. This shows that organizational culture, organizational climate and SWM have strong predictive power on TP. Thevariable SWM has a Q-square predictive relevance of 0.664. This shows that organizational culture and organizational climate have a fairly strong predictive power on SWM.

Based on the results of data processing using software SmartPLS, the goodness of fit of the research concept framework refers to the Kock (2015) approach. Theassessment is goodness of fit based on the provision that the p-value for the average path coefficient (APC) and the average R-squared (ARS) must be less than 0.05, which means it has a significant meaning.

4.3. Hypothesis Testing Hypothesis

testing in this study uses Smart PLS version 3.0 with the reason that using this program can identify nonlinear relationships between latent variables and correct path coefficient values based on these relationships. The research hypothesis is accepted or rejected. The results of hypothesis testing in full are in the following description:

The results of hypothesis testing and the direct influence path coefficients between organizational culture variables, organizational climate, SWM and TP are presented in Table 4 below.

Table 4. Test Results Direct Effect

Independent Variables	Dependent Variables	Path Coefficient	P-Value	Conclusion
Organizational Culture	TP	0,020	0,413	Not Significantly
Organizational Culture	SWM	0,275	0,001	Significant
Organizational Climate	TP	0,014	0,420	Not Significantly
Organizational Climate	SWM	0,390	0,000	Significant
SWM	TP	0,660	0,000	Significant

Source: Processed data

Thetest is indirect effect indirect effect of carried out with the aim of testing whether there is anthe independent variable on the dependent variable through its mediating variable. Testing criteria states that if p-values ≤ level of significance (α = 5%), it is stated there is a significant

effect of exogenous variables on endogenous variables through mediation variables. Thetest results indirect effect can be seen in table 5 below:

Table 5. Test Results Indirect Effect

Independent Variables	Mediation Variables	Dependent Variables	Indirect Coefficient	T-Statistic	P-Value
Organizational Culture	SWM	TP	0,182	2,950	0,002
Organizational Climate	SWM	TP	0,258	3,268	0,001

Source: Processed data

5.   DISCUSSION

5.1. *The Effect of Organizational Culture on TP*

Results of the research on the influence of organizational culture on TP have a path coefficient value of 0.075 with a significance level (p-value) of 0.370. Given that the p-value of 0.370 is greater than the level of significance (α=0.05), then there is evidence that empirically rejects the influence of organizational culture on TP. That is, the better the organizational culture has not had an impact on increasing TP. Thus it can be concluded that organizational culture does not have a positive effect on TP (H1 is rejected).

Empirically, the results of this study indicate that the organizational culture in Islamic boarding schools in the Madura region is not able to improve TP. This happens because the organizational culture in the Islamic boarding school environment in the Madura region to improve TP does not prioritize results orientation, stability, deliberation, and team orientation. This is also the reason that the organizational culture of the Islamic boarding school environment in the Madura region cannot improve the ability of teachers to carry out learning activities, such as determining learning activities and evaluating learning assessments. In addition, organizational culture that wishes to improve TP is an organizational state that prioritizes being more advanced and developing. This means that Islamic boarding schools in the Madura area to understand result orientation, stability, deliberation, and team orientation do not have a good impact on TP. So, the attitude of teachers in organizational culture as above cannot encourage a teacher to improve their performance.

Theoretically, the results of this study contradict the research of Nahdiyah et al. (2019), Kawiana et al. (2018), Liklikwatil (2017), Fitria (2018), and Theresia et al. (2018) which suggests that organizational culture has a significant effect on TP. Organizational improvement is caused by an increase in a conducive organizational culture and developing an organizational culture that is focused on school quality. On the other hand, culture can also have a bad

influence on the organization, namely being counterproductive to management's efforts to improve performance. The success or failure of the organization to achieve the goals that have been set depends on the way members of the organization practice it (Maharani et al., 2017).

5.2. The Influence of Organizational Culture on SWM

The results of testing the influence of organizational culture on SWM have a path coefficient value of 0.309 with a significant level (p-value) of <0.001. Considering that the p-value <0.001 is smaller than the level of significance (α=0.05), then there is evidence that empirically accepts the influence of organizational culture on SWM. The path coefficient has a positive sign, this indicates that the direct influence between organizational culture and SWM is unidirectional. That is, the better the organizational culture, the better the SWM. Conversely, the worse the organizational culture, the worse the SWM. Thus, it can be concluded that organizational culture has a positive effect on SWM (H2 accepted).

Empirically, the results of this study indicate that the organizational culture in Islamic boarding schools in the Madura region is able to increase SWM. This is because the organizational culture of Islamic boarding schools in the Madura region prioritizes results orientation, stability, deliberation, and team orientation. This statement is the reason that organizational culture in Islamic boarding schools in Madura can increase SWM that emphasizes simplicity, sincerity, independence, and ukhuwah Islamiyah. In addition, organizational culture that wishes to increase SWM is an organizational state that prioritizes being more advanced and developing. This means that Islamic boarding schools in the Madura region prioritize a culture to carry out results orientation, stability, deliberation, and team orientation to have a good impact on SWM. So, the attitude of teachers in organizational culture as above can encourage a teacher to increase SWM for teachers in Islamic boarding schools.

Theoretically, the results of the study are in line with research conducted by Zamzami and Usman, (2019) and Patnaik (2011), the research shows the results that organizational culture variables affect work motivation. By increasing the spirit of working in the company, there will be an increase in organizational culture, leadership, motivation, and employee performance

5.3. The Effect of Organizational Climate on TP

Results of the research on the effect of organizational climate on TP have a path coefficient value of -0.035 with a significance level (p-value) of 0.615. Considering that the p-value of 0.615 is greater than the level of significance (α=0.05), then there is evidence that empirically rejects the influence of organizational climate on TP. That is, the better the organizational climate has not had an impact on increasing TP. Thus it can be concluded that the organizational climate has a negative effect on TP (H3 is rejected).

Empirically the results of this study indicate that the existing organizational climate in Islamic boarding schools in the Madura region has not been able to encourage teachers to improve their performance. Empirical evidence shows that the organizational climate to prepare to contribute to organizational performance which includes structure, rewards, warmth, support, conflict, and identity has not been able to motivate or encourage teachers to carry out teacher activities such as conducting learning evaluations, learning activities and program planning. Learning Activities. Teachers of Islamic boarding schools in the Madura region do not feel that the organizational climate can improve their performance. This study is in line with the research of Suwantono et al., (2019), the results of his research show that organizational climate does not significantly affect employee performance.

Theoretically, in this boarding school climate there are several important components which include: structure, rewards, warmth, support, conflict, and identity. If these components are not good in the organization, then teacher motivation will decrease and performance will also decrease. A healthy organizational climate can create a feeling of comfort for organizational members, so that organizational members can work optimally (Safitri, 2018). The condition of a conducive boarding school environment provides comfort for teachers. As research Iljins et al. (2015) perceptions of organizational climate develop based on the significance of the environment for individual values

5.4. The Effect of Organizational Climate on SWM

The results of testing the influence of organizational climate on SWM have a path coefficient value of 0.270 with a significant level (p-value) of 0.002. Considering that the p-value of 0.002 is smaller than the level of significance ($\alpha=0.05$), then there is evidence that empirically accepts the influence of organizational climate on SWM. The path coefficient has a positive sign, this indicates that the direct influence between organizational climate and SWM is unidirectional. That is, the better the organizational climate, the better the SWM. Conversely, the worse the organizational climate, the worse the SWM. Thus, it can be concluded that organizational climate has a positive effect on SWM (H4 accepted).

Empirically, the results of this study indicate that the organizational climate in Islamic boarding schools in Madura is able to increase SWM because the organizational climate in Islamic boarding schools in Madura prioritizes simplicity, sincerity, and consistent independence for teachers. In addition, the organizational climate that wishes to increase SWM is an organizational state that prioritizes being more advanced and developing. That is, at Islamic boarding schools in the Madura area to create simplicity, sincerity, and independence for teachers in order to have a good impact on SWM. So, the organizational climate as above can encourage a teacher to increase the spirit of SWM in Islamic boarding schools in the Madura region.

Theoretically, this finding is also supported by previous research conducted by Gahlawat and Kundu (2019) which also shows that the existence of a positive organizational climate will improve employee attitudes. Suripto's research (2016) states that basically Islamic work motivation is the feeling or desire of someone who is and works in an effort to fulfill material or living needs based on the Qur'an and Hadith.

5.5. The Effect of SWM on TP

Results of testing the influence of SWM on TP have a path coefficient value of 0.682 with a significant level (p-value) of 0.002. Considering that the p-value of 0.002 is smaller than the level of significance (α=0.05), there is evidence that empirically accepts the influence of Islamic work ethic on TP. The path coefficient has a positive sign, this indicates that the direct influence between SWM and TP is unidirectional. That is, the better the SWM, the better the TP. Conversely, the worse the SWM, the worse the TP. Thus, it can be concluded that SWM has a positive effect on TP (H5 is accepted).

Empirically, the results of this study indicate that the SWM of teachers in Islamic boarding schools in the Madura region is able to improve the performance of their teachers. This is because the SWM in the Islamic boarding school environment in Madura prioritizes simplicity, sincerity, independence, and ukhuwah Islamiyah for teachers. This will be the reason that SWM in Islamic boarding schools in Madura can improve the ability of teachers in carrying out their activities such as evaluating learning assessments, implementing learning activities and planning learning activities programs for teachers.

Theoretically, the results of this study are not in line with the research of Aswadi et al. (2017) which states the results that Islamic work ethic has a positive and significant effect on TP. Previous studies that are relevant to the Islamic work ethic include the research of Ahmed et al. (2020), Adnalin et al. (2018) and Amilin et al., (2018) revealed his findings that Islamic work ethic has a positive influence in influencing employee helping behavior, changes in organizational attitudes, and job satisfaction.

Based on Table 1 it can be explained that the results of testing the indirect influence of each variable are as follows:

Analysis of mediating variables This can be done through an approach, namely the difference in coefficients and the multiplication of the coefficients in the approach to the difference in coefficients using the examination method by analyzing with and without involving mediating variables.

5.6. The Effect of SWM in Mediating the Relationship between Organizational Culture and TP

The H8 test aims to see the mediating role of SWM on the influence of organizational culture on TP. Based on table 1. The direct influence of Organizational Culture on TP = 0.075 and the indirect influence of Organizational Culture on TP through SWM = 0.182. The results of testing the influence of organizational culture on TP with mediator, SWM known that the coefficient of organizational culture on SWM on TP is significant, but the coefficient of organizational culture on TP is not significant.

Thus, we can conclude that SWM (among cultural organizations on TP otherwise classified as mediation perfect(completemediation). Based on these calculations it can be concluded, SWM is able to mediate cultural relations organization with the TP. The result of mediation is shown also that the SWM provide mediation role full (H6accepted).

the test results indirect relationship indicates that SWM as mediation have a significant impact on the influence of organizational culture on TP. on the results of mediation fully describe that SWM as bridge relationships cultural variables organizational culture and TP.This finding is in accordance with research conducted by Pujianto (2018) and Nainggolan (2018) showing the results of research that organizational culture through Islamic work motivation has a positive and significant effect on performance Islamic employees, meaning that if the organizational culture through Islamic work motivation increases, the Islamic performance of employees also increases. The variable of Islamic work motivation is proven as an intervening variable with the mediation of Islamic organizational culture.

SWM on the influence of organizational culture on TP acts as a perfect mediation which means that organizational culture can affect TP through mediation SWM, while organizational culture cannot directly affect TP. Regarding the empirical situation, the results of this analysis prove that SWM is an intervening variable that acts as a mediation on the perfect relationship between organizational culture and TP. So beliefs, norms, and shared values in organizational culture that are used as a guide for Islamic boarding school organizational behavior with the presence of SWM, namely the natural impulse from within the individual when working can improve the performance of Islamic boarding school teachers in the Madura area. On the other hand, the organizational culture that exists in Islamic boarding schools is not able to improve the performance of teachers in Islamic boarding schools in the Madura region.

5.7. The Effect of SWM in Mediating the Relationship between Organizational Climate and TP

The H9 test aims to see the mediating role of SWM on the influence of organizational climate on TP. Based on table 2. The direct effect of organizational climate on TP = -0.035 and the indirect effect of organizational climate on TP through SWM = 0,258. The results of testing the influence of organizational climate on TP with amediator, it SWMis known that the path

coefficient of organizational culture on SWM and SWM on TP is stated to be significant, but the coefficient of organizational climate path on TP is stated to be insignificant. Thus, it can be concluded that SWM is able to mediate the relationship between organizational climate and TP. The results of the mediation test also show that SWM provides a full mediating role (H7 is accepted).

The results of the indirect relationship test show that SWM as a mediation has a significant influence on the influence of organizational climate on TP. The full mediation results illustrate that SWM is a bridge between organizational climate variables and TP. This finding is in accordance with an empirical study that discusses the relationship between organizational climate variables and TP through SWM conducted by Masaong (2019). The results of the study stated that there was a positive and significant relationship between intellectual intelligence, emotional intelligence, and spiritual intelligence of the principal with the school climate in educational institutions and there was also a significant direct relationship between school climate and school performance.

SWM on the influence of organizational climate on TP acts as a perfect mediation, which means that organizational climate can affect TP throughmediation SWM, while organizational climate cannot directly affect TP. Regarding the empirical situation, the results of this analysis prove that SWM is an intervening variable that acts as a mediation on the perfect relationship between organizational climate and TP. So, the organizational climate is the respondent's perception of life in the internal environment of the Islamic boarding school that can affect behavior patterns, as well as the attitudes and feelings of members in it with the presence of SWM, namely the natural impulse from within the individual when working can improve the performance of Islamic boarding school teachers in the Madura area. On the other hand, the organizational climate in Islamic boarding schools has not been able to improve TP in Islamic boarding schools in the Madura region.

6. CONCLUSION

Based on the results of data analysis and discussion related to organizational culture, organizational climate, SWM and TP at Islamic boarding schools in the Madura region, the following conclusions can be drawn:

Organizational culture and organizational climate do not directly have a significant effect on TP. This shows that the higher organizational culture and organizational climate have not been able to improve the performance of Islamic boarding school teachers in the Madura region. Meanwhile, indirectly, organizational culture and organizational climate affect TP through SWM. This shows that SWM is able to bridge the influence of organizational culture and organizational climate on TP, which means that organizational culture and organizational climate can have a good effect on TP when accompanied by SWM owned by Islamic boarding school teachers in the Madura area.

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