

Spiritual Leadership, Job Stress, Job Satisfaction, and Work Motivation in Teaching Performance

Darmawati^{a*}, Sri Melfayetti^b, Selamat Triono Ahmad^c, ^aEducation and Teaching Faculty, University of Muhammadiyah Sumatera Utara, ^{b,c}State University Of Medan, Email: ^{a*}darmawatiums@gmail.com

This research aims to answer the question of six hypotheses, which includes the direct influence of spiritual leadership on job stress; the direct influence of spiritual leadership on job satisfaction; the direct influence of spiritual leadership on work motivation; the direct influence of job stress on teacher performance; the direct influence of job satisfaction on teacher performance; and the direct influence of work motivation on teacher performance. The population of this research is Vocational High School (SMK) teachers in Medan city, both public (civil servants) and private 4,379 people with 367 samples taken by the Slovin formula, then processed and analysed by path analysis. Analysis of this path begins by performing the analysis requirements test including the normality test, linearity test and regression significance. The results of this study show: a direct influence of Spiritual Leadership on Job Stress of 6.8%; a direct influence of Spiritual Leadership on Job Satisfaction of 9.8%; a direct influence of Spiritual Leadership on Work Motivation of 17.3%; a direct influence of Job Stress on Teacher Performance of 9.6%; a direct influence of Job Satisfaction on Teacher Performance of 10.3%; a direct influence of Work Motivation on Teacher Performance of 5.1%. While the total influence of Spiritual Leadership, Job Stress, Job Satisfaction and Work Motivation together towards Teacher Performance is 69%, the rest comes from other factors outside Spiritual Leadership, Job Stress, Job Satisfaction and Work Motivation.

Key words: *Spiritual, Leadership, Job, Stress, Satisfaction, Work, Motivation, and Performance.*



Introduction

In the face of the era of globalisation and industrialisation is a challenge and opportunities that must be utilised by this nation to be able to live parallel and side by side with other world societies. Globalisation and industrialisation on the one hand open up opportunities to accelerate the pace of development, but on the other hand bring increasingly fierce and sharp competitive challenges. The demands of the global era are the competitive advantage over all products and services produced by the national industry. So it has simultaneously made human resources a major force for the national industry in producing excellence in a more comprehensive, and innovative context. Education is the most strategic sector in national development, this is because the improvement of human quality that becomes the subject of development can only be achieved through education. Through education, other than the transfer of knowledge, ability and attitude also can be developed, particularly various abilities needed by every member of society. In the global perspective, education plays a role in: 1) personal development, 2) employability or work skills development, 3) citizenship development, and 4) cultural transmission and transformation. The most appropriate education to face the challenges of globalisation is education that is oriented to the industrial world, with an emphasis on learning approaches supported by an appropriate curriculum. The industrial world that is the target of the process and the learning outcomes of vocational schools has its own character and nuance. Therefore, vocational schools in the learning process should be able to take the appropriate learning approach in accordance with the needs of the industrial world. To deal with this, education in Indonesia, especially vocational education, is required to prepare skilled workers who can fill the need for development, change the status of students from the burden status to the assets of the nation, creating professional human resources that are reliable and superior to face global competition.

The Policy of the Republic of Indonesia no. 20 of 2003 on the National Education System explains that vocational education is a secondary education that prepares students primarily to work in a particular field. Also emphasised in the curriculum of Vocational High School, (SMK) has the role of preparing students with skills relating to certain fields, so that after graduation they can work in particular fields, either independently (self-employed) or to fill vacancies. In accordance with the above statement, the SMK graduates are required to have the ability and skills in accordance with the field of expertise. The success of SMK in conducting its education is not measured from the number of students who graduate or on their achievements, but to what extent graduates of SMK can be channeled to fill the world of work. For vocational education institutions, following the development of technology and science is one of the key factors in preparing graduates who are ready to be accepted in the world of work. To achieve this, the vocational education institutions should not only prioritise the development of an education system that is oriented towards the improvement of the quality of professional graduates, but the most important thing is to create teachers who

have a strong work ethic, discipline and performance. Quality education as proposed by Jalal in Suryadi (2014: 88) has a forward linkage and backward linkage. Forward linkage is that quality education is a key requirement to realise the life of a developed, modern, and prosperous nation. While Backward Linkage is that quality education is highly dependent on qualified teachers, ie. teachers who are professional, prosperous, and dignified. In line with this, Zamroni (2007: 4) states that if you want to see student achievement, look at the quality of the teacher. Djohar (2006: 45) also presents challenges related to the quality of teachers in the form of personal, social, competence, profession, and teacher skills in performing their duties. These challenges, among others, are: (1) teacher education system that does not guarantee the implementation of quality teacher education; (2) unclear management of teacher duties that would ensure education is running well and proportionate; (3) performance standards that become measures of teacher performance are not making clear to teacher education providers that the results in actual performance of teachers when performing their daily tasks are not clear in size; and (4) quality assurance of teacher education organisations is not representative. Without meaning to ignore other factors, teachers are the most important factor in spurring the quality of education, so improving the quality of the teacher profession is a necessity (Basera, 2019; Kosasih, 2019).

Professional educators have a set of competencies required to sustain their duties and functions as educators. Professional educators not only master fields such as science, teaching materials, and methods, but also must be able to motivate learners, have a high skill and insight. Sardiman (2005: 125) suggests the teacher is one of the human components in the teaching and learning process, which plays a role in the effort of the establishment of potential human resources in the field of development. Therefore, the teacher, who is one element in the field of education, should play an active role and put his position as a professional, in accordance with the growing demands of society. In this case the teacher is not solely functioning as a teacher who transfers knowledge, but also as an educator who transfers values, as well as a mentor who provides direction and guides students in learning. However, data in the field, Kompas Daily (2015) shows there are still many problems encountered in improving the quality and performance of vocational education teachers. Data in 2006 showed that almost half of the approximately 2.6 million teachers in Indonesia lack competence to teach. Teachers who are not eligible to teach amounted to 912,505, consisting of 605,217 teachers of SMK, 167,643 junior high school teachers, 75,684 high school teachers, and 63,962 teachers of SMK. In addition, carrying 15 percent of the teaching load, are teachers whose abilities are not in accordance with the expertise expected in the field. If we refer to the requirements stipulated by Law Number 14 Year 2005 regarding Teachers and Lecturers, stating that qualified teachers must qualify D-IV / S-1 education, then there are 1.7 million teachers in Indonesia who are still SMA-D-III educated. The welfare of teachers is also alarming. There are still many teachers who are paid Rp300.000,00-Rp500.000,00 per month. The existence of work status of teachers of honorarium and school honorarium

teachers led to a weak teacher position and at times teachers can be fired without accepting their rights. Based on the results of a survey conducted on SMK teachers in Medan City who served on 144 schools consisting of 13 public schools and 131 private schools, it is known that the number of vocational teachers in Medan City is 4,379 people consisting of 2,102 men and 2,277 women with Classification of education level as follows: D1 as many as 55 people or 1%; D2 as many as five people; D3 as many as 205 people or 5%; S1 as much as 3,948 or 90%; S2 / 43 as many as 166 or 9%, while teachers of SMK in Medan City by employment status are: 3,635 people or 83% are civil servants and 744 people or 17% are Non PNS. Of the 4,379 teachers of SMK Medan City, 3,635 people or 83% of them are Civil Servants (PNS), 3,948 have been educated S1. This means the level of education and authority of SMK teachers in the city of Medan in implementing the lesson is adequate. However, from data obtained from *Harian Seputar Indonesia* (2012) as stated by Manullang, the quality of teacher performance in North Sumatra is still low. This is evident from the results of the Initial Competency Test (UKA) in 2012. North Sumatra is ranked 25 of 34 provinces with an average value of 37.4, far from the national average of 42.25. Ari Kristianawati in Sagala (2008: 38) asserted the quality of teachers is currently at a low point. Teachers still have not mastered the progress of science, technology and art and society. Teachers are also trapped in the habit of becoming a "robot" educational curriculum, thus paying less attention to improving performance.

Initiatives to learn and explore learning methods and strategies, teaching materials and patterns of new teaching and learning relationships are still lacking. In this context, it becomes important for a teacher to have competence and to demonstrate a high level of performance as one of the keys to successful learning. Stoner (1992: 6) asserts that performance can be assessed from two perspectives, namely efficiency and effectiveness of work. From the point of work, efficiency refers to the completion of the work properly, with the least possible resources spent, whereas work effectiveness refers to the completion of work correctly, although with high energy and cost. Based on this definition it appears that the effectiveness and efficiency covered by performance measures is an inseparable understanding, since the results obtained as a resource use are more efficient or effective. Leadership is needed by every organisation, because leadership in accordance with the expectations of subordinates will facilitate in managing subordinates, and communicate in aligning the purpose of the agency. An organisational leader must be able to establish relationships between fellow officials and staff regardless of the position and circumstances of staff or subordinates. According to Siagian (2002: 62), leadership is the ability of a person to influence others, in this case his subordinates, in such a way that the other person is willing to do the will of the leader even though personally that may not be favoured. Then, according to Hasibuan (2012: 169), the leader is someone with leadership authority who directs his subordinates to do some of his work in achieving goals. So that leadership is someone who has the ability to use his authority to be able to direct his subordinates to do some of his work



in achieving organisational goals. While according to Alan Keith (2002: 3), leadership is basically about creating a way for people to contribute to something extraordinary. So the conclusion of leadership is one of the organisational functions that enable a person to be able to influence others to perform a job for the achievement of an organisational goal. In relation to spiritual leadership, leadership brings the dimension of worldliness to the spiritual dimension and relies more on spiritual intelligence in leadership activities. Spiritual leadership is a leadership that greatly maintains ethical values and upholds spiritual values. Spiritual Leadership is not about intelligence and skill in mere leading, but also upholding the values of truth, honesty, integrity, credibility, wisdom, compassion, which form a role in stimulating members to get together in an effort to realise the ideals of the school (Tobroni, 2005: 6). Spiritual leadership based on religious ethics encourages the emergence of honesty of heart, fairness, self-knowledge, focus on pious charity, and non-dogmatic spiritualism, working more efficiently, awakening the best in oneself and others, openness accepting change, discipline but remaining flexible, relaxed and intelligent, and showing humility.

The success of a spiritual leader is not determined by one or only a few people. The success is precisely the joint result between the leader and the people he leads. Leaders will not do much without the participation of those they lead. On the contrary, the people who are led will not be effective in carrying out their duties and obligations without control, mobilisation, and cooperation with the leadership. From this statement, it is worth noting Hadari and Nawawi (2006: 36), who state that the success of leadership is determined by the ability to control a number of people, into a team or a compact team. A leader can perform in various ways the activities of influencing or motivating others or subordinates in order to perform actions that are always directed towards the achievement of organisational goals. This leads to the consequence that every leader is obliged to give genuine attention to fostering, moving, and directing all potential teachers in their environment, in order to realise the volume and work load that is directed to the goal. Leaders need to carry out genuine coaching of teachers in order to generate satisfaction and work motivation and organisational commitment that leads to high performance. In line with this, Robbins (2003: 362), through The Path - Goal Model suggests that performance and job satisfaction are influenced by two situations, namely environmental factors outside the control of subordinates that include task structure, formal authority system and working group while the controlled factor is personal characteristics, that include the locus of control, experience and ability, and from both of these factors the behaviour shown by the leader is to provide encouragement by providing guidance, training, support and rewards. The results of research that are in line with the views of experts above have been carried out by Thayib, Christiananta, & Eliyana (2013: 1-16), proving that spiritual leadership has an effect on work performance. In addition to spiritual leadership, job satisfaction is also one factor that can improve employee performance. Nowack as quoted by HeruSulistyo (2009: 135) examines the effect of the effectiveness of leadership practices on psychological health in the workplace, including job



satisfaction, stress, and retention, in addition, employees who judge their superiors. Bad leadership practices cause employees to have a tendency to leave or wish to leave the organisation, low job satisfaction, stress, and lack of organisational commitment.

Teachers who teach in formal educational institutions usually always interact with their work environment, both the internal environment of the institution where the teacher is teaching and the external environment such as the wider community, government and other external environments. The challenging and complex work environment, and the rapidly changing environment requires teachers to adjust to the demands of the change. In this process of adjustment, it is important to know the condition of the environment. Moreover, doing all the activities, teachers need dynamic thinking so that all activities can run well. While on the other hand, teachers also have limitations such as experiencing fatigue and increased work loads. Weighing the demands of a teacher's duties like those who teach at Vocational High School (SMK) for example, can cause teachers to often experience boredom, saturation and stress. Teachers will tend to experience stress if they are less able to adapt the desire to the reality that exists, both the reality that is inside and outside themselves. The inability to resist this limitation will lead to frustration, conflict, anxiety and guilt. The term stress is often used to denote a dynamic state, in which one is confronted with an opportunity, constraint, or demand associated with what is most desired and the outcome perceived as uncertain and important. The term stress is a neutral term, meaning that stress does not have to have a negative value, stress also has a positive value. Stress as argued by Siagian (2008: 68) is an opportunity when stress offers a potential gain. Job stress is also a concern in improving the performance of a teacher. Stress is interpreted as a state of tension that affects the emotions, thinking processes and conditions of a person. The symptoms of stress are usually often anger, inability to relax, aggression, uncooperativeness. Hans Selye, a physiologist and prominent stress figure from the University of Montreal in Hawari, formulated stress as a non-specific body response to the demands of his superiors (Hawari, 1996: 43).

Stress is a precipitating factor, the cause and effect of disturbance or illness and this is something that can not be avoided. Job stress is a condition that can cause tension that affects the emotions, thinking, and physical condition of a person. Rivai (2009: 909) affirms work stress as a state of tension that creates a physical and psychical imbalance, affecting one's emotions, thought processes, and conditions. Stress arises when the teacher cannot meet the demands of the job, and is unclear concerning job responsibilities, lacks time to complete tasks, has no support facilities to perform the work, and conflicting tasks. The level of work stress that occurs in the organisation can cause the lack of motivation of teachers in work, in line with this Martini and Fadli (2010: 95) in their research concluded that job stress had an effect on the work motivation of structural staff of Singaperbangsa Karwang University. Stress also affects the work satisfaction of teachers; Strauss and Sayles referred to Handoko (2001: 45), who states that job satisfaction is important for self-actualisation, employees who



do not get job satisfaction will never reach psychological maturity and this in turn will lead to frustration, that is the impact of stress on the job. Job satisfaction also affects the high-low performance of teachers. Job satisfaction is a feeling of pleasure or displeasure experienced by workers in looking at and carrying out their work. Robbins and Judge (2009: 117-118) stated "job satisfaction is a positive feeling about a job resulting from an evaluation of its characteristics. Job satisfaction describes the general attitude of employees to their work. Furthermore, they say, "jobs require interacting with coworkers and bosses, following organisational rules and policies, meeting performance standards, living with working conditions that are less than ideal". Jobs are not just work, but more broadly, for example, require interaction with colleagues and superiors, obeying organisational rules and policies, meeting work standards, living in less-than-ideal working environments, and the like. Teachers who do not get job satisfaction will never achieve psychological satisfaction and may eventually experience a negative attitude or behaviour, which in turn will lead to frustration; whereas the satisfied teacher will be able to work well, energetically, actively, and can perform better than the employees who do not get job satisfaction. Job satisfaction of teachers can improve work productivity and work discipline. In addition, job satisfaction can suppress the teacher discharge rate and the number of dissatisfaction responses. Rivai and Mulyadi (2012: 246) explain that job satisfaction indicates the general attitude of the individual to his work.

A person with a high level of job satisfaction indicates a positive attitude toward the work, someone who is not satisfied with his work shows a negative attitude towards the job. Basically, job satisfaction or inefficiency is the worker's response to rewards or rewards given to satisfy the desired needs. Job satisfaction must be reflected from the teacher himself in his duties. Based on that, job satisfaction is the attitude of a teacher to respond to the rewards provided by aligning his actions in carrying out the task. Research that examines the effect of job satisfaction on productivity (performance) is based on the assumption that high performing employees are satisfied employees. The results of this study consistently found that job satisfaction has a low effect on performance, which is only about 16%. Motivation becomes the driving force of teachers to do a job achieving the best results. Therefore it is not surprising that teachers who have high work motivation usually have a high rate of performance. Supardi and Anwar (2004: 47), say motivation is a person's personal circumstances that encourages the desire of individuals to perform certain activities in order to achieve goals. Siagian (2002: 255), states that what one person wants from his or her job is generally something that has significance for itself and for the institution. To build productivity and worker motivation there are two things to do, as Timpe (1999: 61) puts it, first, look for individual employment payments; second, help them achieve payment for each additional task given so that both agencies and individual needs are achieved. Therefore, teacher work motivation needs to be raised in order to produce the best work effectiveness and it becomes an important part of a leader's duty. Sulistyorini (2009: 168), emphasises that

positive leader behaviour can encourage groups in directing and motivating individuals to work together in groups in order to realise the goals of the organisation. Brahmasari (2005: 124), argued that the performance of the organisation depends on the performance of individuals, or, in other words, individual performance will contribute to organisational performance, meaning that the behaviour of member organisations both individually and in groups provide strength over organisational performance, because the motivation will affect organisational performance. Ermayanti (2001: 3), also suggests that understanding motivation, whether in the employee or from the environment will be helpful in improving performance. In this case, the provision of motivation should be well directed by priority and well received by the teacher, since motivation cannot be given to each teacher in different forms. Siagian (2002: 94), suggests that in organisational life, including the life of work in business organisations, the aspect of motivation of work absorbs serious attention from the managers; this is due to four main considerations : (1) Philosophy of human life revolves around the principle of "quit proquo "(2) The dynamics of human needs are complex and not only material, but also psychological, (3) No saturation point in the satisfaction of human needs, (4) Differences in individual characteristics within the organisation or company, resulting in the absence of any motivational techniques that are equally effective for everyone in the organisation as well as for a person at different times and conditions. Radig, Soegiri in Antoni (2006: 24), also asserted that when giving encouragement as one form of motivation, it is important to increase an employee's passion to achieve the desired result by management. Relationship motivation, passion and optimal results have a linear form in the sense of providing good motivation of work, then the teacher's passion will increase and the work will be optimal in accordance with established performance standards. Passion of work as one form of motivation can be seen among others from the level of attendance of employees, and responsibility to the work time that has been set. Thus, the above description describes various factors that are considered to influence the performance of teachers, both based on the description of theory and empirical facts of research, so in order to develop theoretical models and overcome the problems of teacher performance, research needs to be carried out on the influence of spiritual leadership, job stress, work satisfaction and work motivation on the performance of SMK teachers in Medan City.

Materials and Methods

The approach used in this study is a quantitative approach in the form of research expose facto that the variables studied are not controlled and manipulated by researchers, but the facts revealed are based on measurement of symptoms that have been present or test what will happen. The research method used is a survey method with path analysis. The population members in this study are all Teachers from the Vocational High School (SMK) in Medan, both public (PNS) and private (non-civil), amounting to 4,379 people consisting of

2,102 males and 2,277 females, with characteristics, classification / education as follows : D1 as many as 55 people or 1%; D2 as many as five people or 0%; D3 as many as 205 people or 5%; S1 as much as 3.948 or 90%; S2 / 3 as many as 166, or 4%, whereas vocational teachers in Medan according to employment status is: 3,635 people or 83% are civil servants and 744 people or 17% are non-civil servants. The characteristics of the study population are defined as follows: 1) teachers who are educated Diploma 1 through 3, two teachers who are educated up to the S-1, and the teachers who are educated up to the S-2 and S-3. Sampling is carried out proportionally with respect to the region, where: 1). East Region = 1,390 people. 2). Western Region = 759 people, 3). Northern Region = 892 people, and 4). South Area = 1.338 people. The selection of subjects performed by random with the sample size adopted the Slovin formula. Based on this formula, the sample of this study is 367 people, with details of the number of samples from the Eastern Region = $1.390 / 4.379 \times 367 = 116.49$ rounded to 116; Western Region = $759 / 4.379 \times 367 = 63.61$ rounded to 64; Northern Territory = $892 / 4.379 \times 367 = 74.75$ rounded to 75 as well as the South region = $1,338 / 4.379 \times 367 = 112.13$ rounded to 112.

Results

After carrying out the calculations and significance test of path coefficient value, then the big calculation is to check the direct and indirect influence of each variable, where the summary of direct and indirect influence is summarised in Table 1.

Table 1: Direct, Indirect Coefficient of Coefficient of Effect, and Influence of Total and Correlation

Model	Eksogenous Variabel On Endogenous Variabel	Causal Influence				
		Direct	Through Indirect			Total
			X ₂	X ₃	X ₄	
	X ₁ on X ₂	0,261	-	-	-	0,261
	X ₁ on X ₃	0,313	-	-	-	0,313
	X ₁ on X ₄	0,416	-	-	-	0,416
	X ₁ on X ₅	0,208	0,017	0,021	0,020	0,266
	X ₂ on X ₅	0,310	-	-	-	0,310
	X ₃ on X ₅	0,322	-	-	-	0,322
	X ₄ on X ₅	0,226	-	-	-	0,226

Source : Managed Data, 2019

Discussions

Based on Table 1 above, it is known that the direct influence of Spiritual Leadership on Job Stress is $0.2612 = 0.068$ or 6.8%. Thus, Spiritual Leadership directly determines work stress at 6.8%. Furthermore, it is known that the direct influence of Spiritual Leadership on Job Satisfaction is $0.3132 = 0,098$. Thus, Spiritual Leadership, which directly determines the changes of Job Satisfaction is 9.8%. Furthermore, it is known that the direct influence of Spiritual Leadership on Work Motivation is $0.4162 = 0.173$. Thus, the Spiritual Leadership which directly determines the changes of Work Motivation is 17.3%. Table 1. above also explains that the direct effect of Working Stress on Teacher Performance is $0.3102 = 0.096$. Thus, work stress directly determines the Performance of Teachers at 9.6%. In addition, it is known that the direct influence of Job Satisfaction on Teacher Performance of $0.3222 = 0.103$. Thus, Job Satisfaction directly determines the Teacher Performance level of 10.3%. Furthermore, it is known that the direct influence of Work Motivation on Teacher Performance of $0.2262 = 0.051$. Thus, Job Motivation that directly determines teacher performance changes is 5.1%. Meanwhile, based on the calculation of the total influence of Spiritual Leadership, Job Stress, Job Satisfaction and Work Motivation, together impact Teacher Performance by 69%. While the rest comes from other factors outside of Spiritual Leadership, Job Stress, Job Satisfaction and Work Motivation.

Conclusions

Based on the data and the results of analysis on this research that have been described, the following can be concluded : Spiritual Leadership directly influences the Stress Work factor on teachers at SMK Medan City; Spiritual Leadership directly influences the Satisfaction of teacher work at SMK Medan City; Spiritual Leadership directly influences the Work Motivations of SMK Medan City teachers; Job Stress directly affects the performance of teachers at SMK Medan City; Job Satisfaction has a direct effect on the performance of teachers of SMK Medan City; nd, Work Motivation directly affects the performance of teachers at SMK Medan City..

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Conflict of Interests

The authors declare no conflict of interest.



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