

Strengthening Job Satisfaction Through Improving Workplace Spirituality and Teacher Professional Competence

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Abstract

This study explores the influence of workplace spirituality and teacher professional competence on job satisfaction among senior high school teachers in Malang City, Indonesia. In human behavior theory, the research examines how intrinsic values, professional motivation, and relational harmony within the school setting contribute to a teacher's satisfaction. Utilizing a quantitative associative causal approach, the study surveyed 176 respondents using validated instruments and analyzed the data using Partial Least Squares (PLS). The findings reveal that workplace spirituality characterized by meaningful work, sense of community, and value alignment significantly impacts job satisfaction, primarily through the sense of togetherness among teachers. Likewise, teacher professional competence, comprising motives, self-concept, knowledge, and skills, also positively affects job satisfaction, with knowledge as the most dominant contributor. Moreover, the study highlights the mediating role of organizational commitment in strengthening the relationship between workplace factors and job satisfaction. The results emphasize that enhancing workplace spirituality and professional competence can foster a more satisfying and supportive school environment. This research offers theoretical contributions to educational psychology and organizational behavior and provides practical implications for school leaders and policymakers seeking to improve teacher well-being and performance.

Keywords: *Workplace Spirituality, Teacher Professional Competence, Organizational Commitment*

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1. Introduction

The level of job satisfaction in educational institutions is crucial in determining the success of the curriculum implemented by the institution. Educational institutions currently face several issues related to job satisfaction. Nasina & Doris (2011), these issues often arise when workplace spirituality is absent. Workplace spirituality is crucial in retaining and satisfying talented employees within an organization, ultimately contributing to employee growth and development (Choerudin, 2014; Walt & Klerk, 2014). The importance of workplace spirituality can be judged from the phenomenal attention that spirituality has received in the workplace literature since the 1990s. Cash & Gray (2000) state that workplace spirituality is ubiquitous, driven by unpredictable work environments with new technologies, reengineering, and downsizing.

Solutions workplace spirituality is sought by demoralized employees seeking to cope with the resulting stress and tension (Mitroff & Denton, 1999). Workplace spirituality and teacher professional competence are also a concern in research conducted by Tang et al. (2023), where competence in classroom teaching predicts the personal and contextual dimensions of teacher buoyancy, and competence can predict the personal dimensions of teacher buoyancy. Darling-Hammond et al. (2020) state that professional competent teachers may want to take formal studies to improve their professional competence to a higher level. Teacher professional competence may be developed from an interest in intellectual curiosity and a desire to learn formally and in depth for its own sake. This can lead to career changes afterwards (Darling-Hammond et al., 2020).

The discipline known as workplace spirituality is becoming increasingly popular for analysis, in order to measure the contribution workplace spirituality makes in the workplace. (Rego & Pina, 2020) This relates to the idea that humans strongly desire to apply subjective meaning-making mechanisms to everyday actions, which also impacts their work (Marques, 2020). Based on the above problems, several research objectives can be formulated: Describe workplace spirituality, teacher professional competence, organizational commitment, and job satisfaction.

Analyze the influence of workplace spirituality and teacher professional competence on job satisfaction in high schools in Malang City. This research has several benefits that are expected to contribute to practitioners and theorists, as follows: The practical benefits of this research are expected to provide information for educational management to improve school success during the transfer of knowledge, skills, and understanding to achieve learning objectives. For central and regional governments, the results of this research are expected to provide input for decision-making related to improving teacher performance. Hopefully, this research can contribute to understanding human behavior theory and explain the role of organizational commitment as a mediating factor between workplace spirituality and performance in educational institutions at the senior high school level.

Literature Review

Human behavior theory is a person's capacity expressed through mental, physical, and social factors, individuals, or groups, to respond to internal and external stimuli throughout life. Kagan et al. (2019) explain that behavior is driven by genetic and environmental factors influencing a person. Behavior is also driven by thoughts and feelings that provide insights, such as attitudes and values. Human behavior is shaped by psychological traits, as personality types vary from person to person, resulting in different actions and behaviors.

Workplace spirituality. In general, it implies the existence of a framework of organizational values embedded in a culture that gives employees a sense of connectedness to the workplace and coworkers, thus creating feelings of satisfaction and joy (Giacalone & Jurkiewicz, 2010). Turner (1999) emphasized that workplace spirituality significantly impacts an organization because the organization can benefit from developing a humanistic environment where workers can reach full capacity. Teacher competence as educators and vocational trainers is crucial to any new curriculum reform. Curriculum reform aims to reduce skills mismatches and improve future human resources. The development of teacher professional competence encompasses studies related to formal and informal learning, and has been extensively reviewed in this journal several years ago (Cheetham & Chivers, 2001).

Teachers' professional competence in educational institutions is strongly influenced by the dissemination of values and management parameters in identifying and assessing teacher performance and competence, which leads to the development of identity (Day, 2017). Wuttke & Seifried (2017) explain that competence is strongly influenced by behaviorism and is characterized by excessive specification and fragmentation of learning. Overcoming this, competence can be addressed with supporting factors such as knowledge, professional beliefs, motivation, and self-regulation (Wuttke & Seifried, 2017). The ability of teachers to apply professional competence, personal abilities, and values in the education and training process can make a real difference for students (Tacconi & Messetti, 2018).

2. Methods

Research Design

This research falls into the category of causal associative research using a quantitative approach. Sanusi (2011:14) causal associative research is designed to examine the possibility of a causal relationship between variables. This research will explain the relationship between influencing and being influenced by each of the variables studied, namely the direct influence of academic support and social support on learning achievement and the indirect influence of academic support and social support on learning achievement through student involvement.

Research Population and Sample

A population is a collection of elements that show specific traits/characteristics that can be used to conclude (Chandrarin, 2017). The population in this study was teachers at a senior high school in Malang City. The sample size in this study was 175.67, rounded up to 176. The sampling technique used was proportional random sampling.

Table 1. Number of Teachers in High Schools in Malang City

No.	Subdistricts in Malang City	Population	Sample
1.	Kedungkandang	183	26
2.	Sukun	74	10
3.	Klojen	592	83
4.	Blimbing	37	5
5.	Lowok Waru	376	52
	Amount	1262	176

Source: BPS Malang City (2023)

Data Analysis Techniques

The method used in this study is a quantitative method that is observed and researched within the framework of the research model, manifested in indicators, and further elaborated into question items. Respondents' answers to these questions are measured on a scale so that the results are in the form of numbers. Furthermore, these scores are processed using statistical methods. Various types of analysis tools, researchers determine several tools that are appropriate for the needs to prove the research hypothesis. This study uses the Partial Least Squares analysis technique, which has the advantage of being a powerful analysis tool because it does not assume that data must be with a particular scale of measurement, a certain amount, and can be used to confirm the theory (Hair et al., 2010, p. 145).

3. Results and Discussion

3.1 Result

This perceptual study explains how respondents view workplace spirituality, teacher professional competence, organizational commitment, and job satisfaction. The main problem in this study is the influence of workplace spirituality and teacher professional competence on job satisfaction through organizational commitment. Respondents in this study were teachers at high schools in Malang City. The following are the research results explained sequentially according to the research objectives. The respondents in this study were 176 teachers at high schools in Malang City. The table below presents the characteristics of the study respondents, including gender, education, teacher status, and age.

Table 2. Characteristics of Research Respondents

Demographics	Frequency (%)
Gender	
Man	60 (34%)
Woman	116 (66%)
Education	
S1	124 (70%)
S2	51 (29%)
S3	1 (1%)
Teacher Status	
civil servant	73 (42%)
Permanent Foundation Teacher	103 (58%)
Age	
Less than 30 Years	17 (10%)
31 – 40 Years	62 (35%)
Over 41 Years	97 (55%)

Source: Primary Data Processed 2024 (Attachment).

Workplace spirituality. This study aims to define workplace spirituality that aligns with religious, cultural, and national values in interpersonal relationships and fosters a sense of well-being within an educational institution (Walt & Klerk, 2014). This variable consists of three indicators: meaningfulness in work (X1.1), sense of community (X1.2), and alignment of values (X1.3). Respondents' responses to the workplace spirituality indicators are as shown in the table below:

Table 3. Description of Questionnaire Statement Results Data
Workplace Spirituality (X₁)

Workplace Spirituality (X ₁)											
Item	Respondents' Answers										Average
	1		2		3		4		5		
	Σ	%	Σ	%	Σ	%	Σ	%	Σ	%	
X ₁₁₁	0	0	2	1	6	3	62	35	106	61	4.55
X ₁₁₂	11	6	26	15	65	37	45	26	29	16	3.31
			Meaningfulness in Work (X _{1.1})								3.93
X ₁₂₁	0	0	1	1	13	7	73	41	89	51	4.42
X ₁₂₂	0	0	4	2	14	8	87	49	71	41	4.28
			Sense of Togetherness (X _{1.2})								4.35
X ₁₃₁	0	0	2	1	5	3	85	48	84	48	4.43
X ₁₃₂	0	0	4	2	24	14	102	58	46	26	4.08
			Value Alignment (X _{1.3})								4.25
			Average Workplace Spirituality Variable (X ₁)								4.19

Source: Processed Data (2024)

Table Description:

- X_{1.1.1} = Be part of the school.
- X_{1.1.2} = The existence of schools is more important
- X_{1.2.1} = Formal ties
- X_{1.2.2} = Family ties
- X_{1.3.1} = Educational values
- X_{1.3.2} = Other people's values

Based on the table above, it can be seen that the respondents' opinions on being part of the school obtained the most results stating that they strongly agree, amounting to 106 respondents (61%), then 62 respondents (35%) stated that they agree, six respondents (3%) stated that they are neutral, and two respondents (1%) stated that they disagree. The average score of respondents' opinions on being part of the school was 4.55, which shows that most respondents strongly agree that they are part of the school. Respondents' opinions on the existence of the school being more important obtained the most results stating that they are neutral, amounting to 65 respondents (37%), then 45 respondents (26%) stated that they agree, 29 respondents (16%) stated that they strongly agree, 26 respondents (15%) stated that they disagree, and 11 respondents (6%) stated that they strongly disagree. The average score of respondents' opinions on the school being more important was 3.31, which shows that the majority of respondents are neutral on the existence of the school being more important.

Respondents' opinions about formal ties in schools obtained the most results, stating that they strongly agree with 89 respondents (51%), then 73 respondents (41%) stated that they agree, 13 respondents (7%) stated that they are neutral, and one respondent (1%) stated that they disagree. The average score of respondents' opinions about formal ties in schools was 4.42, which shows that most respondents agree with the formal ties in schools. Respondents' opinions about family ties in schools obtained the most results, stating that they agree with 87 respondents (49%), then 71 respondents (41%) stated that they strongly agree, 14 respondents (8%) stated that they are neutral, and four respondents (2%) stated that they disagree. The average score of respondents' opinions about family ties in schools was 4.28, which shows that most respondents agree with the family ties in schools.

Respondents' opinions about being able to adapt to the values of school educational institutions obtained the most results stating that they strongly agree with 84 respondents (48%), then 84 respondents (49%) stated that they agree, five respondents (3%) stated that they are neutral, and two respondents (1%) stated that they disagree. The average score of respondents' opinions about adapting to the values of school educational institutions was 4.43, which shows that most respondents agree with being able to adapt to the values of educational institutions at school.

Respondents' opinions about being able to adapt to the values held by others obtained the most results stating that they agreed, amounting to 102 respondents (58%), then 46 respondents (26%) stated that they strongly agreed, 24 respondents (14%) stated that they were neutral, and four respondents (2%) stated that they disagreed. The average score of respondents' opinions about adapting to the values held by others was 4.08, which shows that most respondents agreed that they could adapt to the values held by others.

Meaningfulness in working in senior high school Malang city is carried out by being part of a school. This is indicated by an average score of 4.55, greater than 3.93, which is the average indicator score and is considered capable of representing meaningfulness in work. Meaningfulness in work for a teacher is a sense that their

profession has value and a positive impact, personally and socially. This is a primary source of motivation that allows teachers to work with complete dedication, improve welfare, and significantly impact students and society.

A sense of togetherness in senior high school Malang city is carried out by having formal ties within the school. This is indicated by an average score of 4.42, greater than 4.35, which is the average indicator score and is considered capable of representing a sense of togetherness. A sense of togetherness among teachers is important in creating a supportive and harmonious educational environment. A sense of togetherness among teachers can work more effectively, feel appreciated, and contribute positively to the quality of education. This togetherness is beneficial for individual teachers and positively impacts students and the school community as a whole.

The values of the educational institution carry out value alignment in Malang City's senior high school. This is indicated by an average score of 4.43, which is greater than the average indicator score of 4.25 and is considered capable of representing value alignment. A teacher's value alignment is an important foundation for creating a harmonious relationship between personal, professional, and organizational values. This alignment enables teachers to work with high integrity and commitment, increases job satisfaction, and positively impacts students, colleagues, and the school community. Appropriate school policies and professional development must continuously support this value alignment process.

The average value of the workplace spirituality variable is 4.19, obtained from the indicators of meaningfulness in work of 3.93, a sense of togetherness of 4.35, and alignment of values of 4.25. The indicators that best reflect workplace spirituality are a sense of togetherness and alignment of values that are above average. The average value of the workplace spirituality variable of 4.19 indicates that most respondents agree with workplace spirituality in senior high school Malang City.

Teacher professional competence refers to an educator's ability to provide in-depth learning so students can acquire skills and knowledge through curriculum objectives (Hung et al., 2007, p. 425). This variable consists of four indicators, namely: motive (X2.1), self-concept (X2.2), knowledge (X2.3), and expertise (X2.4). Respondents' responses to teacher professional competence can be seen in the table below:

Table 4. Description of Questionnaire Statement Results Data
Teacher Professional Competence (X₂)

Teacher Professional Competence (X ₂)											
Item	Respondents' Answers										Average
	1		2		3		4		5		
	Σ	%	Σ	%	Σ	%	Σ	%	Σ	%	
X ₂₁₁	0	0	1	1	3	2	86	48	86	49	4.46
X ₂₁₂	0	0	1	1	5	3	79	45	91	51	4.48
Motive (X _{2.1})											4.47
X ₂₂₁	0	0	0	0	13	7	91	52	72	41	4.34
X ₂₂₂	0	0	0	0	10	6	86	49	80	45	4.40
Self-concept (X _{2.2})											4.37
X ₂₃₁	0	0	1	1	6	3	63	35	106	61	4.56
X ₂₃₂	0	0	1	1	6	3	81	46	88	50	4.45
Knowledge (X _{2.3})											4.50
X ₂₄₁	0	0	0	0	13	7	107	61	56	32	4.24
X ₂₄₂	0	0	1	1	7	4	101	57	67	38	4.33
Skill (X _{2.4})											4.28
Average of Teacher Professional Competence Variable (X ₂)											4.40

Source: Processed Data (2024)

Table Description:

X _{2.1.1}	=	The basis of education
X _{2.1.2}	=	The basis of teaching
X _{2.2.1}	=	Have a view
X _{2.2.2}	=	Have a behavioral attitude.
X _{2.3.1}	=	Learning materials
X _{2.3.2}	=	Providing teaching
X _{2.4.1}	=	Ability
X _{2.4.2}	=	Skills

Based on the table above, it can be seen that the respondents' opinions about the basis of education obtained the most results stating that they strongly agree, amounting to 86 respondents (49%), then 86

respondents (48%) stated that they agree, three respondents (2%) stated that they are neutral, and one respondent (1%) stated that they disagree. The average score of respondents' opinions about the basis of education was 4.46, which shows that most respondents agree. Respondents' opinions about the basis of measurement obtained the most results, stating that they strongly agree, amounting to 91 respondents (51%), then 79 respondents (45%) stated that they agree, five respondents (3%) stated that they are neutral, and one respondent (1%) stated that they disagree. The average score of respondents' opinions about the basis of teaching was 4.48, which shows that most respondents agree.

Respondents' opinions about having a mental outlook obtained the most results, stating that they agree with 91 respondents (52%), then 72 respondents (41%) stated that they strongly agree, and 13 respondents (7%) stated that they are neutral. The average score of respondents' opinions about having a mental outlook is 4.34, which shows that most respondents agree with having a mental outlook. Respondents' opinions about having a behavioral attitude obtained the most results, stating that they agree with 86 respondents (49%), then 80 respondents (45%) stated that they strongly agree, and 10 respondents (6%) stated that they are neutral. The average score of respondents' opinions about having a behavioral attitude is 4.40, which shows that most respondents agree with having a behavioral attitude towards themselves.

Respondents' opinions about preparing learning materials obtained the most results, stating that they strongly agree, amounting to 106 respondents (61%), then 63 respondents (35%) stated that they agree, six respondents (3%) stated that they are neutral, and one respondent (1%) stated that they disagree. The average score of respondents' opinions about preparing learning materials was 4.56, indicating that most respondents strongly agree about preparing learning materials. Respondents' opinions about how to provide teaching obtained the most results, stating that they strongly agree, amounting to 88 respondents (50%), then 81 respondents (46%) stated that they agree, six respondents (3%) stated that they are neutral, and one respondent (1%) stated that they disagree. The average score of respondents' opinions about how to provide teaching was 4.45, which indicates that most respondents agree about how to provide teaching.

Respondents' opinions about problem-solving skills obtained the most results, with 107 respondents (61%) stating they agreed, amounting to 107 respondents (61%), then 56 respondents (32%) stating they agreed, and 13 respondents (7%) stating they were neutral. The average score of respondents' opinions about problem-solving skills was 4.24, which shows that most respondents agreed. Respondents' opinions about teaching skills obtained the most results, with 101 respondents (57%) stating they agreed, amounting to 101 respondents (57%), then 67 respondents (38%) stating they agreed, seven respondents (4%) stating they were neutral, and one respondent (1%) stating they disagreed. The average score of respondents' opinions about teaching skills was 4.33, showing that most respondents agreed.

The principles of teaching carry out motives in senior high school Malang city. This is indicated by an average value of 4.48, greater than 4.47, which is the average indicator value and is considered capable of representing motives. Motives for a teacher are the fundamental reasons that drive teachers to teach, educate, and contribute to student development. Motives come from both internal and external factors. By understanding a teacher's motives, educational institutions can create a supportive work environment to motivate teachers to give their best in their duties.

Behavioral attitudes carry out self-concept in senior high school Malang city. This is indicated by an average value of 4.40, greater than 4.37, which is the average value of the indicator and is considered capable of representing self-concept. Self-concept for a teacher is a key element that reflects the teacher's perception of himself, his role as an educator, and his relationship with students and the school community. A positive self-concept helps teachers carry out their duties with confidence, dedication, and empathy, ultimately impacting student success and the overall quality of education.

Preparing learning materials involves knowledge acquisition in Malang City's senior high school. This is indicated by an average score of 4.56, which is greater than the average indicator score of 4.50 and is considered capable of representing knowledge. Effective teachers require various knowledge, ranging from pedagogy to technology, and understanding of students and social contexts. Teacher knowledge can create meaningful, inclusive learning and support students' holistic development. Teaching skills carry out expertise in Malang City's senior high school. This is indicated by an average score of 4.33, which is greater than the average indicator score of 4.28 and is considered capable of representing expertise. Teachers must possess pedagogy, communication, technology, classroom management, and emotional skills. Teachers who master these skills can educate effectively and serve as inspiration and mentors for students in facing the challenges of the modern world.

The average value of the teacher professional competence variable is 4.40, obtained from the motive indicator of 4.47, self-concept of 4.37, knowledge of 4.50, and expertise of 4.28. The indicators that best reflect teacher professional competence are motivation and knowledge, which have values above average. The average value of the teacher professional competence variable of 4.40 indicates that most respondents agree with the existence of teacher professional competence in senior high school in Malang City.

Job satisfaction in this study refers to a teacher's sense of satisfaction with their work, resulting from the characteristics of their teaching (Alrawahi et al., 2020, p. 3). This variable consists of three indicators: professional development (Y2.1), working relationships with superiors (Y2.2), and working relationships with colleagues (Y2.3).

Table 5. Description of Questionnaire Statement Results Data
Job Satisfaction (Y₂)

Job Satisfaction (Y ₂)											
Item	Respondents' Answers										Average
	1		2		3		4		5		
	Σ	%	Σ	%	Σ	%	Σ	%	Σ	%	
Y _{2.1.1}	0	0	1	1	9	5	84	48	82	46	4.40
Y _{2.1.2}	0	0	2	1	26	15	87	49	61	35	4.18
Professional Development (Y _{2.1})											4.29
Y _{2.2.1}	0	0	1	1	20	11	91	52	64	36	4.24
Y _{2.2.2}	0	0	3	2	19	11	95	54	59	33	4.19
Working Relationship with Superiors (Y _{2.2})											4.21
Y _{2.3.1}	0	0	1	1	10	6	91	52	74	42	4.35
Y _{2.3.2}	0	0	2	1	15	9	82	46	77	44	4.33
Working Relationships with Coworkers (Y _{2.3})											4.34
Average Job Satisfaction Variable (Y ₂)											4.28

Source: Processed Data (2024)

Table Description:

- Y_{2.1.1} = Opportunity to develop yourself
- Y_{2.1.2} = opportunities for career advancement
- Y_{2.2.1} = Enjoy having a working relationship with your boss
- Y_{2.2.2} = Comfortable working relationship with superiors
- Y_{2.3.1} = Cheerful in carrying out working relationships with fellow teachers
- Y_{2.3.2} = Enjoyed carrying out working relationships with fellow teachers

Based on the table above, it can be seen that the respondents' opinions about opportunities for self-development obtained the most results stating that they agree, amounting to 84 respondents (48%), then 82 respondents (46%) stated that they strongly agree, nine respondents (5%) stated that they are neutral, and one respondent (1%) stated that they disagree. The average score of respondents' opinions about opportunities for self-development is 4.40, which shows that most respondents agree about opportunities for self-development. Respondents' opinions about opportunities for career advancement obtained the most results, stating that they agree, amounting to 87 respondents (49%), then 61 respondents (35%) stated that they strongly agree, 26 respondents (15%) stated that they are neutral, and two respondents (1%) stated that they disagree. The average score of respondents' opinions about opportunities for career advancement is 4.18, which shows that most respondents agree about opportunities for career advancement.

Respondents' opinions about being happy with their working relationship with their superiors were obtained, with the most agreeing, amounting to 91 respondents (52%), then 64 respondents (36%) stated strongly agree, and 20 respondents (11%) stated neutral. One respondent (1%) stated that they disagreed. The average score of respondents' opinions about being happy with their working relationship with their superiors was 4.24, which shows that most respondents agreed with being happy with their working relationship with their superiors. Respondents' opinions about being comfortable with their working relationship with their superiors were obtained, with the most agreeing, amounting to 95 respondents (54%), then 59 respondents (33%) stated firmly agree, 19 respondents (11%) stated neutral, and three respondents (2%) stated disagree. The average score of respondents' opinions about being comfortable with their working relationship with their superiors was 4.19, which shows that most respondents agreed with their working relationship with their superiors.

Respondents' opinions about the cheerfulness of carrying out working relationships among fellow teachers obtained the most results stating that they agree with 91 respondents (52%), then 74 respondents (42%) stated that they strongly agree, 10 respondents (6%) stated that they are neutral, and one respondent (1%) stated that they disagree. The average score of respondents' opinions about the cheerfulness of working relationships among fellow teachers was 4.35, which shows that most respondents agree about the cheerfulness of working relationships among fellow teachers. Respondents' opinions about being entertained when carrying out working relationships among fellow teachers obtained the most results stating that they agree with 82 respondents (46%), then 77 respondents (44%) stated that they strongly agree, 15 respondents (9%) stated that they are neutral, and two respondents (1%) stated that they disagree. The average score of respondents' opinions about

being entertained when carrying out working relationships among fellow teachers was 4.33, which shows that most respondents agree about being entertained when carrying out working relationships among fellow teachers.

Opportunities for professional development are available, including professional development in Malang City's senior high schools. This is indicated by an average score of 4.40, which is greater than the average indicator score of 4.29 and is considered capable of representing professional development. A teacher's professional development covers various aspects ranging from pedagogy to technology, ethics, and inclusivity. Teachers can provide quality, relevant instruction and support the holistic growth of students in an ever-changing world.

Working relationships with superiors in senior high school Malang city are carried out with the pleasure of working relationships with superiors. This is indicated by an average value of 4.24, greater than 4.21, which is the average value of the indicator and is considered capable of representing working relationships with superiors. A good working relationship with superiors involves effective communication, respect, cooperation, and responsibility. This relationship is important for creating a harmonious school environment, improving teacher performance, and supporting the achievement of overall educational goals. Teachers with positive working relationships with superiors will also feel more appreciated and motivated to give their best.

Teachers cheerfully carry out working relationships with colleagues in senior high school Malang city. This is indicated by an average value of 4.35, where this value is greater than 4.34, which is the average value of the indicator and is considered capable of representing working relationships with colleagues. Good working relationships with colleagues are important in creating a harmonious and productive school environment. Teachers who can communicate effectively, collaborate, support each other, and respect colleagues not only improve their performance but also help create synergy that positively impacts students and the school as a whole.

The average value of the job satisfaction variable is 4.28, obtained from the professional development indicator 4.29, working relationships with superiors of 4.21, and working relationships with colleagues of 4.34. The indicators that best reflect job satisfaction are professional development and working relationships with colleagues, with above-average values. The average value of the job satisfaction variable of 4.28 indicates that most respondents agree with job satisfaction in senior high school Malang city.

The suitability of the model produced from the Senior High School RT-PLS showed acceptable suitability. The R² value indicates this from the results of this study, which can be seen in the table below, which shows that organizational commitment (Y1) is influenced by workplace spirituality (X1) and teacher professional competence (X2) by 55.9%, the remaining 44.1% is influenced by other factors not included in the research model. Job satisfaction (Y2) is influenced by workplace spirituality (X1), teacher professional competence (X2), and organizational commitment (Y1), 58.5%, the remaining 31.5% is influenced by other factors not included in the research model.

Table 6. Hypothesis Testing of Direct and Indirect Effects

	Original Sample (O)	Standard Deviation (STDEV)	t Statistics (O/STDEV)	P Values	Information
X1 → Y ₂	0.512	0.063	8,067	0.000	Significant
X2 → Y ₂	0.246	0.088	2,803	0.005	Significant

Source: Processed data (2024)

3.2 Discussion

This research is a perceptual study that explains respondents' perceptions of workplace spirituality, teacher professional competence, organizational commitment, and job satisfaction in high schools in Malang City. Respondents in this study were teachers in high schools in Malang City. The explanation of the research results in sequence according to the research objectives is as follows:

Workplace spirituality are the values of teachers' life goals, harmonization of working relationships between teachers who have aligned beliefs and provide a feeling of happiness at school is reflected by meaningfulness in work, a sense of togetherness, alignment of values, the highest reflection of the three factors is a sense of togetherness, this is because teachers have formal ties within the school organization. This statement is based on Rathee & Rajain's opinion (2020). The analysis of this study shows that workplace spirituality is contributed to by meaningfulness in work, a sense of community, and value alignment. These three indicators have contributed to workplace spirituality or reflect a sense of belonging within the school, formal ties, and alignment with the institution's values. This is reflected in a sense of community and value alignment.

The statement above is supported by the results of research conducted by Walt & Klerk (2014) that workplace spirituality is a spiritual nature in the workplace that is characterized by the values of life goals, developing relationships with others, having harmony of beliefs, and providing a feeling of joy in the organization.

The results of respondents' perceptions in senior high school Malang city show that workplace spirituality has the highest indicator, shown by a sense of togetherness, which is the main thing in providing the most significant contribution to the creation of workplace spirituality.

This is understandable, as respondents in Malang City's high schools agreed that teachers have formal ties to the school. Value alignment in Malang City's high schools also contributes to workplace spirituality. This can be understood as teachers being able to align themselves with the values of the school's educational institution. Indicators of meaningfulness in work in Malang City's high schools contribute to workplace spirituality. This is supported by teachers who feel they have become part of the school.

Teacher professional competence is the in-depth mastery of learning in students to achieve curriculum goals and professional development reflected by motives, self-concept, knowledge, and skills. The highest reflection of these four factors is knowledge. This is because teachers prepare learning materials. This statement supports the opinion (Spencer & Spencer, 1993). The analysis of this study shows that teacher professional competence is influenced by motivation, self-concept, knowledge, and expertise. These four indicators have contributed to improving teacher professional competence and reflect teachers' understanding of teaching principles, behavioral attitudes, preparation of learning materials, and teaching skills. This is reflected in motivation and self-concept.

The statement above is supported by the results of research conducted by Hung et al. (2007), which found that professional competence is defined as the ability of educators to master lessons in depth for students to achieve curriculum goals and professional development. The results of respondents' perceptions in senior high school Malang city show that teacher professional competence has the highest indicator, shown by knowledge, which is the main thing in making the most significant contribution to the creation of teacher professional competence in senior high school in Malang city.

This is understandable, because respondents in Malang City's senior high school tend to agree that teachers prepare learning materials. Motives in Malang City's senior high school also contribute to teachers' professional competence. This can be understood by teachers having a basis for carrying out teaching. Self-concept indicators in Malang City's senior high school contribute to teachers' professional competence. This is supported by having behavioral attitudes. Expertise in Malang City's senior high school contributes to teachers' professional competence. This is supported by having teaching skills.

Job satisfaction is a teacher's pleasure in their work, as obtained from an evaluation of the characteristics of school objectives reflected by professional development, working relationships with superiors, and working relationships with colleagues. The highest reflection of the three factors is working relationships with colleagues. This is because teachers feel cheerful when working with fellow teachers. This statement is based on the opinion of (Alrawahi et al., 2020).

The analysis of this study shows that job satisfaction is influenced by professional development, working relationships with superiors, and working relationships with colleagues. These three indicators have contributed to job satisfaction or reflect teachers having opportunities for self-development, developing working relationships with superiors, and feeling cheerful when working with fellow teachers. This is reflected in professional development and working relationships with colleagues.

The above statement is supported by the results of research conducted by Alwarahi et al. (2020), which found that job satisfaction is a person's positive feelings about their work obtained from an evaluation of the characteristics of a job. The results of respondents' perceptions at senior high school in Malang City show that job satisfaction has the highest indicator, shown by working relationships with colleagues, which is the main thing in providing the most significant contribution to the creation of job satisfaction at senior high school Malang city.

This is understandable, as respondents in Malang City's high schools agreed that teachers feel happier when working with fellow teachers. Professional development in Malang City's high schools also contributes to job satisfaction. This is understandable given that teachers have the opportunity to develop themselves. Indicators of working relationships with superiors in Malang City's high schools contribute to job satisfaction. This is supported by maintaining a good working relationship with superiors.

The impact of workplace spirituality on teacher job satisfaction in schools can be seen from several aspects. Workplace spirituality, which includes a sense of meaning in work, connectedness with others, and connection to greater values, contributes to teacher job satisfaction. Workplace spirituality that aligns with teachers' life goals, harmonizes work relationships, fosters alignment of beliefs, and fosters a sense of happiness at school.

Teachers' satisfaction with the work is obtained from evaluating the characteristics of the school's objectives, mainly due to the bonds of togetherness, family, or brotherhood, which go beyond mere professional relationships or collaboration. This finding has supported the research results of Jin & Lee (2019); Chand & Koul (2012); Garg (2017). Workplace spirituality, based on the values of the teacher's life goals, harmonizes working relationships between teachers with aligned beliefs, and provides a feeling of happiness in the school, creating teacher professional development as a learning process in improving skills and knowledge.

This finding supports Chand & Koul's (2012); Garg's (2017) research findings. The impact of workplace spirituality that aligns with the values of teachers' life goals, harmonizing working relationships between teachers who have aligned beliefs and providing a sense of happiness at school creates a sense of satisfaction due to the interaction and communication between teachers and principals, students and teachers in a school, thus creating work productivity and a conducive work environment. This finding supports research findings Garg's, (2017).

Teachers' professional competence in mastering in-depth learning in students to achieve curriculum objectives and professional development increases teacher satisfaction with their work, as obtained from the evaluation results of the characteristics of school objectives, mainly due to knowledge, understanding, and mastery of teaching information and teacher responsibilities. These findings have supported the research results of Tang et al. (2023); Shaheen et al. (2020). The impact of teacher professional competence on school job satisfaction is an important and relevant topic in education. Teacher professional competence includes various aspects, such as in-depth knowledge of the subjects taught, teaching methodology skills, and practical interpersonal and communication skills.

Teachers' professional abilities in deeply mastering student learning to achieve curriculum objectives and professional development enhance teacher professional development as a learning process that enhances skills and knowledge. This finding supports the research findings of Shaheen et al. (2020). Teachers with high professional competence feel more confident teaching and managing their classrooms. This confidence contributes to higher levels of job satisfaction because teachers feel capable and effective in their roles.

Teachers' perceptions of themselves that influence how they work and interact with other teachers can create satisfaction because there is interaction and communication between fellow teachers in the school organization, thus creating a harmonious work environment, because teachers have behavioral attitudes towards themselves at school. Knowledge, understanding, and mastery of teaching information and teacher responsibilities will shape the professional development of teachers as a learning process in improving skills and knowledge, because at school, teachers prepare learning materials.

4. Conclusion

Based on the results of the analysis and discussion in the research, as well as answering the formulation of the proposed problem, the conclusions that can be drawn from this research are: Workplace spirituality. Teachers who have alignment of beliefs are reflected by a sense of teamwork, alignment of values, and the most important reflection is a sense of togetherness, because teachers have formal ties in the school organization. Teachers' professional competence is reflected by motives, self-concept, knowledge, and expertise; the highest reflection of the four factors is knowledge, because teachers prepare learning materials.

Teachers' organizational commitment to carry out school work professionally is reflected by affective, sustainable, and normative factors; the most important reflection is the affective factor because teachers like teaching work at school. Teachers' job satisfaction with the work produced is reflected by professional development, working relationships with superiors, and working relationships with colleagues. The main reflection is the relationship with colleagues because teachers feel happy if the work is harmonious with colleagues.

Workplace spirituality teachers, in the form of harmonization of working relationships that have harmony of beliefs and provide happiness in schools, create teacher satisfaction with the work obtained, mainly because of the bonds of togetherness, family or brotherhood, which go beyond just professional relationships or working together. Teachers' professional competence in mastering student learning to achieve curriculum goals and professional development increases teacher satisfaction with the work obtained because of the knowledge, understanding, and mastery of information and responsibilities obtained by teachers.

Based on the findings in the research, in increasing teacher job satisfaction, there are several contributions as follows: Contributions for teachers are expected to continue to develop teacher competencies sustainably, increase knowledge in the fields taught, and increase understanding of the curriculum and student needs, thus teachers can strengthen spiritual values in the workplace, such as togetherness and harmony in interactions with coworkers, to create a more harmonious and conducive work environment.

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