

The Effect of Spiritual Quotient, Affective Commitment, and Perceived Organizational Support towards Work Engagement and Employee Performance of the Teacher in Langke Rembong District, Manggarai Region

Herman Yosef Arisutama Atom¹, Tri Andjarwati², I Dewa Ketut Raka Ardiana³

^{1,2,3} Universitas 17 Agustus 1945 Surabaya, Indonesia
Correspondence Authors: hermanyosef@surel.untag-sby.ac.id

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ABSTRACT

This study attempts to discover how teacher's work engagement and performance in Langke Rembong District, Manggarai Region, are impacted by their spiritual quotient, affective commitment, and perceived organizational support. Purposive sampling was utilized by the researchers in this study to choose the research sample. 80 civil servant teachers from Langke Rembong District in the Manggarai Region made up the sample. For data analysis in this study, a quantitative methodology and the PLS-SEM method were applied. Data were gathered by distributing questionnaires, and descriptive analysis was done using Smart-PLS 4.0 software to conduct validity, reliability, and path analysis test. The results showed that spiritual quotient (X1) affects work engagement (Z), spiritual quotient (X1) affects employee performance (Y), affective commitment (X2) affects work engagement (Z), affective commitment (X2) affects employee performance (Y), perceived organizational support (X3) has no effects on work engagement (Z), perceived organizational support (X3) affects employee performance (Y) and work engagement (Z) affects employee performance (Y).

Keywords: Spiritual Quotient, Affective Commitment, Perceived Organizational Support, Work Engagement, Employee Performance

INTRODUCTION

Teachers play a crucial part in producing high-quality education since they are the foundation of education. One aspect that can affect whether educational institutions are successful is the performance of teachers. The teaching and learning process planning, implementation, and evaluation are only a few of the roles and responsibilities that are involved in ensuring a teacher perform at work. These roles and responsibilities are completed in accordance with a professional work ethic and sense of discipline. The academic capacity of the teacher is one of the elements that can influence performance.

Teacher competency test data reported from the Ministry of Educational and Culture website in 2020, shows that the teacher competency test results in the Manggarai Regency area obtained an average of 54.23. This score is lower than the targeted minimum competency standard of 55. This teacher competency test data shows that the quality of teacher competence in Manggarai Regency is still low. This confirms that teachers' performance in Manggarai Regency is low. It is clear that non-academic skills like spiritual quotient, perceived organizational support, and affective commitment also have an impact on teachers' performance in addition to academic competence.

The role of spiritual quotient for each individual can help provide balance in facing challenges and workloads. Teachers as educators also need to understand and utilize spiritual quotient to support their performance. Spiritual quotient can help teachers deal with challenges and stress at work, enhance empathy and interpersonal relationships with students, and help improve overall motivation and performance.

Another factor that can also affect teachers' performance is perceived organizational support. organizational support relates to how much management regards employee contributions and how much they are concerned about the welfare of their employees. Even today, employees want to work for organizations that value people and their contributions, not just for a certain amount of money. Employees' perceptions of support from this organization have an influence on performance and interaction.

Teachers' dedication to the school and involvement in it have a significant impact on how well they perform. The degree to which a person knows the organization and its goals is the basis for the formation of commitment. The importance of commitment for a teacher is as a determining factor that can affect the teaching and learning process of students. The form of commitment expected here is a form of teacher love for the school and the active participation of teachers voluntarily in developing their school. Therefore, the form of organizational commitment that is more appropriate in describing this is affective commitment.

Employees as human resources in it, of course, must have good personal quality and also high attachment to the company they support. Employee performance also has an important role in achieving the goals of the company in facing competition in the current era. If the employee has a sense of engagement with the company, the employee will have a high awareness to exert all his best abilities for the company.

Work engagement is a positive mental state in employees and satisfying all related to their work can be seen from several characteristics, namely vigor, dedication, and absorption. With this work engagement in employees, it helps employees feel that their work and the company that they work for has meaning which makes these employees able to make maximum contributions.

Recognizing the importance of research on the above variables, the novelty of this study has the intention of developing a research model of whether spiritual intelligence, affective commitment, and perceived organizational support affect work engagement and employee performance. It appears that the research's findings would help teachers perform better, given that the research limitations are only on teachers in Langke Rembong District, Manggarai Regency.

LITERATURE REVIEW

Social Exchange Theory (SET)

This theory is a theory of interdependence between individuals that not only discusses profit and loss in an intrapersonal relationship, but also examines how the formation of a relationship begins with interactions between individuals. The underlying assumption of social exchange theory is that each individual voluntarily enters and stays in a social relationship as long as the relationship is satisfying. Some basic concepts that are taken into consideration in a relationship include reward, cost, result, and level of comparison.

Spiritual Quotient (SQ)

Zohar and Marshal (2014) identify spiritual quotient as a moral sense, the capacity to break

unbending laws alongside understanding and love, and the equal capacity to recognize when love and understanding have reached their limits. These qualities also enable us to compete with good and evil, to imagine the unborn, and to rise above our lowliness. It gives our activities and lives a broader and richer context of meaning, giving us the judgment to determine that our choices in life are more worthwhile and significant.

As the social exchange theory suggests, commitment and trust are the fundamental components of interpersonal exchange behavior. Employees with good spiritual quotient (SQ) will have trust in the organization. The existence of trust that comes from SQ will affect work engagement where employees feel bound to the organization, so that it will affect the performance of these employees. Research conducted by Latha & Mohanty (2021) shows that there is a significant positive relationship between SQ and engagement. Muztaba, Bahri, and Fahrizal's research on the impact of SQ on performance (2020) revealed that SQ has a favorable and significant impact on teacher's performance. Based on these studies we propose the following hypotheses:

H1: Spiritual quotient affects work engagement.

H2: Spiritual quotient affects employee performance.

Affective Commitment (AC)

Meyer and Allen (2017) suggest Affective Commitment occurs when employees want to be part of the company because of an emotional bond. Employees recognize the similarities between themselves and the company, thus showing attention and consequently forming an impressive commitment (want). Affective commitment acts as a driver, expanding the spectrum of competencies that benefit employees and enhancing their performance. Building long-term orientation and cooperative conduct in organizations requires emotional commitment as well.

Social exchange theory can be used to explain the analysis of subjective benefits and costs, where individuals engage in a relationship when they consider that the perceived benefits of the social action are higher than the potential costs incurred. The perceived benefits arise from the affective commitment that employees have towards their organization. Affective commitment owned by employees will affect work engagement where employees will feel bound to the organization. This feeling of attachment will affect performance in developing the organization to achieve goals. Research conducted by Waeyenberg, Peccei & Decramer (2020) shows a positive relationship between affective commitment and teacher performance. Other research shows a significant relationship between affective commitment and work engagement (Koroh, Keraf & Damayanti, 2021). Based on these studies we propose the following hypotheses:

H3: Affective commitment affects work engagement.

H4: Affective commitment affects employee performance.

Perceived Organizational Support (POS)

Perceived organizational support is a belief held by employees that organizational decisions are wise, employees have a feeling of obligation to help the organization, fulfill socio-emotional needs, and expect rewards for performance (Rhoades, 2014).

Social exchange theory (SET) sees exchange as a social behavior that might result in tangible outcomes (e.g., innovative products) and intangible outcomes (e.g., a sense of belonging, engagement). According to SET, when organizational leaders provide people freedom and support, they likely to get positive behavior and attitudes in return. Perceived organizational support will affect employee

performance as a form of reciprocation of support from superiors to employees. Research conducted by Ucar & Kerse (2022) shows perceived organizational support (POS) has a positive effect on performance. Furthermore, research conducted by Imran et al., (2020) shows a positive relationship between POS and work engagement. Based on these studies we propose the following hypothesis:

H5: Perceived organizational support affects work engagement.

H6: Perceived organizational support affects employee performance.

Work Engagement (WE)

According to Schaufeli (2014) work engagement is the relationship between employees and their work. Work engagement is an attachment between employees and their jobs that are emotionally invested in their work to get better results. Therefore, having a positive attitude toward one’s work is known as ‘work engagement’, which is exemplified by high energy levels, enthusiasm, pride in one’s work, and an emphasis on enjoying one’s work. Research conducted by Tisu, Lupsa, Virga, Rusu (2020) successfully found that work engagement has a positive relationship with performance. Based on this study, we propose the following hypothesis:

H7: Work engagement affects employee performance.

Employee Performance (EP)

According to Bernardin and Russel (2014), performance is defined as a record of the results obtained from specific job functions or certain activities over a period of time. Performance is the outcome of work completed by an individual or group inside an organization in accordance with their separate rights and obligations in an endeavor to accomplish organizational goals morally and ethically (Benjamin Bukit, 2017).

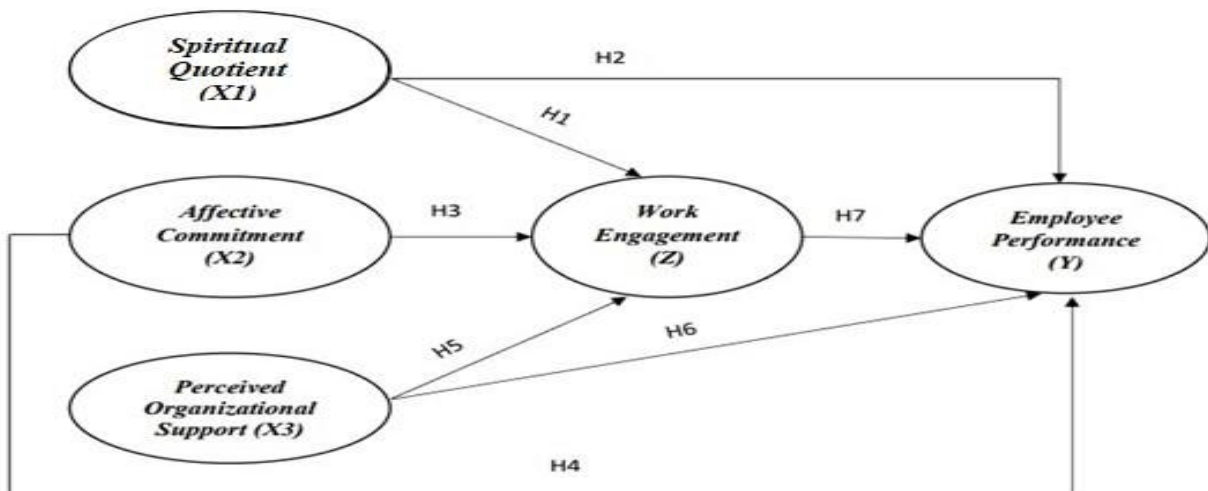


Figure 1. Conceptual Framework

METHOD

This research was conducted in Langke Rembong District, Manggarai Regency. The variables studied were Spiritual Quotient (X1), Affective Commitment (X2), and Perceived Organizational Support (X3), Work Engagement (Z) and Employee Performance (Y). Data collection was done by distributing questionnaires. The sample in this study were 80 civil servant teachers. The sampling technique used in this study was purposive sampling. According to Sugiyono (2013) purposive sampling is a sampling technique with certain considerations. When choosing participants from the population, researchers looked at a number of numerous factors to choose the sample for this study. The sample in this study has the main characteristic, namely the respondent's ability to access the internet (smartphone, computer) because filling in the answers will use google form. The collected data was then analyzed using SEM – PLS (Structural Equation Model – Partial Least Square) with the aid of SmartPLS software version 4.0. The research involves multiple stages of model evaluation in PLS, including the assessment of measurement models (outer model), evaluation of structural models (inner model), and analysis of path coefficients.

RESULTS AND DISCUSSION

Data Analysis Results

Outer Model Evaluation: Convergent Validity

In the assessment of convergent validity, we measure the correlation between the indicator scores and the construct under study. For an indicator to be considered valid, it must have a correlation ≥ 0.70 with the construct. After conducting initial testing using SmartPLS, an indicator did not meet the requirements and were subsequently removed from analysis. We then conducted a retest, and the results are presented in Table 1. According to the table, the second test reveals that all indicators satisfy the criterion for convergent validity as they possess a loading factor value above 0.70.

Table 1. Loading Factor Value from Outer Loadings

	Loading factor				
	AC	EP	POS	SQ	WE
AC1	0.859				
AC2	0.915				
AC3	0.942				
EP1		0.905			
EP2		0.884			
EP3		0.928			
EP4		0.858			
EP5		0.848			
POS1			0.920		
POS2			0.879		
POS3			0.885		
SQ1				0.724	
SQ2				0.706	
SQ3				0.826	

SQ4				0.775	
SQ5				0.794	
SQ6				0.867	
SQ7				0.876	
SQ8				0.829	
WE1					0.901
WE2					0.905
WE3					0.837

Source: Author's calculations

Average Variance Extracted (AVE)

Discriminant validity can be seen through the AVE value. The higher the AVE value, it can explain the value of the statement items that measure latent variables. The AVE value is said to be good if the minimum value is 0.50. The following is the AVE value obtained from data processing using the SmartPLS version 4.0 application:

Table 2: Average Variance Extracted

Variable	Average Variance Extracted	Note
Spiritual Quotient (X1)	0,643	Valid
Affective Commitment (X2)	0,821	Valid
Perceived Organizational Support (X3)	0,801	Valid
Work Engagement (Z)	0,777	Valid
Employee Performance (Y)	0,751	Valid

Source: Author's calculations

Cronbach's Alpha and Composite Reliability

The Cronbach's alpha and composite reliability value of all constructs shows a value above 0.70. When the tested construct has a value above the minimum or 0.70, it is called reliable. It can be concluded that all constructs have good reliability. The following are the results of Cronbach's alpha and composite reliability from SmartPLS data processing:

Table 3: Cronbach's Alpha

Variable	Cronbach's Alpha	Composite Reliability (rho_c)	Note
Spiritual Quotient (X1)	0,920	0,935	Reliable
Affective Commitment (X2)	0,890	0,932	Reliable
Perceived Organizational Support (X3)	0,875	0,923	Reliable
Work Engagement (Z)	0,856	0,913	Reliable
Employee Performance (Y)	0,934	0,947	Reliable

Source: Author's calculations

Evaluation of Structural Models (Inner Model)

Hypothesis Testing

The bootstrap method is utilized to test hypotheses and determine the relationships between research variables. The results of the bootstrap analysis are presented in figure 2.

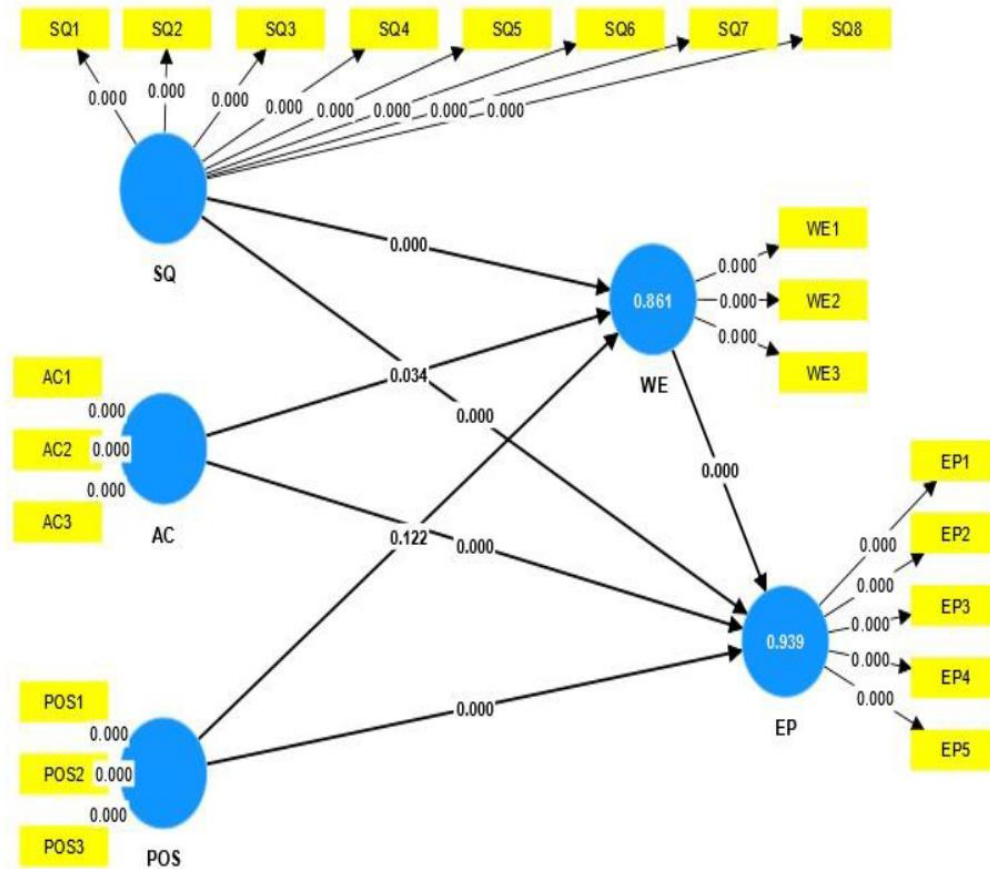


Figure 2: Bootstrap test method and result

Hypothesis Testing (T Statistic and Path Coefficient)

Path coefficient is used to see the significant value and strength of the relationship and test the hypothesis. In the path coefficient, p-values must be smaller than 0.05 and t-statistics must be more than 1.96. Table 4 shows the results of the path coefficient test:

Table 4: Path Coefficient

	Original Sample (O)	Sample Mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values	Sig.
SQ -> WE	1,169	1,183	0,083	14,097	0,000	Significant
SQ -> EP	4,843	1,825	0,130	14,192	0,000	Significant
AC -> WE	-0,197	-0,194	0,092	2,131	0,033	Significant
AC -> EP	-0,197	-0,202	0,071	2,762	0,006	Significant
POS -> WE	-0,154	-0,169	0,099	1,560	0,119	Insignificant t
POS -> EP	-0,224	-0,215	0,074	3,032	0,002	Significant
WE -> EP	-0,673	-0,653	0,106	6,373	0,000	Significant

Source: Author's calculations

R Square

The R-square test is used to asses how much the influence of endogenous variables is influenced by exogenous variables. The higher the R2 value, the better the predictive value of the proposed model. The recommended R2 value criteria are 0.75 (strong structural model), 0.50 (moderate structural model), and 0.25 (weak structural model). Based on the table 4, it can be concluded that the variables of spiritual quotient, affective commitment, and perceived organizational support can affect the work engagement variable by 86% and employee performance by 91% and the other is influenced by other variables not studied.

Table 4: R Square

Variable	R-Square
EP (Y)	0,915
WE (Z)	0,862

Source: Author's calculations

Spiritual Quotient affects Work Engagement

Based on the results of the hypothesis testing that has been conducted, spiritual quotient is proven to be able to influence work engagement, which means that the first hypothesis is accepted. In the context of the relationship between spiritual quotient and work engagement, teachers with high spiritual quotient have a stronger orientation towards spiritual values and seek deeper meaning from their work. Teachers in Langke Rembong District, Manggarai Regency can find meaning and purpose in their work that is in line with their values and beliefs. This strong attachment to the organization and their colleagues is a form of psychological reward that is expected in accordance with social exchange theory.

The results of this study are in line with research conducted by Latha et al., (2021) which also states that spiritual quotient affects work engagement, where employees with a level of spiritual quotient will be bound to the organization with passion, dedication, and enthusiasm.

Spiritual Quotient affects Employee Performance

Based on the results of the study, it is found that the second hypothesis is accepted, which means that there is an effect of spiritual quotient on employee performance. Social exchange theory suggests

that social relationships are formed through mutually beneficial exchanges between individuals. In this context, spiritual quotient can influence employee performance through positive social relationships. High SQ can influence relationships between coworkers. Teachers in Langke Rembong District have very high SQ and therefore have better social sensitivity, empathy and effective communication skills. This can help build positive interpersonal relationships, improve collaboration and strengthen social support among teachers. These good social relations can improve productivity and overall team performance.

The results of this study are in line with previous research conducted by Ekowati et al., (2020); Aminudin et al., (2022); Muhtaba et al., (2020); where the results prove that there is a significant positive effect of spiritual quotient on teacher performance where if spiritual quotient is further improved, teacher performance will also increase.

Affective Commitment affects Work Engagement

Based on the results of the study that affective commitment affects work engagement, which indicates that with affective commitment, the sense of attachment to the organization will be strong. So that hypothesis 3 is accepted. The implementation of social exchange in the form of affective commitment refers to positive feelings towards the organization, such as the desire to remain in the organization, loyalty, and self-identification with organizational values and goals. Teachers in Langke Rembong District, Manggarai Regency have affective commitment to the organization where they work, where they feel emotionally attached which ultimately increases work engagement because teachers feel more passionate and dedicated to their work.

The results of this study are in line with previous research by Hamzah et al., (2020) and Koroh et al., (2021) which say that affective commitment affects work engagement.

Affective Commitment affects Employee Performance

Based on the results of the study, it was found that affective commitment affects employee performance, which means that hypothesis 4 is accepted. A teacher who has a commitment to the organization where he serves, it will affect his performance. According to social exchange theory, individuals who feel emotionally attached to the organization will tend to perform better in response to the positive treatment they receive from the organization. Affective commitment encourages teachers to engage in their core task activities that directly support the organization. This affective commitment gives rise to loyalty by teachers towards their organization and a commitment to stay in the long term. Teachers will invest time and effort to build their careers, which can have a positive impact on their dedication and performance.

The results of this study are in line with research conducted by Waeyenberg et al., (2020); Alqudaha et al., (2022); and Yao et al., (2019) which states that affective commitment affects performance. By increasing affective commitment to the organization, it will improve performance in teachers.

Perceived Organizational Support affects Work Engagement

The results show that perceived organizational support has no effect on work engagement, which means that hypothesis 5 is rejected. According to social exchange theory, perceived organizational support is generally considered an important factor that can affect work engagement. However, in some situations, it is possible that perceived organizational support does not have a significant effect on work

engagement. Social exchange theory claims that individuals will respond to positive treatment by making a greater contribution. However, if there is an imbalance between the support individuals receive from the organization and the contributions they make, then perceived organizational support does not directly affect work engagement.

This finding shows that teachers in Langke Rembong District, Manggarai Regency, have a high implementation of social exchange theory in the form of spiritual quotient and affective commitment. These two variables have an influence on work engagement or a sense of attachment to the organization. With the feeling of attachment influenced by spiritual quotient and affective commitment, perceived organizational support no longer affects their work engagement. The results of this study are not in line with research conducted by Yolanda et al., (2020) which states that perceived organizational support has an influence on work engagement.

Perceived Organizational Support affects Employee Performance

Based on the results of the study, it was found that perceived organizational support affects employee performance, which means that hypothesis 6 is accepted. Perceived high organizational support can improve performance in employees. According to social exchange theory, when individuals feel supported by the organization, they tend to make greater contributions and perform better. Teachers in Langke Rembong District, Manggarai Regency feel valued and supported by the organization or school where they work, so they are more motivated to make maximum contributions. This is a manifestation of the social exchange between organizational support and positive responses from employees. When teachers feel supported, they tend to feel more comfortable communicating with superiors and coworkers. Effective and open communication can improve coordination, collaboration, and problem solving at work, which in turn can improve teacher performance.

The results of the study are in line with previous research by Farooqi et al., (2019); Ucar et al., (2022); and Prasetyo et al., (2021) which states that perceptions of organizational support affect performance.

Work Engagement affects Employee Performance

Based on the results of the study, it was found that work engagement affects employee performance, which means hypothesis 7 is accepted. According to social exchange theory, when individuals feel attached to the organization and their work, they tend to make greater contributions and achieve higher performance. Work engagement is related to high passion, dedication, and enthusiasm for the organization, where with passion, dedication, and enthusiasm, they will have a strong sense of responsibility to achieve good results.

This high spirit, dedication and enthusiasm motivates teachers in Langke Rembong District, Manggarai Regency to make extra efforts and persevere in the face of challenges, which contributes to improved performance. Teachers in Kecamatan Langke Rembong Kabupaten Manggarai have an attachment to the school where they teach so naturally give their best performance whether it is in educating students or in terms of improving school accreditation. The results of this study are in line with research conducted by Tisu et al., (2020) where work engagement has an influence or impact on employee performance. Employee engagement allows them to invest more effort in their work, which leads to improvements in performance.

CONCLUSION

Teachers in Langke Rembong District, Manggarai Regency have a very high spiritual quotient and an effect on work engagement, which may indicate that work engagement can be formed from a high spiritual quotient. A strong attachment to the organization and their colleagues is a form of psychological reward that is expected in accordance with social exchange theory. From the analysis, it is proven that teachers in Langke Rembong District, Manggarai Regency have a spiritual quotient that is classified as very high and affects employee performance. Teachers in Langke Rembong District, Manggarai Regency have good social relations that affect their performance. Affective commitment is proven to have a relationship and influence on work engagement based on the research results. Teachers in Langke Rembong District, Manggarai Regency have an affective commitment to the organization that encourages feelings of attachment to the organization. Affective commitment affects employee performance. Teachers in Langke Rembong District, Manggarai Regency have a strong commitment to the duties and responsibilities in the organization so that performance will increase. Perceived organizational support has no influence on work engagement. Teachers in Langke Rembong District with high spiritual quotient and affective commitment affect teachers' work engagement with the organization where they work so that the presence or absence of perceived organizational support no longer affects teachers' work engagement.

Perceived organizational support affects performance. Teachers in Langke Rembong District, Manggarai Regency show good performance in completing their duties and obligations. There is a direct influence between work engagement and employee performance. Teachers in Langke Rembong District, Manggarai Regency with a feeling of being attached to the school where they teach encourage them to give their best performance whether it is in educating students or in terms of improving school accreditation.

Recommendations

Future researchers can add other variables that may affect employee performance such as workload, compensation, leadership and other recent variables.

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