TEACHER PERFORMANCE, ORGANIZATIONAL CULTURE, COMPENSATION, AND SPIRITUAL LEADERSHIP: A LITERATURE STUDY

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Abstract

This study aims to explore and analyze theories of organizational culture, compensation, and spiritual leadership and how they affect performance based on preliminary studies. The method used in this research is literature study. Relevant data were sought through several books and scientific journals related to published studies. The steps of data analysis consist of editing, organizing, and drawing conclusions. The results showed that there was a significant influence of organizational culture, compensation, and spiritual leadership on performance. However, research on madrasas as religious educational institutions has not been done much. Research suggestions suggest that further research be conducted on the variables studied.

Keywords: *Organizational culture, compensation, spiritual leadership, teacher performance*

p-ISSN: 2721-8805 dan No ISSN e-ISSN: 2721-8791.p-ISSN: 2338- *IJGIE- International Journal Of Graduate Of Islamic Education*

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A. Introduction

The success of an institution obtains serious attention because it has an impact on the sustainability of the institution. Madrasah is an institution under the auspices of the Ministry of Religious Affairs engaged in religious education, although general education is also taught there. The success of madrasah in managing and developing students to become superior, professional, and characterized human beings is certainly influenced by many factors (Juhji et al., 2022). Among the many influencing factors, teacher performance is an important spotlight to support the success of a madrasah (Hutagaluh et al., 2020; Thaiyibi, 2020; Asmarani et al., 2021). In fact, there are some madrasah that experience obstacles in achieving the goals that have been set. Work productivity, attendance rate, rotation, anxiety, organizational culture, compensation, madrasah principal leadership, and demands are variables that are suspected to be the cause of the low performance of madrasah teachers (Ali & Patnaik, 2014; Al-Musadieq et al., 2018; Hameed et al., 2014; Shulhan, 2018; Tahseen, 2010).

An organization has long been looking for ways to improve employee performance. Madrasah are part of organizations engaged in religious education with an interest in improving the performance of their teachers. Some researchers have developed and tested theories that can affect a person's performance (Caillier, 2014). Although there are many variations of scientific theories, the consensus is that leadership practice is essential and can improve the performance of workers by utilizing appropriate collaboration (Arshadi, 2010; Fahma et al., 2021; Rizal & Nurjaya, 2020). Empirically, leadership can directly affect the performance of workers (Hasan, 2017; Kartini et al., 2020; Siahaan et al., 2020; Suratman et al., 2020). Several studies have also shown that leadership has an indirect influence on the performance of workers through factors such as beneficiary contact (Grant, 2012), efficacy (Walumbwa & Hartnell, 2011), work involvement and work culture (Purwanto et al., 2020).

Compensation is often considered as direct and indirect monetary and non-monetary rewards given to employees based on the value of the

work, their personal contribution, and performance (Dwianto et al., 2019; Sudiardhita et al., 2018; Suharyat & Danapriatna, 2021; Wekesa & Nyaroo, 2013). This assumption means that compensation is one of the physical needs that affect a person's motivation which in turn affects their performance. The purpose of any good compensation is to attract, motivate, and retain good people for the achievement of organizational goals. In relation to madrasah, compensation aims to provide positive encouragement for teachers so that they always strive to maintain their performance in accordance with the goals that have been set (Hameed et al., 2014; Hartati, 2020; Pepra-Mensah et al., 2017). However, based on observations, there are still few madrasah that provide compensation to teachers. This is evidenced by their insignificant performance. In fact, compensation must be recognized as the main factor affecting the performance of workers (Hameed et al., 2014; Dwianto et al., 2019).

Along with the increasing uncertainty and new challenges faced by educational institutions in a dynamic environment, a large number of policy makers focus on creating a clear vision and mission of the institution, forming a profitable organizational culture, and inspiring the inner motivation of employees to increase competitiveness in order to create benefits for the organization (Chen & Li, 2013). One approach that embodies this management pattern is spiritual leadership, which combines vision, hope/faith, and altruistic love to motivate oneself and others to have a sense of spiritual survival (Chen et al., 2013). In fact, some madrasa principals have not inspired teachers to improve the competitiveness of madrasah, apart from that, the unfocused work in achieving the vision and mission is also a fact that needs to be studied and researched further. In fact, madrasah are full of spiritual values.

Although the theory of spiritual leadership is rooted in Western culture (Wang et al., 2019), this theory is considered relevant to Indonesian culture with the educational philosophy of *ing ngarso sung tulodo, ing madyo mangun karso, tut wuri handayani* which initiated by Ki Hajar Dewantara. Spiritual leadership shows ways that can intrinsically inspire teachers to work beyond their role obligations for the common

good. Even though, many studies have focused on leadership because it has a significant impact on institutions, spiritual leadership in facilitating organizational development and transformation, and the lack of knowledge causes limited understanding that there is an effect of spiritual leadership at the individual level in an organization. This is in accordance with the fact that the spiritual leadership of the madrasa head is still minimal and is rarely found in a madrasah. This is indicated by the absence of research results that reveal the effect of the spiritual leadership of madrasah principals on teacher performance in Indonesia. Based on the previous problems, the purpose of this study is to explore and analyze theories of organizational culture, compensation, and spiritual leadership and how they affect performance.

B. Method

The method used in this study is a literature study. Data related to the discussion was searched through Google Scholar with the keywords "organizational culture", "compensation", "spiritual leadership", and "teacher performance" in English and Indonesian. Sources of data come from primary and secondary sources contained in books and scientific journals, both reputable international and nationally reputable ones that have been published and indexed on Google Scholar from 2011 to the present (in the last 10 years). The steps of data analysis consisted of editing, organizing, making conclusions, and narrating in the form of paragraph writing. This study report was prepared with the principles of simplicity and convenience due to the limited ability of researchers who have not been able to conduct an in-depth and detailed literature review.

C. Finding and Discussion
   1. Finding

Based on the search results by writing the keyword "teacher performance" found as many as 1,610,000 words, "organizational culture" found as many as 1,560,000 related words, "compensation" found as many as 1,730,000 words, "spiritual leadership" found as many as 333,000 words.

Search these words in two languages, English and Indonesian. The findings can be presented in Table 1:

Table 1. Findings from search results on Google Scholar

Keyword	Language	Findings of Keywords
Teacher performance	English	1,610,000
	Indonesia	79,000
Organizational culture	English	1,560,000
	Indonesia	188,000
Compensation	English	1,730,000
	Indonesia	57,300
Spiritual leadership	English	333,000
	Indonesia	16,100

2. Discussion

Performance has diverse insights from various experts, but still has something in common. The definition of performance according to Armstrong (2017) is as behavior and behavioral outcomes that come from actors who change performance from abstract to form of action. Not only an instrument to achieve results, behavior is something that stands alone, the product of mental and physical effort applied in the execution of tasks and can be assessed separately from the results. Thus, performance is the ability of an organization to maintain its objectives by using resources effectively and efficiently. Furthermore, the scope of the definition of performance according to Sari (2019), that performance includes several aspects, namely: (1) quality of work; (2) accuracy; (3) initiative; (4) ability; (5) communication.

Employee performance is the use of knowledge, skills, experience and abilities, to carry out the assigned missions required by their managers efficiently and effectively (Ayuningtias et al., 2018; DuBrin, 2013; Wahyudin et al., 2020). The importance of employee performance can be in several points such as: (1) helping to consider the cost of the resources used, (2) a measure of the quantity and quality of work

performed (Mathis et al., 2015), (3) helping to survive and excel among companies (Lee & Carter, 2011), (4) help assess and achieve the set performance goals, and (5) improve the efficiency of employee performance helping to make the right decisions (Al-Qudah et al., 2014). If it is associated with teachers, teacher performance is the use of knowledge, skills, experience, and abilities to carry out their assigned duties effectively and efficiently.

Lawler and Boudreau (2020) define performance as an action performed or not performed by a person. According to them, the main factors that affect performance include ability, effort given, and support given to the organization. Robbins and Judge (2013) argue that performance is a real result that is displayed by everyone based on specified criteria. Regarding performance, Fidyah and Setiawati (2020) describe six indicators of worker performance, namely quality, quantity, timeliness, cost effectiveness, need for supervision, and interpersonal impact.

The factors that affect a person's performance are very complex. Hartati (2020) reports the results of his research that motivation, competence, and compensation partially and simultaneously have an impact on worker performance. In addition, Tulenan (2015) also reports the results of his research that the factors that have an impact on performance are the work environment and compensation. Meanwhile Pribadi et al. (2020) explains that moral and competence factors affect performance. The moral factor must be known by company leaders because it is very important for the success of a company. It is said to be important because morale can affect employee performance.

Besides, Supardi (2012) clarifies the factors that affect performance in his book entitled "Kinerja Guru" which was published by Rajawali Press in 2012, including: (1) individual variables that include abilities and skills (mental and physical), background (family, social level, and salary), demographic (age, origin, and gender); (2) organizational variables that include resources, leadership, rewards, and structure; and (3) psychological variables that include perceptions, attitudes, personality,

learning, and motivation. Similarly, Gibson et al. (2012) state that more than three groups of variables as factors can affect the performance and potential of individuals in organizations, namely: first are individual variables such as: (a) abilities and skills, (b) family background, social level and experience; second is organizational variables such as: (a) resources, (b) leadership, (c) rewards, (d) structure, (e) job design; and the third is psychological variables such as: (a) mental/intellectual, (b) perception, (c) attitude, (d) personality, (e) studies, (f) motivation.

Based on the report, it can be summarized that the factors that affect performance include: motivation (Hartati, 2020), competence (Hartati, 2020), compensation (Supardi, 2012; Pribadi et al., 2020; Hartati, 2020), work environment (Supardi, 2012; Tulenan, 2015; Hartati, 2020), morals (Hartati, 2020; Pribadi et al., 2020), individual characteristics, and psychological (Supardi, 2012). According to Supardi (2012), to assess teacher performance in madrasas, it can be seen from three main aspects, namely: professional ability, social ability, and personal ability. This ability is influenced by various factors such as the principal, the work climate, and the teacher's understanding of the curriculum (Juhji et al., 2021; Juhji, Syarifudin, et al., 2020). Meanwhile, according to Andriani et al. (2018), the main factors that greatly affect teacher performance are transformational leadership and work motivation.

In relation to to efforts to improve teacher performance, professional principals will pay attention to the following: (1) have a strong vision or great visibility about the unification of the existing quality of institutions, teachers, and students; (2) have a clear commitment to improve the quality of teachers; (3) provide information related to the quality of education; (4) ensure the needs of students as a concern for institutional activities and policies; (5) support the development of education personnel; (6) not blaming other parties if there is a problem without solid evidence; (7) make changes that are good for the institution; (8) build effective teamwork; and (9) improve appropriate mechanisms for monitoring and evaluation (Andriani et al., 2018).

Thus, based on the description above, it can be concluded that performance is a record of the results produced on a particular job function or activity over a certain period of time. A person's performance can be increased by encouragement and can be reduced if the determining factor is not present. A person's performance can be said to be good if he can carry out his duties and responsibilities within the time limit determined by the organization.

Culture, with its many definitions and meanings, is always difficult to define (Hyde et al., 2010). Anthropological and sociological approaches tend to define culture as a set of attitudes, beliefs, customs, values and practices that are shared by a group (Jacobs et al., 2013). Group can be defined in terms of politics, geography, ethnicity, religion, or other affiliations. The characteristics that define a group can be manifested in the form of signs, symbols, language, artifacts, oral and written traditions, and other means. One of the important functions of this group cultural manifestation is to establish a distinctive identity and thereby provide a means by which group members can differentiate themselves from other groups (Throsby, 2010). Culture in this view functions as a coordinating tool (Schein, 2010). Cultural differences can be interpreted as differences in beliefs about how to work and about each other, which leads to the choice of a set of strategies, maintaining a set of institutions and technologies. Therefore, institutions are formed and united by the beliefs held by the members.

An organization can be said to be efficient if employee performance meets organizational targets (Fidyah & Setiawati, 2020). A deeply embedded culture can be the key to organizational success. Robbins and Judge (2013) define organizational culture as a system of shared understanding held by members in an organization, and that is what distinguishes the organization from other organizations. Every organization has its own policies and rules to achieve its goals. As defined by Robbins and Judge (2013), organizational culture views the organization as a culture with a system of shared meaning among its members, which is a relatively new phenomenon.

In addition, Armstrong (2017) claims that organizational culture is a pattern of values, norms, beliefs, attitudes, and assumptions that may not be articulated but shape the way people behave and perform in an organization. The success of an organization can be judged from its culture, which can produce effective and efficient performance. The definition of organizational culture according to Robbins and Judge (2013) includes seven indicators, namely, innovation and the courage to take risks, attention to detail, results-oriented, human-oriented, team-oriented, aggressiveness, and stability.

As organizational culture relates to schools, school culture forms the basic disposition of schools and helps various stakeholders understand themselves and their interactions within the school (Karada & Öztekin, 2018). According to Sufean's (2014) view, the instructional leadership of school leaders shapes school culture. A positive and collaborative school culture is created by the instructional leadership of school leaders. A positive and collaborative school culture is created by the instructional leadership of school leaders. In fact, through collaboration and collective leadership, instructional leaders contribute to a positive and participatory school culture (Ismail et al., 2020). Therefore, school principal needs to recognize the important role of instructional leadership and its importance in creating a positive and collaborative culture to ensure school effectiveness.

Generally, compensation theory assumes that higher performance requires greater effort or is in some other way related to disutility on the part of workers (Obasan, 2012). To provide incentives, these theories predict the existence of a reward system that structures compensation so that the expected utility of workers increases with observed productivity. These rewards can take many different forms, including compliments from superiors and coworkers, implicit promises of future promotion opportunities, feelings of self-worth that stem from superior achievement and recognition, and current and future cash rewards associated with performance.

For most people, salary is the main reason for working. According to Osibanjo et al. (2014), compensation is the main motivator for employees. People are looking for jobs that not only match their creativity and talents, but also provide compensation in the form of appropriate salaries and other benefits. As expressed in Maslow's theory of human needs (2019) cited in Omotayo et al. (2014), that goal-oriented individuals whose needs can influence their behavior. Thus, teachers' need for equality, understanding of pay policies and others can lead to counter-productive behavior, if not handled carefully.

The provision of compensation which is one of the important factors in influencing employee performance is the existence of fair and equitable compensation. Several previous research results empirically confirm that compensation has a positive and significant effect on performance (Hameed et al., 2014; Dwianto et al., 2019). The results showed that the work environment and compensation had a significant positive effect on employee performance simultaneously. In addition, the work environment has a significant positive effect on employee performance, while compensation has a positive but not significant effect on employee performance partially. As a recommendation, the company should maintain a good quality work environment and maintain a fair compensation system for its employees (Tulenan, 2015).

Berangkat dari definisi kepemimpinan, ternyata banyak sekali definisi kepemimpinan dalam berbagai literatur (Juhji, 2020; Juhji, Wahyudin, et al., 2020; Royhatudin et al., 2020). Namun, satu karakteristik berulang dan penting untuk diamati dalam definisi kepemimpinan yang berbeda adalah kemampuan untuk memotivasi dan menginspirasi orang lain (Northouse, 2021). Kepemimpinan adalah suatu kegiatan untuk mempengaruhi orang-orang yang diinginkannya untuk mencapai titik tujuan dalam organisasi (Chandra, 2016). Menurut Popovici (2012), kepemimpinan adalah kemampuan untuk mengangkat visi manusia ke cakrawala yang lebih luas, untuk membawa efisiensi aktivitas manusia ke standar yang lebih tinggi dan juga kemampuan untuk membentuk kepribadian, melampaui batas-batas yang biasa membatasinya.

Pengertian ini memberi arti bahwa seorang pemimpin bertugas untuk mengendalikan, memimpin, dan mempengaruhi pikiran, perasaan atau perilaku orang lain untuk mencapai tujuan yang telah ditetapkan.

Based on the definition of leadership, it turns out that there are many definitions of leadership in various literatures (Juhji, 2020; Juhji, Wahyudin, et al., 2020; Royhatudin et al., 2020). However, one recurring and important characteristic to observe in different definitions of leadership is the ability to motivate and inspire others (Kouzes & Posner, 2012; McDermott et al., 2011; Northouse, 2021). Leadership is an activity to influence the people he wants to achieve the goal point in the organization (Chandra, 2016). According to Popovici (2012), leadership is the ability to lift the human vision to a wider horizon, to bring the efficiency of human activity to a higher standard and also the ability to shape personality, beyond the boundaries that usually limit it. This understanding gives the meaning that a leader is tasked with controlling, leading, and influencing the thoughts, feelings or behavior of others to achieve the goals that have been set.

Many traditional leadership theories are conceptualized based on traits, behaviors, abilities, or situational factors, while spiritual leadership theory is considered a fifth leadership perspective that focuses on all the traits of a leader's soul. One integrated definition of leadership suggests that leadership influences followers to enthusiastically expend spiritual, emotional, and physical energy to achieve the organization's vision and goals (Winston & Patterson, 2006). Therefore, it can be said that the basis of successful leadership is the ability to influence others to achieve a goal. However, the question of how leaders can influence others remains open to be answered.

Before the definition of spiritual leadership can be described, first explain the meaning of spirituality. The term "spirituality" has been derived from the Latin word "spiritus", which is defined as "soul, courage, energy" (Samul, 2020). Spirituality seems to be an abstract term with different meanings and has nothing to do with a sustainable workplace. However, certain definitions of spirituality can be found in the

management literature. One of the older definitions of spirituality emphasized a sense of belonging to the larger whole. Others refer to the feeling that accompanies connectedness with all things in the universe (Fry et al., 2017) or the need to connect with something greater than ourselves, something considered divine or extraordinary nobility (Wigglesworth, 2014).

Several studies have shown that spirituality connects people to each other and the Earth (Emerich, 2011; Carroll, 2012) and, in turn, facilitates the development of effective sustainability. Spirituality allows feeling connected to a wider, deeper and richer whole and seeing our limited situations from a holistic perspective. Astin (2004) states that spirituality concerns how we feel about who we are, our beliefs about why we are here—the meaning we see in our work and in our lives—and our sense of connectedness to one another and the world around us.

In a school, the principal will set a policy so that the principal as the foremost leader is required to improve the quality of his performance by considering work effectiveness (Irmayani et al., 2018; Andriani et al., 2018). In line with that, Djafri (2017) explains the role of a leader as a decision maker, including (1) entrepreneurship, school performance can be improved by the principal, (2) distractions, handlers, paying attention to disturbances that arise, (3) resource allocator, providing school resources, (4) the role of negotiator, able to hold talks with outsiders.

E. Conclusion

Teacher performance is a record of the results produced by the teacher in his work function for a certain time which can be increased with encouragement and can be reduced if the determining factor does not exist. Culture is the accumulation of cultural experiences that can be seen from a person's personality and character. A strong organizational culture is an important factor of an effective school. A strong organizational culture is an important factor of an effective school. A positive school culture affects every aspect of the school including students' enthusiasm and achievement, teacher motivation, commitment and their job

satisfaction. Compensation as a fixed amount of money paid to an employee by the employer in return for productive work which have been done. Spiritual leadership as the values, attitudes, and behaviors needed to intrinsically motivate oneself and others so that they have a sense of spiritual survival through calling and membership.

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