

The Effect Of Intrinsic Work Motivation, Extrinsic Work Motivation, Spiritual Vision Leadership, Spiritual Altruistic Love Leadership, And Spiritual Hope/Faith Leadership On Teachers' Performance

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ABSTRACT

This study aims to analyze the effect of intrinsic work motivation, extrinsic work motivation, spiritual vision leadership, spiritual altruistic love leadership, and spiritual hope/faith leadership on teacher performance at the Yayasan Indonesia Juara Foundation after the COVID-19 pandemic. The shift from face-to-face to distance learning due to the pandemic has impacted teachers' performance and motivation, highlighting the need for an understanding of the factors that influence their work. Primary and secondary data were collected from 100 teachers at the Foundation using a structured questionnaire and analyzed with SPSS version 25. The results revealed that intrinsic work motivation (t-count = 3.074, $p < 0.05$) and spiritual altruistic love leadership (t-count = 9.984, $p < 0.05$) significantly affect teacher performance, while extrinsic work motivation did not show a significant effect (t-count = 0.750, $p > 0.05$). The simultaneous analysis indicated that the five independent variables together had a significant impact on teacher performance (F-count = 23.520, $p < 0.05$), explaining 69% of the variation in teacher performance. This study underscores the importance of both intrinsic work motivation and spiritual leadership in enhancing teacher performance, especially in the challenging post-pandemic era. The findings provide valuable insights for educational institutions to strengthen teacher engagement and well-being.

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INTRODUCTION

The COVID-19 pandemic, which began in early 2020, has affected various sectors globally, including education. In Indonesia, the government implemented large-scale social restrictions (PSBB) to control the spread of the virus. One of the significant impacts was a fundamental shift in the learning process, transitioning from face-to-face to distance learning (PJJ). This change brought about specific challenges for teachers, such as adapting to new technologies, managing online classrooms, and maintaining student engagement without direct interaction. Many teachers also faced difficulties with limited access to digital resources and support, which further affected their ability to deliver quality education. These challenges have led to

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increased stress and burnout among educators, impacting both their motivation and performance.

Teacher performance is a crucial factor in the success of the education system. According to Abdul (2016), teacher performance includes the results achieved in fulfilling their tasks and responsibilities. Various factors influence performance, including individual, organizational, and psychological elements. In this context, work motivation and spiritual leadership are two key factors that warrant further investigation. Work motivation, both intrinsic and extrinsic, influences teachers' enthusiasm and dedication to their duties (Robbins & Judge, 2018). Furthermore, spiritual leadership plays a vital role in fostering a positive work environment by emphasizing values such as vision, altruistic love, and hope/faith, which can enhance individual commitment and performance (Theresia et al., 2019).

This study focuses on exploring the influence of these two factors—work motivation and spiritual leadership—on the performance of teachers at the Yayasan Indonesia Juara Foundation, an educational institution with a vision of producing a superior generation post-pandemic. The foundation, which managed several schools in Indonesia, encountered significant challenges during the pandemic, including a decrease in the number of teachers and a shift in teaching methods. Data shows a decline in the number of teachers from 370 in 2020 to only 85 in 2024. This drastic reduction in staff and the adaptation to new teaching modalities underscores the importance of understanding how work motivation and spiritual leadership can impact teacher performance.

This study builds upon previous research that identified the importance of work motivation and leadership in organizational performance. However, it extends this research by focusing specifically on the post-pandemic educational context, particularly in distance learning environments. Given the unique challenges posed by the pandemic, this study aims to: (1) determine how intrinsic and extrinsic work motivation affect teacher performance, (2) investigate the impact of the dimensions of spiritual leadership (vision, altruistic love, hope/faith) on teacher performance, and (3) examine the simultaneous influence of both work motivation and spiritual leadership on teacher performance. The findings of this study are expected to provide valuable theoretical insights and practical recommendations for improving human resource management in education, particularly in addressing the challenges teachers face in the post-pandemic era.

METHODS

This study uses a quantitative approach with a causal research design to analyze the effect of independent variables on teacher performance. This study was conducted at the Yayasan Indonesia Juara Foundation after the COVID-19 pandemic. The population in this study were all teachers at the Yayasan Indonesia Juara Foundation spread across several schools. Sampling was carried out using the purposive sampling method, with the criteria for respondents who had worked at the foundation for more than one year. The total sample used in this study was 100 teachers.

The data used in this study consisted of primary data and secondary data. Primary data were collected through a closed questionnaire arranged based on a Likert scale of 1-5, which measures the level of respondent agreement from strongly disagree to strongly agree. Secondary data were obtained from the foundation's annual report and administrative data related to the number of teachers and their performance levels.

This study involved five independent variables, namely intrinsic work motivation (X1), extrinsic work motivation (X2), spiritual vision leadership (X3), spiritual altruistic love leadership (X4), and spiritual hope/faith leadership (X5). The dependent variable in this study is teacher performance (Y).

The data were analyzed using SPSS software version 25. The analysis was carried out in several stages. First, a validity and reliability test was conducted to measure the validity and consistency of the research instrument. Then, multiple linear regression analysis was used to analyze the effect of each independent variable on the dependent variable. Furthermore, a simultaneous test (F test) was conducted to test the effect of independent variables together on teacher performance. Finally, a partial test (t test) was conducted to test the effect of each independent variable on teacher performance individually. The stages of this research include compiling a questionnaire instrument based on the indicators of each variable, testing the instrument on 85 respondents to test validity and reliability, collecting data by distributing questionnaires to selected respondents, as well as data processing and statistical analysis using SPSS.

RESULTS AND DISCUSSION

Research Results

This study produced several key findings based on data analysis. The following is a summary of the results:

a. Validity and Reliability Test

The results of the validity test showed that all questionnaire items had a correlation value greater than 0.30, so they were considered valid. The reliability test produced a Cronbach's Alpha value above 0.70 for all variables, indicating the consistency of the research instrument.

b. Multiple Linear Regression Analysis

The results of the multiple linear regression analysis are shown in Table 1:

Table 1. Multiple Linear Regression Analysis Results

Independent Variables	Koefisien Regresi	t-hitung	Sig. (p-value)	Conclusion
Intrinsic Work Motivation	0.452	3.074	0.003	Significantly influential
Extrinsic Work Motivation	0.105	0.750	0.455	No influential
Vision Leadership	-0.317	-2.626	0.010	Significantly influential
Altruistic Love	0.832	9.984	0.000	Significantly influential
Hope/Faith	0.261	2.306	0.024	Significantly influential

c. Simultaneous Test (F-test)

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The results of the F-test show that the independent variables simultaneously have a significant effect on teacher performance (F-count = 23,520; $p < 0.05$).

d. R-squared (R^2)

The R^2 value of 0.69 indicates that 69% of the variation in teacher performance can be explained by the variables of work motivation and spiritual leadership. The remaining 31% is influenced by other factors outside this study.

Discussion

a. Intrinsic and Extrinsic Work Motivation

The results show that intrinsic work motivation has a significant effect on teacher performance ($p = 0.003$). This is in line with the theory of Robbins and Judge (2018), which states that intrinsic motivation increases individual commitment and productivity. Conversely, extrinsic work motivation does not have a significant effect ($p = 0.455$). This shows that external incentives or rewards alone are not enough to motivate teachers, especially in post-pandemic conditions.

b. Spiritual Leadership

Dimensions of spiritual leadership such as altruistic love ($p = 0.000$) and hope/faith ($p = 0.024$) have been shown to have a significant effect on teacher performance. This supports the research of Theresia et al. (2019), which states that spiritual value-based leadership can increase commitment and emotional well-being of the workforce. However, the vision dimension showed a negative effect ($p = 0.010$). This may be due to the inability of leaders to communicate the vision effectively, which reduces the work enthusiasm of teachers.

c. Simultaneous Analysis

The results of the simultaneous test confirmed that the combination of work motivation and spiritual leadership has a strong influence on teacher performance. This shows the importance of a holistic approach that includes internal aspects and spiritual values in human resource management.

d. Practical Implications

This study highlights the importance of increasing intrinsic motivation and integrating spiritual values into leadership styles to improve teacher performance. Foundations need to provide training and development programs that focus not only on technical skills but also on emotional and spiritual aspects

CONCLUSION

This study highlights the significant role of work motivation and spiritual leadership in enhancing teacher performance at the Yayasan Indonesia Juara Foundation post-COVID-19. It was found that intrinsic work motivation positively influences teacher performance, suggesting that internal factors, such as personal responsibility and job satisfaction, are crucial for improving productivity. In contrast, extrinsic motivation, such as external rewards, showed no significant effect. Furthermore, the dimensions of spiritual leadership, particularly altruistic love and hope/faith, positively impact teacher performance by fostering a supportive

and motivating work environment. However, the dimension of spiritual vision leadership had a negative effect, indicating that ineffective communication of the organizational vision can decrease teacher motivation. Overall, work motivation and spiritual leadership together explained 69% of the variation in teacher performance, emphasizing the importance of integrating both personal motivation and spiritual leadership to improve performance. Based on these findings, it is recommended that educational institutions focus on fostering intrinsic motivation and spiritual leadership while improving communication of organizational vision to create a positive and motivating work environment for teachers.

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