

The Role of Workplace Spirituality in Improving Job Satisfaction and Lecturer Performance

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Abstract: This study was aimed to examine the influence of workplace spirituality, leadership spirituality, and intelligent spirituality on job satisfaction and performance of lecturers in private universities in Riau. The respondents of this study were 111 lecturers. The exogenous variables were workplace spirituality, intelligent spirituality, and leadership spirituality. In addition, the endogenous variables consisted of job satisfaction and lecturer performance. The analytical tool used was path analysis using PLS-SEM. The researchers found out that only intelligent spirituality and leadership spirituality that had a significant effect on job satisfaction, while workplace spirituality showed different result. On the other hand, workplace spirituality had a significant effect on lecturer performance, while intelligent spirituality and leadership spirituality had no significant effect on the variable. This research suggested that universities should be more concerned about their surroundings and workplace spirituality. Moreover, universities leaders should also care about the inner peace of their teaching staff and be more honest and do not tell falsehood.

Keywords: *Workplace Spirituality; Intelligent Spirituality; Leadership Spirituality; Job Satisfaction; Lecturer Performance.*

I. INTRODUCTION

Employee performance is always fascinating to be studied. It is because employee good performance, especially in the fierce business competition today, is an important factor used to determine company achievement. Thus, companies must be able to meet the needs of their employees, both physically and socially, so that they will get high job satisfaction which will impact their performance.

For institutions engaged in education services whose the teaching staff should make intensive interaction with students, job satisfaction of lecturers, that were later to be called as “educators” that is in accordance with the prevailing references in the Research and Technology and Higher Education Ministry, is the key factor determining college success.

However, in this case, higher education institutions in Indonesia have difficulties in achieving the targets set by the government. For instance, the problem related to the performance of lecturers that is still far from satisfying influences the quality of higher educations in Indonesia. This can be seen from the information and Publication from the Lecturer Data (Lecturer) based on the Academic Position in PDDIKTI in 2018 that the number of professor is only 5,097 (2.7%), senior lecturer is 31,010 (16.3%), lecturer is 43,691 (22.9%), associate lecturer is 39,767 (20.8%) and lecturer without

academic rank is 712,014 (37.3%).

The little number of professors and the large number of lecturer without academic rank show the low performance of lecturers in Indonesia. Academic rank is the illustration of the lecturer performance. In this case, according to *Tri Dharma Perguruan Tinggi* (the three missions of universities) teaching staff should educate, teach, conduct research and do community service.

The small percentage in academic rank for lecturer and professor categories illustrates the low publication in reputable international journal. The lecturer performance in Region X listed in Service Directorate of Higher Education Institutions (LLDIKTI) which covers West Sumatra, Riau, Jambi and Riau Islands, is not much different from national lecturer performance that from a total of 7664 lecturer, only 42.3% of them has academic position. From the number, the total of professor is only 1%.

There are many factors affecting lecturer performance. According to Belwalkar (2018); Duchon & Plowman (2005); Indartono & Wulandari (2014); Jena & Pradhan (2018); Tischler, Biberman, & Mckeage (2002); and Vasconcelos (2018), workplace spirituality influences job satisfaction and performance. Over the past two decades, spirituality has often been examined and linked to job satisfaction and employee performance.

However, workplace spirituality in Indonesia is not a popular topic to be studied. As a country that holds Belief in the one and only God, as mentioned in Pancasila which is the basis of the state, the people should be familiar with workplace spirituality.

Vasconcelos (2018) stated that the United States is the country that does the most research on the relationship of workplace spirituality toward job satisfaction, organizational commitment and employee performance. While for Asia region, the countries do the most research on the same topics are Pakistan, Thailand, India, Malaysia and Turkey.

The United States has interest in the phenomenon of workplace spirituality. There are 32 studies had been published in scientific journals such as Emerald, Sage, Taylor & Francis, Google Academic, Pro Quest and EBSCO. On the other hand, in Southeast Asia, it is only Malaysia that has published researches on workplace spirituality in reputable international journals. However, the researchers had not found the research alike done by Indonesian people.

Workplace spirituality is a new concept in organization. There are several definitions regarding workplace spirituality and the concept and understanding continues to develop. Some researchers support the opinion stated by Robbins & Judge (2013) that workplace spirituality is not a religious practice in workplace, yet some people also link the concept of spirituality with religious concepts (Akhtar, Arshad, Mahmood, & Ahmed, 2018; Bradley & Kauanui, 2003; Payne, 2010; Tischler et al., 2002).

Tischler et al., (2002) divided the terms of spirituality into three: "spirituality, spiritual and spirit". Spirit is related to organizational culture, spiritual is related to emotional or individual behavior, while spirituality is related to the concept of God.

In addition, Bradley & Kauanui (2003) divided the definition of spirituality based on six paradigms, based on the concept of humanist, ecological, affirmative postmodern, managerialitis, fundamentalist and postmodern skeptics. Their research was aimed to find out the spiritual needs of

the academic workplace carried out on three different campuses in Southern California. The research concluded that the professors' workplace spirituality is a reflection of the spiritual culture in which they are working at. Moreover, the study also recommended the importance of further research on spirituality of academics.

Beside workplace spirituality, leadership spirituality also a factor influencing job satisfaction and employee performance. (Fry, 2003) reviewed theories of leadership based on religion, ethics and values. The research concluded that in order to motivate followers, leaders must relate to the organization's core values and communicate them with members of the organization through personal vision and action.

Leadership spirituality is also more conceptually different from other leadership theories. Fry (2003) assumed that spirituality is related to human spirit traits such as love, tolerance, patience, forgiveness, satisfaction, sense of responsibility, and harmony that can bring happiness to oneself and others. Leadership spirituality is seen as a force that motivates leaders intrinsically and make them feel alive, energized and connected with their work.

Spiritual leaders, or are more accurately called as moral leaders (Korac-Kakabadse, Kouzmin, & Kakabadse, 2002), are role models in their organization. The behavior and character of the leaders will create organizational values.

Several studies have proven that leadership spirituality influences the effectiveness of achieving organizational goals (Fry, 2003; Hyson, 2013; Korac-Kakabadse et al., 2002; Payne, 2010; Smith & Malcolm, 2010; Wahid, 2017), although each researcher studied it from different points of view but the concept has the same fundamental about the importance of leadership spirituality to realize the vision of an organization.

Employees who are spiritually weak need spiritual training to increase their awareness of bad and good deeds. Intelligence spirituality develops the spiritual awareness of employees which makes work more effective in the organization (Akhtar et al., 2018).

Furthermore, employee intelligent spirituality is also a factor influencing the effectiveness of achieving organizational goals. An employee who has good intelligent spirituality has personal and financial opportunities to grow so that his life is not wasted. He will do his work and enrich his mind, satisfy his heart and soul, and increase his financial condition (Dhiman & Marques, 2011).

Researches on intelligent spirituality were conducted by (George, 2006; Hyson, 2013; Idris, 2017; Mahmood, Arshad, Ahmed, Akhtar, & Khan, 2018; Salehi, Ali Mirzaee, & Yazdani, 2017; Tischler et al., 2002) and found out that intelligent spirituality is increasingly attracting researchers' interest in doing research related to job satisfaction and employee performance.

Job satisfaction is a feeling of pleasure felt by employees when doing work. Improved job satisfaction will be able to improve employee performance (Belwalkar, Vohra, & Pandey, 2018). Employees can work well if they have high performance. As a result, they can produce good work. With the high performance, employees are expected to help their organization to achieve goals.

Researches on the relationship between workplace spirituality and leadership spirituality toward job satisfaction had been conducted by Belwalkar, 2018; Hassan, Bin Nadeem, & Akhter, 2016; Koradžija, 2000; Pawar, 2009. On the other hand, studies on the relationship of leadership spirituality

toward job satisfaction have not been found yet.

However, there were quite a lot of studies examining the effect of job satisfaction on employee performance, yet only Salehi et al., (2017) and Duchon & Plowman (2005) that linked it with workplace spirituality, leadership spirituality and intelligent spirituality.

Based on the explanation above and the lack of empirical research on workplace spirituality, the researchers of this study were eager to examine the influence of workplace spirituality on lecturer satisfaction and performance in Riau.

II. LITERATURE REVIEW

This study was focused on structural testing of workplace spirituality, leadership spirituality, and intelligent spirituality variables models on job satisfaction and lecturer performance.

Workplace Spirituality

Workplace spirituality is not about organized religious practice. This is also not about God or theology. Workplace spirituality recognizes that people have inner life that is nurtured by meaningful work in their organization (S. P.; Timothy A. J. Robbins, 2017).

Spirituality, in the research conducted by Bradley & Kauanui (2003), is defined as an inherent desire in everyone for wholeness to find the highest meaning and purpose of life.

However, Rachman, Zauhar, & Saleh's (2014) had different opinion with S. P.; Timothy A.J. Robbins (2017) who did not associate workplace spirituality with religion. According to Rachman, Zauhar and Saleh, spirituality will always be related to religion, relationship and closeness to God, instinct, activity and strength of soul and mind, sincerity, belief and confidence.

Meanwhile, Duchon & Plowman (2005) defined workplace spirituality as a workplace that recognizes that employees have inner life that is nurtured and fostered by meaningful work that takes place in a community context. Organizations that promote spiritual culture make employees seek to find meaning and purpose in their work and desire to connect it with others as parts of community.

Spirituality is a desire to find purpose in life. Furthermore, it is energy and meaning which some people describe it as Taoism, Buddhism, Hinduism and other religious spirituality (Korac-Kakabadse et al., 2002).

Leadership Spirituality

Leadership spirituality can be seen as an intrinsically motivation force that enables members of organization to live, energize and connect with their work. leadership spirituality does not only include motivational theories of leadership, but is quite conceptually different. Leadership spirituality uses religious approach, and ethics and leadership values (Fry, 2003).

Referring to the term spirituality intelligent leaders, Hyson (2013) said spirituality intelligent leaders are the solution to face general leadership dilemma and demoralize members of the organization. Spirituality intelligent leaders are leaders who are able to express strong desires, encouragement, invest in others and the future. They have a sense of connectivity. Generally, these leaders have faced great struggles, both in business and in their personal lives, and have shown extraordinary trust

and ability to learn and grow from experiences that have changed their perspectives. They made mistakes but are ready to admit and learn from the mistakes.

Spiritual leaders are moral leaders (Korac-Kakabadse et al., 2002). Moral leaders prefer not to compromise, accommodate or collaborate in areas where core values are at stake.

Intelligent Spirituality

The foundation for a healthy relationship is empathy. Building empathy is difficult for many people because it challenges them to transcend the facts and functions of a task into the feelings and emotions of the person doing the task, especially for managers of companies. During the last ten to fifteen years, they feel that having relationship is increasingly important. Retaining staff is one of the many reasons why modern managers need to understand others in innermost depth.

Being able to recognize, understand, and respond to other people's emotion requires a level of emotional literacy that can be developed only by learning to recognize one's own feelings and emotions (self-awareness). Hence, this is what is meant by intelligence spirituality (George, 2006).

Intelligence spirituality is a construct that develops rapidly in the literature. The first book about intelligence spirituality was published in 1997 by Zohar and Marshall, and since then academics have experienced major changes in learning the concept, model and measurement problems. Emmons (2000) published a very well-known paper entitled "Is Spirituality an Intelligence? Motivation, Cognition, and Psychology of Ultimate Concern".

Furthermore, intelligence spirituality can change a workplace into a more meaningful and purposeful atmosphere by building a balance and harmonious relationship between employees (Idris, 2017).

The Effects of Spirituality on Job Satisfaction

According the study conducted by Bradley & Kauanui (2003), spirituality is defined as an inherent desire in everyone for wholeness to find the highest meaning and purpose of life. In addition, Rachman et al. (2014) stated that spirituality will always be related to religion, relationship and closeness with God, instincts, activities and strengths of the soul and mind, sincerity, belief and confidence.

The relationship of spirituality and job satisfaction has been studied by Belwalkar & Vohra, (2016)), Belwalkar (2018), and Fitri & Hasan (2008). Those studies found out positive relationship between spirituality and job satisfaction. However, there is a slight difference in the research done by Fitri & Hasan (2008) that explained the relationship of spirituality and job satisfaction is mediated by trust, but the results still indicated a positive relationship.

Based on the previous theories and researches, the following hypotheses were formulated.

H1. Workplace spirituality has a positive influence on the lecturer job satisfaction.

H2. Intelligent spirituality has a positive influence on the lecturer job satisfaction.

H3. Leadership spirituality has a positive influence on the lecturer job satisfaction.

The Effect of Spirituality on Work Performance

The relationship between spirituality and employee performance is reflected in the results of researches conducted by Duchon & Plowman (2005), Salehi et al. (2017), and Tischler et al. (2002). Duchon & Plowman (2005) succeeded in proving that spirituality can improve employee performance in hospitals, especially who are in work units. This is in line with the research done by Salehi et al. (2017) on spirituality in manufacturing industries.

Based on the previous theories and researches, the following hypotheses were formulated.

H4. Workplace spirituality has a positive influence on the lecturer performance.

H5. Intelligent spirituality has a positive influence on the lecturer performance.

H6. Leadership spirituality has a positive influence on the lecturer performance.

The Effect of Job Satisfaction on Work Performance

According the studies done by Melina Taurisa & Ratnawati (2012), Pawirosumarto, Bachelor, & Gunawan (2017), Sudirjo & Kristanto (2006), and Yang & Hwang (2014) about the effect of job satisfaction on employee performance proved that both directly and indirectly job satisfaction has an effect on performance. However, from a number of studies that have been done, there is still no research that links the influence of spirituality on performance through job satisfaction. Based on the theoretical assumptions and the results of the research, this study tries to prove the results of the previous researches through the following alternative hypotheses:

H7. Job satisfaction has a positive influence on the lecturer performance

III. RESEARCH METHOD

Path Diagram of Structural Model

The model in this study was used to reflect the hypotheses in order to determine the effect of workplace spirituality, intelligent spirituality and leadership spirituality on job satisfaction and lecturer performance. The structural model is as follows:

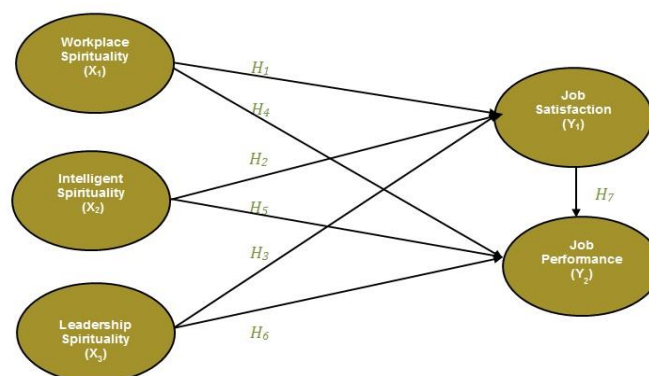


Figure 1. Conceptual framework

Survey Instrument

This study adapted a set of indicators from the previous studies as a reference. For workplace

spirituality variable, 5 (five) indicators adopted from the study carried out by Rego, Pina E. Cunha, & Souto (2007) were used. From the 5 (five) indicators adopted, they were then elaborated into 15 (fifteen) questions.

For intelligent spirituality variable, 5 (five) indicators adopted from the results of the study done by Fry (2003) and Wahid (2017) were also used. From the 5 (five) indicators used, they were then elaborated into 10 (ten) questions.

In addition, for leadership spirituality variable, 4 (four) indicators from the results of the study conducted by King (2008) and Mahmood et al. (2018) were also used. The 4 (four) indicators used were then developed into 11 (eleven) questions.

The 4 (four) indicators used to measure job satisfaction of lecturers adapted from S.P. Robbins & Judge (2013) were elaborated into 26 questions about job satisfaction. To measure lecturer performance, 3 (three) indicators sourced from the regulation of the Republic of Indonesia No. 14 Year 2005 concerning Teachers and Lecturer were used. Moreover, to measure job satisfaction and lecturer performance on workplace spirituality variable, 7 (seven) Likert scale that range from 1 = strongly disagree to 7 = strongly agree were used.

Population and Sample

The population used in this study was all lecturers at private universities in Riau based on the university database of 1179 people (Aptisi Riau). The minimum number of samples needed in this study was 92 people (2003). This study involved 111 lecturers according to the number of questionnaires that had been distributed.

Characteristics of Respondents

The characteristics of the respondents were analyzed based on age, sex, education, work experience and professional certification status with the following details:

Table 1. Profile of Respondent Demographics

Demography/ Characteristic	Category	Frequency (F)	Percentage (%)
Age Group	25 –35 Years old	36	32.43
	36 –45 Years old	50	45.05
	46 –55 Years old	18	16.22
	>56 Years old	1	6.31
	Total	111	100
Sex	Male	66	59.46
	Female	45	40.54
	Total	111	100

Education	Graduate	98	88.29
	Postgraduate	13	11.71
	Total	111	100
Working Experience	1- 10 Years	78	70.27
	11 – 20 Years	28	25.23
	21 - 30 Years	4	3.60
	> 30 Years	1	0.90
	Total	111	100
Professional Certification Status	Certified	59	53.15
	Not Certified	52	46.85
	Total	111	100

From the table 1, it can be seen that the respondents are dominated by lecturers with a productive age of 45.05% (aged 36-45 years). Most of the lecturers are male (5.46%) and the last education in general is graduate or S2 (88.29%). They are mostly young lecturers who have only served for less than 10 years (70.27%) and 53.15% of them already have certificate of competency as professional educators.

Analysis of Variance (ANOVA)

In this study, ANOVA can was used to analyze respondents' perception based on their characteristics. The Anova Test results can be seen in the following table:

From Table 2, the opinion of respondents according to the construct based on the characteristics of the respondents can be seen. For workplace spirituality variable, it is known that the lowest value was found in indicator X_{17} (with the statement "This campus cares about the welfare of the surrounding community"), while the highest value was in indicator X_{12} (with the statement "This campus is a part of my family").

For intelligent spirituality variable, it is known that the lowest value was found in indicator X_{25} (with the statement "The lecturers at this campus care about their working environment") and the highest indicator value was found in indicator X_{27} (with the statement "Colleagues - my colleagues will provide time for worship in spare time of the work").

For leadership spirituality variable, it is known that the lowest value was found in indicator X^{33} (with the statement "My leaders pay attention to my inner condition") and the highest indicator value was found in indicator X_{310} (with the statement "My leaders give me the opportunity to carry out worship").

For job satisfaction variable, the lowest value was found in indicator Y_{111} (with the statement

“Promotion policies and positions at campus is not appropriate”) and the highest value was found in indicators Y₁₁₆, Y₁₂₄ and Y₁₂₅ (with the statement, “Leaders’ understanding of work is already good, the atmosphere of kinship in workplace is well built and my social needs to interact with colleagues at campus are fulfilled).

Finally, for performance variable, the lowest indicator value was found in indicator Y₂₅ (Books produced in a year) and the highest was found in indicator Y₂₇ (Supporting Activities of *Tri Dharma Perguruan Tinggi* (the three missions of universities) per semester).

If it is seen from the profile of the respondents, there are some differences of opinion based on Education, Year of Service (YOS), Age, Gender and Certification. For workplace spirituality variable, there are differences of opinion of respondents based on their level of education, year of service age and certification status. It is known from the Anova test result that the respondents with postgraduate education level believed that workplace spirituality is better and this group believed that their life goals are in line with the vision and mission of the organization.

Table 2. ANOVA Test Result based on Education, Year of Service, Age, Gender and Certification

Variable	Indicator						
		Average	Education	YOS	Age	Sex	Certification
Intelligent Spirituality/Workplace Spirituality (X1)	X12	6.135	0.540	2.898**	1.568	1.119	4.646**
	X14	5.865	3.93**	6.605***	1.326	0.000	3.966**
	X15	5.703	6.847**	1.685	0.290	2.488	5.026**
	X16	5.658	6.264**	3.365**	1.305	0.008	0.787
	X17	5.595	1.558	4.399***	1.377	0.182	0.000
	X18	5.820	1.890	2.495**	1.972	0.000	0.006
	X19	5.748	0.522	3.436**	3.454**	0.018	0.346
	X110	5.874	0.175	6.595***	3.404**	0.344	1.478
	X111	5.667	0.039	1.967	2.254*	0.126	0.098
	X114	6.018	0.261	2.288*	2.056	0.095	0.381
Intelligent Spirituality (X2)	X22	5.955	0.175	6.595***	3.404**	0.344	1.478
	X23	6.027	0.039	1.967	2.254*	0.126	0.098
	X24	6.054	0.261	2.288*	2.056	0.095	0.381

	X25	5.910	0.059	2.32*	2.645*	0.606	0.101
	X26	6.081	0.101	1.262	2.536*	0.020	2.911*
	X27	6.324	0.649	2.488*	0.598	1.104	4.749**
	X28	5.946	0.146	3.79**	0.624	2.091	1.694
	X29	6.054	0.010	3.697**	2.152*	0.015	7.199***
Leadership Spirituality (X3)	X31	6.045	0.010	5.534***	2.609**	2.516	1.422
	X32	5.856	0.236	6.967***	2.777**	1.223	2.046
	X33	5.658	0.163	7.061***	1.479	0.976	0.744
	X34	6.009	0.001	6.527***	2.995**	0.939	2.680
	X35	6.018	0.037	6.935***	2.663*	0.736	3.316*
	X36	6.090	0.052	7.93***	2.357*	0.123	2.806*
	X37	5.793	0.006	6.639***	0.33*	1.494	1.235
	X38	6.036	0.016	11.563***	4.453***	1.272	1.134
	X39	6.090	0.002	9.666***	3.711**	0.270	1.634
	X310	6.523	0.079	3.662**	3.365**	0.013	1.229
	X311	6.441	0.345	1.076	1.646	0.842	1.756
Job Satisfaction (Y1)	Y14	5.910	0.069	2.373*	3.916**	0.038	2.505
	Y15	5.946	0.048	1.258	2.363*	0.013	1.906
	Y18	5.811	0.015	3.546**	1.656	0.385	0.243
	Y19	5.649	0.394	3.733**	2.396*	0.261	2.170
	Y111	5.027	0.004	0.211	0.453	0.001	0.028
	Y112	5.459	0.461	3.692**	0.935	0.966	4.304**

	Y113	5.577	0.345	2.374*	1.282	0.026	4.003**
	Y114	5.703	0.946	5.507***	1.534	0.519	1.899
	Y115	5.910	0.092	5.973***	1.520	0.032	3.954**
	Y116	6.009	0.109	4.856***	2.51*	0.074	4.167**
	Y117	5.874	0.113	3.672**	1.418	1.417	7.39**
	Y118	5.991	2.118	4.658***	2.797**	0.485	6.984***
	Y119	5.964	0.027	3.536**	3.384**	0.078	5.868**
	Y120	5.910	0.055	2.917**	1.179	0.298	2.556
	Y121	5.856	0.275	2.502*	7.602***	0.212	0.202
	Y122	5.973	0.320	3.022**	4.575***	0.392	2.037
	Y123	5.910	0.328	3.336**	2.959**	0.047	2.452
	Y124	6.009	0.109	3.453**	1.979	0.095	0.748
	Y125	6.009	0.120	1.600	3.809**	0.015	2.308
	Y126	5.991	0.080	1.794	2.585**	0.569	2.418
	Performance (Y2)	Y22	1.946	0.342	0.546	1.304	0.624
Y23		1.928	0.207	0.665	2.011	0.032	0.457
Y24		1.946	2.297	0.549	1.642	0.142	1.412
Y25		1.622	0.219	0.321	2.638*	0.234	1.471
Y26		1.910	0.037	0.616	2.381*	0.384	0.307
Y27		2.126	0.019	0.328	2.766**	0.009	0.837

*= P -value<0.1, **= P -value<0.05, ***= P -value<0.01

The respondents with 11-20 years of service even stated that the campus where they are working at

is the second home for them. This group of respondents already feel that their values are aligned with the values of the organization and believed that the organization they serve is the right place for their future career development. Based on the certification status, it is known that there are differences of opinion between lecturers who have been certified and who have not yet been certified. Lecturers who are certified felt more proud to be part of the organization than lecturers who are not certified.

For intelligent spirituality variable, there are differences in respondents' opinion based on year of service, age and certification. From the results of Anova's analysis, it is known that educators with tenure of 1-10 years and at the age of 36-45 years dare to express their opinion if there are things that are not true they find on campus than educators with other tenure. This is because young lecturers are more critical and care about their work environment. In terms of certification status, it is known that lecturers who were not certified were more aware and believed that the work they are doing now is a part of worship and will be counted as practice in the world. Thus, they were more active and eager in carrying out their work.

For leadership spirituality variable, there are different opinions of the respondents in terms of year of service, age and certification status. For educators with more than 30 year of service, they generally believed that leadership spirituality in the organization is ideal compared to educators with other year of service. This is because the teaching staffs with more than 30 years of service hold the majority of their positions or serve as leaders in their respective organizations. Based on the age group, the respondents aged 36-45 years think that their organization and leaders value their trust and this is evidenced by the fact that the leadership and organization provide opportunities for educators to carry out worship in between their work hours.

For job satisfaction variable, there were also different opinions of the respondents in terms of year of service, age and certification status. In terms of year of service, the lecturers with more than 30 years of service have a higher level of satisfaction than respondents with other year of service in terms of willingness to help if they have difficulty completing assignments and feel given the opportunity to submit ideas or input that might be useful in supporting the achievement of work programs. Based on age, there were differences in responses, the respondents aged 36-45 admitted that they do not find difficulties in working with colleagues but this is not the case with responses from other respondents. Whereas based on certification status, there are differences in perception between lecturers who have been certified and lecturers who have not been certified where the lecturers who have not been certified have better perception of satisfaction with promotion issues, direct communication from superiors to subordinates, opportunities to convey ideas, self-development, participation in assignment and tolerance of coworkers.

For performance variable, the differences in opinion of respondents were only in terms of age. The respondents aged 46 - 55 years, admitted that they had better performance compared to other age groups of lecturers, especially in the fields of books publication, community service and other *Tri Dharma Perguruan Tinggi* (the three missions of universities) support activities.

Hypothesis Testing Path Analysis using PLS-SEM

According to the study conducted by Jr., Sarstedt, Hopkins, & Kuppelwieser (2014), abnormal data, small sample sizes and use of formative indicators were the most prominent reasons for the application of PLS-SEM.

If the data met the assumptions required by SEM-based covariance, the researchers should analyze the data with hard modeling with AMOS or Lisrel software. However, if the data did not meet the required assumptions, the existing data still can be analyzed by lowering the goals by no longer looking for causality relationships between variables, but looking for the predictive linear relationships using component-based SEM.

As stated by Wold (1985) in Ghazali (2014), Partial Least Square (PLS) is a powerful analysis method, because it is not based on many assumptions. Data does not have to be normally distributed (indicators with a scale of categories, ordinal, intervals to ratios can be used in the same method) and the sample does not have to be large.

The use of PLS-SEM in this study was aimed to test and measure the direct and indirect effects of workplace spirituality, leadership spirituality, intelligent spirituality on job satisfaction and performance variables.

IV. RESEARCH FINDING

Outer Model Evaluation (Measurement Model)

There are three criteria in the data analysis technique using SmartPLS to assess the outer model, namely convergent validity, discriminant validity and composite reliability.

Convergent Validity

Convergent Validity of the measurement model with reflexive indicators was based on the correlation between item scores or component scores estimated with PLS software. Individual reflexive measures are said to be high if the correlation is more than 0.70 with the measured variable. However, according to Chin (1988) in Ghazali (2014), for early stage research, the measurement scale of loading values 0.5 to 0.6 is considered quite adequate. In this research, the loading factor limit of 0.5 was used. The result showed that the outer model value or the correlation between variables has fulfilled convergent validity because all indicator variables have loading factor values above 0.50 which means that all indicators are eligible to be included in further analysis.

For the exogenous constructs, it can be seen that the intelligent spirituality indicator (X26: respondents' beliefs are aligned with the organizational values) is the strongest measurement of the other indicators because it has the greatest outer loading value (0.926). By observing the average value of outer loading of each variable, it can be concluded that the 4 indicators of leadership spirituality are the strongest indicators in responding to lecturers' performance through job satisfaction.

Discriminant Validity

Discriminant validity test was carried out to ensure that each concept of each latent variable is different from the other variables. The model is said to have good discriminant validity if each loading indicator value of a latent variable has a loading value that is greater than the loading value if correlated with other latent variables. Discriminant validity test results of this study can be seen in the following table:

Table 3. Discriminant Validity

Average Variance Extracted (AVE)			Correlation				
Variable	AVE	Square Root AVE	X1	X2	X3	Y1	Y2
X1	0.588	0.346	1.000	0.633	0.622	0.586	0.118
X2	0.651	0.424	0.633	1.000	0.707	0.782	0.063
X3	0.808	0.653	0.622	0.707	1.000	0.793	0.040
Y1	0.656	0.430	0.586	0.782	0.793	1.000	0.007
Y2	0.709	0.503	0.118	0.03	0.040	0.007	1.000

Source: PLS Processed Data 2018

Based on the table 3, the result of the three variables have AVE values above 0.50 and all variables have AVE roots higher than the correlation coefficient between one variable with other variables so that it can be said that the data have good discriminant validity.

Composite Reliability

Validity and reliability criteria can also be seen from the reliability value of a variable and the value of the Average Variance Extracted (AVE) of each variable. Variables are said to have high reliability if the composite reliability value is above 0.70 and AVE is above 0.50.

Table 4. Composite Reliability

Variable	Composite Reliability
Workplace Spirituality (X ₁)	0.949
Intelligent Spirituality (X ₂)	0.949
Leadership Spirituality (X ₃)	0.971
Job Satisfaction (Y ₁)	0.966
Lecturer Performance (Y ₂)	0.936

Source: PLS Processed Data, 2018

Table 4 above shows that all variables met the composite reliability because the values are above the recommended number, 0.7, which means that they met the reliable criteria. Based on the result of the overall evaluation, convergent, discriminatory validity, composite reliability, which had been described above, it can be concluded that the indicators as measuring latent variables are valid and reliable.

Inner Model Evaluation (Structural Model Testing)

The inner model or structural model evaluation was done to see the relationship between variables, significance values and the R-square of the research model. The structural model is evaluated using R-Square, the dependent variable t test, as well as the significance of the coefficient of structural path parameters. The evaluation of the inner model was done through PLS-SEM by looking at the value of R-Square.

The R-Square value for job satisfaction variable (Y1) was 0.727. This means that the percentage of the influence of workplace spirituality, intelligent spirituality and leadership spirituality on job satisfaction was 72.7%, while the remaining 45.4% was influenced by other factors.

In addition, the R-Square value for performance variable (Y2) was 0.055 which means that 5.5% of the performance variable was influenced by job satisfaction as an intervening workplace spirituality, intelligent spirituality and leadership spirituality and work satisfaction variables, while the remaining 94.5% was influenced by other factors.

Hypothesis Test

This study used Bootstrapping method as a new sampling procedure repeatedly with as many as N new samples from original data of size n. For the simultaneous test, t-statistic test was done and was intended to test the significance of the effect of exogenous variables (Xi) as a whole against endogenous variables (Y).

Table 5. Path Analysis Result

Hypotheses	Correlation	Original Sample (O)	T Statistics (O/STDEV)	P Values	Result
H1	Workplace Spirituality (X1) → Job Satisfaction (Y1)	0.013	0.148	0.883	Rejected
H2	Intelligent Spirituality (X2) → Job Satisfaction (Y1)	0.438	4.994	0.000	Accepted
H3	Leadership Spirituality (X3) → Job Satisfaction (Y1)	0.475	5.120	0.000	Accepted
H4	Workplace Spirituality (X1) → Job Performance (Y2)	0.289	2.044	0.041	Accepted
H5	Intelligent Spirituality (X2) → Job Performance (Y2)	-0.244	1.504	0.133	Rejected
H6	Leadership Spirituality (X3) → Job Performance (Y2)	-0.158	0.944	0.346	Rejected
H7	Job Satisfaction (Y1) → Job Performance (Y2)	0.140	0.534	0.594	Rejected

Source: PLS Processed Data 2018

The detail information regarding the research hypotheses can be seen in the path analysis results in the table 5.

The table 5 showed that only 3 (three) hypotheses had P values < 0.05 and were significantly positive, namely hypothesis 2 (Intelligent Spirituality → Job Satisfaction, hypothesis 3 (Leadership Spirituality → Job Satisfaction) and hypothesis 4 (Workplace Spirituality → Job Performance)

While the rest, namely hypotheses 1, 5, 6 and 7, are positive but not significant. The detail of the model test result is as follows.

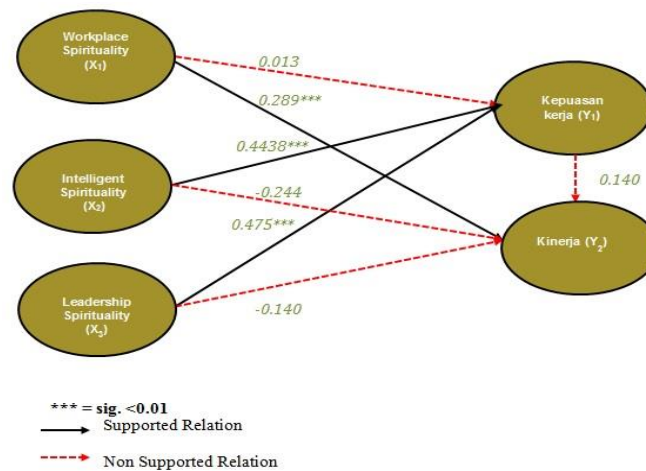


Figure 2. Model Test Result

V. DISCUSSION

The Effect of Workplace Spirituality on Job Satisfaction

This study found out that workplace spirituality had no significant effect on job satisfaction. This means that workplace spirituality is not a major factor influencing job satisfaction.

On the other hand, the study conducted by Belwalkar & Vohra (2016), Belwalkar (2018), and Fitri & Hasan (2008) found out positive relationship between spirituality and job satisfaction.

The different result of the study aforementioned and the result of the previous studies was known from the result of descriptive analysis that educators do not feel that the organization where they work cares about their work environment. In addition, educators who have not been certified are not too proud of the organization where they work. This is reasonable because certification is related to the benefits received by educators. They certainly feel they have not got anything more from the organization because they have not received benefits that can improve their welfare.

The Influence of Intelligent Spirituality on Job Satisfaction

This study showed that intelligent spirituality had a significant effect on job satisfaction according to the results of the study by (George, 2006; Hyson, 2013; Idris, 2017; Mahmood et al., 2018; Salehi, Ali Mirzaee, & Yazdani, 2017; Tischler et al., 2002). Although the results of descriptive analysis found the fact that, in general, teaching staff did not care much about the work environment but they still provided time to worship on spare time of their work.

George (2006) stated that ego blocks all forms of change, development, and improvement at all levels of individuals, teams and organizations. Ego is the only enemy, the seed, the organizational barrier to progress and the cause of all visible and invisible conflicts among the members of the organization. The ignorance of educators towards the work environment showed the dominance of the ego. Spiritual intelligence is needed to be developed to overcome this so that educators are able to align personal values with organizational goals.

The Effect of Leadership Spirituality on Job Satisfaction

The result of this study showed that leadership spirituality had a significant effect on job satisfaction. The result is in accordance with several previous studies that have proven that leadership spirituality influenced the effectiveness of achieving organizational goals (Fry, 2003; Hyson, 2013; Korac-Kakabadse et al., 2002; Payne, 2010; Smith & Malcolm, 2010; Wahid, 2017).

The statement stated that leadership spirituality influenced job satisfaction supported by the statement of the respondents who acknowledged that the leadership in the organization where they work has given them the opportunity to carry out worship. Freedom to carry out worship according to employee beliefs gives satisfaction to the inner life of employees. They feel calm and free to express their beliefs and this have an impact on their job satisfaction.

The Effect of Workplace Spirituality on Performance

The result of this study showed that workplace spirituality had a significant effect on performance. This is also evident from the majority of respondents' opinions which stated that the organization where they work is their home. When the organization where someone works has become a second home for him, it is easy for the leader to motivate employees to improve their performance.

Dhiman & Marques (2011) that conducted a research on Costco, Google, Trader Joe, Revolution Foods, Zappos, and Ikea companies, stated that the companies had good spiritual work environment where employees work well, have empathy, practice self-reflection, develop generosity, show goodness, positivity and helpfulness and are able to refrain from ego-centric behavior. In general, the employees who work at those companies feel the organizations where they work are their second home.

The Influence of Intelligent Spirituality on Performance

The result of this study found out that intelligent spirituality had no significant effect on performance. The findings of this study are not the same as the results of the study conducted by Idris (2017), although both were carried out in academic institutions. The difference lies in the respondents used, where respondents who were the object of research (Idris, 2017) were female academic leaders, while this study used educators (male and female) and not only organizational leaders as the respondents.

The ineffectiveness of intelligent spirituality on performance can be explained by the response of the respondents who generally recognized the lack of concern among peers for the work environment. If the level of concern of the teaching staff is better, the performance should also be better. The concern can also be seen from the ability to share knowledge. Frequently sharing knowledge with fellow colleagues will improve employee performance.

The Effect of Leadership Spirituality on Performance

The result of this study found out that leadership spirituality had no significant effect on performance. It is known from the previous explanation that leaders pay less attention to the inner condition of educators and less trustworthy because they are full of falsehood. Yet, as leaders in higher education, caring for the inner life of lecturers and students is something important. *Tri Dharma Perguruan Tinggi* (the three missions of universities) demands care and honesty through education, research and service.

The low level of intelligent spirituality is illustrated by the ignorance of teaching staff that also causes leadership spirituality to have an insignificant effect on performance. Idris (2017) stated that spiritual intelligence had contribution on the improvement of sense, meaning and purpose of leadership in the workplace. Spiritual intelligence of a good leader can change the workplace into a more meaningful and directed atmosphere by building a balance and harmony of relationships between employees so as to improve employee performance.

The Effect of Job Satisfaction on Performance

The result of this found out that job satisfaction did not have a significant effect on performance. This result is contrary to the research done by (Melina Taurisa & Ratnawati, 2012; Pawirosumarto, Bachelor, & Gunawan, 2017; Sudirjo & Kristanto, 2006; Yang & Hwang, 2014) which proved that job satisfaction influenced performance, directly and indirectly. The difference in the result is due to the different research objects. The research conducted by (Melina Taurisa & Ratnawati, 2012) was done at companies that produce herbal medicine. The one done by (Pawirosumarto et al., 2017) used hotel employees as the research subjects. Moreover, the study done by (Sudirjo & Kristanto, 2006) used a temporary hospital employee as the research subjects. Finally, the research conducted by (Yang & Hwang, 2014) was done in China.

However, this study was conducted on college educators in Riau. The results showed that job satisfaction did not affect performance. From the results of the respondents' answers, it is known that the ability of lecturers to produce books was very low, the highest average value was the activity of teaching staff in supporting activities of *Tri Dharma Perguruan Tinggi* (the three missions of universities) by attending seminars, workshops or training.

Furthermore, for job satisfaction, employees complained about promotion policies that were inappropriate. The policy was generally complained by educators aged 46-55 years. However, at this age, people need space for appreciation and self-actualization, but in reality they did not get the opportunity for promotion at their workplace. This condition actually happened because their functional positions were still low, the functional positions of the respondents were generally only associate lecturer or lecturer. In addition, some even did not yet have any functional position. Low functional positions results in lack of book publications and research results. To get a chance to be leaders at campus, one should have functional position.

VI. CONCLUSION AND SUGGESTION

The hypothesis test results showed that only intelligent spirituality and leadership spirituality that had a significant effect on job satisfaction, while workplace spirituality had no significant effect toward job satisfaction. For performance variable, it was only workplace spirituality that had a significant effect, while intelligent spirituality and leadership spirituality had no significant effect on performance.

From these findings, it can be concluded that good workplace spirituality would create good performance even if employees did not have job satisfaction. This is in line with the study done by (Rego et al., 2007) which stated that if an employee considers his organization as a source of opportunity for his inner life and work as a source of enjoyment, it will have an impact on his performance. For this reason, the nuance of the workplace spirituality is needed to be created within organizations. Higher education institutions must be more concerned about the surrounding environment. This can be increased through community service activities that are in accordance with

the needs of the community.

Educators, who had no certification, felt that the organization where they work does not care about the work environment and were not too proud of the organization. The solution is the implementation of functional position socialization should be intensified so that educators understand about their career path and can encourage themselves to be able to participate in certification programs.

Intelligent spirituality and leadership spirituality were proven to have a significant effect on job satisfaction. For this reason, universities need to care of their work environment. One of which is through holding knowledge sharing among educators so that the process runs quickly and effectively to help the teaching staff to increase job satisfaction and performance.

Leaders of higher education institution also need to pay attention to the inner life of their educators. Moreover, they should show honesty and do not tell falsehood. Honest leaders will describe the implementation of good *Tri Dharma Perguruan Tinggi* (the three missions of universities). They also should show inner care of their teaching staff because it is indeed proven effective in improving employee performance.

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