

Catalysts of Excellence: Uncovering the Role of Spiritual Engagement and Psychological Capital in the Higher Education Revolution

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Page: 209-222

ABSTRACT

This study investigates the complex interactions between spiritual engagement, psychological capital, job satisfaction, and teaching performance among lecturers at private universities (PTS) in Semarang, Indonesia. Using a quantitative approach with the Structural Equation Modeling (SEM) method and a sample of 318 lecturers, this study reveals that spiritual engagement and psychological capital positively influence job satisfaction. In contrast, psychological capital and job satisfaction positively influence teaching performance. Spiritual engagement shows a weak and insignificant positive effect on teaching performance, challenging the linear assumption of spirituality in the academic workplace. These findings highlight the importance of a multidimensional approach to academic development, emphasizing the urgency of a holistic perspective that considers the psychological, spiritual, and existential aspects of lecturers' experiences. This study contributes to a deeper understanding of the factors that influence lecturer performance in higher education, encouraging a critical evaluation of higher education practices in facing the challenges of the 21st century.

Abstrak: Penelitian ini ada keterkaitan antara keterlibatan spiritual, modal psikologis, kepuasan kerja, dan kinerja mengajar di kalangan pendidik di perguruan tinggi swasta (PTS) di Semarang, Indonesia. Menggunakan metodologi kuantitatif menggunakan teknik Structural Equation Modeling (SEM) dan sampel yang terdiri dari 318 dosen, temuan menunjukkan bahwa keterlibatan spiritual dan modal psikologis memberikan pengaruh positif pada kepuasan kerja, sedangkan modal psikologis dan kepuasan kerja secara positif mempengaruhi kinerja mengajar. Selanjutnya, keterlibatan spiritual menunjukkan efek positif minimal dan tidak signifikan secara statistik pada kinerja pengajaran, sehingga menantang asumsi linier yang berkaitan dengan spiritualitas dalam lingkungan akademik. Temuan ini menyoroti

pentingnya pendekatan multidimensi dalam pengembangan akademik, menekankan urgensi perspektif holistik yang mempertimbangkan aspek psikologis, spiritual, dan eksistensial dari pengalaman dosen. Studi ini berkontribusi pada pemahaman yang lebih mendalam tentang faktor-faktor yang memengaruhi kinerja dosen di pendidikan tinggi, mendorong evaluasi kritis terhadap praktik pendidikan tinggi dalam menghadapi tantangan abad ke-21.

Kata kunci: keterlibatan spiritual, modal psikologi, kepuasan kerja, kinerja dosen.

INTRODUCTION

The phenomenon among private universities (PTS) in Indonesia shows significant gaps in institutional performance, individual performance, and job satisfaction among teaching and educational staff. Data from the Ministry of Education, Culture, Research, and Technology shows that of the 3,136 private universities in Indonesia in 2022, only around 15% will be included in the excellent quality higher education category based on national rankings. Meanwhile, a job satisfaction survey conducted by the Association of Indonesian Private Universities (APTISI) in 2021 revealed that only 55% of teaching and education staff at PTS felt satisfied with their work.

More specifically, data from the Directorate General of Higher Education shows that the average research productivity of private university lecturers will only reach 0.2 publications per lecturer per year in 2022, far below the national target of 1 publication per lecturer per year. In addition, a survey conducted by the Higher Education Service Institute (LLDIKTI) in 2022 revealed that only 40% of PTS lecturers actively implemented innovative teaching methods in their classes.

This phenomenon reflects severe challenges in managing human resources in private universities. The significant variability in performance and job satisfaction among private universities underscores the importance of examining the factors that influence these two aspects. In this context, Psychological Capital (PsyCap) and spiritual engagement emerge as critical variables that must be considered. Psychological Capital is a concept developed by Fred Luthans¹ It has four main dimensions: self-efficacy, hope, optimism, and resilience. PsyCap positively impacts various organizational outcomes, including performance and job satisfaction. In the context of higher education, PsyCap plays an essential role in helping teaching and education staff face the challenges and pressures inherent in the profession.

Spiritual engagement in the workplace is defined as recognising that employees have an inner life nourished and sustained by meaningful work in a community context. This concept is multifaceted, encompassing various dimensions such as alignment with organizational values, meaningful work, and a sense of community, all of which contribute to perceived employee performance.² Spirituality in the workplace is not synonymous with religion but focuses on how employees' spiritual capacities manifest in their work, fostering a holistic sense of self and interconnectedness keterkaitan³. The spiritual-philosophical framework suggests that organizations should promote workplace spirituality to help employees find meaning, purpose, and transcendence in their roles.

¹ Fred Luthans, *Organization Behavior* (New York: McGraw Hill International, 2018).

² Martina Kotze, Petrus Nel, and Petra Smit, "Psychometric Properties of a Workplace Spirituality Measure," *SA Journal of Industrial Psychology* 48 (2022): 1-14.

³ Laetus O.K. Lategan and Deseré Kokt, "Workplace Spirituality: The Fifth Gospel for the Modern Workplace?," *Koers* 87, no. 1 (2022): 1-13.

At PTS, spiritual involvement can have a unique role in shaping work attitudes and behaviour. For example, the Muhammadiyah University of Malang has long integrated Islamic values into its curriculum and organizational culture. They report high levels of job satisfaction among staff (80%) and impressive faculty retention rates (95% in the last five years). On the other hand, Petra Christian University in Surabaya developed the Faith at Work program to help employees integrate their Christian faith into professional practice. The program reportedly increased a sense of work meaningfulness and organizational commitment.

Job satisfaction is a multifaceted concept encompassing employees' positive or negative feelings about their jobs, reflecting the extent to which their expectations are aligned with reality and their needs and desires are met ⁴. It measures how satisfied individuals are with various aspects of their work, including the nature of the work, compensation, work environment, and relationships with colleagues and supervisors ⁵. Job satisfaction is influenced by intrinsic factors, such as achievement and personal growth, and extrinsic factors, such as salary and job security ⁶.

High job satisfaction is associated with positive outcomes such as increased motivation, productivity, loyalty, and reduced stress and absenteeism. Conversely, job dissatisfaction can lead to negative attitudes, higher turnover rates, and adverse effects on overall quality of life, including social relationships and perceived health status. ⁷, positive feelings about a person's job result from evaluating his or her characteristics. In the context of private universities, job satisfaction is an essential indicator of organisational health and the quality of the academic environment. Meanwhile, performance includes research productivity, teaching quality, and contribution to the institution.

Although several studies have examined the impact of PsyCap and spiritual engagement on work outcomes in various sectors, there still needs to be a gap in understanding how these factors interact and influence job performance and satisfaction in Indonesia's higher education context. In addition, most previous research was conducted in a Western cultural context, so it is necessary to examine further how cultural factors and local values in Indonesia moderate the relationship between PsyCap, spiritual engagement, performance, and job satisfaction. This research is becoming increasingly urgent considering the challenges faced by private universities in Indonesia today, including global competition, increasingly stringent accreditation demands, and changes in educational paradigms in the digital era. Understanding the role of PsyCap and spiritual involvement can provide valuable insight for PTS managers in developing practical and contextual human resource development strategies.

Recent developments in human resource management within the realm of higher education indicate a transition from a transactional model to a more comprehensive

⁴ Dr. Pechetty Svr Babu, Taye Mosisa GamedaA, and Asfaw Gelaw Nefa, "Job Satisfaction As a Function of Self-Efficacy and Personal Strain Among High School Teachers in Chittoor District of Andhra Pradesh State of India," *International Journal of Educational Research Review* 7, no. 4 (2022): 268-279.

⁵ Tripti Barthwal and Akanksha Srivastava, "Job Satisfaction of Employees in Restaurant & Cafe Chains: A Study of Outlets in Lucknow," *Management Dynamics* 13, no. 2 (2022): 75-92.

⁶ (Fadilla, 2022)

⁷ Meithiana Indrasari, "The Effect Of Salary Satisfaction, Work Satisfaction And Organizational Commitment To Work Intention," *DIDASKALIA* 1, no. 1 (2018): 45-53.

and human-centric paradigm. In this framework, Psychological Capital and spiritual engagement emerge as increasingly pertinent variables that may enhance prolonged job performance and overall job satisfaction. In light of this context, the present study investigates the interplay between PsyCap, spiritual involvement, performance, and job satisfaction among academic and educational personnel in private universities located in Semarang, as well as the moderating effects of contextual factors on this relationship.

Literature Review

Lecture Performance

Lecture Performance is a vital aspect in evaluating the effectiveness of higher education, reflecting the level of success of lecturers in carrying out their teaching duties and responsibilities to achieve predetermined educational goals. ⁸ identified several critical parameters for evaluating lecturers' teaching performance, including delivery effectiveness, interaction and engagement, learning design and organization, assessment and feedback, and learning management. (2021) emphasizes the importance of constructive alignment in teaching performance, where learning objectives, teaching methods, and assessments must be aligned and support each other. ⁹ proposed the concept of Pedagogical Content Knowledge as an essential parameter, referring to the lecturer's ability to combine material knowledge with effective teaching strategies.

In modern higher education, ¹⁰ They proposed the Seven Principles for Good Practice in Undergraduate Education, which can be used as additional parameters to evaluate lecturers' teaching performance. These principles include encouraging contact between students and faculty, fostering collaboration among students, encouraging active learning, providing prompt feedback, emphasising time on assignments, communicating high expectations, and valuing diverse talents and ways of learning. It is important to note that the evaluation of faculty teaching performance must consider the institutional context, student characteristics, and specific objectives of the study program.

Job satisfaction

Job Satisfaction is a lecturer's positive attitudes and feelings towards various aspects of work. ¹¹. Hagedorn developed the Conceptual Framework of Faculty Job Satisfaction, which identifies several main parameters: career development, intrinsic satisfaction, compensation and benefits, work environment, and work-life balance. ¹² Various studies prove that job satisfaction is essential in improving lecturer performance. For example, job satisfaction significantly mediates the relationship

⁸ Milliman et al. (2017)

⁹ Colasante et al. (2022)

¹⁰ Nina Sarkar et al., "Using Learning Technologies to Promote the Seven Principles for Good Practice in Undergraduate Education," *Developments in Business Simulation and Experiential Learning: Proceeding of The Annual Absel Conference* 45 (2018): 151-153.

¹¹ Babu, GamedaA, and Nefa, "Job Satisfaction As a Function of Self-Efficacy and Personal Strain Among High School Teachers in Chittoor District of Andhra Pradesh State of India."

¹² Nina Marijanovic, "Applying Hagedorn's Conceptual Framework to Examine Job Satisfaction among Faculty at the University of Sarajevo," *Journal of Comparative & International Higher Education* 12, no. 6S1 (2021): 91-96.

between workplace spirituality and scientific publication performance, indicating that higher levels of job satisfaction can lead to better academic output.¹³

Additionally, job satisfaction was found to be a fundamental factor in improving individual job performance, with elements such as compensation, promotion opportunities, work environment, training opportunities, and relationships with supervisors contributing positively to job satisfaction and performance.¹⁴ The impact of job satisfaction on performance is further supported by findings that highlight the importance of organizational commitment and competence, which directly influence job satisfaction and, in turn, improve lecturer performance.¹⁵ Collectively, these studies underscore the multifaceted influence of job satisfaction on faculty performance, emphasizing the need for higher education institutions to develop comprehensive policies that address the multiple determinants of job satisfaction to optimize faculty performance and, by extension, student outcomes and institutional success.

H1: Job satisfaction has a significant and positive effect on lecturer performance

Psychological Capital

PsyCAP constitutes a conceptual framework that encapsulates the affirmative psychological progression of an individual, characterized by four fundamental dimensions: self-efficacy, optimism, hope, and resilience, collectively referred to as the HERO framework. The construct of PsyCAP has been subjected to extensive empirical investigation across diverse contexts, encompassing the professional environment, educational settings, and various demographic cohorts. Within the realm of education, PsyCAP has exhibited robust psychometric properties and demonstrated favourable correlations with academic engagement and satisfaction among students in Ecuador, underscoring its significance and applicability¹⁶.

In organisational settings, PsyCAP is essential for driving long-term success and competitiveness, as it increases individual competence and reduces the adverse effects of stressors and challenges.¹⁷

Furthermore, PsyCAP is associated with intrinsic motivation in college students, indicating that higher levels of self-efficacy, hope, optimism, and resilience can lead to better academic performance and success in completing studies.¹⁸ In the context of innovation, PsyCAP contributed significantly to innovative thinking and behaviour among employees, indicating that training and development in PsyCAP can foster a more innovative workforce. PsyCAP is a multifaceted construct with broad

¹³ Michael Sony and Nandakumar Mekoth, "The Relationship between Workplace Spirituality, Job Satisfaction and Job Performance," *International Journal of Process Management and Benchmarking* 9 (January 2019): 27.

¹⁴ Murtaza Raziq et al., "Impact Of Workplace Spirituality On Job Satisfaction ; Mediating Effect Of Organizational Commitment" 18, no. 5 (2021): 3887-3903.

¹⁵ Nelvi Nurul Huda and Elisabet Siahaan, "Optimizing Lecturer Performance Through Online Learning Competence and Job Satisfaction in the Post-Pandemic Era," *AMAR (Andalas Management Review)* 6, no. 1 (2022): 1-13.

¹⁶ N Nolzen, "The Concept of Psychological Capital: A Comprehensive Review," *Management Review Quarterly* (2018).

¹⁷ (Ilham et al., 2020)

¹⁸ Nolzen, "The Concept of Psychological Capital: A Comprehensive Review."

implications for mental health, academic success, organizational performance, and innovation, making it a valuable field of study and application in various fields.

H2: PsyCap has a positive and significant effect on job satisfaction

H3: PsyCap has a positive and significant effect on lecturer performance

Spiritual Engagement

Spiritual engagement, as defined by ¹⁹, emphasizes recognition of the employee's inner life, which is nurtured and supported by meaningful work in a community context. This concept is increasingly significant in human resource management, especially in education. Research shows that workplace spirituality positively influences various aspects of job satisfaction, including satisfaction with pay, boss, promotions, and assignments. However, due to the competitive environment, it may not significantly influence satisfaction with coworkers. ²⁰. Spiritual leadership, critical in educational institutions, can inspire and motivate staff to achieve maximum performance voluntarily, beyond formal standards, by fostering a sense of vision, self-confidence, and community. ²¹.

Religiosity, a component of spiritual engagement, is essential in increasing work engagement among non-formal education teachers, contributing to improved work performance ²². Additionally, employee engagement positively influences job satisfaction and performance, suggesting that encouraging spiritual engagement can lead to better organizational outcomes.

Servant leadership, which aligns with the principles of spiritual engagement, has been found to increase work engagement in academic settings, with trust in leadership serving as an essential mediator ²³. Incorporating spiritual engagement within the domain of human resource management in educational settings can enhance job satisfaction, promote organizational citizenship behavior, and improve employee performance, thereby cultivating a more dedicated and productive workforce.

H4: Spiritual involvement has a positive effect on job satisfaction

H5: Spiritual involvement has a positive effect on performance

METHODS

This study is an essential investigation that focuses on the academic community in the Semarang metropolitan area. Determining sample size refers to the minimum principles required for applying Structural Equation Modeling (SEM). The sampling method applied was convenience sampling. The research instrument was distributed to 230 respondents via the Google Forms platform via the WhatsApp application, producing 218 valid responses that met the model fit criteria. The response rate reached 94,87%, considered adequate for further analysis.

¹⁹ D P Ashmos and D Duchon, "Spirituality at Work: A Conceptualization and Measure," *Journal of management inquiry* (2000).

²⁰ Layla Hafni and Teddy Chandra, "The Role of Workplace Spirituality in Improving Job Satisfaction and Lecturer Performance," *Talent Development & Excellence* 12, no. 3s (2020): 1262-1282.

²¹ L W Fry and E Egel, "Spiritual Leadership," ... of *Public Administration, Public Policy, and ...* (iispiritualleadership.com, 2016).

²² J L Kristeller, "Spiritual Engagement as a Mechanism of Change in Mindfulness-and Acceptance-Based Therapies," *Mindfulness and acceptance processes in clients* (2010).

²³ Dwi Astuti and Suwandi Suwandi, "Pengaruh Employee Engagement Terhadap Kinerja Karyawan Yang Di Mediasi Kepuasan Kerja," *Eqien - Jurnal Ekonomi dan Bisnis* 11, no. 04 (2022).

The research variable measurement instruments and lecturer performance were adapted from various trusted sources. ²⁴, job satisfaction ²⁵., PsyCap ²⁶, and spiritual involvement ²⁷. A seven-point Likert (range 1 = Strongly Disagree to 7 = Strongly Agree) was used as the assessment metric, referring to Pulakos et al. (2000). Data analysis uses SEM to carry out Confirmatory Factor Analysis (CFA), evaluating the suitability of indicators with their latent constructs. ²⁸. CFA prerequisites were tested using the Kaiser-Meyer-Olkin and Bartlett's Test of Sphericity, with the criteria for correlation between variables >0.5 and significance ≤ 0.05 to state the reliability of the data. Hypothesis testing is carried out through path coefficient analysis, with acceptance criteria of t-value >1.96 or p-value <0.05

RESULT AND DISCUSSION

Structural Model Testing

Exploratory Factor Analysis (AFE) examines the structure of interrelations between manifest variables. The pattern of factor loadings revealed reflects how these indicators group to form a latent construct. Convergent validity was verified through the statistical significance of factor loading coefficients ($p < 0.01$). The internal consistency of the construct was assessed using a composite reliability criterion exceeding 0.7. At the same time, an Average Variance Extracted (AVE) above 0.5 confirmed adequate convergence, in line with the recommendations of ²⁹. Validity is related to measurement accuracy, while reliability reflects the stability of measurement results. Descriptive statistical analysis revealed that the mean response value was above the scale median, indicating perceptions that tended to be affirmative. A positive standard deviation illustrates the presence of dispersion in participant responses, indicating a diversity of perspectives in the research sample.

Table 2. Measurement Statistics of Construct Scales

Concept	Dimension and Indicator	Item	Mean	Standard deviation	Loading Faktor	EVA	Reliability
Spirituality Engagement	1. Inner life	SE1	5.34	0.718	0.730	0.514	0.731
	2. Meaningful work	SE2	5.26	0.781	0.706		
	3. Sense of community	SE3	5.32	0.726	0.708		
	4. Alignment with organizational values	SE4	5.37	0.716	0.731		
	5. Transcendence	SE5	5.42	0.700	0.710		
Psikologi Kapita	1. Self-efficacy	PC1	5.44	0.803	0.719	0.532	0.708
	2. Hope	PC2	5.46	0.865	0.706		
	3. Optimism	PC3	5.42	0.933	0.768		

²⁴ Milliman et al., (2017)

²⁵ Kristeller, "Spiritual Engagement as a Mechanism of Change in Mindfulness-and Acceptance-Based Therapies."

²⁶ Nolzén, "The Concept of Psychological Capital: A Comprehensive Review."

²⁷ Jeffrey S Levin and Robert Joseph Taylor, "Panel Analyses of Religious Involvement and Well-Being in African Americans: Contemporaneous vs. Longitudinal Effects," *Journal for the Scientific Study of Religion* 37 (1998): 695-709.

²⁸ I Ghazali, *Structural Equation Modeling Metode Alternatif Dengan Partial Least Square PLS* (Semarang: Badan Penerbit Universitas Diponegoro, 2016).

²⁹ J. F. Hair et al., *Multivariate Data Analysis (8th Ed.)* (. Boston: Cengage, 2019).

Concept	Dimension and Indicator	Item	Mean	Standard deviation	Loading Faktor	EVA	Reliability
	4. Resilience	PC4	5.41	0.800	0.724		
Job Satisfaction	1. Career development,	JS1	5.17	0.740	0.716	0.506	0.721
	2. Intrinsic satisfaction,	JS2	5.17	0.724	0.715		
	3. Compensation and benefits	JS3	5.19	0.693	0.704		
	4. Work environment and	JS4	5.24	0.713	0.707		
	5. Work-life balance	JS5	5.17	0.673	0.713		
Lecture Performance	1. Effectiveness of Delivery	LP1	5.52	0.843	0.714	0.540	0.752
	2. Interaction and Engagement	LP2	5.59	0.907	0.726		
	3. Learning Design and Organization	LP3	5.51	0.866	0.727		
	4. Rating and Feedback	LP4	5.53	0.832	0.711		
	5. Learning Management	LP5	5.57	0.770	0.711		

Convergent validity analysis showed satisfactory results, with all indicators showing substantial and statistically significant factor loadings ($p < 0.01$). Evaluation of construct reliability produces coefficients that exceed the threshold of 0.7 by the criteria proposed by ³⁰. The Average Variance Extracted (AVE) value for each construct exceeds the threshold of 0.5, indicating an adequate level of convergence. A review of the descriptive statistics revealed that the mean scores of participants' responses to the questionnaire items were above the scale's midpoint, reflecting a positive trend in perception. Meanwhile, a positive standard deviation indicates variability in respondents' responses, indicating diverse views among research participants. The combination of these results supports the psychometric quality of the measurement instruments used in this study.

Structural Model Testing

The goodness of fit test

Assessment of the appropriateness of the proposed structural model relative to empirical data yields indicators that signify an acceptable fit. Chi-square analysis generates a χ^2 value of 168.035 with 146 degrees of freedom and a p-value of 0.102, signifying no statistically significant divergence between the theoretical model and the observational data. The chi-square to degrees of freedom (CMIN/DF) ratio of 1.151 is substantially below the recommended threshold of 2.0. Additional fit indices, including the Goodness of Fit Index (GFI) and the Adjusted Goodness of Fit Index (AGFI), attained values of 0.948 and 0.933, respectively. Concurrently, the Comparative Fit Index (CFI) and the Tucker-Lewis Index (TLI) demonstrated values of 0.990 and 0.989, respectively. All of these metrics surpass the minimum criterion of 0.95. Furthermore, the Root Mean Square Error of Approximation (RMSEA) of 0.022 also

³⁰ J. F. Hair et al., *Multivariate...*

fulfils the requisite conditions, as it is below the threshold of 0.05. In light of this aggregation of fit parameters, it can be inferred that the proposed structural model exhibits a commendable fit with the research data, thereby warranting progression to the subsequent analytical stage.

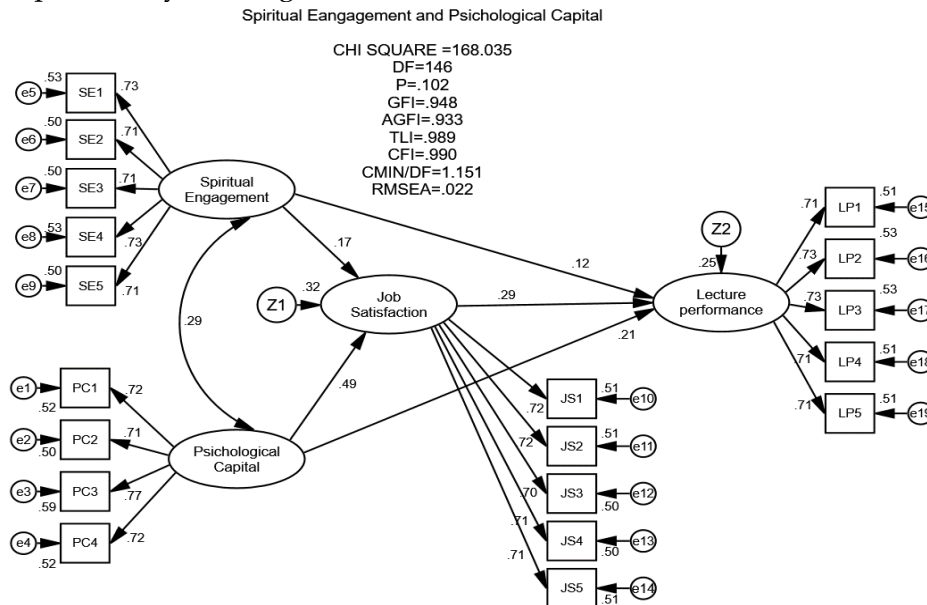


Figure 1: Structural Model

Hypothesis test

Hypothesis evaluation in this study uses Structural Equation Modeling (SEM) based analysis methods with the help of AMOS software. The significance of relationships between variables is assessed by examining the Critical Ratio (CR) and probability level (p-value) resulting from the computing process. Hypothesis acceptance criteria are set with a p-value threshold of less than 0.05. Suppose a hypothesized causal relationship meets these criteria. In that case, the inference that can be drawn is that there is sufficient empirical support to conclude that there is a significant relationship between the variables studied in the proposed conceptual framework.

This approach allows researchers to test the validity of theoretical assumptions regarding the interconnection between constructs in the research model. By utilizing statistical output from AMOS, this study can identify statistically significant relationship patterns, thereby providing an empirical basis for concluding the dynamics of the phenomenon being researched in the context of higher education.

Table 2. : Standardized Regression Weights

	Path	Estimate	S.E.	C.R.	P
Job Satisfaction	□ Spiritual Engagement	.169	.069	2.619	.009
Job Satisfaction	□ Psychology Capital	.490	.069	6.560	***
Lecture Performance	□ Psychology Capital	.125	.080	1.881	.060
Lecture Performance	□ Psychology Capital	.214	.084	2.671	.008
Lecture Performance	□ Job Satisfaction	.286	.093	3.507	***

The statistical analysis showed several exciting findings regarding the relationship between spiritual involvement, psychological capital, job satisfaction, and teaching performance. Spiritual involvement significantly influences job satisfaction ($\beta = 0.169$, $p = 0.009$), indicating that the higher the spiritual involvement of employees, the higher their job satisfaction. This aligns with research by ³¹, who found a positive relationship between workplace spirituality and job satisfaction. Psychological capital shows a robust and highly significant favorable influence on job satisfaction ($\beta = 0.490$, $p < 0.001$), confirming the meta-analysis findings of ³² Regarding the strong positive relationship between psychological capital and job satisfaction.

Regarding teaching performance, spiritual involvement showed a weak positive influence that was not significant at the 95% confidence level ($\beta = 0.125$, $p = 0.060$). Nevertheless, these findings are still interesting to explore further. ³³ Suggests that spirituality can improve performance by increasing employee well-being and engagement. Psychological capital significantly influences teaching performance ($\beta = 0.214$, $p = 0.008$), supporting the findings of ³⁴, regarding the positive contribution of psychological capital to employee performance. Job satisfaction also shows a robust and highly significant favorable influence on teaching performance ($\beta = 0.286$, $p < 0.001$), consistent with the meta-analysis by ³⁵, which confirms the positive relationship between job satisfaction and performance.

These findings illustrate an exciting chain of influence. Psychological capital has the most decisive influence on job satisfaction, significantly influencing teaching performance. This suggests that psychological capital may have a strong indirect effect on performance through job satisfaction. This model highlights the importance of psychological and spiritual factors in increasing job satisfaction and performance. Educational organizations may need to consider development programs that increase psychological capital and support spiritual engagement to optimize teacher satisfaction and performance.

Discussion

Research findings about the interconnection among spiritual engagement, psychological capital, job satisfaction, and teaching performance among private higher education (PTS) lecturers in Semarang provide valuable insight into the complex dynamics that influence academic performance in higher education. The analysis results show that spiritual involvement significantly influences job satisfaction, while psychological capital shows a more robust and significant positive influence. Interestingly, spiritual involvement had a weak, insignificant positive influence on teaching performance, while psychological capital and job satisfaction showed a significant positive influence.

In higher education, these findings reflect the complexity of the role of lecturers not only as teachers but also as intellectuals and agents of social change. As stated by

³¹ Milliman et al., (2018)

³² Avey et al., (2011)

³³ K Barron and S Y Chou, "Spirituality and Social Responsibility Performance: The Perspectives of Religiously and Non-Religiously Affiliated Individuals," *Journal of global responsibility* (2017).

³⁴ Luthans, (2018)

³⁵ Biesta, (2015)

higher education experts ³⁶. Lecturers play diverse roles, including discovery, integration, application, and teaching, demanding a blend of technical skills, mental fortitude, and spiritual strength. The Tridharma of Higher Education, encompassing the domains of pedagogy, scholarly inquiry, and societal engagement, constitutes the fundamental responsibilities of educators, necessitating their adeptness in a multitude of educational, professional, interpersonal, and civic competencies.

The significant influence of spiritual engagement on job satisfaction among faculty underscores their intrinsic need for greater meaning and purpose in their professional roles. Research consistently highlights that workplace spirituality, which includes a sense of purpose, connectedness, and alignment with personal values, significantly increases job satisfaction. ³⁷

The Tridharma of Higher Education, encompassing the domains of pedagogy, empirical inquiry, and societal engagement, constitutes the fundamental basis of educators' obligations, necessitating their mastery of a diverse array of instructional, professional, interpersonal, and communal capabilities.

Similarly, another study conducted in Garut Regency, Indonesia, revealed that workplace spirituality positively influences scientific publication performance. Job satisfaction is a mediator, indicating that a spiritually enriched work environment fosters satisfaction and productivity. ³⁸. Additionally, research at the Islamic University in Pekanbaru highlighted that spirituality in the workplace significantly increases organizational commitment and OCB, which further contributes to job satisfaction. ³⁹. The importance of a meaningful life as a mediator in the relationship between work motivation, religiosity, and faculty performance also emphasizes that gaining a sense of purpose from professional roles and religious beliefs is critical to increasing job satisfaction and performance. ⁴⁰.

Lecturers who can connect their work to spiritual or existential values feel greater satisfaction. However, the nonsignificant relationship between spiritual involvement and teaching performance suggests that spirituality may be more significant in personal well-being than direct professional performance. Psychological capital, including optimism, resilience, hope, and self-efficacy, strongly influences job satisfaction and teaching performance. This is in line with the psychological capital theory developed by ⁴¹, which emphasizes the importance of positive psychological resources in organizational performance. In higher education, psychological capital helps lecturers overcome challenges such as heavy workloads, research demands, and complex class dynamics.

³⁶ Umi Rusilowati and Ambar Pratiwi, "Lecturers' Real Contributions To a Resilient Indonesia in the Era of Society 5.0," *SCIENTIFIC JOURNAL OF REFLECTION: Economic, Accounting, Management and Business* 5, no. 4 (2022): 877-890.

³⁷ Seska Meily Hermin Mengko and Like Sambeka Vesty, "Pengaruh Spiritualitas Kerja Terhadap Kepuasan Kerja Dosen Poleiteknik Negeri Manado" 6, no. 0 (2016): 1-23.

³⁸ Rohimat Nurhasan et al., "How Is the Performance of Private University Lecturers Regarding Scientific Publications?: The Perspective of Workplace Spirituality and Job Satisfaction in Garut Regency," *KnE Social Sciences* (2022).

³⁹ Hafidzah Nurjannah and Zulfadli Hamzah, "Consumer Purchase Decision Models," *Social & Behavioural Sciences* 2, no. 2 (2019).

⁴⁰ A K Wolomasi, S I Asaloei, and B R Werang, "Job Satisfaction and Performance of Elementary School Teachers.," *Journal of Evaluation and Research* (2019).

⁴¹ Luthans, *Organization Behavior*.

The strong relationship between job satisfaction and teaching performance supports the argument that a positive work environment is essential for the quality of higher education. Educational philosophers ⁴², emphasize the importance of an ethic of care in education, which includes concern for students and the welfare of educators. These findings indicate that institutions that pay attention to lecturer job satisfaction indirectly improve the quality of teaching. Educational philosophers ⁴³ Argues that education must open up space for possibility and imagination, which aligns with spirituality. However, in an academic context that increasingly emphasizes measurable outcomes and practical skills, the spiritual dimension needs to be more explicitly integrated into teaching practice.

Education is a very human process that covers all aspects of human existence, integrating physical, intellectual, emotional, and spiritual dimensions. This diverse nature of education is evident in various philosophical and practical perspectives. The humanitarian essence in education is highlighted in Islamic education, which views human existence as a combination of physical and spiritual elements, emphasizing the individual's holistic development. Likewise, Western and Islamic philosophy both emphasize the importance of human existence in education, although they approach it differently; Western philosophy tends to be more mechanistic and pragmatic, while Islamic philosophy is more holistic and integral, focusing on humans' physical, spiritual, intellectual and emotional dimensions. ⁴⁴.

The role of education in humanizing individuals is also a central theme because education aims to develop individuals into complete human beings, able to realise their full potential and contribute meaningfully to society. This humanization process is about intellectual development and cultivating qualities of character, ethical values, and a sense of purpose in life. Ultimately, education is a social and historical category that has always been integral to human society, maintaining cultural continuity and preparing future generations for social integration and adaptation. Therefore, understanding and applying education as a comprehensive human process is essential to cultivating well-rounded individuals who can navigate the complexities of life and contribute positively to their communities.

CONCLUSION

This study investigates the complex relationships between spiritual engagement, psychological capital, job satisfaction, and teaching performance among lecturers at private universities (PTS) in Semarang, Indonesia. The results reveal complex dynamics between these variables. The main findings indicate that spiritual engagement and psychological capital have a significant positive effect on lecturer job satisfaction, and psychological capital and job satisfaction have a significant positive effect on teaching performance. In contrast, spiritual engagement has a weak positive impact that is not significant. There is a chain of influence where psychological capital affects job satisfaction and teaching performance.

⁴² Luthans, *Organization Behavior...*

⁴³ M Greene, *Landscapes of Learning* (books.google.com, 1978).

⁴⁴ Yoyo Hambali and Siti Asiah, "Eksistensi Manusia dalam Filsafat Pendidikan: Studi Komparatif Filsafat Barat Dan Filsafat Islam," *Turats* 7, no. 1 (2011): 41-56.

These results emphasize the importance of a holistic approach to faculty development, considering the psychological, spiritual, and existential aspects of the lecturer experience. This study also highlights the need to rethink higher education practices in facing the challenges of the 21st century, focusing on the holistic well-being of lecturers as a critical factor in improving the quality of education. The implications of these findings for higher education practices are significant. First, it highlights the importance of supporting lecturers' psychological and spiritual well-being. Faculty development programs should include elements that enhance psychological capital, such as resilience or mindfulness training. Second, these findings suggest that improving lecturers' job satisfaction can have a multiplier effect, improving their well-being and teaching performance.

However, these findings also raise questions that require further exploration: 1). How can spiritual engagement be better integrated into teaching practice? 2). How can institutions support the development of faculty psychological capital without neglecting the spiritual dimension? 3). How do these dynamics differ between private and public universities or between different academic disciplines? Furthermore, these findings prompt us to reconsider the purpose and values of higher education. As philosopher r⁴⁵ Has argued that higher education should aim to develop global citizens capable of critical thinking and empathy. How can we understand the role of spirituality and psychological capital in achieving this broader goal?.

Author's Contribution

Emiliana Sri Pudjiarti: Contribute to formulating research ideas, collecting data, processing data, and interpreting data, and analyzing interpretation results

Endang Swastuti: Contributing to writing systematics, research methods and compiling a literature review, and the language proofread.

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Declaration of Competing Interest

We declare that we have no conflict of interest.

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