

## **The Effect of Organizational Culture, Spiritual Quotient on Job Satisfaction and Performance of State High School Teachers in Jekan Raya District, Palangka Raya**



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**ABSTRACT:** The purpose of this study was to analyze the direct and indirect effect of Organizational Culture, Spiritual Quotient on Job Satisfaction and Performance of State Senior High School Teachers in Jekan Raya, Palangka Raya. This research employed a quantitative with correlation technique (correlational research). The research population was teachers of three schools in Palangka Raya, namely SMAN 3 Palangka Raya, SMAN 4 Palangka Raya and SMAN 5 Palangka Raya. As many as 238 teachers and 159 respondents were taken as research samples taken with random sampling technique. The data were collected by using a questionnaire instrument Organizational Culture (25 items), Spiritual Quotient (12 items), Job Satisfaction (21 items) and Teacher Performance (19 items). The data was analyzed by using path analysis. The results of this study indicate that the value of the variable regression coefficient is a positive number such as Organizational Culture (X<sub>1</sub>) with Job Satisfaction (Z) of 0.689, Organizational Culture (X<sub>1</sub>) with Teacher Performance (Y) of 0.621, Spiritual Quotient (X<sub>2</sub>) with Job Satisfaction (Z) is 1.499, Spiritual Quotient (X<sub>2</sub>) with Teacher Performance (Y) is 1.348, Job Satisfaction (Z) is with Teacher Performance (Y) is 0.908, Organizational Culture (X<sub>1</sub>) is Job Satisfaction (Z) through Teacher Performance (Y) is 0.563, Spiritual Quotient (X<sub>2</sub>) with Job Satisfaction (Z) through Teacher Performance (Y) is 1.223.

**KEYWORDS:** Organizational Culture, Spiritual Quotient, Job Satisfaction, Teacher Performance

### **I. INTRODUCTION**

The success of the school begins with the factors or supporting factors that make it successful. One of which is organizational culture. A person's behavior in an organization is owned by mutual agreement, the working conditions created, and the work environment. When the organizational culture in schools is good, it automatically has an impact on school success and increasing individual and group excellence in the organization (Hidayati, 2022; Perawironegoro, 2018). Individual organizational culture differs from one individual to another so that schools as a social system have diverse cultures and are affected by value systems, perceptions, habits, educational policies and individual behavior within it (Suriansyah, 2014). An important characteristic of organizational culture is innovation and tolerance that comes from human resources, whose human resources are teachers. However, human resources in this case teachers are the most important element of the organization; therefore, human resources must be analyzed and developed to improve performance. In fact, teachers also tend to have good performance, work well and love their work, resulting in job satisfaction. Teacher performance is the ability or competence of teacher professionalism. Therefore, the higher the professional competence of a teacher, the higher the performance of a teacher. Teacher performance can be achieved successfully if the teacher is committed to students (Nortipah, 2022; Rudiansyah & Wahyu, 2022). A good school can be seen from the performance of the teacher in the school since the performance of the teacher needs to be considered properly because the performance of a good teacher will determine the success or failure of the school in achieving its goals. School commitment is the most important concept in management. Teachers and school staff, who are loyal to their organization contribute to activities and enjoy collaboration within their organization. Committed teachers provide more benefits to the organization. Teachers pay extra attention to fulfilling jobs, connecting to extra role behaviors, and helping organizations function competently.

Teacher performance as a result of work that has been achieved by a teacher in carrying out his duties in accordance with the responsibilities and tasks assigned includes organizing learning in accordance with professionalism, principles and achieving national education goals (Pujianti & Isroah, 2013). In developing teacher professionalism, there are many aspects that effect this success including teacher performance. Teacher performance will be optimum if it is integrated with school components, including principals, teachers and students. To produce good performance, it is not only seen for perfection in work ability, but also seen from the abilities possessed by each individual. This ability is in the form of intelligence, including emotional 4

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intelligence and spiritual intelligence, as well as the level of satisfaction (Anjarini, 2018). Teacher job satisfaction is defined as the emergence of a sense of satisfaction and timely completion of tasks that are the task of the teacher, as well as the emergence of dedication, enthusiasm, craft, perseverance, initiative, and high work creativity in working (Cascio, 2016 in Birhasani, 2022). Spiritual intelligence is the expression of innate spiritual qualities through individual attitudes, behavior and thoughts. Another aspect that can be effected by organizational culture and spiritual quotient is job satisfaction. Teachers have conveyed that a sense of togetherness, meaningful work and organizational values are three dimensions of the workplace. Spiritual quotient makes teachers achieve job satisfaction which has an impact on increasing performance effectiveness. Therefore, this study tries to investigate "The Effect of Organizational Culture, Spiritual Quotient on Job Satisfaction and Performance of State Senior High School Teachers in Palangka Raya."

## II. RESEARCH METHOD

This study aims to analyze the direct and indirect correlation between organizational culture variables on job satisfaction, spiritual quotient on job satisfaction, and performance, job satisfaction on performance, organizational culture on performance through job satisfaction, and spiritual quotient on performance through teacher job satisfaction. The research population of this study is the teachers came from three schools in the Palangka Raya, namely Public Senior High School or Sekolah Menengah Atas Negeri (SMAN) 3 Palangka Raya, SMAN 4 Palangka Raya and SMAN 5 Palangka Raya with 238 and 159 respondents in total were taken as research samples by using random sampling technique. The data were collected by using a questionnaire. The instrument consisted of Organizational Culture aspect (25 items), Spiritual Quotient aspect (12 items), Job Satisfaction aspect (21 items) and Teacher Performance aspect (19 items). The instruments were analyzed through validity and reliability tests. The data were analyzed by using path analysis to see the direct and indirect correlation between variables. The normality, linearity, homogeneity and multicollinearity tests were done beforehand.

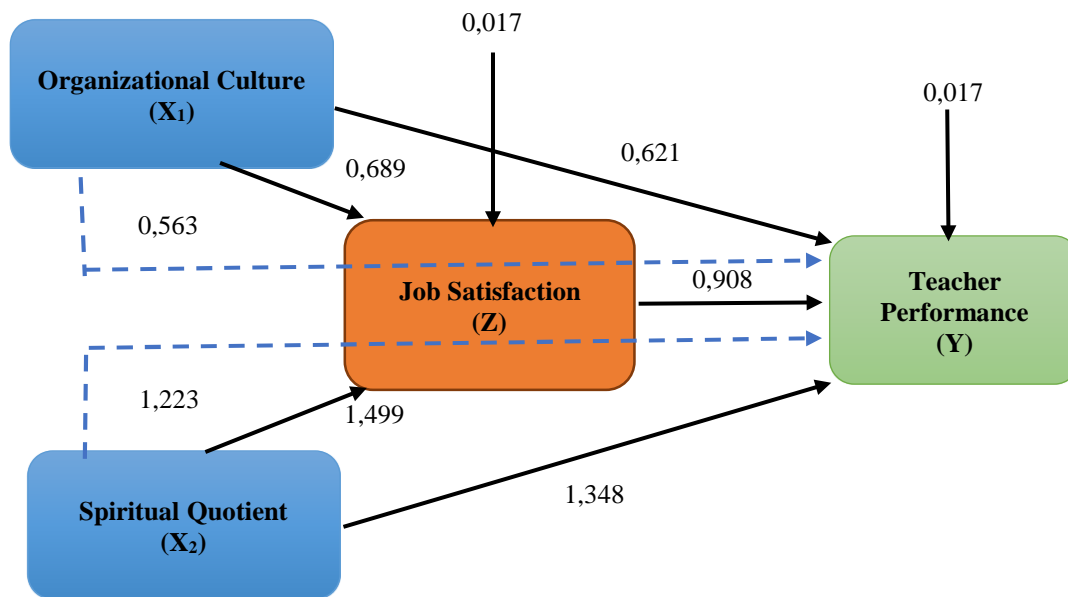
## III. RESEARCH RESULTS AND DISCUSSION

The results of the path analysis showed that the model of direct and indirect effect of organizational culture (X<sub>1</sub>), spiritual quotient (X<sub>2</sub>) on job satisfaction (Z) and teacher performance (Y) in Public Senior High Schools in Jekan Raya District, Palangka Raya can be seen in the Table 1.

**Table 1. Summary of path analysis results**

Structural 1							
Organizational Culture on Job Satisfaction and Performance, Job Satisfaction on Performance							
Variable	Unstandardized Coefficients B			Significance (T Test)			
	B	Standard Error	T <sub>count</sub>	T <sub>table</sub>	Sig.	R Square	
Organizational Culture (X <sub>1</sub> ) – Job Satisfaction (Z)	0.689	0.014	49,876	1,975	0.000	0.941	
Organizational Culture (X <sub>1</sub> ) – Teacher Performance (Y)	0.621	0.023	27.127	1,975	0.000	0.824	
Job Satisfaction (Y) – Teacher Performance (Y)	0.908	0.026	35,432	1,975	0.000	0.889	
Structural 2							
Spiritual Quotient on Job Satisfaction and Performance, Job Satisfaction on Performance							
Variable	Unstandardized Coefficients B			Significance (T Test)			
	B	Standard Error	T <sub>count</sub>	T <sub>table</sub>	Sig.	R Square	Spiritual
Spiritual Quotient (X <sub>2</sub> ) – Teacher Performance (Y)	1.348	0.059	34,540	1,975	0.000	0.000	0.771
Job Satisfaction (Y) – Teacher Performance (Y)	0.908	0.026	35,432	1,975	0.000	0.889	
Quotient (X <sub>2</sub> ) – Job Satisfaction (Z)	1,499	0.043	0.883				

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**Figure 1: Path Analysis Model X<sub>1</sub>, X<sub>2</sub>, Z and Y**

Based on Table 1 and Figure 1, the hypotheses in this study can be seen in Tables 2 and 3.

Hypothesis	P	Decision
H 1 Organizational culture affects the job satisfaction of public high school teachers in Jekan Raya District, Palangka Raya	0.689	Accepted
H 2 Organizational culture affects the performance of public high school teachers in Jekan Raya District, Palangka Raya	0.621	Accepted
H 3 Spiritual quotient affects the job satisfaction of public high school teachers in Jekan Raya District, Palangka Raya	1,499	Accepted
H 4 Spiritual quotient affects the performance of public high school teachers in Jekan Raya District, Palangka Raya	1.348	Accepted
H 5 Job satisfaction affects the performance of public high school teachers in Jekan Raya District, Palangka Raya	0.908	Accepted

**Table 3 . Summary of H<sub>6</sub> and Hypothesis Testing Decisions H<sub>7</sub>**

Hypothesis	Direct	Indirect	Decision
H 6 Organizational culture affects performance through the job satisfaction of public high school teachers in Jekan Raya District, Palangka Raya	0, 621	0.563	Accepted
H 7 Spiritual quotient affects teacher performance through job satisfaction of state high school teachers in Jekan Raya District, Palangka Raya	1 , 348	1,223	Accepted

Table 2 is a summary of the decisions of H<sub>1</sub>, H<sub>2</sub>, H<sub>3</sub>, H<sub>4</sub>, and H<sub>5</sub> with a significance value criterion of less than 0.05, then the hypothesis is accepted. Table 3 is a summary of the decisions on hypothesis testing H<sub>6</sub> and H<sub>7</sub> provided that if the direct effect coefficient is smaller than the indirect effect coefficient, then the hypothesis is accepted. Based on the results of the analysis in Tables 2 and 3 above, all hypotheses are accepted. Therefore, this study found the effect between variables which can be explained as follows.

**A. The Effect of Organizational Culture on Teacher Job Satisfaction**

The results showed that there was a significant effect of the organizational culture variable on the job satisfaction of public high school teachers in Jekan Raya District, Palangka Raya. This is evidenced by the value of the organizational culture coefficient of 0.242. If the organizational culture is more positive or higher, it will increase job satisfaction. The results of this study support

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previous research by Sidabutar et al., that there is a direct positive effect of organizational culture on job satisfaction with a path coefficient = 0.210, with an effect of 4.41% (Wasnury et al., 2017). The study found that organizational culture had a positive and significant effect on teacher job satisfaction. The organizational culture variable partially has a significant effect on teacher job satisfaction at SMK Negeri 1 Dumai. This is evidenced by the results of the t-count analysis of the organizational culture variable which is greater than t-table. Organizational culture is known t-count  $4.035 > t\text{-table } 2.011$  and  $\text{sig. } 0.000 < 0.05$ . This means that organizational culture variables have a significant effect on job satisfaction. (Wasnury et al., 2017). Then the results of this study strengthen the research of Purwadi et al., showing the results of testing organizational culture have a positive and significant effect on job satisfaction. This can be seen from the t-statistic value which is greater than 1.96, which is 3.092. From the calculation results, the indicator of organizational culture is  $0.837 - 0.600$ , where a stronger organizational culture increases the job satisfaction of employees of the Department of Transportation in Samarinda with the presence of aggressiveness, stability, and the result of orientation and people orientation. Thus, the agency needs to maintain, and pay more attention to the organizational culture that already exists in the agency in order to further increase the job satisfaction of its employees (Purwadi et al., 2020). Organizational culture is an important key that principals can use to determine the direction of the school. Organizational culture is generally defined as a set of key values, assumptions, understandings, and norms that exist among organizational members. These values and norms indicate the right way to relate to each other, so they must provide the same understanding to all member organizations in carrying out their work (Saranya, 2014). Organizational culture is a special atmosphere or belief created by members of an organization, and cannot be imitated by other organizations and is a principle of behavior and expectations that affect interaction and cooperation between individuals, groups, and teams in the process of carrying out organizational goals. Schools that have a culture that fits the organizational strategy and have the ability to increase the commitment of teachers and other staff will be good learning organizations. Based on the research results, the importance of understanding job satisfaction, organizational culture, and perceived leadership is very clear. Understanding how these variables function in an organization gives organizational leaders the knowledge and direction to achieve various goals.

### **B. The Effect of Organizational Culture on Teacher Performance**

The results showed that the organizational culture of 0.621. If the organizational culture is more positive or higher, it will improve teacher performance. The results of this study support the previous research by Manuntun because from the calculation of the path analysis, the path coefficient value of the effect of Cultural Organizations on Teacher Performance at 41 = 0.233 with a coefficient of t-count = 3.627 and a significance value  $< 0.005$  or a t-count value greater than the t-table value ( $\alpha = 0.05$ ) = 1.96. Thus, it is concluded that Organizational Culture has a direct positive effect on the performance of State Junior High School teachers in North Tapanuli (Manuntun, 2020). The results showed that there was a positive as well as significant effect between organizational culture on performance teachers at MBI AU Pacet Mojokerto, so the calculation result was 54.5%, with t-count of 2.655.  $> t\text{-table from } 2.00247$ . Therefore, based on the results of the calculation of significant figures, it was obtained from testing the questionnaire on the variable X1 (organizational culture) against Y (teacher performance) (Rofifah et al., 2021). The results of Prayoga & Yuniati's research showed that organizational culture has a positive effect on the performance of State Senior High School teachers in Mataram City by 55.2%. If the organizational culture is good, the teacher's performance will also be good. These results indicate that organizational culture has had a considerable effect on the performance of State Senior High School teachers in Mataram. The organizational culture of the State Senior High School teachers in Mataram is very good. The teacher likes the profession he/ she has, and the teacher is not forced to carry out the work, if the teacher already likes and feels sincere in carrying out his duties and responsibilities, the teacher carries out his/ her work with pleasure which will result in the performance results possessed, especially in the learning process. In addition, most teachers are not very satisfied with the learning outcomes or performance results, this can happen because teachers want to continue to improve quality and improve learning and performance to be even better than before (Prayoga & Yuniati, 2019).

Based on the results of Perawironegoro's research, there is a correlation between organizational structure and teacher performance of 0.683, and organizational culture and teacher performance of 0.749. These two variables are correlated with the teacher's performance, the result is 0.764, and contributes 58.4% to the teacher's performance. It was found that there was a significant correlation between organizational structure and organizational culture on teacher performance in the education system. The implication is that with a high level of organizational structure, and a strong organizational culture will make teacher performance high (Perawironegoro, 2018). Based on the results of the study the importance of understanding the performance of a good teacher and working well and loving his job. A good school can be seen from the performance of the school's teachers, for that the teacher's performance needs to be considered properly because the performance of a good teacher will determine the success or failure of the school in achieving its goals.

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### **C. The Effect of Spiritual Quotient on Teacher Job Satisfaction.**

The results showed that the spiritual quotient was 1.499. If the spiritual quotient is more positive or higher, it will increase teacher job satisfaction. The results of this study support previous research by Roswandi et al. that there is a significant positive correlation between spiritual intelligence and job satisfaction. This research is quantitative with purposive sampling technique. The instrument of data collection in this study used a Likert model scale and data analysis used product moment correlation with the help of SPSS. The results of this study indicate that there is a calculated  $r$  value ( $0.710$ )  $>$   $r$  table (sig 5% =  $0.404$ ) ( $p$  value  $<$   $0.05$ ). Thus, there was a significant positive correlation between spiritual intelligence and job satisfaction for the teacher of Tahfiz Al-Haramain Banjarmasin (Roswandi et al., 2021). Based on the results of the study the importance of understanding spiritual quotient on job satisfaction, Khorshidi and Ebadi studied the correlation between spiritual intelligence and job satisfaction and stated that there was a significant positive correlation between spiritual intelligence and job satisfaction (Khorshidi & Ebaadi, 2011). One of the dimensions of intelligence entitled "Spiritual Intelligence" is a field for which several coherent and systematic studies have been conducted to explain and understand the features and factors that can increase this type of intelligence in people (King et al., 2012). The concept of spiritual intelligence was first proposed by Stevens in 1996 and later expanded. The goal also adds that spiritual intelligence can be defined as intelligence that gives meaning and value to problem solving and through which life and actions can be applied to a deeper and broader context in terms of meaning; and it can be judged that this way of life is more efficient, effective, and meaningful than other ways (Sisk, 2016). Four core components are proposed to comprise spiritual intelligence: 1) critical existential thinking that humans have a longing for a perfect being, namely God, humans must have a fantasy in order to live in a life of moral responsibility, humans can discover fundamental truths argue, that the real is what we experience, 2) The production of personal meaning is one's ability to stimulate the person's physical and psychological experiences with personal meaning accompanied by a sense of satisfaction, 3) transcendental awareness is the ability to understand one's correlation with a higher power, all beings, humans and the environment, and 4) the expansion of the conscious state is the ability to enter a state of spiritual consciousness or higher (King et al., 2012).

### **D. The effect of Spiritual Quotient on Teacher Performance**

The results showed that the spiritual quotient was 1.348. If the spiritual quotient is more positive or higher, it will increase teacher job satisfaction. The results of this study support previous research by Efendi et al., because the spiritual quotient results obtained 0.887, job satisfaction obtained 0.941, and teacher performance obtained 0.968. Furthermore, for Cronbach's alpha value, the value for each variable is above 0.7, which indicates that all research variables have good reliability values. With these good values, it can be used as an illustration that the condition of the correlation between variables is also good so that further testing can be carried out. Spiritual quotient on teacher performance has a positive and insignificant effect, as evidenced by the obtained  $p$ -value of 0.061 which is above 0.05. Furthermore, spiritual quotient has a positive and significant effect on teacher performance as evidenced by obtaining a  $p$ -value of 0.036 which is below 0.05. (Efendi et al., 2021). The results of Sunaryo & Priyono 's research (Roswandi et al., 2021) suggest that spiritual intelligence has a significant effect on performance. In a broad context, spiritual intelligence is able to surpass the success of teachers in terms of education. With this intelligence, teachers are able to be role models who inspire students to become good human beings in social life and succeed in academics. Having spiritual intelligence also makes employees more responsible in carrying out their obligations, because employees will think that carrying out their duties at work is not only to get rights or rewards in the form of salaries and promotion opportunities but also worship. So that the responsibility is not only to superiors but also to God. With that basis, a person will always be grateful and satisfied in receiving every result obtained. By being honest, being open to each other will create good correlations with fellow employees (Masitoh & Sudarma, 2019). Rani et al., conducted a study on the correlation between spiritual quotient and reducing work stress. This study was conducted with a lecturer at the University of the East Coast of Malaysia. It revealed that when employees practice spiritual or worship activities at work in their own way, they experience deep sensations and deal with stress, dissatisfaction, and peer problems. This attitude builds better organizational performance. The results showed that there were five indicators (suitability of spirituality activities at work, work attitudes, employees' understanding of spirituality in the workplace, employee practices and stress management) in practicing spirituality at work (Rani et al., 2013).

Based on the results of the study, the importance of understanding the Spiritual quotient on the performance of teachers having spiritual intelligence also makes employees more responsible in carrying out their obligations, because employees will think that carrying out their duties at work is not only to get rights or rewards in the form of salaries and promotion opportunities but also worship. Therefore, the responsibility is not only to superiors but also to God.

### **E. The Effect of Job Satisfaction on Teacher Performance**

The results showed that the spiritual quotient was 0.908. If the spiritual quotient is more positive or higher, it will increase teacher job satisfaction. Therefore, it can be concluded that there is a positive effect between spiritual quotient on teacher job satisfaction. The higher the spiritual quotient, the higher the job satisfaction of public high school teachers in Jekan Raya District, Palangka

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Raya. The results of this study support previous research by Aziizah et al., because the results of job satisfaction have a significant effect on teacher performance through motivation. The magnitude of the estimated coefficient of job satisfaction on teacher performance through motivation with a direct effect of 2.372 and an indirect effect of 0.090 with a total effect of 2.462. And seen from the Sobel test, the Sobel test coefficient was 3.114 with p value < 0.000 (sig. = 0.000 significant). This means that if the value of job satisfaction increases by 1.0, the teacher's performance will also increase by 3.114 (Aziizah et al., 2019).

Efforts to support employee performance include increasing employee job satisfaction through the creation of an organizational culture that prospers all employees and paying attention to employee safety and health as important needs that must be met at work. Job satisfaction will create a positive atmosphere for employees that makes them better at work (Suratman & Supriyantiningih, 2019). The more things in the job that match the individual, the higher the level of perceived satisfaction and vice versa (Purwanto, 2015). Job satisfaction itself describes the attitude that individuals give to their work to create a sense of comfort when the individual is in the organization (Auda, 2018). Alfany's findings state that every organization that has employees with high satisfaction tends to be more effective than organizations that have workers who are less satisfied (Alfany, 2017).

According to Chen (Awais et al., 2015), attitude towards a job is called job satisfaction. Job satisfaction is an effective reaction to a certain part of the job. According to Mottaz (Awais et al., 2015), job satisfaction is an emotional response to the workplace. Job satisfaction reflects an individual's attitude towards his job. This can be seen from the positive attitude of employees towards work and everything they face in their work environment (Rosita & Yuniati, 2016). According to Robert (Awais et al., 2015), job satisfaction is the difference between the incentives that people get and the incentives they believe they can achieve. Job satisfaction as a positive emotional state about work or aspects of work. These aspects are: aspects of the work itself, salary, supervision, peer relations, and promotions. If these aspects are not met, there will be dissatisfaction with their work. This dissatisfaction arises as a result of the low compensation or salary received by teachers. Teachers will be more happy and excited at work when aspects of compensation or salary satisfaction are met. The suitability of compensation with workload provides a positive synergy on teacher performance. Teachers need social interaction with colleagues. The correlation between coworkers who are less harmonious encourages the creation of uncomfortable correlations at school. With the creation of good correlations between co-workers, a sense of security and comfort will be realized as well as creating enthusiasm for work. If the teacher feels safe and comfortable in working at school, the teacher will be happy in doing his job. The lack of promotion in schools has an impact on the lack of ambition and teacher achievement to achieve better (Aziizah, 2018). Efforts to support employee performance include increasing employee job satisfaction through the creation of an organizational culture that prospers all employees and paying attention to employee safety and health as important needs that must be met at work. Job satisfaction will create a positive atmosphere for employees that makes them better at work (Suratman & Supriyantiningih, 2019). Based on the results of the study the importance of job satisfaction on teacher performance Job satisfaction as a positive emotional state about work or aspects of work, so that it affects teacher performance.

### **F. The effect of Organizational Culture on Performance Through Teacher Job Satisfaction**

The results showed that organizational culture on job satisfaction was 0.689 and a significance of 0.000, which means that organizational culture directly affects teacher job satisfaction. The direct correlation of organizational culture to job satisfaction of 0.689 is much greater than the indirect effect of organizational culture through job satisfaction as a mediating variable (intervening) on teacher performance only 0.563, so it can be concluded that the variable job satisfaction as a mediating variable can strengthen the effect of culture . the teacher organization of public high schools in the district of Jekan Raya, Palangka Raya.

The results of the study are supported by the R-square value of the variable job satisfaction of 0.39 and teacher performance of 0.41. The higher the R-square value, the greater the ability of the exogenous variable to explain the endogenous variable. Thus, the better the structural equation. The job satisfaction variable has an R-square value of 0.39, which means that 39% of job satisfaction is explained by the leadership style and organizational culture variables, while the rest is explained by other variables outside the research model. The teacher performance variable has an R-square value of 0.41 which means 41% of the variance of the teacher performance variable can be explained by the variables of job satisfaction, leadership style and organizational culture (Aziizah, 2018).

Organizational culture is another factor that can boost employee performance. Organizational culture as a set of values adopted will affect employees in carrying out all activities in the company in order to create performance (Suratman & Supriyantiningih, 2019). Zakharia's research results show that F-count is 552.264 while F-table with df 1 = 2 (k-1=3-1=2) and df 2 = 36 (nk=36-3=33) is 3.28. Therefore, F-count (552,264) > F-table (3,28). Thus, organizational culture and job satisfaction have a significant effect on teacher performance at SMP Yadika 3 Tangerang (Zakharia, 2014). Based on the research results, the importance of understanding job satisfaction, organizational culture, and perceived leadership is very clear. Understanding how these variables function in an organization gives organizational leaders the knowledge and direction to achieve various goals. The many backgrounds and personal experiences of teachers, combined with a two-sex perspective, provide teachers with a variety of perspectives to focus on achieving

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goals and initiatives. Gaining an understanding of how different employees function within an organizational framework can provide the competitive advantage needed for organizational success (Hosseinkhanzadeh et al., 2013).

### **G. The Effect of Spiritual Quotient on Teacher Performance Through Teacher Job Satisfaction**

The results showed that the spiritual quotient on job satisfaction was 1.499 and a significance of 0.000 which means that organizational culture directly affects teacher job satisfaction. Based on the above calculations, it can be seen that the direct correlation between spiritual quotient and job satisfaction is 1.499, much larger than the indirect effect of spiritual quotient through job satisfaction as a mediating variable (intervening) on teacher performance, which is only 1.223, so it can be concluded that the variable job satisfaction as a mediating variable can strengthen the effect of the organizational culture of state high school teachers in Jekan Raya District, Palangka Raya.

The results of this study support previous research by Raharjo because the results of the effect of spiritual intelligence on teacher performance show a value of 0.00, the effect of compensation on performance is 0.001, and the effect of job satisfaction on teacher performance is 0.00. Job satisfaction moderates the effect of spiritual intelligence on teacher performance by 0.023, and job satisfaction moderates compensation on teacher performance by 0.037. The conclusion of this study is spiritual intelligence, compensation, and job satisfaction have a positive and significant effect on teacher performance. Furthermore, job satisfaction significantly moderates the effect of spiritual intelligence and compensation on PAK teacher performance (Raharjo, 2021). Having spiritual intelligence also makes employees more responsible in carrying out their obligations, because employees will think that carrying out their duties at work is not only to get rights or rewards in the form of salaries and promotion opportunities but also worship. So that the responsibility is not only to superiors but also to God. With that basis, a person will always be grateful and satisfied in receiving every result obtained. By being honest, being open to each other will create good correlations with fellow employees (Masitoh & Sudarma, 2019). The correlation between spiritual quotient and reducing work stress, this study was conducted with a lecturer at the University of the East Coast of Malaysia. The study revealed that when employees practice spiritual or worship activities at work in their own way, they experience deep sensations and deal with stress, dissatisfaction, and peer problems. This attitude builds better organizational performance. The results showed that there were five indicators (suitability of spirituality activities at work, work attitudes, employees' understanding of spirituality in the workplace, employee practices and stress management) in practicing spirituality at work (Rani et al., 2013).

## **IV. CONCLUSION**

There is a direct and indirect effect between Organizational Culture, Spiritual Quotient on Job Satisfaction and Performance of State Senior High School Teachers in Jekan Raya District, Palangka Raya. Principals and teachers should build a good organizational culture and increase the spiritual quotient in order to improve the papacy and teacher performance.

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