THE ROLE OF EMOTIONAL INTELLIGENCE, WORKPLACE SPIRITUALITY AND JOB CRAFTING ON JOB PERFORMANCE IN THE CONTEXT OF TEACHERS IN INDONESIA (STUDY OF VOCATIONAL SCHOOL TEACHERS IN LHOKSEUMAWE CITY)

Chaera Maulida[1], Nur Faliza[2], A Hadi Arifin[3], Jullimursyida[4]*

chaera.210410056@mhs.unimal.ac.id1 ,
nurfaliza@unimal.ac.id2
[2]ahadiarifin@unimal.ac.id3
jullimursyida@unimal.ac.id4
CorrespondenceEmail: nurfaliza@unimal.ac.id

ABSTRACT

This study aims to examine the role*emotional intelligence*,*workplace spirituality*, *job crafting*, And*job performance*in the context of vocational high school teachers in Lhokseumawe City. The sample in this study consisted of 143 teachers who teach in vocational schools. The data used in this study are primary data obtained through direct distribution of questionnaires to respondents. The analysis method used is Structural Equation Modeling with the Partial Least Squares (SEM-PLS) approach. The results of the study indicate that emotional intelligence has a significant influence on workplace spirituality, emotional intelligence has an influence on job performance, workplace spirituality has a significant influence on job crafting, workplace spirituality has a significant influence on job performance, job crafting has a significant influence on job performance, workplace spirituality plays a significant mediating role between emotional intelligence and job performance, and job crafting plays a significant mediating role between workplace spirituality and job performance.

Keywords:*Emotional Intelligence, Workplace Spirituality, Job Crafting, Job Performance*

1. INTRODUCTION

Teachers play a crucial role in determining the quality of education, reflecting professionalism in their attitudes, skills, and learning outcomes. In the face of the dynamics of modern education, teacher performance is influenced not only by pedagogical competence but also by emotional intelligence, workplace spirituality, and job crafting. Emotional intelligence plays a role in managing emotions and interpersonal relationships, workplace spirituality provides meaning and purpose to work, and job crafting enables work to align with individual potential. However, in the context of vocational high schools in Lhokseumawe City, these three aspects have not been optimally utilized and impact teacher performance. Therefore, this study integrates emotional intelligence, workplace spirituality, and job crafting into a single model with two mediating variables to gain a more comprehensive understanding of teacher performance.

2. LITERATURE REVIEW

Emotional Intelligence

The concept of Emotional Intelligence was first introduced by Salovey and Mayer (1990) and is the ability to recognize, understand, and manage one's own emotions and those of others. Emotional Intelligence involves several key dimensions such as assessing and expressing one's own emotions, assessing the emotions of others, using emotions to facilitate performance, and regulating emotions within oneself (Wong & Law, 2017). These dimensions enable individuals to control emotional impulses, delay gratification, understand social cues,

and adapt wisely to life's challenges (Tahuna & Asaloei, 2017). Factors influencing Emotional Intelligence include psychological conditions, emotional training, and educational background (Fitriyani, 2015). For teachers, emotional intelligence plays a crucial role in building a positive classroom environment, managing stress, and establishing good relationships with students. Therefore, teachers with high emotional intelligence can directly improve performance by fostering resilience, motivation, and empathy in carrying out their duties.

Workplace Spirituality

Workplace spirituality is the search for meaning, a deeper self-understanding, or the attainment of transcendence to a higher level. Furthermore, a sense of meaning or purpose in work serves as a source of inner energy that is then expressed outwardly in behavior (Petchsawang & Duchon, 2009). Workplace spirituality creates alignment between individual values and organizational culture, leading to more meaningful and committed contributions (Milliman et al., 2003). Teachers with high workplace spirituality exhibit greater intrinsic motivation, well-being, and satisfaction, which positively impact their performance and the learning environment. In schools, workplace values can strengthen collaboration, build trust, and foster shared values that benefit all teachers and students.

Job Crafting

*Job Crafting*Job crafting is a form of change actively undertaken to create a balance between workload demands and available resources in their jobs (Tims, 2012). This change can produce various positive impacts, such as increased job satisfaction, engagement in work, and self-development that supports professional development (Bakker, 2019). For teachers, job crafting includes adjusting teaching methods, strengthening interactions with colleagues and students, and reinterpreting the meaning of their work. Through these proactive changes, teachers can increase engagement, creativity, and resilience in their work, ultimately improving work performance. However, opportunities for job crafting are often limited due to rigid institutional policies or high workloads.

Job Performance

*Job Performance*Job performance is a reflection of the attitudes, skills, values, and knowledge possessed in carrying out their duties and functions (Syafarina et al., 2021). In the context of teachers, job performance is a condition that indicates a teacher's ability to carry out their duties at school and describes the actions displayed by teachers during learning activities (Supardi, 2013). Factors that influence teacher performance include personal characteristics, organizational culture, leadership, motivation, and workplace conditions (Sanaba & Andriyan, 2022). Performance dimensions include routine task performance and innovative performance (Ali-Hassan et al., 2015). Effective teacher performance is crucial for achieving educational goals, improving student learning outcomes, and developing a nation's human resources.

3. METHODOLOGY

3.1. Research Design

This study used a quantitative approach with a survey method. The research was conducted at two vocational schools in Lhokseumawe City as the research objects.

3.2. Sample

The sample in this study was all female and male civil servant teachers working in vocational schools in Lhokseumawe City, totaling 143 people. The sampling technique used was simple random sampling, namely random sampling of all female and male teachers from the population (Sumargo, 2020).

3.3. Data Collection

Data collection in this study was conducted using a questionnaire. The questionnaire was distributed to 143 teacher respondents. Respondents' responses were measured using a Likert scale, with response options ranging from "strongly disagree" to "strongly agree."

3.4. Data Analysis

Data analysis was performed using Structural Equation Modeling with Partial Least Squares (SEM-PLS). PLS-SEM is an alternative method to covariance-based SEM (CB-SEM) which has historically been more frequently used when analyzing and using structural equation modeling (SEM) Hair et al (2022). Model evaluation includes testing the outer model (validity and reliability), the inner model (R-square, Effect Size (f2), Predictive Relevance (Q2), as well as direct and mediation hypothesis testing based on the theory of Hair et al (2022).

4. RESULTS AND DISCUSSION

4.1. Result

Table 1.1 Respondent Profile

Respondent Profile	Information	Amount	Percentage
Gender	Man	100	100%
	Woman	43	100%
Work Agency	State Vocational School 2 Lhokseumawe	47	47%
	State Vocational School 3 Lhokseumawe	96	96%
Age	20-30 years	15	11%
	31-40 years	30	21%
	41-50 years	45	31%
	>50 years	53	37%
Marital status	Marry	123	86%
	Not married yet	20	14%
Total Questionnaires	Questionnaires collected & valid	143	100%

Based on table 1.1 regarding the profile of respondents in this study, it is depicted that the characteristics of the research respondents show quite representative diversity. In terms of gender, respondents consist of men and women with a total of 100 and 43 people, respectively. When viewed from the work agency, the majority of respondents came from SMK Negeri 3 Lhokseumawe with a total of 96 people, followed by respondents from SMK Negeri 2 Lhokseumawe as many as 47 people. The age range of respondents also varies, where the age group of 20-30 years as many as 15 people (11%), 31-40 years as many as 30 people (21%), 41-50 years as many as 45 people (31%) and >50 years as many as 53 people (37%). From the aspect of marital status, the majority of respondents were married as many as 123 people, while the other 20 respondents were not married. Overall, the number of questionnaires returned and declared valid was 143, which became a strong basis in drawing conclusions from this study.

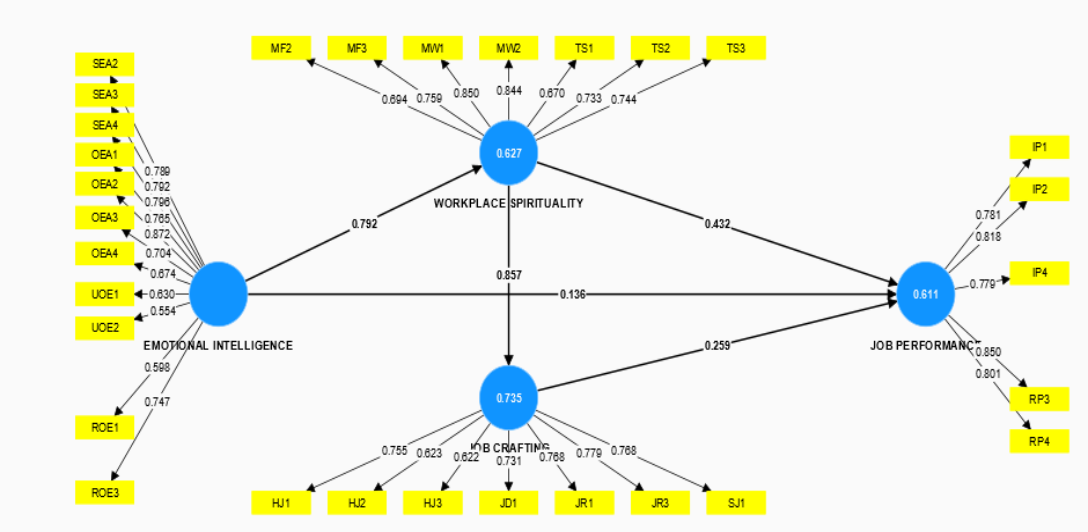

Figure 1 Measurement Model

In this study, validity was measured using the loading indicator value, AVE value, and discriminant validity. Reliability was measured using Cronbach's alpha and composite reliability, as shown in Table 1.

Variables	***Indicator Loadings***	***AVE***	***Composite Reliability***	***Cronbach's Alpha***
Emotional Intelligence	0.789	0.527	0.923	0.908
	0.792			
	0.796			
	0.765			
	0.872			
	0.704			
	0.674			
	0.630			
	0.554			
	0.598			
	0.747			
Workplace Spirituality	0.694	0.576	0.904	0.875
	0.759			
	0.850			
	0.844			
	0.670			
	0.733			
	0.744			
Job Crafting	0.755	0.524	0.884	0.847
	0.623			
	0.622			
	0.731			
	0.768			
	0.779			
	0.768			
Job Performance	0.781	0.650	0.903	0.865
	0.818			
	0.779			
	0.850			
	0.801			

The results of the convergent validity test show that all items have factor loadings > 0.60 and AVE > 0.5, thus meeting the validity criteria. Then, the reliability test results show that the Cronbach's Alpha and Composite Reliability values for all variables are > 0.7. Thus, it can be concluded that the First Order Construct is convergently valid and has good reliability. The next step is to test the structural model (inner model), hypothesis testing, and also test the mediation effect in this study.

Table 2 Direct and Indirect Effects

	β	***T statistic***	***P value***	***F square***
EI->WS	0.792	21,167	0.000	1,682
EI->JP	0.136	0.794	0.214	0.016
WS->JC	0.857	29,243	0.000	2,776
WS->JP	0.432	2,934	0.002	0.106
JC->JP	0.259	1,970	0.024	0.042
EI->WS->JP	0.342	2,747	0.003	
WS->JC->JP	0.222	1,923	0.027	

The results of the direct hypothesis test show that the value (β = 0.792, T = 21.167) at P value 0.000 <0.05 means that Emotional Intelligence influences Workplace Spirituality significantly. This proves that H1 is accepted. The better Emotional Intelligence, the more Workplace Spirituality increases. The results of this study are in line with research conducted by (Ming Wu, 2024) regarding Emotional Intelligence has a relationship with Workplace Spirituality. Furthermore, the direct hypothesis shows that the value (β = 0.136, T = 0.794) at P value 0.0214 <0.05 means that Emotional Intelligence influences Job Performance significantly. This proves that H2 is rejected. The better Emotional Intelligence, the more Workplace Spirituality increases. The results of this study are in line with research conducted by (Deb et al., 2023) regarding Emotional Intelligence has a relationship with Job Performance.

Direct hypothesis testing shows that the value (β = 0.857, T = 29.243) at P value 0.000 <0.05 means that Workplace Spirituality influences Job Crafting significantly. This proves that H3 is accepted. The better the Workplace Spirituality, the higher the Job Crafting. The results of this study are in line with research conducted by (Duchon, 2005) regarding the relationship between Workplace Spirituality and Job Crafting. Furthermore, direct hypothesis testing shows that the value (β = 0.432, T = 2.934) at P value 0.002 <0.05 means that Workplace Spirituality influences Job Performance positively and has a significant relationship. This proves that H4 is accepted. The better the Workplace Spirituality, the higher the Job Performance. The results of this study are in line with research conducted by (Prabhu, 2021) regarding the relationship between Workplace Spirituality and Job Performance. Direct hypothesis testing shows that the value (β = 0.259, T = 1.970) and P value 0.024 means that Job Crafting affects Job Performance positively and has a significant relationship. This proves that H5 is accepted. The better Job Crafting, the higher Job Performance. The results of this study are in line with research conducted by (Sen, 2017) regarding Job Crafting's relationship to Job Performance.

The mediation hypothesis test shows a value (β = 0.342, T = 2.747) at P value 0.003 <0.05, meaning a positive insignificant effect. Therefore, Workplace Spirituality partially mediates the relationship between

Emotional Intelligence and Job Performance in this relationship is full mediation. This proves that H6 is accepted. The better Emotional Intelligence and Workplace Spirituality, the higher Job Performance. The results of this study are in line with research conducted by (Nawaz et al., 2024) regarding Emotional Intelligence and Workplace Spirituality on Job Performance. The mediation hypothesis test shows a value ($\beta = 0.222$, $T = 1.923$) at P value 0.027 <0.05, meaning a positive and significant relationship. Job Crafting partially mediates the relationship between Workplace Spirituality and Job Performance. This proves that H7 is accepted. The better Workplace Spirituality and Job Crafting, the higher Job Performance. The results of this study are in line with research conducted by (Guan & Frenkel, 2018) regarding Workplace Spirituality and Job Crafting on Job Performance.
The model fit in this study was confirmed by looking at the SRMR value of 0.082, indicating a good fit (Hair et al., 2021). Furthermore, the blindfolding results showed the Predictive Relevance (Q2) value for the endogenous variables, namely the Q2 value for Workplace Spirituality of 0.489 and Job Crafting of 0.412, and the exogenous variable, namely the Q2 value for Job Performance of 0.256. This means that all variables have predictive relevance, as the value is greater than 0.

4.2. Discussion

Based on the results obtained from this study, Emotional Intelligence influences Workplace Spirituality positively and has a significant relationship, the better Emotional Intelligence, the more Workplace Spirituality increases. The results of this study are in line with research conducted by (Ming Wu, 2024) regarding the relationship between Emotional Intelligence and Workplace Spirituality. Furthermore, Emotional Intelligence influences Job Performance positively and has a significant relationship, the better Emotional Intelligence, the more Workplace Spirituality increases. The results of this study are in line with research conducted by (Deb et al., 2023) regarding the relationship between Emotional Intelligence and Job Performance.

*Workplace Spirituality*Workplace spirituality has a positive and significant effect on Job Crafting, with the better Workplace Spirituality increasing Job Crafting. This study aligns with research conducted by (Duchon, 2005) on the relationship between Workplace Spirituality and Job Crafting. Workplace Spirituality has a positive and significant effect on Job Performance, with the better Workplace Spirituality increasing Job Performance. This study aligns with research conducted by (Prabhu, 2021) on the relationship between Workplace Spirituality and Job Performance.

*Job Crafting*influence Job Performance has a positive and significant relationship, the better Job Crafting, the more Job Performance increases. The results of this study are in line with research conducted by (Sen, 2017) regarding Job Crafting has a relationship with Job Performance. Emotional Intelligence influences Workplace Spirituality on Job Performance with a positive but insignificant effect, the better Emotional Intelligence and Workplace Spirituality, the more Job Performance increases. The results of this study are in line with research conducted by (Nawaz et al., 2024) regarding Emotional Intelligence and Workplace Spirituality on Job Performance. Workplace Spirituality influences Job Crafting on Job Performance with a significant positive relationship, the better Workplace Spirituality and Job Crafting, the more Job Performance increases. The results of this study are in line with research conducted by (Guan & Frenkel, 2018) regarding Workplace Spirituality and Job Crafting on Job Performance.

5. CONCLUSION

This study aims to examine the relationship between Emotional Intelligence, Workplace Spirituality, and Job Crafting on teacher Job Performance at Vocational High Schools (SMK) in Lhokseumawe City, Indonesia. Based on the results of the study conducted on 143 teachers at SMK Negeri 2 and SMK Negeri 3 in Lhokseumawe City, it can be concluded that Emotional Intelligence, Workplace Spirituality, and Job Crafting have an important role in improving teacher Job Performance. First, Emotional Intelligence has been proven to have a significant influence in improving teacher performance, where the ability to recognize, understand, and manage emotions effectively enables teachers to face work pressure, build positive interpersonal relationships, and carry out tasks more optimally.

*Workplace Spirituality*which includes the meaning of work, a sense of community, and alignment of personal values with institutional values, contributes positively to increasing teacher motivation, engagement, and dedication in carrying out their professional responsibilities, which ultimately impacts on improved performance. Third, Job Crafting, as a form of teacher proactivity in adjusting and reshaping tasks, work relationships, and perceptions of their work, also has a positive impact on performance, especially in the aspects of teaching, classroom management, and professional development.

Therefore, educational institutions, including schools and related agencies, are advised to focus on developing teachers' emotional intelligence through soft skills and emotion management training to enhance their readiness to face workplace challenges. Furthermore, strengthening workplace spirituality is necessary by creating a work environment that supports workplace values, such as the meaning of work. Furthermore, teachers also need to be facilitated to engage in job crafting by providing flexibility in teaching, space for innovation, and appreciation for initiative, in order to continuously improve engagement and job performance.

REFERENCES

Abbas, M. (2017). Teacher Performance in the Context of Education. Jakarta: Rajawali Pers.

Aisyah, N. (2023). The role of teachers in developing intellectual and emotional skills. Journal of Education and Learning, 12(3), 112–120.

Ali-Hassan, H., Nevo, D., & Wade, M. (2015). Linking dimensions of social media use to job performance: The role of social capital. Journal of Strategic Information Systems, 24(2), 65–89.

Apriyanti, R., Suryani, E., & Handayani, T. (2022). Job crafting and teacher resilience: A study in Indonesian schools. Journal of Human Resource Development, 10(2), 45–59.

Bakker, AB (2019). Job formation and performance: A literature review. Journal of Vocational Behavior, 112, 128–138.

Bastian, I. (2014). Public Sector Accounting. Jakarta: Erlangga.

Deb, S., et al. (2023). The mediating effect of emotional intelligence on the relationship between employee job satisfaction and small business firm performance. ResearchGate.

Ministry of National Education. (2004). Teacher Competency Standards. Jakarta: Ministry of National Education.

Fitriyani, N. (2015). Factors influencing emotional intelligence. Journal of Educational Psychology, 3(2), 101–110.

Ginnis, P. (2007). Teacher Toolkit: Improve Classroom Achievement with Strategies for Every Learner. Cambridge: Cambridge University Press.

Goleman, D. (2006). Emotional Intelligence. New York: Bantam Books.

Hasbullah. (2005). Fundamentals of Educational Science. Jakarta: PT Raja Grafindo Persada.

Helmy, R. (2016). Emotional intelligence and spirituality in the workplace: An empirical study. International Journal of Business and Social Sciences, 7(6), 152–160.

Hussain, A., & Burdey, M. (2023). Occupational stress and nurses' clinical performance: The mediating effect of emotional intelligence. Google Scholar.

Javanis, F., & Desilva Sindra, R. (2024). Workplace spirituality and teacher performance in Indonesian schools. Asian Journal of Educational Research, 14(1), 33–47.

Jena, LK (2022). Does workplace spirituality improve employee performance? The role of citizenship behavior and emotional intelligence. Journal of Business Ethics, 175(3), 1–16.

Lubis, A., & Zulkarnain, Z. (2018). The importance of quality education in the era of globalization. Indonesian Journal of Education, 7(4), 56–66.

Mahima Nanda. (2021). Do emotionally intelligent female employees perform better at work? A serial mediation model. Emerald Publishing Limited.

Manizar, E. (2015). The role of teachers as motivators in improving student learning achievement. Journal of Education and Culture, 5(2), 234–242.

Margiati, K. (2010). Performance Management. Jakarta: Bumi Aksara.

Milliman, J., Czaplewski, A.J., & Ferguson, J. (2003). Workplace spirituality and employee work attitudes: An exploratory empirical assessment. Journal of Organizational Change Management, 16(4), 426–447.

Moon, TW, Hur, WM, & Choi, YJ (2020). Does employee spirituality improve job performance? The mediating role of intrinsic motivation and job design. Crossmark Journal of Management, 46(2), 64–78.

Nehra, A. (2023). Can employee engagement be achieved through psychological detachment and job design: The mediating role of spirituality and intrinsic motivation. AMOS SPSS Journal.

Nugroho, A., & Setiyawati, H. (2019). Job creation and employee welfare. Indonesian Journal of Management and Business, 15(1), 45–57.

Petchsawang, P., & Duchon, D. (2009). Measuring workplace spirituality in an Asian context. Human Resource Development International, 12(4), 459–468.

Salovey, P., & Mayer, J.D. (1990). Emotional intelligence. Imagination, Cognition, and Personality, 9(3), 185–211.

Sanaba, A., & Andriyan, A. (2022). Factors influencing employee performance: Evidence from the education sector. International Journal of Human Resource Studies, 12(1), 78–95.

Sen, A. (2017). Job characteristics and performance: The mediating role of job crafting. ResearchGate.

Sopian, S. (2016). Teacher competence in the context of modern education. Journal of Teacher Education, 3(1), 112–120.

Supardi. (2013). Teacher Performance. Jakarta: Raja Grafindo Persada.

Syafarina, R., et al. (2021). Teacher performance: A conceptual framework. Journal of Educational Research, 11(1), 22–33.

Tahuna, T., & Asaloei, A. (2017). Emotional intelligence and its impact on workplace behavior. Journal of Psychology, 6(2), 101–115.

Tarbiyah, A., & Smh, H. (2014). Evaluation of teacher performance in secondary schools. Journal of Educational Sciences, 9(1), 88–95.

Tims, M. (2012). The relationship of job characteristics to in-role and extra-role performance: The mediating effect of job crafting. Emerald Publishing Limited.

Won-Moo Hur. (2023). How and when does job design contribute to the service performance of franchise restaurant managers? Emerald Publishing Limited.

Wong, CS, & Law, KS (2017). The influence of leader and follower emotional intelligence on performance and attitudes. Leadership Quarterly, 13(3), 243–274.

Yulianingsih, T., & Sobandi, A. (2017). Teacher performance and its determinants. Journal of Educational Administration, 24(2), 145–160.