



Research Article

Examining Private School Teachers as Subjects of Workplace Spirituality in Mediating the Link Between Spiritual Leadership and Teacher Agility

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ARTICLE INFO

ABSTRACT



Keywords:

Spiritual Leadership, Teacher Agility, Workplace Spirituality

Article History:

Received: 25-08-2025

Accepted: 22-11-2025

Published: 26-11-2025

Examining the relationship between spiritual leadership (SL), workplace spirituality (WPS), and teacher agility is the goal of this study. The research sample was teachers at senior high schools and vocational high schools under the auspices of the Yohanes Gabriel Foundation, Surabaya Diocese which operates in Madiun City, totaling 50 teachers. The data collection technique uses two methods, namely distributing questionnaires directly and using an online survey via Google Forms. Two methodologies were used in the data analysis procedure to achieve the research objectives: descriptive statistics and inferential data analysis SEM-PLS. The results of the hypothesis test indicate that there is a positive and significant relationship between WPS and teacher agility and a positive and significant relationship between SL and WPS. The novelty of this research is the role of WPS in perfectly mediating the link between SL and teacher agility. The results of this study have consequences for educational institutions that want to improve their spiritual leadership practices to create a more spiritual workplace, which will increase the adaptability of their teachers.

Cite this article:

Srimulyani, V. A., Mudjijanti, F., Rustiyaningsih, S., Setyawan, Y., & Hermanto, Y. B. (2025). Examining Private School Teachers as Subjects of Workplace Spirituality in Mediating the Link Between Spiritual Leadership and Teacher Agility. *Sprin Journal of Arts, Humanities and Social Sciences*, 4(9), 41–50. <https://doi.org/10.55559/sjahss.v4i9.553>

Introduction

Education is not only limited to educating students according to the curriculum determined at a particular school level, but education has broader goals and concepts, such as being a tool to fight poverty and build a modern country. Since it influences each nation's rate of progress, the quality of education is often correlated with the degree of achievement displayed (Aprilia & Katiara, 2020). Teachers, in this situation, hold a significant place in society, and their ability to succeed depends greatly on their prospective advantages. Teachers also play a significant part in the advancement of civilization (Kumar, 2024).

Teaching is a job that not only requires skill but also dedication from the heart to do the task (Arcadio et al., 2023). Educators are human resource assets who are the main pillars in implementing the main goals of educational institutions. Academic personnel, teachers, and lecturers are considered the basis of the education system. If educators lack the required knowledge, abilities, and experience, they will not be effective information providers. Thus, to fulfill their responsibilities as professional educators, teaching staff members must possess a

high degree of agility. Teachers and lecturers play a crucial role in maintaining the caliber of the educational process (Pradana, 2022).

To preserve teachers' intentions to stay rather than leave, schools, as educational institutions, require teachers who have the desire to continue working there. To this end, schools must create unique policies and procedures to keep the best teachers who raise the caliber of instruction in their classrooms (Elfia Nora et al., 2023). Workplace spirituality (WPS) is one of the elements that affect employees' affective commitment to their jobs and their loyalty to the company (Aprilia & Katiara, 2020; Astuti & Haryani, 2021; Hisam & Sanyal, 2021; Sapta et al., 2021). Additionally, workplace spirituality might boost instructors' psychological empowerment (Paul et al., 2020); increase readiness for change (Aboobaker et al., 2020); increase work engagement and agility of teaching and administrative staff (Saeed et al., 2022); increase organizational citizenship behavior (OCB) of teachers (Ansory et al., 2022); increasing public service motivation and human resource agility (Pulungan & Martdianty, 2024).

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📄 <https://doi.org/10.55559/sjahss.v4i9.553>

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Workplace spirituality is the basic capital to realize that humans have an inner life that grows and is developed through meaningful work in an organization (Robbins & Judge, 2013), where WPS can be improved through spiritual leadership (Mahyarni, 2019; Ansory et al., 2022). WPS can mediate the influence of spiritual leadership (SL) on organizational commitment (Sapta et al., 2021); as well as mediating the link between SL and OCB (Ansory et al., 2022). SL can create integrity, humanism, ethics, and respect in an organization (Lee et al., 2014). The spiritual leadership model is a leadership in which every leadership action and behavior is centered on conscience as the center of self-control (Mahyarni, 2019); able to reduce deviant behavior directly and indirectly through workplace spirituality (Mahyarni, 2019); and significantly increase employee work motivation and performance (Umbara et al., 2022).

The urgency of this research is seen from the need to increase the agility of educational institutions in Indonesia (including educational institutions in Madiun City), so that educational institutions need to focus on improving quality to adapt to sustainable and rapidly changing world conditions (Kızıloğlu, 2021). Educational institutions are facing many pressures of change and continuity due to global effects (Gül & Çetin, 2022). So increasing the agility of teaching staff is an urgent need that needs to be met by managers. Workplace spirituality can increase the agility of teaching staff in educational organizations (Paul et al., 2020). Therefore, it is important to integrate spiritual leadership with the implementation of spirituality in educational institutions, because it can have an impact on positive employee behavior such as employee agility, which in turn can increase the sustainability of educational institutions. This research aims to examine the significance of the positive relationship between spiritual leadership and workplace spirituality and the direct and indirect relationship between spiritual leadership and the agility of educators through workplace spirituality as mediation.

This empirical research is based on the basic concept in spiritual leadership theory, that with the practice of spiritual leadership in schools it is expected to strengthen intrinsic motivation in the workplace in realizing private Senior High Schools and Vocational High Schools in Madiun City managed by the Yohanes Gabriel Foundation into learning organizations, so that the quality of the education process increases sustainably. This is necessary, in order to be able to follow the dynamic environmental changes, so teacher agility needs to be considered by school managers as the main internal resource for schools.

The objectives of this study include 1) Providing an overview of the perception of spiritual leadership from the direct leaders of teachers; 2) Providing an overview of the perception of workplace spirituality from teachers; 3) Providing an overview of the perception of teacher agility abilities; 4) Examining the significance of the positive relationship between spiritual leadership and workplace spirituality; 5) Examining the significance of the positive relationship between workplace spirituality and teacher agility; 6) Examining the significance of the mediating role of workplace spirituality on the relationship between spiritual leadership and teacher agility.

Literature Review

Workplace Spirituality

The theory of workplace spirituality needs to be part of a full connection with other spirituality, through a more holistic approach to organizational life where it is recognized that people inherently have a good dedication to seeking meaning and intention behind all aspects of life that usually work with oneself (Kumar, 2024). Workplace spirituality is a phenomenon that has recently received extraordinary attention in the field of

management science because currently, organizations have realized that employees are not only satisfied with material things (money), but employees also want more.

Saxena and Prasad (2022) stated that there are two important components of workplace spirituality, namely at the organizational and individual levels. Workplace spirituality at the individual level, can be seen as how a person brings their spiritual ideas and values to the workplace (Adnan et al., 2020). The concept of workplace spirituality at the individual level is based on self-determination theory (SDT) (Ryan & Deci, 2020) based on three (3) elements, namely competence, autonomy, and connectedness which motivate individuals intrinsically and further encourage well-being and personal growth. The connection of these three (3) elements as important dimensions of workplace spirituality was carried out by Duchon and Plowman (2005) to provide three (3) broad dimensions for workplace spirituality, namely inner life, meaningful work, and belonging to a community.

Based on the resolution of Ashmos and Duchon (2000) workplace spirituality has three (3) main dimensions: inner life, challenging work, and community. Five (5) dimensions of workplace spirituality developed by Rego and Pina E Cunha (2008), namely team's sense of community, alignment between organizational and individual values, sense of contribution to the community, and sense of enjoyment at work. Workplace spirituality is the basic capital for realizing that humans have an inner life that grows and is developed through meaningful work in an organization (Robbins & Judge, 2013), where workplace spirituality can be improved through spiritual leadership (Mahyarni, 2019; Ansory et al., 2022).

Spiritual Leadership

Spiritual leadership theory (SLT) was developed by Fry (2003); Fry and Matherly (2006) which discusses the implementation process using an intrinsic motivation model which includes vision, hope, belief and altruistic love. SLT is designed to create intrinsically motivated learning organizations (Fry et al., 2005). SLT is a predictor of ethics, spiritual well-being, and organizational social responsibility (Indradevi, 2020). SLT collaborates vision, instills hope, and practices altruistic love (Fry, 2003: 695). Fry and Whittington (2005) stated that there are three (3) dimensions of spiritual leadership including values, attitudes, and leader behavior (Fry et al., 2005). Fry and Kriger (2009) expanded SLT by exploring the concept of positive human health and welfare through workplace spirituality, character ethics, positive psychology, and spiritual leadership.

Robbins and Judge (2013) identified five characteristics that differentiate spiritual and non-spiritual organizations, namely (1) Strong attention to goals, (2) Focus on individual development, (3) Trust and respect, (4) Good work practices. humanistic, and (5) Tolerance towards employee expressions. Spiritual leadership is leadership that brings the worldly dimension to the spiritual dimension. Fry (2003: 693) defines spiritual leadership as 'the values, attitudes, and behavior necessary to motivate individuals and others intrinsically so that they have a sense of spiritual survival through calling and membership. Spiritual leadership reflects the spiritual values of sincere leadership and selfless leadership (Fry & Kriger, 2009). Spiritual leadership is leadership that prioritizes morality, sensitivity, mental balance, inner wealth, and ethics in interacting with other people (Danaiee-Fard et al., 2011).

Spiritual leaders have three (3) main characteristics: (a) have a higher level of ethical values (e.g., integrity, honesty, caring, and fairness); (b) value connectedness with followers and peers by encouraging, engaging, and mentoring one another; and (c)

motivate people to achieve the organization's vision and mission, as well as meaningfulness in work (Oh & Wang, 2020). Spiritual leadership encourages workplace spirituality in the organization, which can create a work culture with social values and, in turn, help the progress of the organization and employees (Indradevi, 2020). The results of a literature review by Tri Sinarti and Sopiah (2023) concluded that spiritual leadership generally has a beneficial impact on the growth of organizations and organizational members. There are three (3) dimensions of spiritual leadership, namely vision, hope/faith, and altruistic love (Fry, 2003). Spiritual leadership can run and direct an institution to achieve organizational goals (Umbara et al., 2022).

Human Resource Agility

The concept of agility, which may be found in organizations at several levels (individual, team, and organizational), helps to maintain equilibrium in a dynamic environment (Salmen & Festing, 2022). Human resource (HR) agility can be interpreted as agility at the individual level (viewed from a behavioral perspective) which is described as behavior or performance that is visible in the workplace (Petermann & Zacher, 2022). HR agility is the ability of employees to respond to uncertainty strategically (Narenji Thani et al., 2022). HR agility is the ability to respond quickly and proactively to anticipated and unexpected events in the organizational environment (Saeed et al., 2022).

Saputra et al. (2023) adapting Sherehiy and Karwowski (2014), divides the dimensions of HR agility into 3 behavioral dimensions, namely 1) proactive behavior shown by an individual's willingness to take constructive action in responding to uncertain situations; 2) adaptive behavior relates to personal flexibility to change one's behavior to be more in line with changes in the environment; 3) resilience behavior is an individual's ability to survive efficiently under the pressure of a changing environment.

Relationship between Spiritual Leadership and Workplace Spirituality

Spiritual leadership can create integrity, humanism, ethics, and respect in an organization (Lee et al., 2014). The spiritual leadership model is leadership where every action and leadership behavior is centered on conscience as the center of self-control (Mahyarni, 2019); able to reduce deviant behavior directly and indirectly through workplace spirituality (Mahyarni, 2019); significantly increase employee work motivation and performance (Umbara et al., 2022). Spiritual leadership can influence workplace spirituality through vision, hope or trust, love for other people, the meaning of life felt by employees, work making employees happy, creating joy and communication, and not neglecting work (Hakim & Azlimin, 2015). According to Ramachandran et al. (2017) there are three main principles adhered to by spiritual leadership that can be applied by every organization, including educational institutions, 1) creating an inspiring vision through interaction between leaders and employees, 2) increasing moral values, ethics, and beliefs, and 3) maintaining credibility and organizational sustainability.

Workplace spirituality needs to be framed in a holistic or systemic context with interwoven cultural, organizational, and personal values (Naidoo, 2014). Leaders can act to facilitate the transformation process in the workplace, by assessing, appreciating, and providing space for spiritual life and meaningful work, being part of a community, so that employees will be open to and respect existing ideas, thus making the workplace as a spiritually friendly place (Mahyarni, 2019). Although still limited, Mahyarni (2019); Astakoni et al. (2021); Ansory et al. (2022) show that spiritual leadership increases workplace spirituality. The formulation of the first hypothesis (H1) is as follows:

H1: There is a positive and significant relationship between spiritual leadership and workplace spirituality.

Relationship between Workplace Spirituality and Teacher Agility

Organizations with stronger spirituality in the workplace have better performance than organizations with weak spirituality (Sulastini et al., 2023). Good performance can be seen from agility starting from the individual, group, and organizational levels. Saeed et al. (2022) stated that workplace spirituality can increase human resource agility. Workplace spirituality plays an important role in creating a climate of trust, engagement, commitment, empowerment, and human resource agility (Soliman et al., 2021). Workplace spirituality can increase the agility of teacher in educational organizations (Paul et al., 2020). Empirically exploring the relationship between workplace spirituality and human resource agility (in this case the agility of teacher), the second hypothesis (H2) was formulated as follows:

H2: There is a positive and significant relationship between workplace spirituality and teacher agility.

The Role of Workplace Spirituality in the Relationship between Spiritual Leadership and Teacher Agility

Spiritual values and spiritual practices have an interactive effect on leadership effectiveness (Ali & Zaky, 2018). Workplace spirituality cannot develop on its own without stimulation from leaders (Mahyarni, 2019). Spiritual leaders use the values, attitudes and behaviors necessary to motivate themselves and others intrinsically and create a sense of spirituality in employees, and are actively involved in the organization. Workplace spirituality can mediate the influence of spiritual leadership on organizational commitment (Sapta et al., 2021). A study of the mediating role of workplace spirituality conducted by Mahyarni (2019) revealed that workplace spirituality mediates the relationship between spiritual leadership and deviant behavior; Ansory et al. (2022) revealed that workplace spirituality mediates the relationship between spiritual leadership and organizational citizenship behavior. Several previous empirical studies revealed that spiritual leadership increases workplace spirituality (Mahyarni, 2019; Ansory et al., 2022) and workplace spirituality increases human resource agility (Paul et al., 2020; Soliman et al., 2021; Saeed et al., 2022), so in this study, to explore the mediating role of workplace spirituality, the third hypothesis (H3) is formulated as follows:

H3: Workplace spirituality mediates the relationship between spiritual leadership and teacher agility.

Method

This research begins with a theoretical study and the results of previous research which become the basis for empirical studies according to the research theme, as well as the preparation of measuring instruments for the variables studied (research instruments), which will be confirmed with the research object. As a development of the research that has been carried out, the research variables focus on variables that are currently being studied by many researchers in various countries, namely spiritual leadership, workplace spirituality, and their relationship with HR agility.

A five-point Likert scale, with response options ranging from strongly disagree (scale 1) to strongly agree (scale 5), was used to measure the research variables. The Fry et al. (2005) questionnaire, which comprises three dimensions—vision (five statement items), hope (five statement items), and altruistic love (seven statement items)—is modified to measure spiritual leadership. As a development from Milliman et al. (2003); Ashmos and Duchon (2000), the measurement of workplace spirituality

adapts 17 valid and reliable measurement questions from Rego and Pina E Cunha (2008), which covers dimensions: At the individual level, there are two statement items related to enjoyment at work, three at the team level, five at the organization level, four at the team level regarding alignment between organizational and individual values, and five at the organization level regarding opportunities for inner life.

The measurement of HR agility uses dimensions and instruments resulting from preliminary research at 30 private high schools/vocational schools in several regions in East Java, where the instruments tested were adapted from the study of Patil and Suresh (2019); Tamtam and Tourabi (2020) which includes dimensions: 1) adaptability (4 statement items); 2) competency (3 statement items); 3) proactivity (3 statement items); and 4) resilience (9 statement items).

The target population is High School and Vocational High School teachers who work in educational institutions under the Catholic Foundation operating in Madiun City (Yohanes Gabriel Foundation), namely Santo Bonaventura Catholic High School, Santo Bonaventura Catholic Vocational School 1, Santo Bonaventure Catholic Vocational School 2, and Bina Farma Catholic Pharmacy Vocational School. The research method used was saturated sampling, meaning that all teachers in four schools were used as the target sample for the research.

The primary data collection process was carried out in the following stages: 1) Translation and development of the questionnaire involving the services of third-party language experts; 2) Face validity involves competent parties, and the process of adjusting the questionnaire; 3) Duplicating questionnaires or posting online surveys; 4) Data collection will be held in person or online. The collected data was tabulated using Microsoft Excel software and Smart PLS 3 was used to test the hypothesis. To address the research question, two types of data analysis techniques were employed: descriptive statistical analysis and inferential analysis utilizing SEM-PLS.

Result and Discussion

Research Result

Table 1 shows the number of samples based on four (4) schools, namely 38 percent (19 teachers) from Santo Bonaventura Catholic High School, 40 percent (20 teachers) from Bina Farma Pharmacy Catholic Vocational School, 1.20 percent (6 teachers) from Santo Bonaventura 1 Catholic Vocational School, and 1 percent (5 teachers) from Santo Catholic Vocational School. Bonaventura 2. The four schools are located in Madiun City, and managed by the Yohanes Gabriel Foundation in the Madiun area.

A total of fifty (50) participating teachers filled out closed questionnaires to confirm measurements of SL, WPS, and teacher agility, with a composition of 76 percent (38 people) being women and 24 percent (12 people) being men. Most of the teachers' final education was a Bachelor's degree (92 percent). The profiles of fifty (50) respondents in the study in terms of gender and final education are presented in Table 1.

Table 1. Profiles of Respondents

Gender	Frequency	Percentage (%)
Man	12	24.00
Female	38	76.00
Total	50	100.00
Level of Education	Frequency	Percentage (%)
3-year Diploma	3	6.00

Undergraduate (S1)	46	92.00
Masters (S2)	1	2.00
Total	50	100

Evaluation of variable measurement models includes convergent validity, indicator reliability, and internal consistency reliability. The measurement model's acceptable convergent validity is determined based on two criteria: (1) the factor loading must be 0.5 or higher and (2) the p-value associated with the factor loading must be less than 0.05 (Kock, 2014). According to empirical research experience, a loading factor value > 0.5 is still acceptable, while a loading factor value < 0.5 needs to be excluded from the model. An ideal loading factor (LF) value is > 0.7 , which indicates that the indicator is valid in assessing the construct. A further method of testing validity is to look at the average variance extracted (AVE) value, with a lower threshold of 0.50, for each construct (dimensional) in the study variables (Muhson, 2022). Cronbach's alpha and composite reliability are the methods used to evaluate indication reliability. According to Sarstedt et al. (2017), a composite reliability (CR) value between 0.60 and 0.70 indicates good reliability. According to Hair et al. (2017) adequate to good levels of dependability are represented by CR values between 0.70 and 0.95, while CR values between 0.60 and 0.70 are acceptable in exploratory research. The Cronbach's Alpha rating also indicates the research instrument's reliability. A dependability metric with a range of zero to one is Cronbach's Alpha (Hair et al., 2010: 92). According to (Hair et al., 2010: 92). Eisingerich & Rubera (2010), a Cronbach's Alpha reliability level score of 0.70 is the minimum.

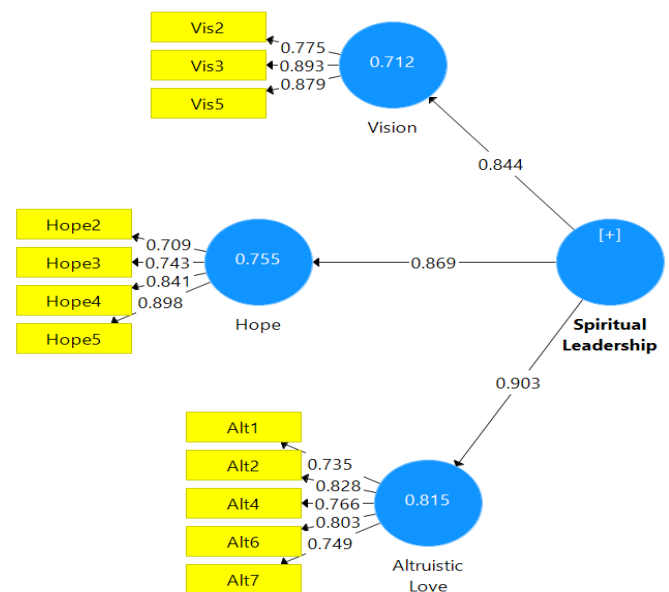


Figure1. LF Value for Spiritual Leadership (SL) Measurement

In the initial validity test of the spiritual leadership instrument, four measurement items had a loading factor (LF) value < 0.6 , namely two measurement items from the vision dimension (Vis1=0.537 and Vis4=0.527), two measurement items from the hope dimension (Hope1= 0.537 and Hope3 = 0.686), and three items measuring measurement of the altruistic love dimension (Alt3= 0.537, Alt5=0.436, and Alt8=0.653) so it was excluded from the second stage of the validity test. Figure 1 shows the results of the second stage of the convergent validity test of thirteen (13) items measuring the spiritual leadership variable having a loading factor value of > 0.70 so that the results of the convergent validity test have been fulfilled. The results of the AVE

values for the three (3) dimensions of SL are displayed in Table 2 and are > 0.50 , indicating strong validity for the instrument.

Through the use of Cronbach's alpha (α) and CR values, the reliability of the SL measuring indicators is ascertained (Table 2).

Table 2. Results of the Validity and Reliability Test of the SL Construct

Dimensions	AVE	Alpha	CR
Vision	0.530	0.758	0.840
Hope	0.552	0.787	0.857
Altruistic Love	0.538	0.856	0.890

Table 2 shows the results of the CR value of the three (3) dimensions of SL > 0.70 and the Cronbach Alpha value > 0.70 , which means the instrument used is reliable.

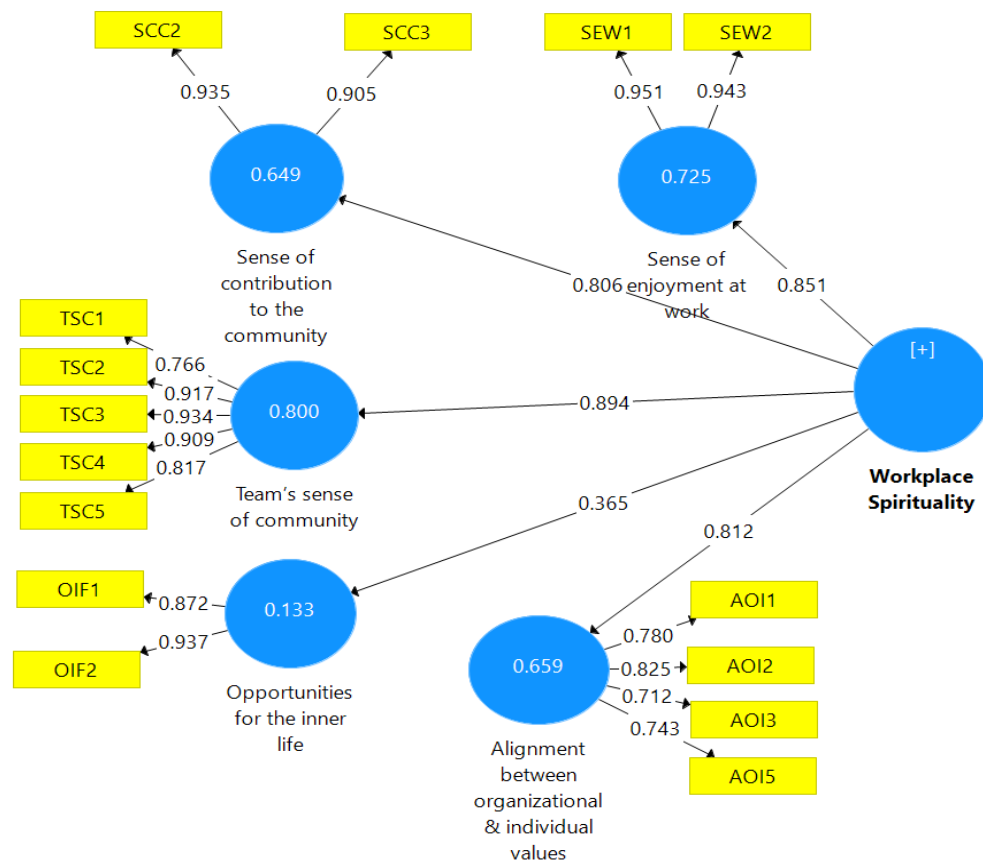


Figure 2. LF Value for Measurement of WPS

The findings of the second stage of the convergent validity test on five (5) dimensions of WPS are displayed in Figure 2. The WPS variable had a loading factor value of > 0.70 , and fifteen (15) measurement items were used to measure it, while the two measurement items, namely SCC1 (LF=0.564) and AOI4

(LF=0.602) not included in the validity test, because it has an LF value < 0.70 , and the AVE value of the five (5) dimensions of WPS > 0.50 (Table 3), which means the validity of the instrument is good so that convergent validity has been fulfilled.

Table 3. Results of the Validity and Reliability Test of the WPS Constructs

Dimensions	Alpha	AVE	CR
Sense of enjoyment at work	0.885	0.897	0.840
Sense of contribution to the community	0.764	0.614	0.821
Team's sense of community	0.919	0.759	0.940
Alignment between organizational & individual values	0.791	0.538	0.852
Opportunities for the inner life	0.785	0.822	0.902

The results of the reliability test for workplace spirituality measurement items show that the Cronbach Alpha value is > 0.70 and the CR value is > 0.70 , which means that all the measurement items used are reliable.

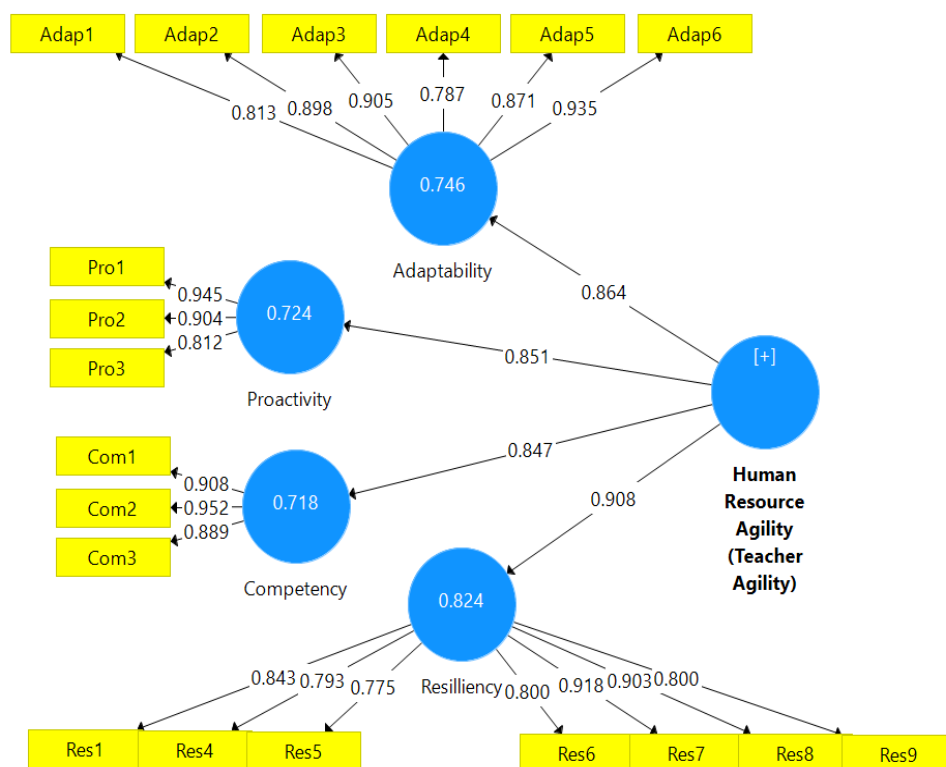


Figure 3. LF Value for Teacher Agility Measurement

The results of the second stage of the convergent validity test (Figure 3) of the four (4) dimensions of teacher agility (TA), there are twenty (20) instruments measuring the variable of human resource agility have a loading factor value > 0.70 , while two items are measuring the resilience dimension, namely Res2 (LF=0.669) and Res3 (LF=0.689); one measurement item from the adaptability dimension (Adap7 = 0.660) in the first stage of the validity test which had a loading factor < 0.70 , so it was not included in the next stage of the test. The AVE value of the four (4) dimensions of HR agility is > 0.50 (Table 4) so the convergent validity test results are met. The HR agility measurement instrument was previously tested on 30 school leaders with a total of 27 statement items, with the results that twenty-two (22) statement items had an LF > 0.70 and five (5) statement items had an LF < 0.50 , namely one (1) statement item from the competency dimension, and four (4) statement items from the resilience dimension.

Table 4. Results of the Validity and Reliability Test of the TA Construct

Dimensions	Alpha	AVE	CR
Adaptability	0.927	0.701	0.942
Proactivity	0.866	0.790	0.918
Resiliency	0.926	0.630	0.938
Competency	0.910	0.840	0.940

Table 4 shows the results of the reliability test for four (4) dimensions of TA, namely the Cronbach Alpha value > 0.70 and the CR value > 0.70 , which means the instrument used is reliable.

The general method bias test was carried out in this research by looking at 1) the findings of the discriminant validity test by examining the FLC (Fornell-Lacker Criterion) and the HTMT (Heterotrait-Monotrait Ratio) value with a threshold value of 0.90 (Henseler et al., 2015; Kock, 2015); this was the general method bias test that was conducted in this study; 2) complete collinearity

test results, using the criterion that the model can be regarded as free from common method bias (CMB) if all inner VIFs (Variance Inflation Factors) generated are equal to or less than 3.3 (Kock, 2015). Sarstedt et al. (2017) state that a VIF value of less than 5.0 is necessary because a value of greater than 5.0 suggests collinearity between conceptions. If the VIF value is less than 5.0, it indicates that the partial least squares inner model analysis's assumptions and conditions are met. These include the absence of multicollinearity, which is the result of substantial inter-correlation between latent variables. When two or more independent variables or exogenous constructs have a strong correlation, it is referred to as multicollinearity and impairs the predictive power of the model (Sekaran & Bougie, 2017).

Table 5. Fornell-Larker Criterion

Variable	TA	SL	WPS
TA	0.734		
SL	0.409	0.650	
WPS	0.494	0.750	0.681

Table 5 indicates that the model is free from CMB and has high convergent and discriminant consistency because the value of the roots of the AVE (FLC) for each construct is greater than the correlation with other variables and is still below the threshold (0.90).

Table 6. HTMT

Variable	TA	SL
SL	0.416	
WPS	0.484	0.782

HTMT is a method of testing convergent and discriminant consistency in PLS-based path analysis to test the extent to which a construct is different from other constructs. Table 6 shows that if the HTMT value is less than 0.90, the construct is considered to have good convergent consistency and can be differentiated from other constructs.

Table 7. Collinearity Statistic (VIF)

Variable	TA	WPS
SL	2.298	1.000
WPS	2.298	

Table 7 shows a VIF value < 3.3 , so the resulting model is considered free from CMB, and there are no multicollinearity problems.

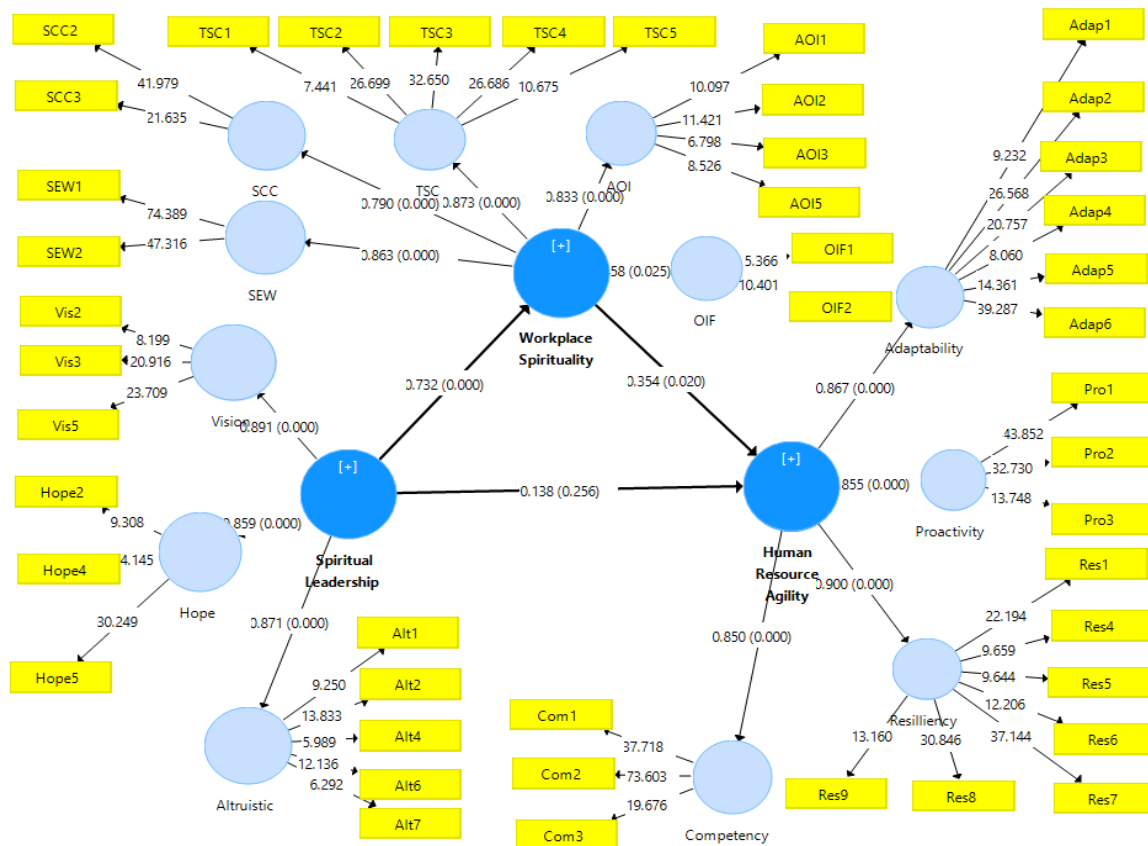


Figure 4. Direct Path Test Result

Figure 4 and Table 8 show the outcomes of evaluating path coefficients between constructs to determine the significance and strength of the link as well as to evaluate hypotheses.

Table 8. Hypothesis Test Results

Direct effect	B	STDEV	T value	P- Values	Result
SL→WPS	0.732	0.071	10.267	0.000	Significant H1 accepted
WPS→TA	0.354	0.151	2.335	0.020	Significance H2 accepted
SL→TA	0.138	0.121	1.138	0.256	Not significant
Specific indirect effect					
SL→WPS→TA	0.259	0.122	2.122	0.035	Significance H3 accepted

Table 8 and Figure 4 demonstrate that there is a significant positive direct influence of SL on WPS ($\beta=0.732$; t statistic=10.267; p -value=0.000); there is also a significant positive direct influence of WPS on TA ($\beta=0.354$; t statistic= 2.335, p -value=0.020); however, there is no significant direct effect of SL on TA ($\beta=0.138$; t statistic=1.138; p -value=0.256). The specific indirect effect, which had a value of $\beta = 0.259$, a t statistic of 2.122, and a p -value of 0.035, indicated that the indirect effect test results were significant.

The three proposed hypotheses are also supported by Table 8 and Figure 4, which state that: 1) There is a positive and significant relationship between WPS and SL; 2) There is a positive and

significant relationship between WPS and TA; and 3) WPS mediates the relationship between SL and TA. If a variable meets the following requirements, it is referred to as a mediator (Widhiarso, 2010): The mediating variable has a considerable impact on the endogenous variable, and the exogenous variable has a big impact on both. Because there is no discernible influence of SL on teacher agility when the mediator variable (WPS) is included in the equation, WPS is a full mediator or perfect mediator.

Discussion

Spiritual Leadership and Workplace Spirituality

Spiritual leadership techniques and the development of spirituality in the workplace are inextricably linked (Sapta et al., 2021). An earthly to a spiritual (divine) dimension is encompassed by workplace spirituality, which includes discovering purpose in one's work, feeling a sense of community, and creating an organizational culture built on selfless compassion. Empirical testing shows that spiritual leadership can increase workplace spirituality significantly. These outcomes are in line with several empirical findings, including those made by Mahyarni (2019); Astakoni et al. (2021); Ansory et al. (2022), which also claimed that the use of spiritual leadership can enhance workplace spirituality. Every organization needs supportive work environment situations and conditions. Workplace spirituality reflects the expression and experience of spirituality from the individual, group to organizational levels in the workplace which is facilitated by various aspects of the organization, such as leadership. Spiritual leadership helps strengthen workplace spirituality by paying attention to the spiritual and emotional aspects of employees. Spiritual leadership can influence workplace spirituality by creating a vision that inspires organizational members and motivating employees to be in line with the organization's vision, building hope or trust and love for others, understanding employees' spiritual needs so that employees feel the meaning of work in employees' lives, work makes employees happy, and not neglecting work.

Workplace Spirituality and Teacher Agility

Workplace spirituality can contribute to increasing teacher agility. The outcomes of hypothesis testing demonstrate that workplace spirituality can greatly improve teacher agility. These results are consistent with Paul et al. (2020) which states that workplace spirituality can increase the agility of teaching staff in educational organizations. HR agility can be considerably increased by workplace spirituality, according to Saeed et al. (2022); and Soliman et al. (2021). The following factors show some ways in which employee agility may be impacted by spirituality in the workplace:

1. Psychological well-being. Spirituality helps to feel more satisfied and emotionally balanced, so employees who feel psychologically prosperous tend to show high agility, such as being more adaptive and responsive to change.
2. Creativity and innovation. Spirituality creates an environment that supports creativity and innovation, so employees who feel spiritually inspired tend to think outside the box and look for new solutions.
3. Resilience. Spirituality helps employees overcome challenges and stress better so that employees who have high mental resilience are better prepared to face change and uncertainty.
4. Positive Working Relationships. Spirituality strengthens relationships between employees and leaders, employees who feel connected spiritually are more likely to work together, share ideas, and support each other, so employee agility increases.

Spiritual Leadership and Teacher Agility: Workplace Spirituality as Mediation

The relationship between spiritual leadership and teacher agility is significantly influenced by workplace spirituality. This is supported by an exploratory study that demonstrates how workplace spirituality acts as a mediating factor in the relationship between spiritual leadership and teacher agility. This research's unique finding is that there are no empirical findings about the ideal function that workplace spirituality plays as a mediator in

the relationship between spiritual leadership and teacher agility. Agility is a top priority for educational service providers and workplace infrastructure. Spiritual leadership with the values, attitudes, and behavior of leaders helps strengthen workplace spirituality by paying attention to the spiritual and emotional aspects of teachers. Spiritual leadership is a new style of leadership with an orientation that emphasizes the importance of thoughts, values, and welfare (Fry et al., 2005). Spiritual leadership can integrate personal values or individual aspirations so that they are in harmony with organizational values, and this harmony makes work and the work environment more conducive. Furthermore, workplace spirituality facilitates teachers to increase positive teacher behavior such as agility.

Conclusion and Suggestion

Conclusion

Workplace spirituality is one innovation in overcoming human resource problems in a stressful work environment. There are three advantages to cultivating spirituality in the workplace: personal, social community, and organizational. According to the self-determination theory, workplace spirituality develops motivation, self-worth, and self-concept while also increasing adaptability at the individual level. A leadership model that steers organizational development in a more constructive direction possesses the capacity to foster a more spiritual work environment. Increasing the agility of educational institutions in Indonesia can start from the most basic agility, namely HR agility so that educational institutions can adapt to rapidly changing environmental conditions so that school sustainability is guaranteed.

Suggestion

This study is expected to provide practitioners with an understanding of efforts to increase teacher agility through workplace spirituality. This has implications for schools to strengthen spiritual leadership practices to increase workplace spirituality at work. It is intended that the findings of this study will help academic circles comprehend the significance of workplace spirituality in comprehending the connection between spiritual leadership and HR agility. Several things need to be followed up in further research: 1) Research can expand the research object (school) and the number of samples (teachers) to strengthen and increase the level of confidence in the results and findings of this research; 2) Further research can develop data collection methods using other methods such as interviews because if you add the interview method you can add research material to complete the information about the topic being studied.

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