

# Self-Efficacy, engagement, and spiritual intelligence on performance via OCB among Jakarta educators

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## Abstract

**Purpose:** This study aims to analyze the influence of self-efficacy, employee engagement, and spiritual intelligence on Organizational Citizenship Behavior (OCB), as well as to examine the role of OCB in enhancing the performance of part-time teachers in Jakarta.

**Research Methodology:** This quantitative research used a survey method, collecting data from 278 village officials in Brebes Regency through questionnaires. Structural Equation Modeling (SEM) with Partial Least Square (PLS) was employed for data analysis to test both direct and indirect effects among variables.

**Results:** The findings reveal that ethical leadership, organizational commitment, and work culture significantly influence job satisfaction. Moreover, job satisfaction positively and significantly affects village officials' performance. Ethical leadership and work culture also directly affect performance, while organizational commitment's direct effect on performance was not significant. However, job satisfaction successfully mediates the influence of organizational commitment on performance.

**Conclusions:** This study found that spiritual intelligence significantly influences Organizational Citizenship Behavior (OCB), which in turn positively affects the performance of part-time teachers in Jakarta. However, self-efficacy and employee engagement showed no significant effect on OCB. The findings highlight the key role of spiritual intelligence in enhancing teacher performance through OCB.

**Limitations:** The study is limited to village officials in Brebes Regency, making generalization to other regions or administrative contexts less applicable. The use of cross-sectional data limits the ability to observe changes over time. Additionally, self-reported questionnaires may introduce response bias, affecting the objectivity of the data.

**Contribution:** The study is limited to village officials in Brebes Regency, making generalization to other regions or administrative contexts less applicable. The use of cross-sectional data limits the ability to observe changes over time. Additionally, self-reported questionnaires may introduce response bias, affecting the objectivity of the data.

**Keywords:** *Citizenship Behavior, Employee Engagement, Organizational, Self-Efficacy, Spiritual Intelligence*

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## 1. Introduction

Elementary School is the foundation for the next level of education, and moral and ethical instillation is a very important part to be instilled in students at the elementary education level. Teachers play a very large role in instilling social values and norms in addition to the main student subject. A teacher is responsible for providing assistance to students in both physical and spiritual development (Pinto, Guedes, Pinto, & Nunes, 2024). In other countries, the profession of a teacher is an important and valuable profession because teachers are professionals who educate the nation's children, so this teaching profession is highly valued with expensive compensation, like other professions. For example, the teaching profession in Finland is considered the most classified profession in Finnish society, so this profession is the target of thousands of graduates from well-known universities in Finland. Government support is also real, with financial assistance for schools and teachers in developing skills to support their professions. Therefore, it is not surprising that Finland is a breakthrough country in the field of education.

In Indonesia, the professional status of teachers is divided into 2 (two): permanent teachers (PNS) and outsourced or part-time teachers. Permanent teachers are teachers who already have the status of Civil Servants (PNS) who are assigned to private schools and public schools and already have a basic salary and decent allowances, while part-time teachers are teachers who have not yet had civil servant status, at least CPNS status or someone recruited by the principal to help fill the shortage of civil servant teachers so that the teaching and learning process continues. The compensation of part-time teachers depends on the school's financial ability; many part-time teachers are teachers who are paid voluntarily with a non-fixed salary, both in nominal amount and in the time of payment. Part-time teachers are teachers who have the right to receive monthly or quarterly salary, obtain legal protection, and leave rights based on government regulations contained in Manpower Law Number 13 of 2003.

High loyalty attitude and behavior that plays an extra role in carrying out their daily duties, such as doing tasks outside of their obligations without rewards wages and without waiting for orders from their superiors, are behaviors that are often referred to as Organizational Citizenship Behavior (OCB) (Syabania & Churiyah, 2022). This study focuses on the variables that support the attitude of Organizational Citizenship Behavior (OCB) in the performance of part-time teachers in Jakarta; the variables are Self-Efficacy, Employee Attachment, and Spiritual Intelligence. These three variables explain the influence on the OCB attitude of part-time teachers, which is reflected in their performance in carrying out their daily duties.

A teacher facilitates or transfers knowledge from learning sources to students (Tang, 2021). The large rewards and high strata position for the teaching profession are appropriate, considering that this profession has a noble purpose and is a basic pillar in a country. In several other developed countries, the teacher profession has a relatively high compensation reward according to the level of education, and the government also includes these teachers in several certifications to improve their In Law Number 14 of 2005 concerning Teachers and Lecturers, in which teachers are professional educators and supervisors who direct, guide, and evaluate students both through formal and informal channels. As in other countries, the teaching profession in Indonesia is still a respected profession even though the profession of being a teacher among young people is now not a profession of interest, and even becoming a teacher is a second choice if you are no longer accepted to work in a private company or become a last choice rather than becoming skillful unemployed so that these teachers become more productive and creative in their professions as teachers.

The general picture of welfare as part-time teachers in Indonesia is still the topic of a sad story and far from a worthy word. The education received by a person to become an educator is not comparable to the compensation that he receives when he becomes an honorary teacher. These part-time teachers are true unsung heroes who perform noble duties as teachers. In terms of duties and responsibilities, part-time teachers are the same as permanent teachers, but the duties of part-time teachers are also increasing, in addition to securing the learning process. Part-time teachers are also school operators and emotionally are also tied to the school, so many of these part-time teachers are teachers who are willing to work but are not paid according to their contribution.

Based on Law Number 14 of 2000, teachers are professional educators whose main task is to educate, guide, direct, train, and evaluate students through both formal and informal education at the early age, elementary school, and secondary levels. In addition, the teacher's job is also to instill the values and norms that apply in society to shape and develop the character of students so that human resources are formed that have character and quality. Based on these goals, good quality and performance must be possessed by teachers because they play an important role in the success of education. Based on the above explanation, it can be concluded that teachers are the most important human resources as an indicator of the success of educational institutions or organizations.

The relationship between self-efficacy, work engagement, spiritual intelligence, and Organizational Citizenship Behavior (OCB) has been increasingly explored in recent literature, particularly in the context of educational institutions. Karmeli, Sutanty, Kurniawansyah, Mustaram, and Usman (2021) found that self-efficacy significantly contributes to work performance among teachers through its influence on motivation and adaptability. Another study by Dini (2019) showed that spiritual intelligence has emerged as a significant psychological resource, contributing to ethical behavior and interpersonal harmony, which are foundational to OCB, as noted in the work.

Despite the growing body of research examining psychological variables and their influence on employee performance, few studies have investigated the *combined* effect of self-efficacy, work engagement, and spiritual intelligence, specifically on part-time educators within the metropolitan context of Jakarta. Most previous studies have focused on full-time employees or general organizational settings. This study introduces a novel framework by incorporating *Organizational Citizenship Behavior (OCB)* as an intervening variable, thus offering a behavioral mechanism that links internal psychological traits to performance outcomes. By focusing on *part-time teachers*, who face unique challenges in role commitment and institutional belonging, this study fills a gap in the literature and provides practical implications for managing non-permanent teaching staff in urban educational institutions.

Human resources are very important in an organization. Human resources are individuals who are ready and able to achieve organizational goals. The definition of human resources has been explained in more detail (D. Faeni, 2024). Human resources are related to organizational goals and can be stated as a design of various formal systems in the organization that aim to use their skills effectively and efficiently to achieve organizational goals. Based on the above information, human resources play a very important role in the organization. As human resources in educational institutions, teachers must have expertise to achieve the goals of educational organizations, especially teachers at the elementary school education level. Elementary school education is an important initial education in educational institutions or organizations. Elementary school teachers must have good performance as educators because one of the parameters to measure teacher success is optimal performance. Optimal performance can be reviewed through productive, professional, and high-quality work as educators. The optimal performance of a teacher can be measured through Organizational Citizenship Behavior based on behaviors such as self-efficacy, employee attachment, and spiritual intelligence. This study aims to analyze the influence of self-efficacy, employee engagement, and spiritual intelligence on Organizational Citizenship Behavior (OCB), as well as to examine the role of OCB in enhancing the performance of part-time teachers in Jakarta.

## **2. Literature review**

### **2.1 Self-Efficacy**

Several experts have defined the theory of self-efficacy. The first opinion, self-efficacy, can be defined as the ability to assess oneself in doing tasks according to one's desires and assess the good and bad of an action. Self-efficacy is the level of confidence an individual has in his ability to perform tasks to achieve a goal (Fort & Puget, 2022). Self-efficacy is also associated with the ability to achieve certain goals (Sihvo, Heilala, & Kärkkäinen, 2025). The definition of self-efficacy was developed based on a special evaluation of the self to understand personal conditions and as a basis for self-knowledge in acting and facing challenges (Su, Kong, Zhou, & Li, 2024). Aizava, Oliveira, Oliveira, Garcia, and

Fiorese (2024) emphasized self-efficacy to obtain the expected results (Costley et al., 2025). Individual self-efficacy differs because self-efficacy affects a person in terms of cognition and behavior (L. Liu, Huang, Shang, Zou, & Wu, 2024). Self-efficacy is also defined as an evaluation carried out by individuals based on the goals they want to achieve (D. P. Faeni, Oktaviani, Riyadh, Faeni, & Beshr, 2025).

Self-efficacy is divided into three dimensions: magnitude (level of difficulty that can be solved), strength (strong or weak), and generality (wide or narrow). The opinion on self-efficacy is more detailed (D. P. Faeni et al., 2025). Self-efficacy is defined as an individual or someone who has confidence in facing and solving both easy and difficult conditions and has the ability to determine actions in solving tasks or problems so that the problems faced can be overcome and the expected goals are achieved. Faeni explained in more detail about self-efficacy through four indicators, namely past performance, vicarious experience, verbal persuasion, and emotional cues. The following is an explanation of the four forms of self-efficacy.

## **2.2 Employee Engagement**

Employee Engagement is often called employee attachment or attachment. Several experts have proposed the definition and theory of employee attachment. The following are some opinions related to employee engagement. Employee engagement is the high emotional and intellectual influence of employees on elements in the organization, such as work, managers, colleagues, and organizations. An understanding of employee attachment is based on discretionary effort, which is the effort to make one's own decisions in the situation at hand (Sugianingrat et al., 2019).

Employee engagement is related to the alignment of an institution's priority strategy. This is characterized by employees' enthusiasm for work. Work ethics behavior will show good performance to foster the attachment of employee behavior to organizational norms that can realize organizational goals (Cahyadi, 2018). Employee engagement with the company is based on self-expression by employees at work. The expressions of the employees in question are physical, cognitive, and emotional. An employee's attachment to the company is related to their emotional, intellectual, and commitment. Employee engagement can be measured by attitudes such as talking positively about the organization to others such as colleagues or customers, having a passion for working in the organization, and contributing to the success of the organization. Employee engagement is related to motivation in work with the dimensions of passion, dedication, and absorption (Ariyanto, Wijaya, & Sari, 2025).

Based on the definitions and opinions of several experts that have been presented, it can be concluded that positive factors in employees, such as emotions, intellectual, physical, and cognitive in working and interacting with the environment in the company or organization, cause employee engagement. In addition, the alignment between the values possessed by employees is in accordance with the values of the organization or company, so that the goals of the organization or company can be achieved. Based on the definitions and theories described above, employee attachment is very important, so it is necessary to measure employee engagement. Three dimensions can measure employee engagement: vigor, dedication, and absorption. These three dimensions reflect a company's attachment to employees.

## **2.3 Spiritual Intelligence**

There are several perspectives on the definition of spiritual intelligence. Spiritual intelligence is the attachment between the individual and himself or her surroundings, which can be measured with five aspects, namely devotion, spiritual wisdom, compassion, and spiritual prosperity (Pinto et al., 2024). Devotion refers to an individual's bond with God through obedience and devotion. An example of devotion is strong faith, fear of God, and submission to God. Spiritual wisdom is the spiritual wisdom that exists in an individual towards himself or herself with the religion he believes in, such as obeying and following religious teachings, praying, or meditating. Compassion is a spiritual value of relationships with individuals or their environment, such as caring for forgiveness and being willing to serve others. Spiritual prosperity emphasizes an individual's relationship with it, such as a sense of security and peace, feeling that his life is meaningful, and feeling that God guides his life (Pinto, Veiga, Guedes, Pinto, & Nunes, 2023).

Conversely, in contrast to Pinto et al. (2024), who emphasized the aspect of spiritual intelligence towards individuals with their God, Anwar and Osman-Gani (2015) emphasized more human ability to solve problems and interpret life experiences, whether good or bad, and can survive in any condition. Spiritual intelligence is related to mental capacity that is adaptive to nonmaterial and transcendent aspects (Ahmadi, Estebarsari, Poormansouri, Jahani, & Sedighie, 2021). Spiritual intelligence can be defined as intelligence that can solve problems that are considered abstraction (Ajele, Oladejo, Akanni, & Babalola, 2021). Spiritual intelligence is based on the growth of non-physical beliefs that have great power, such as God, as the source of existence (Arsang-Jang, Khoramirad, Pourmarzi, & Raisi, 2020). A person's spiritual intelligence can be honed until they achieve happiness, great determination, and wisdom (Dami, Setiawan, Sudarmanto, & Lu, 2019).

Conversely, they consider spiritual intelligence as meaning and relationships that have no boundaries (Dargahi & Veysi, 2021). The keyword spiritual intelligence is the overall design and description of everything that is considered large and extensive (O'Sullivan & Lindsay, 2023). Spiritual intelligence is intelligence that interprets behavior and activities as worship (Barmi, Hosseini, Abdi, Bakhshi, & Shirozhan, 2019). Therefore, the definition of spiritual intelligence interprets spiritual intelligence as a form of sincerity and worship in behavior (Giannone & Kaplin, 2020). Hatami, Badrani, Kambo, Jahangirimehr, and Hemmatipour (2019) explained that spiritual intelligence means the ability to both behave and think with principles towards Allah. Spirituality is central to life; therefore, spiritual intelligence is considered a source of inspiration, passion, and binding to the truth that is not bound by time in the community aspect (Hojat & Badiyepemajahromi, 2021).

Some of the characteristics of spiritual intelligence are having a clear purpose in life, having life principles, always feeling the presence of God, being inclined towards kindness, having a big soul, and sympathy. Spiritual intelligence is divided into three parts: religious spirituality, religious social relations, and social ethics (Mosavinezhad, Safara, & Kasir, 2019). This theory has been widely used to define and approach spiritual intelligence. Spiritual intelligence is based on the ability of humans to behave in accordance with the rules and norms that apply in society. In addition, spiritual intelligence not only obeys existing values but also finds new values. In addition, spiritual intelligence not only obeys existing values but also finds new values. To measure spiritual intelligence, there are nine dimensions, namely, the ability to be flexible, a high level of awareness, the ability to face and take advantage of difficult things, the ability to face and heal pain, the quality of life inspired by vision and values, the unwillingness to cause harm, having a holistic view, often seeking basic answers, having a high imagination and knowledge, and easy to work against convention (Nahuda, Nurhasanah, & Nadiah, 2023).

#### **2.4 Organizational Citizenship Behavior (OCB)**

The theory of OCB is based on the behavior of employees who voluntarily work outside of their jobs without expecting anything in return and consider it as satisfaction (Sya'bania & Churiyah, 2022). Furthermore, the definition of OCB was developed by several experts, such as employee behavior that has added value without expecting rewards that can be considered prosocial behavior (Tamam, Churiyah, & Zagladi, 2023). The definition of OCB is not only social and psychological value but also supports the results of work. In addition to the behaviors mentioned above, behaviors are not roles or work that must be done, but are the personal choices of the employee himself (Gusti, Yasri, & Idris, 2021).

OCB is considered a choice behavior that is not a formal obligation but an effective function of the organization (Geus, Ingrams, Tummers, & Pandey, 2020). OCB can be seen with a good attitude outside of his responsibilities as an employee, such as having a personal interest in helping others' work, discipline towards attendance, respect, and maintenance of organizational or company facilities (Sugianingrat et al., 2019). OCB is more of a manifestation of employees as social beings (Paul, Bamel, & Garg, 2016). The OCB has grown since the 1980s. The essence of OCB is the spontaneous attitude of an employee towards his environment. This means that OCB is an employee behavior based on spontaneity with their own impulses and desires for existing obligations. In addition, OCB is also based

on the discretion of the employees themselves without any expectation of being rewarded by the company, such as salary increases or promotions.

## **2.5 Performance**

One tactic for motivating employees to improve their professional abilities to support the organization's declared goals is performance management. The company's idea was recognized, which led to its creation. The green wave may also have a positive influence on global business strategy. Green performance management examines corporate policy and environmental concerns. It also explores environmental responsibilities and how they can be met. The researchers concluded that by integrating frameworks, HR managers protect environmental management from harm. By implementing company-wide environmental performance standards and green information systems/audits, many companies are now adopting an environmentally friendly approach to performance management. They can gather crucial information on environmental performance using these metrics (Nekhili, Boukadhaba, Nagati, & Chtioui, 2021). Performance assessment is the most crucial aspect of project management. Valid, trustworthy, and equitable performance evaluations not only give workers valuable feedback but also encourage ongoing enhancements to the business's environmental outcomes (Yang & Yang, 2022).

The fact that managers must oversee both performance and overall performance goals presents a challenge for environmental performance evaluation. Audits, systems, environmental events, green information, policy communication, and environmental obligations should be the focus of future research on green performance evaluation. The stated objectives and responsibilities of the job description must be in line with the organization's green initiatives. To measure employees' levels of technical and behavioral competencies, including environmental stewardship, innovation, diversity, and teamwork, human resources professionals should add additional criteria to performance reviews. These skills would strengthen the organization's fundamental values. Managers should discuss employee performance during the scheduled evaluation period and provide the required comments at any time of the year.

Different scholars have defined performance in various ways. Maier (1965) is one authority on the subject and defines performance as success at work. The concept of performance is tied to both the degree of achievement of results (Hirschi & Spurk, 2021) and organizational goals (Zhu & Huang, 2023), in addition to success at work. Performance refers to the accomplishments and performance of personnel, in addition to being in accordance with goals (Chen et al., 2020). Employee accountability for their job and the presence of some kind of program or business activity direction and control are linked to performance (Eliyana & Ma'arif, 2019).

According to the definitions of many experts, performance can be characterized by a number of keywords, including time, ability, and motivation; succeeding at work; adhering to corporate goals; and complying with applicable regulations. Based on this, several experts have defined performance as the capacity, drive, and accomplishment of workers in carrying out tasks and programs that are in line with the organization's overall objectives, relevant regulations, and the time constraints for measuring them. According to this definition, employee performance is measured in terms of time. Indicators that serve as performance references should serve as the foundation for performance measurement. Accordingly, performance can be evaluated using five dimensions or indicators: quantity, quality, cooperation, and work hours (Hendri 2019). This contrasts with three elements—an individual's capacity to work, their level of effort, and the presence of organizational support—which can be utilized as performance indicators (Hirschi & Spurk, 2021). They stress that the four factors of accuracy, initiative, mental agility, and work discipline can be used to evaluate performance. Established foundation for performance reviews. According to Kazmi and Javaid (2022), to examine employee performance, four factors need to be measured: performance analysis, task analysis, competency study, and training needs survey.

Loyalty, job achievement, honesty, diligence, creativity, cooperation, leadership, personality, initiative, talent, and responsibilities are all ways to judge performance. Mohammad and Wasiuzzaman (2021) claimed that there are several types of performance indicators, including impact, benefit, output,

outcome, process, and input indicators. Various indicators can be used as a guide to evaluate performance based on performance analysis indicators. The ability to examine performance through individual employees, the workplace environment, organizational systems, and other elements that can be used as a reference to study performance unites these indicators. The longest performance analysis based on expert opinions used four indicators as a guide. Additionally, it has evolved from a number of specialists, such that a number of indications can be consulted while analyzing performance.

## **2.5 Hypothesis**

A hypothesis is a temporary answer to the formulation of a research problem, where the formulation of a research problem is expressed in the form of a question sentence. The hypothesis is stated temporarily because the answer is based on the relevant theory and not on empirical facts obtained from data collection. A hypothesis is referred to as a provisional answer from the formulation of a research problem because the answer given or reviewed is only based on the relevant theory; it is not based on empirical facts obtained through data collection. From this hypothesis, further research will be carried out to prove whether the hypothesis is true.

The basics of the hypotheses are based on theories and the results of previous research. The theory used to analyze self-efficacy originated in Lunenburg. The indicators used to measure self-efficacy were success experiences, experiences of other individuals, verbal persuasion, and physiological states. The results of the research on the relationship between self-efficacy and OCB are research from Budiastuti and Budi Astuti, which shows that self-efficacy has a positive and significant effect on OCB. Based on the results of the research and hypotheses, the following hypotheses can be formulated:

**H1: Self Efficacy has a positive and significant effect on Organizational Citizenship Behavior**

The theory used to analyze employee engagement originated from Schaufeli. The indicators used to measure employee engagement are vigor, dedication, and absorption. The results of research on the relationship between employee engagement and OCB show that employee engagement has a positive and significant effect on OCB. Based on the results of the research and hypotheses, the following hypotheses can be formulated:

**H2: Employee Engagement has a positive and significant effect on Organizational Citizenship Behavior**

The theory used to analyze spiritual intelligence was derived from Zohar and Marshall. The indicators used to measure spiritual intelligence are nine dimensions, namely flexible ability, high level of awareness, ability to face and utilize difficult things, ability to face pain, quality of life inspired by vision and values, willingness to cause losses, have a holistic view, often seek basic answers, have high imagination and curiosity, and are easy to work against convention. The results of the research on the relationship between spiritual intelligence and OCB are research from Tupamahhu and Sari, which shows that spiritual intelligence has a positive and significant effect on OCB. Based on the results of the research and hypotheses, the following hypotheses can be formulated:

**H3: Spiritual Intelligence has a positive and significant effect on Organizational Citizenship Behavior**

The theory used to analyze OCB comes from Podsakoff. The indicators used to measure OCB are Altruism, courtesy, Conscientiousness, and Sportsmanship and Civic vertu. Results of the study on the relationship between OCB and performance. This study analyzes the influence of Self-Efficacy, employee engagement, and Spiritual Intelligence on OCB, which is expected to have an effect on improving teacher performance.

**H4: Organizational Citizenship Behavior partially has a positive and significant effect on the performance of part time teachers**

## **3. Methodology**

The object of this study is part-time teachers in Jakarta, the capital city of Indonesia. Jakarta has one of the largest populations, the central gravity of commerce and financial districts in Indonesia. In relation to the object of this research being part-time teachers, one of the institutions related to this research is

the Education Unit, whose main task includes the management and coaching of schools from kindergarten, elementary, and disabled education levels, as well as other activities that have been determined by the Jakarta Education Office. The HR management science approach used to conduct this research is included in quantitative research. Qualitative and quantitative information is primarily associated with students' academic achievement, school facilities, quality of educators, and teaching methods. Based on this type, this research is a type of verificative and explanatory research, and aims to verify and explain the causal relationship between various variables through hypothesis testing.

The method of data collection in this study is carried out through surveys, so this research can also be called survey research and is grounded research. Survey research is a primary data collection method where data are obtained directly from the original source, in the form of distributing questionnaires taken from a sample in a population, while grounded research is research based on existing theories, then these theories are developed into a research model to be tested empirically (Yang & Yang, 2022). This research is seen in terms of context, unit of analysis, and time horizon, so it includes field research with individual analysis units and cross-sectional studies. Cross-sectional studies are studies that only collect data in one session, which can be daily, weekly, or monthly, to answer research questions. Then, based on the conditions of the research environment and the level of researcher involvement, this research is included in the field study category with a minimal level of researcher involvement. Field studies are a type of research that examines the correlation between variables and the natural conditions of the research environment and the minimal level of researcher involvement. Thus, data collection in this study was carried out through questionnaires filled out by the respondents.

#### 4. Results and discussions

The analysis results are presented to examine the influence of self-efficacy, employee engagement, and spiritual intelligence on Organizational Citizenship Behavior (OCB) and their subsequent effect on the performance of part-time teachers in Jakarta. The analysis was performed using the Structural Equation Modeling (SEM) approach with partial least squares (PLS) to evaluate both direct and indirect relationships among the variables. The findings are presented in alignment with the research objectives and hypotheses, followed by a detailed explanation of each path coefficient and its significance level. Special attention was paid to the mediating role of OCB in linking psychological constructs with teacher performance.

Table 1. Validity Test (*Inner Model*)

Variable/Construct	<i>t-statistic</i>	<i>P-Values</i>	Significancy
Self-Efficacy -> Organizational Citizenship Behavior	0.949	0.343	Not significant
Employee Engagement -> Organizational Citizenship Behavior	1.258	0.209	Not significant
Spiritual Intelligence -> Organizational Citizenship Behavior	5.489	0,000	Significant
Organizational Citizenship Behavior -> Performance	13.976	0,000	Significant

Source: Primary Data (2024)

Tabel 1 stated that t-statistic values of Spiritual Intelligence and Organizational Citizenship Behavior is above the Rule of Thumbs value standard of Outer Model stated categorized in Table 5 as significant.

##### 4.1 Goodness of Fitted Test

Assessing whether the data collected are consistent and match the model involves conducting a model match test. If the model matches the data, it means that the model is correct and good according to the Goodness of Fit. The results of the model fit test are as follows:

Table 2. Goodness Fitted Test

Test	Criteria	Results	Remarks
SRMR	< 0.08 (Henseler et. al, 2014)	0.084	Model Fit
NFI	> 0.90 (Lohmöller, 1989)	0.705	Model Fit
<i>rms Theta</i>	< 0.12 (Lohmöller, 1989)	0.176	Model Fit



Source: Secondary Data (2024)

Based on the test results in Table 2, it is known that the values of SRMR, NFI, and rms Theta meet the established criteria, so it can mean that the data collected is consistent and matches the model according to the Goodness of Fit.

#### 4.2 Hypothesis Test

The magnitude of the influence of each individual (partial) exogenous variable on the endogenous variable can be observed from the original sample value on the path coefficient. If the value of the original sample is positive, the exogenous variable has a positive effect on the endogenous variable. If the value of the original sample is negative, the exogenous variable has a negative effect on the endogenous variable. The following are the original sample values from this study.

Table 3. Original Sample

Variable/Constructs	Original Sample
Self Efficacy ( $X_1$ )	0,125
Employee Engagement ( $X_2$ )	0,152
Spiritual Intelligence ( $X_3$ )	0,609
Organizational Citizenship Behavior (Y)	0,739

Source: Primary Data (2024)

From Table 3, it can be seen that the values of all variables are positive. Self-efficacy had an effect of 0.125 on OCB of part-time teachers, employee engagement had an effect of 0.152 on OCB of Honorary teachers, Spiritual Intelligence had an effect of 0.609 on OCB of part-time Teachers and OCB had an effect of 0.793 on the Performance of part-time Teachers in Jakara.

Table 4. R Square and Adjusted R Square

Variable Endogen	R Square	Adjusted R Square
Organizational Citizenship Behavior	0,679	0,670
Performance	0,546	0,542

Source: Primary Data (2024)

Based on the results of the data analysis, the R-square value of OCB part-timer teachers was 0.697 and the performance of part-timer teachers was 0.546. This R-squared value can be used to calculate the coefficient of determination that can show the large influence of exogenous variables on endogenous variables. Based on the calculation results, a determination coefficient of 67.9% was obtained, which means that the exogenous variables used in the model, namely self-efficacy ( $X_1$ ), employee engagement ( $X_2$ ), and Spiritual Intelligence ( $X_3$ ), were able to explain the endogenous variables of Organizational Citizenship Behavior as much as 67.9%, while the remaining 22.1% were explained by variables outside this study. And the variables of Self Efficacy ( $X_1$ ), Employee Engagement ( $X_2$ ), Spiritual Intelligence ( $X_3$ ) and Organizational Citizenship Behavior (Y) had an effect of 54.6% on the Performance of part-timer teachers in Jakarta, Indonesia. Furthermore, a decision was made from the hypothesis test based on the original sample estimate and t-statistics.

The following is a test for each hypothesis:

The Influence of Self Efficacy ( $X_1$ ) Variables on Organizational Citizenship Behaviour (Y) partially.H1: Self Efficacy has no significant effect on Organizational Citizenship Behaviour. The test results in Table 4.17 shows that the original sample has a positive value of 0.125, and Table 4.15 shows a t-statistical value of 0.949, which is less than 1.96, according to the significance criterion of 5%, so that this study can be declared insignificant. From the results of the test, it can be explained that self-efficacy has no effect on organizational citizenship behavior. Based on these results, it can be concluded that H1 is not in accordance with the results of previous studies.

Effect of employee engagement Variable ( $X_2$ ) on Organizational Citizenship Behavior (Y) partially H2: employee engagement Does not have a significant effect on Organizational Citizenship Behavior. The test results in Table 4.17 shows that the original sample has a positive value of 0.152, and Table 4.15 shows a t-statistical value of 1.258 less than 1.96, according to the significance criterion of 5%, so that it can be declared insignificant. The test results indicate that employee engagement has no effect on organizational citizenship behavior. Based on these results, it can be concluded that H2 is not in accordance with the results of previous studies.

The Influence of Spiritual Intelligence Variables ( $X_3$ ) on Organizational Citizenship Behaviour (Y) in Partial

H3: Spiritual Intelligence has a significant effect on Organizational Citizenship Behaviour.

The Influence of Organizational Citizenship Behaviour (Y) Variables on Performance (Z) Partially

H4: Organizational Citizenship Behaviour has a significant effect on performance. Based on the test results in Table 4.17, the original sample of Village Apparatus Performance has a positive value of 0.739 and in Table 4.15 shows a t-statistical value of 13.976, more than 1.96, according to the 5% significance criterion so that it can be declared significant. From the results of the test, it can be explained that Organizational Citizenship Behaviour affects the performance of part-time teachers. Based on these results, it can be concluded that H4 is supported.

Table 5. Rule of Thumb Evaluation of Outer Model

Validity	Parameter	Rule of Thumb
Convergent Validity	Loading factor	> 0,70 confirmatory research
		> 0,60 exploratory Research
	Communality	> 0,50 confirmatory and exploratory research
	AVE (Average Variance Extracted)	> 0,50 confirmatory and exploratory research
Discriminant Validity	Cross Loading	> 0,70 variabel
	AVE correlate between latent constructs	AVE > correlate to latent constructs

Source: Data analysis (2024)

#### 4.3 Validity Test

A measurement scale is considered valid if it does what it is supposed to do and measures what it should be measured. If the measurement scale is invalid, it is beneficial for the researcher because it does not measure what should be done. A high-validity measuring instrument will have a small variance in errors or results that match the purpose of the test. Thus, the data collected were reliable. Validity indicates the extent to which an instrument measures what it wants to measure.

#### 4.4 Reliability Test

Reliability tests are conducted to determine whether the data collection tool shows the level of accuracy, precision, accuracy, stability, or consistency of the measuring tool in revealing certain symptoms of a group of individuals even though it is carried out at different times. A construct is said to have good reliability if it meets the criteria according to the Rule of Thumb Evaluation Measurement Model (Outer Model) in Table 5, namely, Cronbach's alpha above 0.7, and composite reliability above 0.5.

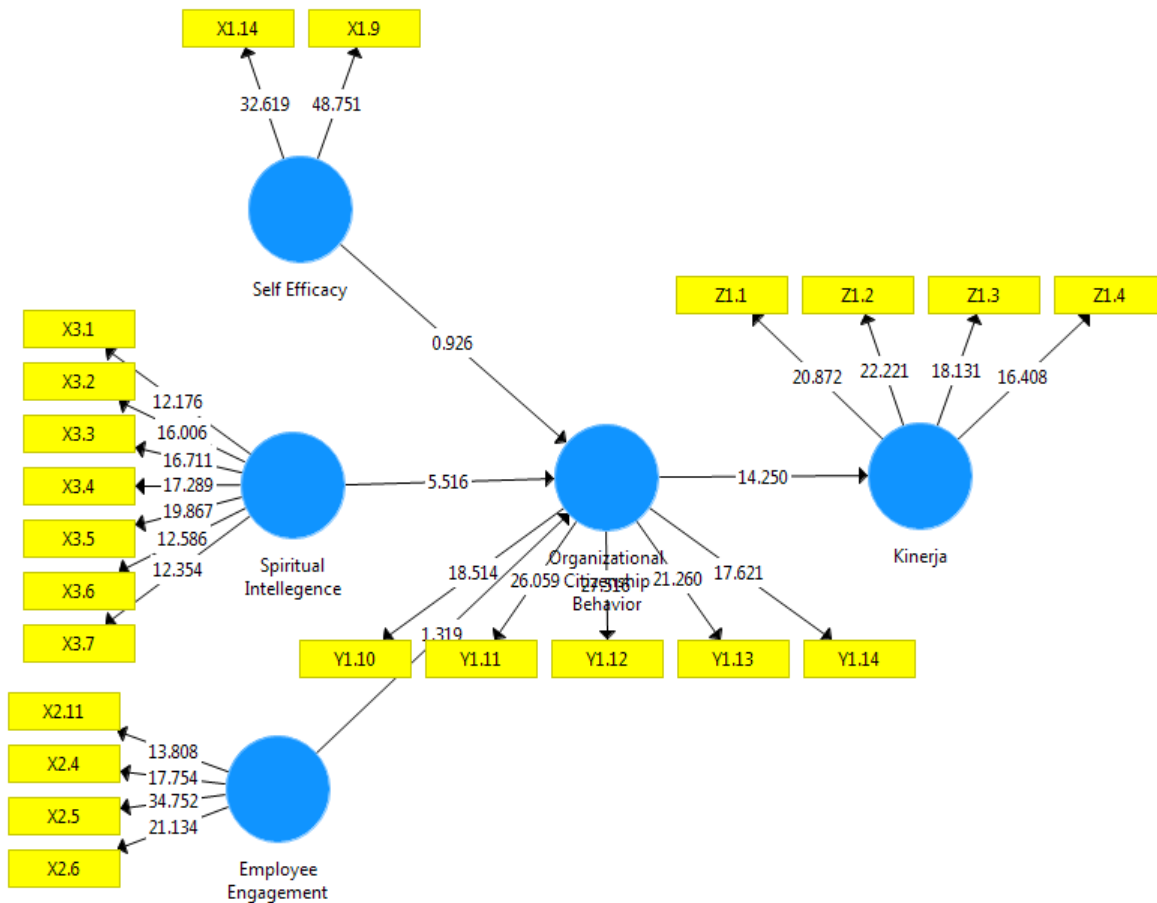


Figure 1. Displays the T-statistic value from indicator to variable, as well as from exogenous variable to endogenous variable.  
Source: Data analysis (2024)

The following are the results of the t-statistical value from the study shown in Table 6.

Table 6. Significancy Results Variable (Outer Model)

Constructs Variable	Indicator	<i>t-statistic</i>	P-Values	Significant
Self Efficacy	X <sub>1.9</sub> I can aim for a higher goal for the success of the institutions	34,807	0,000	Significant
	X <sub>1.14</sub> Our students are very happy and eager to learn for a better future	53,303	0,000	Significant
Employees Engagement	X <sub>2.4</sub> I am super proud to be a part time teacher	17,928	0,000	Significant
	X <sub>2.5</sub> I am very happy to see our students graduating	33,889	0,000	Significant
	X <sub>2.6</sub> I am very happy to see them highly motivated	53,303	0,000	Significant
	X <sub>2.11</sub> I am very happy to know and learn that students are glad to be in this education institute	22,369	0,000	Significant
Spiritual Intelligence	X <sub>3.1</sub> I am very proud to be a apart of education business as spiritual journey	12,103	0,000	Significant
	X <sub>3.2</sub> I am very responsible for my job	15,132	0,000	Significant
	X <sub>3.3</sub> To fast forward students for the fast track to a successful human being	15,305	0,000	Significant
	X <sub>3.4</sub> I am very proud to be a part of the skillful faculty	16,805	0,000	Significant

	X <sub>3.5</sub>	A job as part time is an honorary job	2,754	0,003	Significant
	X <sub>3.6</sub>	Shared knowledge and skills are considered as good deeds	3,432	0,000	Significant
	X <sub>3.7</sub>	Our small salaries are enough to get by	2,326	0,000	Significant
Organizational Citizenship Behavior	Y <sub>1.10</sub>	I will make sure that our students are well equipped with knowledge and skills	20.416	0,000	Significant
	Y <sub>1.11</sub>	Our students are successful in their daily practices	25.864	0,000	Significant
	Y <sub>1.12</sub>	I am very proud to be a part time teacher	27.148	0,000	Significant
	Y <sub>1.13</sub>	I am satisfied with our student's achievements	20.499	0,000	Significant
	Y <sub>1.14</sub>	I am satisfied with our student's high motivation and achievements	16.885	0,000	Significant
Performance	Z <sub>1.1</sub>	My teaching materials are very easy and users friendly	19.582	0,001	Significant
	Z <sub>1.2</sub>	I am not a procrastinator	24.277	0,001	Significant
	Z <sub>1.3</sub>	I finish all duties right on time	19.059	0,001	Significant
	Z <sub>1.4</sub>	My hard skills and competence are our main priority	15.096	0,001	Significant

Source: Primary Data (2024)

Table 6 shows the value of the t-statistical analysis results of the relationship of the indicator to each exogenous variable/construct. To determine whether exogenous variables significantly affect endogenous variables, a significance test must be performed. Testing the significance of the influence of a variable can be observed based on the t-statistic value with the criteria contained in the Rule of Thumb Evaluation Table of Measurement Model of Outer Model in Table 5 for a tolerance value of 5% (0.05). If the t-statistical value  $> 1.96$  or P-Values  $< 0.05$ , then the variable has a significant effect. Meanwhile, if the t-statistic value is  $< 0.05$  or P-Values  $< 0.05$ , then these variables are influential but not significant. Based on the table, it can be seen that all T-statistic indicators have a value of more than 1.96, so it can be concluded that all indicators from the variables of school facilities, educator quality, and teaching methods are significant.

Table 6 also shows that there are indicators that affect each variable most significantly; this can be seen from the largest t-statistical value. The indicators that affect the most significantly on each variable are Self-Efficacy Variable (X1): A source of persistent HR motivation in work (X1.14), Intensity of internal meetings (X1.9) able to improve the performance of part-time teachers. Employee Engagement Variable (X2): Proud to be part of the success of students and the institution (X2.6), feeling happy all the time they see students succeed and graduate (X5). Spiritual Intelligence Variable (X3): The desire to have usefulness for others and share knowledge through the hard skills they have to help each other (X3.4), moral responsibility as a teacher to students in succeeding in the future (X3.5), and viewing and interpreting the teaching profession as a form of worship of God Almighty (X3.1). Organizational Citizenship Behavior (Y) Variables: All the indicators are significant. Performance Variable (Z): Discipline in work (Z1.1), creating an effective curriculum, and.

#### 4.5 Interpretation and Research Results

##### 4.5.1 The Effect of Self Efficacy on Organizational Citizenship Behavior

The theory of self-efficacy has been widely defined by some experts. The first opinion, self-efficacy, can be defined as the ability to assess oneself in doing tasks according to one's desires and assess the good and bad of an action (Costley et al., 2025). Self-efficacy is the level of confidence an individual has in his ability to perform tasks to achieve a goal. Self-efficacy is the belief in facing and completing both easy and difficult conditions, and having the ability to complete tasks so that expected goals are achieved (Geus et al., 2020). Research has been conducted on the effect of self-efficacy on OCB. This study found that self-efficacy has a positive and significant effect on OCB. Research on the effect of self-efficacy on OCB in private schools in South Jakarta. The results showed that self-efficacy had a positive and significant effect on OCB. The results of the research on the influence and significance of

self-efficacy on OCB have also been carried out in Vocational High Schools (L. Liu et al., 2024). From the results of the research that has been carried out, it is found that employee engagement has no effect on Organizational Citizenship Behavior, so that the results of this partial study are different from the results of previous research.

The Effect of Employee Engagement on Organizational Citizenship Behavior and Employee Engagement is often called employee engagement. Several experts have proposed the definition and theory of employee engagement. Here are some opinions related to employee attachment, one of which is employee engagement, which is the high emotional and intellectual influence of employees on elements in the organization, such as work, managers, colleagues, and organizations. The understanding of employee engagement is based on discretionary effort, which is the effort to make one's own decisions in the situation at hand. This is different from X. Liu, Guo, and Zhao (2025) employee engagement is related to the alignment of an institution's priority strategy. This is characterized by employees' enthusiasm for work. Work ethics behavior will show good performance to foster the attachment of employee behavior to organizational norms that can realize organizational goals.

Part-time teachers who are the object of research are paid under the MSEs; however, they continue to work in accordance with the applicable regulations in their institutions. Based on this, knowing OCB to improve teacher performance based on Employee Engagement is very necessary. Based on the results of previous research and theory, Employee Attachment has an influence on OCB to determine teacher performance. Indicators to determine Employee Engagement are vigor, dedication, and absorption (Lartey, Montgomery, Olson, & Cummings, 2023). From the results of the research that has been carried out, it is found and it can be explained that Employee Engagement has no effect on Organizational Citizenship Behavior, so that the results of this partial study are different from the results of previous research.

#### *4.5.2 The Influence of Spiritual Intelligence on Organizational Citizenship Behavior*

Spiritual intelligence is the attachment between the individual and himself or her surroundings, which can be measured with five aspects, namely devotion, spiritual wisdom, compassion, and spiritual prosperity (Pinto et al., 2024). Devotion refers to an individual's bond with God through obedience and devotion. An example of devotion is strong faith, fear of God, and submission to God. Spiritual wisdom is the spiritual wisdom that exists in an individual towards himself or herself with the religion he believes in, such as obeying and following religious teachings, praying, or meditating. Compassion is a spiritual value of relationships with individuals or their environment, such as caring for forgiveness and being willing to serve others. Spiritual prosperity emphasizes an individual's relationship with it, such as a sense of security and peace, feeling that his life is meaningful, and feeling that God guides his life (Nilsson, 2024; O'Sullivan & Lindsay, 2023; Pinto et al., 2024). In contrast, emphasized the aspect of spiritual intelligence towards individuals with their God, more human ability to solve problems and interpret life experiences, whether good or bad, and can survive in any condition. Spiritual intelligence is related to mental capacity that is adaptive to nonmaterial and transcendent aspects (Sugianingrat et al., 2019).

The results of the study showed that Spiritual Intelligence had a direct and significant effect on OCB in State Vocational Secondary teachers. The results of the partial testing in this study show that Spiritual Intelligence is the independent variable that has the greatest influence on Organizational Citizenship Behavior, so this study is in accordance with previous research. The Influence of Organizational Citizenship Behavior on the Performance of Part Timer (O'Sullivan & Lindsay, 2023). There are several performance definitions. One of the expert opinions on performance is that of Maier (1965), who defined performance as success at work. In addition to success at work, the definition of performance is also related to organizational goals and the level of achievement of results (Geus et al., 2020). In addition to being in line with goals, performance concerns the performance and achievements of employees. Performance is also considered the achievement of tasks completed by employees (Costley et al., 2025) and relates to employee behavior in the completion of (Aizava et al., 2024). They emphasize performance as a reflection of employees at work (Fort & Puget, 2022), and most generally, performance is related to abilities and motivation (Eliyana & Ma'arif, 2019).

## 5. Conclusion

This study was conducted with the aim of determining the influence of self-efficacy, employee engagement, and spiritual intelligence on Organizational Citizenship Behavior in part-time Teachers in Jakarta. Based on the discussion in the previous chapters, the results of data analysis and hypothesis testing partially and simultaneously can be conveyed by the following conclusions: Self-Efficacy has no effect on Organizational Citizenship Behavior on the Performance of part-time Teachers in Jakarta. Employee Engagement has no effect on Organizational Citizenship Behavior on the Performance of part-time Teachers in Jakarta. Spiritual Intelligence Affects Organizational Citizenship Behavior on the Performance of Part Timer Teachers in Jakarta. Organizational Citizenship Behavior as a mediating variable affects the performance of part-time Teachers in Jakarta.

### 5.1 Limitations and Future Study

Based on research, this study is limited to part-time teachers in Jakarta, which may affect the generalizability of the findings to other educational contexts or full-time teaching professionals. The use of a cross-sectional design restricts the ability to draw causal inferences over time. Additionally, reliance on self-reported questionnaire data may introduce response bias. Future research is encouraged to expand the sample across different regions and employment statuses, utilize longitudinal designs, and explore additional psychological or contextual variables such as resilience, organizational climate, or leadership style to deepen the understanding of factors influencing Organizational Citizenship Behavior and performance.

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