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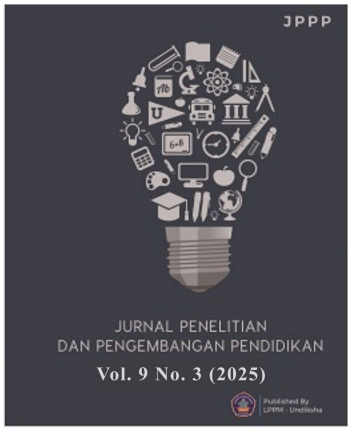
Journal title	**Jurnal Penelitian dan Pengembangan Pendidikan**
Initials	**JPPP**
Abbreviation	**j.Penelitian P. Pendidikan**
Frequency	**Three issues per year**
DOI	**prefix 10.23887/jppp**
Print ISSN	**1979-7109**
Online ISSN	**2615-4498**
Editor-in-chief	**I Nyoman Laba Jayanta**
Publisher	**Universitas Pendidikan Ganesha**
Organizer	**LPPM - Undiksha**

Jurnal Penelitian dan Pengembangan Pendidikan (JPPP) is an international journal which provides a forum for publishing research or review articles related to researches in instruction, learning and teaching, curriculum development, learning environment, teacher education, educational technology, and educational development. **p-ISSN : 1979-7109 (Print) and e-ISSN : 2615-4498 (Online)**

CURRENT ISSUE

Vol. 9 No. 3 (2025): October



The articles in this issue were authored/co-authored by 74 affiliated authors in 20 institutions from one country (Indonesia).

PUBLISHED: 2025-12-26

Articles

Augmented Reality Book Development: Enhancing Fifth Grade Students' Understanding of Global Diversity

DOI: https://doi.org/10.23887/jppp.v9i3.103918

Bayu Satryo, Wuri Wuryandani 434-442

PDF

Integrated PBLRQA Teaching E-Module to Improve Critical Thinking and Metacognitive Skills

DOI: https://doi.org/10.23887/jppp.v9i3.94787

Ni Gusti Ketut Masmirayani, Sutrisnawati, Mursito S. Bialangi, Abd. Hakim Laenggeng, Lestari M.P. Alibasyah 454-463

PDF

Kahoot! as a Digital Tool to Enhance Student Motivation and Academic Outcomes in Music Arts Classes

DOI: https://doi.org/10.23887/jppp.v9i3.97115

Awaluddin Muin, Nurhikmah H, Lu'mu, Abdul Malik Ramli, Hikmawati Usman 443-453

PDF

Interactive Media BELBICAR (Belajar Bilangan Cacah Ribuan) Based on HTML5 Using Articulate Storyline 3 for Participants in Grade III Elementary School

DOI: https://doi.org/10.23887/jppp.v9i3.95748

Cempa Huzaimah, Yuniawatika, Ni Luh Sakinah Nuraini 464-475

PDF

The Role of Spiritual Leadership on Teachers' Professional Ethics with Affective Commitment and Workplace Spirituality as Mediators

DOI: https://doi.org/10.23887/jppp.v9i3.98263

Lukas Purwoto, Yohanes Adeyudha Subhakti 477-487

PDF

Teacher Attitudes Based on Gender and Experience

DOI: https://doi.org/10.23887/jppp.v9i3.86369

Eva Imania Eliasa, Ilfiandra, Suwarjo, Budi Astuti, Aprilia Tina Lidyasari, Sahril Buchori, Natri Sutanti, Indriyana Rachmawati, Nadia Aulia Nadhirah, Afanin Halqim 487-494

PDF

Civic Values in Local Traditions: An Ethno Pedagogical Study of "Mepokoaso" in the Tolaki-Mekongga Community

DOI: https://doi.org/10.23887/jppp.v9i3.94447

Rahmad Rafid, Riski Febria Nurita, A. Taufiq Hidayat, Mohammad Ilham Yasin, Tati Indaryanti 495-503

PDF

Probity Audit as a Monitoring Mechanism: Compliance with Procurement Regulations, Principles and Ethics

DOI: https://doi.org/10.23887/jppp.v9i3.100572

Widya Indriani, Eliza Fatima 505-515

PDF

Transforming Mathematics Learning to Increase Students' Confidence, Concept Understanding, and Problem Solving Ability

DOI: https://doi.org/10.23887/jppp.v9i3.96573

Lailatul Jannah, Syaharuddin, Abdillah 516-529

PDF

Mapping the Global Landscape of Enterprise Risk Management Implementation Public Sector: A Bibliometric Study

DOI: https://doi.org/10.23887/jppp.v9i3.98819

Rizki Fauziah, Umanto 530-539

PDF

Employee Performance Measurement Using the Human Resource Scorecard Method

DOI: https://doi.org/10.23887/jppp.v9i3.98741

Besse Faradiba, Indrayani, Qarina 540-546

PDF

INHAS: An AI-Driven Solution to Enhance SPSS Data Interpretation among Religious Higher Education Students

DOI: https://doi.org/10.23887/jppp.v9i3.100113

Fatimah Djafar, Zohrawaty Hiola, Firdaus, Rita Afrina, Apriliyanus Rakhmadi Pratama 547-556

PDF

Improving Zoogeography Knowledge through One-Day Outdoor Learning at Zoo

DOI: https://doi.org/10.23887/jppp.v9i3.96853

Nuansa Bayu Segara, Dhimas Bagus Virgiawan, Nurul Hasanah, Agung Dwi Bahtiar El Rizaq 558-568

PDF

Interactive Video Using Moovly to Train Students' Critical Thinking Skills on Plant Metabolism Material

DOI: https://doi.org/10.23887/jppp.v9i3.94268

Fitria, Ismul Mauludin Al Habib , Hanif Rafika Putri 569-580

PDF

Zig Zag Book Media Based on Augmented Reality “BERUANG” on Mathematics Learning of Classroom Building Material V Elementary School

DOI: https://doi.org/10.23887/jppp.v9i3.95673

Amelia Nurhaliza Putri, Elok Fariha Sari 581-591

PDF

Policy Gaps and Challenges in Promoting Inclusive Education in Higher Education Institutions

DOI: https://doi.org/10.23887/jppp.v9i3.98465

Ufi Ruhama', Hamdil Mukhlishin, Ryani Yulian, Sucy Febrianti, Intan Khairunissa 592-602

PDF

Make a Match Learning Model with the Assistance of Wordwalls on Elementary School Science Learning Outcomes

DOI: https://doi.org/10.23887/jppp.v9i3.91018

Muhamad Aidil Nur Azani, Banun Havifah Cahyo Khosiyono, Akbar Al Masjid, Ana Fitrotun Nisa , Berliana Henu Cahyani 603-611

PDF

Android-Based Interactive Learning Media In Mathematics Learning

DOI: https://doi.org/10.23887/jppp.v9i3.93393

Nuthfah Faijah, Wahyu Setyaningrum 612-619

PDF

Transforming Sociology Learning Methods with Smartboards

DOI: https://doi.org/10.23887/jppp.v9i3.97354

Taufiq Aziz, Nadia Hartatik, Putri Dwi Permata Indah 620-628

PDF

Comics Media (Mathematics Mission Box) to Improve Understanding of the Concepts OF LCM and GCF in Elementary Schools

DOI: https://doi.org/10.23887/jppp.v9i3.95821

Tramelia Salsabela, Wulan Sutriyani, Abdullah Efendi 629-638

PDF

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- Editorial Team
- Peer Review Process
- Author Guidelines
- Publication Ethics
- Contact Us
- Open Access Policy
- Copyright Notice
- Author Fees
- Indexing

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English Version

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Nomor: 105/E/KPT/2022

Peringkat Akreditasi Jurnal Ilmiah Periode I Tahun 2022

Nama Jurnal Ilmiah:

Jurnal Penelitian dan Pengembangan Pendidikan

E-ISSN: 26154498

Universitas Pendidikan Ganesha

Ditetapkan Sebagai Jurnal Ilmiah:

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Akreditasi Berlaku selama 5 (lima) Tahun, yaitu:
Volume 5 Nomor 3 Tahun 2021 Sampai Volume 10 Nomor 2 Tahun 2026
Jakarta, 7 April 2022
Plt. Direktur Jendral Pendidikan Tinggi, Riset, dan Teknologi

Prof. Ir. Nizam, M.Sc., DIC, Ph.D., IPU, ASEAN Eng
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As an international, multi-disciplinary, peer-refereed journal, the scope of this journal is in learning and instruction area which provides a platform for the publication of the most advanced scientific researches in the areas of learning, development, instruction and teaching. The journal welcomes original empirical investigation. The papers may represent a variety of theoretical perspectives and different methodological approaches. They may refer to any age level, from infants to adults and to a diversity of learning and instructional settings, from laboratory experiments to field studies. The major criteria in the review and the selection process concerns the significance of the contribution to the area of learning and instruction.

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5. teacher education
6. educational technology
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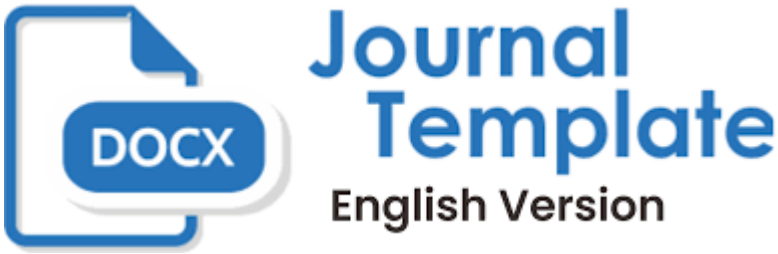

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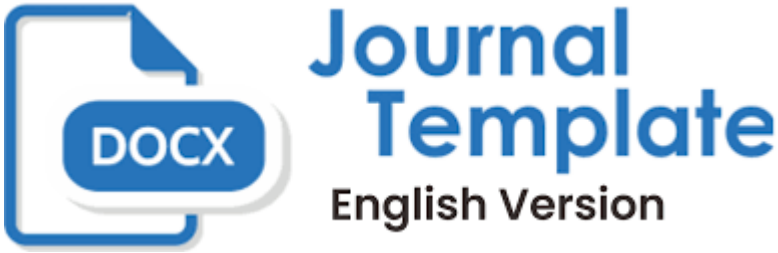

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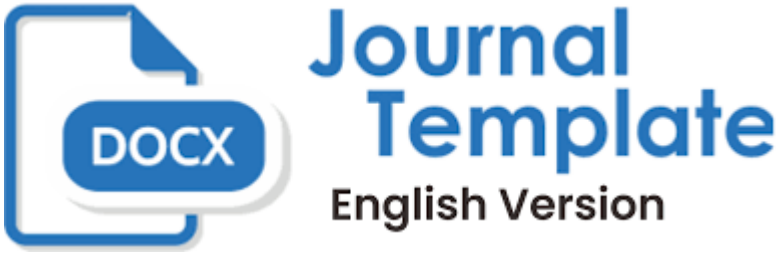

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The Role of Spiritual Leadership on Teachers' Professional Ethics with Affective Commitment and Workplace Spirituality as Mediators

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DOI: https://doi.org/10.23887/jppp.v9i3.98263

Keywords: Spiritual Leadership, Teacher Professional Ethics, Affective Commitment, Workplace Spirituality

ABSTRACT

Teachers are often faced with various situations and challenges that can affect their professional ethics. By implementing strong ethics, teachers not only teach but also educate the younger generation to be intellectually and morally mature. Therefore, schools require a climate and paradigm that supports the maintenance of ethical values and behavior in their teachers, which can be realized through spiritual leaders. This study aims to examine the influence of spiritual leadership on teachers' professional ethics and investigate mediation through affective commitment and workplace spirituality. This study applied a quantitative approach and was conducted by distributing questionnaires to 220 school teachers. Data analysis was conducted using PLS-SEM analysis. The result of the study indicate that teachers' professional ethics can be pursued by leaders by fulfilling teachers' needs for good spirituality through participation and membership to create a vision and values that guide teachers in maintaining their professional ethical behavior. In addition, the mechanism of this relationship is realized in schools through increasing affective commitment and workplace spirituality. The implication of the result of this study is that school leaders can use spiritual leadership to develop teachers in improving professional ethics.

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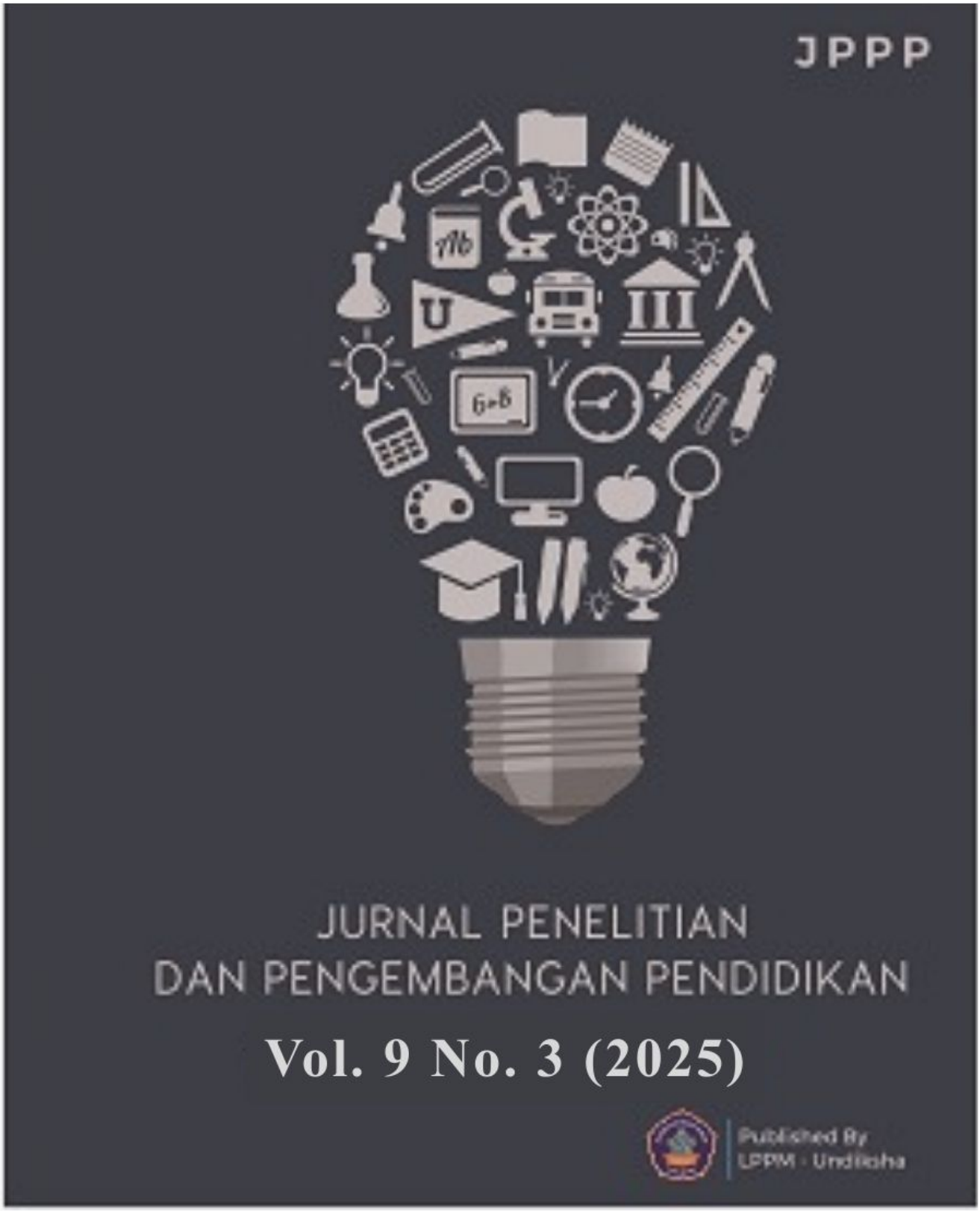
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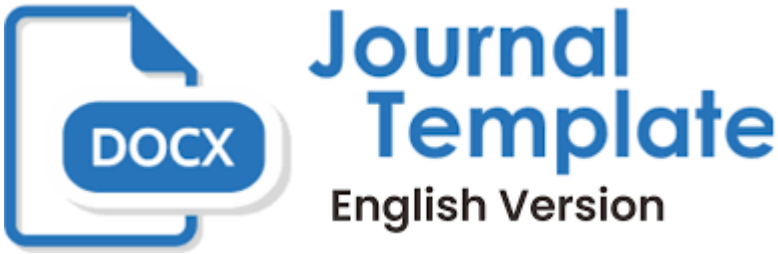

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P-ISSN: 1979-7109 E-ISSN: 2615-4498
Open Access: https://doi.org/10.23887/jppp.v9i3.98263

The Role of Spiritual Leadership on Teachers' Professional Ethics with Affective Commitment and Workplace Spirituality as Mediators

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ARTICLE INFO

Article history:
Received June 10, 2025
Accepted September 10, 2025
Available online October 25, 2025

Kata Kunci:
Kepemimpinan Spiritual, Etika Profesional Guru; Komitmen Afektif; Spiritualitas Tempat Kerja

Keywords:
Spiritual Leadership; Teacher Professional Ethics; Affective Commitment; Workplace Spirituality

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ABSTRAK

Guru seringkali dihadapkan pada berbagai situasi dan tantangan yang dapat mempengaruhi etika profesional. Dengan menerapkan etika yang kuat, maka guru tidak hanya mengajar tetapi juga mendidik generasi muda secara intelektual dan matang secara moral. Untuk itu, sekolah memerlukan iklim dan paradigma yang mendukung terpeliharanya nilai-nilai dan perilaku etis pada guru-gurunya, yang dapat diwujudkan melalui pemimpin spiritual. Penelitian ini bertujuan untuk menguji pengaruh kepemimpinan spiritual terhadap etika profesional guru dan menginvestigasi mediasi melalui komitmen afektif dan spiritualitas tempat kerja. Penelitian ini menerapkan pendekatan kuantitatif dan dilakukan dengan menyebarkan kuesioner kepada 220 orang guru sekolah. Analisis data penelitian dilakukan dengan menggunakan analisis PLS-SEM. Hasil penelitian menunjukkan bahwa etika profesional guru dapat diupayakan oleh pemimpin dengan memenuhi kebutuhan guru akan spiritualitas yang baik melalui partisipasi dan keanggotaan untuk menciptakan visi dan nilai yang melintasi para guru dalam memelihara perilaku etika profesional mereka. Selain itu, mekanisme hubungan tersebut terwujud dalam sekolah melalui peningkatan komitmen afektif dan spiritualitas tempat kerja. Implikasi hasil penelitian ini adalah bahwa pimpinan sekolah dapat menggunakan kepemimpinan spiritual untuk mengembangkan para guru dalam meningkatkan etika profesional.

ABSTRACT

Teachers are often faced with various situations and challenges that can affect their professional ethics. By implementing strong ethics, teachers not only teach but also educate the younger generation to be intellectually and morally mature. Therefore, schools require a climate and paradigm that supports the maintenance of ethical values and behavior in their teachers, which can be realized through spiritual leaders. This study aims to examine the influence of spiritual leadership on teachers' professional ethics and investigate mediation through affective commitment and workplace spirituality. This study applied a quantitative approach and was conducted by distributing questionnaires to 220 school teachers. Data analysis was conducted using PLS-SEM analysis. The result of the study indicate that teachers' professional ethics can be pursued by leaders by fulfilling teachers' needs for good spirituality through participation and membership to create a vision and values that guide teachers in maintaining their professional ethical behavior. In addition, the mechanism of this relationship is realized in schools through increasing affective commitment and workplace spirituality. The implication of the result of this study is that school leaders can use spiritual leadership to develop teachers in improving professional ethics.

1. INTRODUCTION

Teaching, as a profession, requires individuals to carry out their duties professionally, adhere to ethical principles, and engage in continuous competency development (Yorman et al., 2023). The role of teachers is not only limited to delivering subject matter but also as role models in implementing professional ethics. Teachers have a very important contribution in guiding their students to become people of character who uphold ethics, so discussions about professional ethics are very relevant to them. Behavior

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in accordance with professional ethics of teachers is closely related to the application of ethical values when they interact with students and parents in the teaching process, including dealing with ethical issues that are not necessarily related to legal matters (J. Wang et al., 2021; Yikmiş & Akbiyik, 2022). In the field of education, professional ethics refers to the value system of ethical behavior demonstrated by teachers when carrying out their duties, such as teaching, mentoring, and other additional activities (Arslan et al., 2025; Kar, 2018). The most important aspects of professional ethics are accountability, excellence and competitiveness, honesty, respect for others, respect for social values and norms, fairness and equality, empathy for others, and loyalty (Asgari & Bahmani, 2022). By upholding strong ethical principles, teachers will not only teach but also educate students, creating a generation that is intellectually intelligent and morally mature.

However, teachers are often faced with various situations and challenges that can affect their professional ethics. For example, teachers do not fully utilize their mobile phones for academic purposes in schools, and the misuse of mobile phones by teachers is common in schools (Mfaume, 2022). Numerous cases of unethical behavior by school teachers have been reported, including immoral acts against students (Siburian et al., 2024). Although teachers must deal with various moral relationships in their daily work, face many ethical tensions, and even face ethical dilemmas, teachers are reflective moral agents, and moral choices in moral dilemmas are inevitable (Chen et al., 2024). In this regard, the management of teachers' professional ethics needs to be implemented by schools through systems and atmospheres to create an environment that helps teachers feel the psychological feelings of professional ethics so that teachers can overcome ethical dilemmas and gradually improve their ethical level (Kequn et al., 2025; Yikmiş & Akbiyik, 2022; J. Zhang et al., 2015). Schools require a climate and environment that supports the maintenance of ethical values and behavior among their teachers. Beyond understanding that leadership articulates the school's vision and commitment to achieving its goals, ideal school leadership provides an opportunity to promote ethical teacher behavior through quality school-based professional development (Shuma et al., 2024). Meanwhile, spiritual leadership emphasizes positive values based on moral aspects and upholds ethics (Fry, 2016; Piwowar-Sulej & Iqbal, 2024; Samul, 2024). By emphasizing the importance of meaningful work and superior ethical practices, spirituality and leadership have the potential to provide solutions for meaningful and much-needed leadership in educational organizations (Elias et al., 2018). Over the past decade, there has been a rapid increase in interest in spiritual leadership among researchers and management practitioners (Samul, 2024; Sutomo & Javlean, 2022). However, the literature on spiritual leadership in educational organizations remains limited (Subhaktiyasa et al., 2023). Research on the application of spiritual leadership in educational institutions or schools is still essential for developing new theories on spiritual leadership in schools, as most studies focus on companies or government offices, with very little research on schools (Sutomo & Javlean, 2022). Furthermore, research is still lacking in providing empirical evidence regarding the role of spiritual leadership in helping to improve teachers' professional ethics.

Spiritual leadership, encompassing all aspects of a leader's inner life, vision, values, and spiritual behavior, is defined as the values, attitudes, and behaviors required to intrinsically motivate oneself and others to achieve a sense of spiritual well-being (Fry, 2003; Fry et al., 2005; Pardo et al., 2024). Spiritual leadership promotes the ethical integration of mission, vision, and values aimed at organizational sustainability. The source of spiritual leadership is the inner life or spiritual practice, which serves as a fundamental source of inspiration and insight, positively influencing the development of hope in a transcendent vision of service to key stakeholders and values of altruistic love (Fry & Cohen, 2009). Based on a systematic literature review, it is presented that spiritual leadership theory considers ethics in decision-making, presents a meaningful vision, embodies spiritual values such as integrity, honesty, and humility, builds trust among key stakeholders, and prioritizes the common good over individual needs (Piwowar-Sulej & Iqbal, 2024; Vedula & Agrawal, 2024). In line with this, the manifestation of spirituality in leadership and other organizational discourses, such as work ethics and values, which in turn leads to positive organizational outcomes, including professional ethics for employees (Taboli & Abdollahzadeh, 2016; Vedula & Agrawal, 2024).

The spiritual leadership paradigm can be said to emerge in an organization within the context of workplace spirituality. Several recent studies have shown that spiritual leadership positively impacts workplace spirituality (Aftab et al., 2023; Mohammed & Elashram, 2022). Workplace spirituality is an inner feeling stemming from the values and beliefs individuals feel about the importance of their work, their sense of pride in the group they work with, and the alignment of their personal values with those of the organization (Mohammed & Elashram, 2022). Furthermore, organizations can improve performance by incorporating a spiritual foundation into their work environment under the direction of spiritual leadership through the mediating role of workplace spirituality (Aftab et al., 2023; Luu, 2022). Therefore, spiritual leadership increases individuals' awareness of ethical values, which increases trust in the

organization.Spiritual leadership positively influences organizational commitment through calling and membership, leading to attachment, loyalty, and a desire to remain with organizations that meet these spiritual needs (Fry, 2016). Spiritual leadership can stimulate employee autonomous motivation, which, in turn, is associated with positive performance behavior, demonstrating the importance of fostering spiritual leadership behaviors for organizations (Y. Zhang & Yang, 2021). Spiritual leadership (vision, hope/faith, and altruistic love) positively influences employee affective commitment (Jeon & Choi, 2020). Spiritual leaders tend to be altruistic and committed to serving and empowering employees, as well as enhancing employee competency. This suggests that spiritual leadership is geared toward increasing employee commitment and engagement (Kumalo & Schutte, 2024). Therefore, spiritual leadership fosters empathy and compassion among organizational members, which is expected to enhance professional ethics through organizational commitment. Previous studies have shown that organizations cannot achieve high-quality customer service if their employees lack emotional commitment (Pathardikar et al., 2023). Meanwhile, workplace spirituality benefits organizations in terms of employee behavior (Delle & Segaro, 2024). There is a significant positive correlation between workplace spirituality, organizational commitment, and professional ethics among female secondary school teachers in Iran (Kalantari & Khalili, 2018; Mediatati & Jati, 2023). The findings suggest that improvements occurred in organizational commitment, workplace spirituality, and professional ethics among teachers. Both affective commitment and workplace spirituality may be conduits for the positive influence of spiritual leadership on teachers' professional ethics. This discussion led this study to examine the existence of indirect effects of organizational commitment and workplace spirituality. The novelty of this study is that, first, it broadens the scope of spiritual leadership theory in school organizations by focusing on its influence on teachers' professional ethics. Second, it examines the simultaneous role of affective commitment and workplace spirituality in mediating the influence of spiritual leadership on teachers' professional ethics. The purpose of this study is to analyze spiritual leadership on teachers' professional ethics and investigate the mediating mechanisms through affective commitment and workplace spirituality. Overall, this study is expected to guide leaders in school organizations in meeting the spiritual well-being needs of teachers in order to strive for ethical behavior.

2. METHOD

This study applies a quantitative method by conducting survey research. Survey research strategies involve collecting structured data from the population, which can be conducted in the form of questionnaires or structured interviews (Saunders & Lewis, 2018). The unit of analysis for this study is individuals, namely, school teachers. The population in this study consists of all teachers who teach in a number of schools at the elementary, junior high, and high school levels that are members of a private foundation in West Java Province. The total population size is approximately 250 teachers. This study took samples using a non-probability sampling technique, namely purposive sampling. According to Saunders et al., (2016), for a population of approximately 300 with a margin of error of 5 percent is 168. In this case, this study attempted to include almost all members of the population in the sample studied. The distribution of questionnaires was carried out over a period of one month, namely in March 2025. The number of sample members for this study was 220 school teachers. Most respondents were bachelor's degree graduates (202 people), and the rest were master's degree graduates (18 people). Based on gender, 163 respondents were female, and 57 respondents were male. According to age, 70 people were in the age range of 30 years or below, 52 people were in the age range of 31 to 40 years, 19 people were in the age range of 41 to 50 years, 76 people were in the age range of 51 to 60 years, and the remaining 3 people were over 60 years old. And looking at the length of service, 117 respondents had worked for 10 years or less, 34 people had worked between 11 and 20 years, 27 people had worked between 21 and 30 years, and the remaining 42 people had worked for more than 30 years.

Data collection was conducted by distributing questionnaires, which the teacher respondents themselves completed. This study used three types of variables: the independent variable (spiritual leadership), mediating variables (affective commitment and workplace spirituality), and the dependent variable (teacher professional ethics). Spiritual leadership was measured using 17 items, following previous studies (Fry et al., 2005; Martinez-Soto et al., 2024; M. Wang et al., 2019). During validation, two items from the spiritual leadership statement were removed due to low factor loading. The reliability for the spiritual leadership scale in this study was 0.964. Meanwhile, professional ethics aimed at the context of school teachers was measured using three items (Wei, 2024). The reliability for the professional ethics scale in this study was 0.920. Furthermore, affective commitment was measured using eight items based on measurements by previous studies (Jeon & Choi, 2020). During validation, three items from affective commitment were removed due to low factor loading. The reliability for the affective commitment scale in this study was 0.837. Finally, the workplace spirituality scale was based on four items developed from

previous studies (Delle & Segaro, 2024). During validation, one item from workplace spirituality was removed due to low factor loading. The reliability for the workplace spirituality scale in this study was 0.864. For all measurement scales, respondents' answers were measured using a five-point Likert scale with a response range ranging from strongly disagree = 1 to strongly agree = 5.

The data analysis used is part of a multivariate analysis, which examines the relationships between several variables simultaneously in a research model, focusing on mediation analysis (Memon et al., 2018). Furthermore, this study applies partial least squares-structural equation modeling (PLS-SEM) to analyze the relationships between all latent variables and indicators of this study simultaneously. The data analysis steps follow the two-step standard procedure in quantitative PLS-SEM research (Hair et al., 2019, 2022; Ringle et al., 2018). The first step is to evaluate the measurement model, followed by the second step, examining the structural model. The statistical software used in the PLS-SEM analysis is SmartPLS 4. Meanwhile, SPSS version 27 statistical computer software was used to obtain descriptive statistics.

3. RESULTS AND DISCUSSION

Results

The results of the study indicate that the correlation between each of the research variables is positive and statistically significant at the 1 percent level. For example, spiritual leadership is positively correlated with professional ethics (r = 0.557 with a p-value < 0.01), affective commitment (r = 0.661 with a p-value < 0.01), and workplace spirituality (r = 0.780 with a p-value < 0.01). Affective commitment is positively correlated with professional ethics (r = 0.553 with a p-value < 0.01) and workplace spirituality (r = 0.672 with a p-value < 0.01). Workplace spirituality is positively correlated with professional ethics (r = 0.709 with a p-value < 0.01). These correlation results provide initial clues to support all research hypotheses. The results of descriptive statistics and correlations are presented in Table 1.

Table 1. Descriptive Statistics and Correlations

Construct	Average	Dev. St.	1	2	3	4
1. Spiritual leadership	4.2091	0.54055		0.557**	0.661**	0.780**
2. Professional ethics	4.4485	0.59070			0.553**	0.709**
3. Affective commitment	3.8841	0.66910				0.672**
4. Workplace spirituality	4.3485	0.58371				
Catatan: **p < 0,01						

Source: Research data (2025) processed using SPSS version 27

The initial step of the PLS-SEM analysis is to assess the measurement model. The results of each item's loading exceed 0.7 as an acceptable level. The average variance extracted (AVE) values are greater than 0.5 for all four constructs. Convergent validity is met in the measurement model of this study. Furthermore, Cronbach's alpha (CA) and composite reliability (CR) values are greater than 0.8 for all four constructs. This suggests high reliability of each of the four constructs used in this study. Convergent validity is presented in Table 2.

Table 2. Convergent Validity

Construct	Item	*Loading*	AVE	CA	CR
Spiritual Leadership (SL)			0.669	0.964	0.968
	SL1	0.824			
	SL2	0.770			
	SL3	0.848			
	SL4	0.825			
	SL5	0.829			
	SL6	0.856			
	SL7	0.863			
	SL8	0.851			
	SL9	0.786			
	SL10	0.834			
	SL11	0.817			
	SL12	0.825			
	SL13	0.817			
	SL14	0.798			

Construct	Item	*Loading*	AVE	CA	CR
	SL15	Deleted			
	SL16	0.710			
	SL17	Deleted			
Professional Ethics (PE)			0.862	0.920	0.949
	PE1	0.908			
	PE2	0.942			
	PE3	0.935			
Affective Commitment (AC)			0.671	0.837	0.891
	AC1	Deleted			
	AC2	Deleted			
	AC3	0.802			
	AC4	0.831			
	AC5	0.813			
	AC6	0.831			
	AC7	Deleted			
Workplace Spirituality (WS)			0.785	0.864	0.917
	WS1	0.893			
	WS2	Deleted			
	WS3	0.880			
	WS4	0.885			

Source: Research data (2025) processed using SmartPLS 4

To evaluate discriminant validity, this study employed two analyses: the heterotrait-monotrait correlation ratio (HTMT) and the Fornell-Larcker criterion. The results are shown in Table 3. The findings of this study indicate that all HTMT values are below 0.85, thus establishing discriminant validity. Regarding the Fornell-Larcker criterion, discriminant validity is demonstrated when the square root of the AVE of a construct is higher than the correlation value with another construct. As shown in the table, the square root of the AVE value is greater than the correlation value below the diagonal. Thus, the findings of the HTMT ratio and the Fornell-Larcker criterion confirm the discriminant validity of this study's constructs. The next step of the PLS-SEM analysis is the assessment of the structural model. This study conducted bootstrapping with a resampling procedure of 5,000 instances to obtain t-values and path coefficients. The results presented in the table show that spiritual leadership has a positive and significant effect on affective commitment ($\beta = 0.67$, t-value = 13.74, p-value < 0.01). This result supports the first hypothesis, H1, of this study. Meanwhile, spiritual leadership also has a positive and significant effect on affective workplace spirituality ($\beta = 0.78$, t-value = 18.13, p-value < 0.01). This result supports the second hypothesis H2 of this study. Meanwhile, both affective commitment and workplace spirituality were found to have a positive and significant effect on teacher professional ethics. The results of PLS and bootstrapping algorithms regarding the strength of the path coefficients and their respective significance are presented in Table 3.

Table 3. Discriminant Validity

Construct	1	2	3	4
1. Spiritual Leadership (SL)	0.818			
2. Professional Ethics (PE)	0.565	0.928		
3. Affective Commitment (AC)	0.672	0.559	0.819	
4. Workplace Spirituality (WS)	0.780	0.709	0.675	0.886

Source: Research data (2025) processed using SmartPLS 4

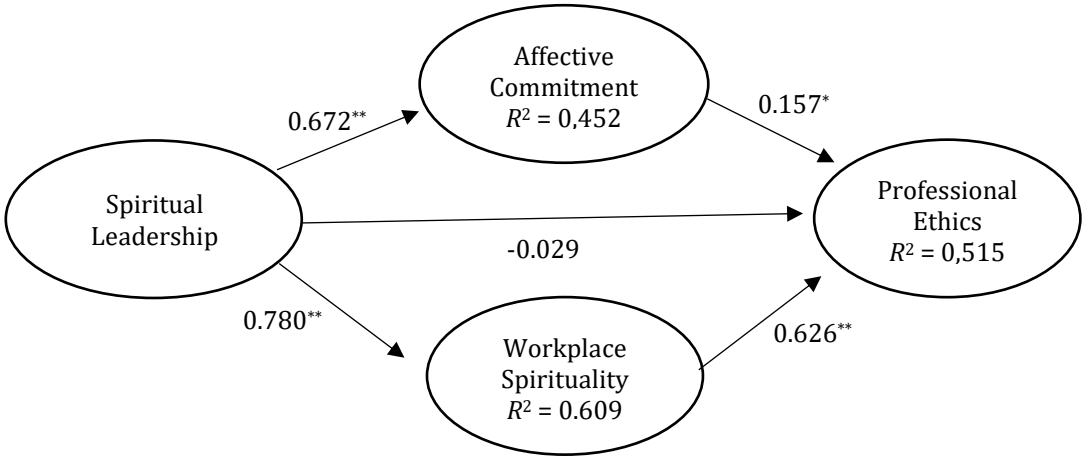
The next step is to examine the indirect or mediating effect of affective commitment and workplace spirituality on the relationship between spiritual leadership and professional ethics. The results show that affective commitment mediates the relationship between spiritual leadership and professional ethics ($\beta = 0.11$, t-value = 1.97, p-value < 0.05). This result confirms the third hypothesis, H3. The results also show that workplace spirituality mediates the relationship between spiritual leadership and professional ethics ($\beta = 0.49$, t-value = 6.67, p-value < 0.01). This result confirms the fourth hypothesis, H4. Furthermore, since the direct effect of spiritual leadership on professional ethics is not significant ($\beta = - 0.03$, t-value = 0.30, p-value = 0.76), the results of this study suggest that both affective commitment and workplace spirituality provide full or indirect-only mediation in the relationship between spiritual leadership and professional

ethics. Meanwhile, between the two, the indirect influence is greater through workplace spirituality than affective commitment. Hypothesis testing is presented in Table 4.

Table 4. Connection

Connection	β	Dev. St.	Nilai-*t*	Nilai-*p*
Direct Effects:				
SL → PE	-0.029	0.096	0.301	0.763
SL → AC	0.672	0.049	13.743	0.000
SL → WS	0.780	0.043	18.133	0.000
AC → PE	0.157	0.080	1.963	0.050
WS → PE	0.626	0.085	7.365	0.000
Indirect Effets:				
SL → AC → PE	0.105	0.053	1.971	0.049
SL → WS → PE	0.488	0.073	6.668	0.000
Total Effects:				
SL → PE	0.565	0.083	6.782	0.000

Source: Research data (2025) processed using SmartPLS 4



Catatan: *$p < 0.05$, **$p < 0.01$

Figure 1. Research model and PLS-SEM results

Source: research data (2025) processed using SmartPLS 4

Evaluation of the coefficient of determination (R2) to examine the combined influence of exogenous variables on endogenous variables. In Figure 1, the results show that the R2 value for the endogenous variable of professional ethics is 0.515, which means the percentage of influence of the three exogenous variables in explaining variations in professional ethics is 51.5 percent. Meanwhile, the R2 value for the endogenous variable of affective commitment is 0.452, and the endogenous variable of workplace spirituality is 0.609. If following general standards, the three coefficient of determination values indicate that the prediction accuracy is at a moderate level.

Discussion

This study has proposed a key research question: does spiritual leadership enhance teachers' professional ethics through the mechanisms of affective commitment and workplace spirituality? Spiritual leadership motivates workers by using spiritual perspectives and cultural creations based on human values to provide the necessary context for working together with moral principles and values. Therefore, spiritual leadership can provide professional ethical principles to its employees (Taboli & Abdollahzadeh, 2016). Spiritual leadership would be beneficial for implementation in Indonesian schools, particularly in how principals influence the work environment through teachers and students (Prasetyo, 2019). Leaders play a crucial role in the process of connecting ethics, vision, and values, and are responsible for connecting and directing actions that align with organizational strategy (Pardo et al., 2024). Therefore, spiritual leadership can help teachers improve their ability to make appropriate and ethical decisions so that they can be more effective in carrying out their duties. This study presents empirical findings regarding the role of spiritual leadership in facilitating behavior in teachers' professional ethics. Maintaining and nurturing teacher

motivation is crucial in maximizing the positive impact of teaching success on professional ethics, professional quality, and student achievement. Organizational culture plays a role in the emergence of teachers' professional ethics (Asgari & Bahmani, 2022; Wei, 2024). Meanwhile, leadership is widely known to influence the formation of organizational culture. In this regard, spiritual leadership builds an organizational culture based on the values of altruistic love where leaders and followers feel a sense of belonging, understood and appreciated (Al Hakim et al., 2022; Fry, 2016; Meilani et al., 2022). Spiritual leadership in the education sector will strengthen the effectiveness of learning by involving teachers who are responsible for successfully achieving institutional goals (Binu Raj et al., 2024). The results of this study complement the findings of previous studies regarding the important role of spiritual leadership in producing positive outcomes for organizations. Several studies have shown that spiritual leadership positively influences subordinate behavior and employee performance in organizations (Li et al., 2023; Udahemuka et al., 2024; Usmanova et al., 2023; M. Wang et al., 2019; Zhu et al., 2022). Spiritual leadership enhances employee voice behavior, which aligns with the situation where company leaders face challenges in motivating their employees to express opinions, ideas, and concerns related to work (Yu & Pitafi, 2024).

The results of this study indicate that the influence of spiritual leadership on teachers' professional ethics is mediated by affective commitment. This is consistent with the goal of spiritual leadership to implement the basic needs of leaders and followers for spirituality through participation and membership, to create vision and values in all individuals, empower teams, and commit to the organization (Fry, 2016; Gultom, 2020). These results are consistent with the findings of previous studies regarding the importance of affective commitment as a mediating mechanism of spiritual leadership on organizational outcomes. This finding highlights the need for leaders to implement spiritual leadership in formulating affective commitment and encouraging creative behavior (Jeon & Choi, 2020). The results of this study also indicate that the influence of spiritual leadership on teachers' professional ethics is mediated by workplace spirituality. The ethical climate fostered by workplace spirituality requires teachers to adhere to moral principles when interacting with students and colleagues at school. When spirituality is combined with an ethical climate, it will inspire employees to be obedient, cooperative, and generous (Ali, 2022; Amala & Kaltsum, 2021; Barik & Nayak, 2024). This finding is supported by previous findings regarding the mechanism by which workplace spirituality mediates the relationship between spiritual leadership and positive behavior. Workplace spirituality can mediate the influence of spiritual leadership on organizational commitment in public sector organizations (Sapta et al., 2021). Employees of hotels and tourism companies need to understand the role of spiritual leadership in influencing the company's social entrepreneurship orientation through mediation by workplace spirituality (Luu, 2022).

The premise of this study is that schools can use spiritual leadership to develop teachers in enhancing professional ethics. The research findings emphasize that teachers' ethical behavior can be improved through the implementation of spiritual leadership practices that enable the creation of a spiritual work environment and committed teacher attitudes, which in turn can help improve the school climate in terms of teacher ethical behavior. When teachers understand that life has a higher purpose, their personal values should reflect that higher purpose, and their personal values influence how teachers treat others (Richardson & Hindman, 2023). The relationship between spirituality and leadership suggests that the spiritual practices of educational leaders impact human behavior within their school organizations. In the teaching profession, the most important factors in teacher professional ethics are commitment to students and support for their learning and personal development (Tirri & Kuusisto, 2022). School teacher training plays a crucial role in integrating ethical principles into the educational process (Yikmiş & Akbiyik, 2022). Teachers who meet standards are those who meet the required qualifications and clearly understand what they should do both inside and outside the classroom (Kurjum, 2021). In this regard, teacher professional ethics can help build trust between teachers, students, and the community. When teachers demonstrate ethical behavior, they can build trust and a good reputation. Teacher professional ethics can also help enhance teacher professionalism by ensuring that they carry out their duties to high standards. Furthermore, teacher professional ethics can help shape students' character by demonstrating good and ethical behavior. This study has several limitations. First, it used only a quantitative approach through a questionnaire, which meant it was unable to capture teachers' subjective experiences or personal perceptions regarding spiritual leadership and professional ethics in depth. This approach limited understanding of the school's social and cultural context, which may influence the results. Second, the respondents were limited to school teachers, thus limiting the generalizability of the research results to other educational institutions, such as universities and training institutions. Recommendations for future research include a combination of quantitative and qualitative approaches, such as in-depth interviews, to gain a more comprehensive understanding of the dynamics of teacher spirituality and ethics. Furthermore, in-depth interviews from students' perspectives could provide a more comprehensive understanding of the context.

4. CONCLUSION

This study supports spiritual leadership in driving positive outcomes for school organizations, namely, professional ethical behavior among teachers. The results of this study provide novel insights into the mechanisms by which affective commitment and workplace spirituality mediate the influence of spiritual leadership on teachers' professional ethics. Spiritual leadership in schools will strengthen the effectiveness of teaching and learning by engaging teachers who are responsible and behave ethically in achieving school goals. Therefore, school leaders can pursue the following in implementing spiritual leadership. First, develop a school vision and mission. School leaders can build a vision and mission based on spiritual values, such as honesty, humility, and compassion. Second, integrate spiritual values into the curriculum. School leaders can improve the quality of relationships between teachers and students by promoting effective communication, empathy, and mutual respect. Third, develop character-building programs. School leaders can develop character-building programs based on spiritual values, such as volunteer or extracurricular activities aimed at shaping good student character. Moreover, fourth, develop leadership based on spiritual values. School leaders can develop leadership based on spiritual values by demonstrating good behavioral examples and motivating teachers to follow those examples.

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